Evaluation of Communities In Schools (CIS) of Texas

Executive Summary and
Final Technical Report

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EXECUTIVE SUMMARY: FINDINGS FROM THE EVALUATION OF COMMUNITIES IN SCHOOLS OF TEXAS

Prepared for Texas Education Agency

"Communities In Schools (CIS) is seen as a bridge between the schools, families, students and community it serves. It is described as a support not only for students but also for families. In particular, CIS is seen as the program that removes barriers and obstacles to success in school for students and helps keep students in school."

– Technical Report

For over thirty years, Communities In Schools (CIS) of Texas has worked to address the needs of at-risk children and youth. Beginning in 1979 with one site in Houston, TX, to its current configuration of 28 affiliates located in 55 counties throughout the state, CIS of Texas has partnered with communities, schools, students, parents and local organizations to change the lives of children and families. Moreover, through its unique partnership with the State of Texas managed by the Texas Education Agency (TEA), investment in the work of CIS of Texas has grown from $840,000 annually in 1987 to a current investment of more than $20,000,000 annually in this dropout prevention program.[1]

CIS of Texas provides both an infrastructure through which schools and communities can be mobilized to address the critical needs faced by at-risk students and their families and, more importantly, CIS of Texas provides the approach—the CIS model. The CIS model provides solutions to keeping at-risk students in school and ultimately reducing the incidence of dropping out of school. As CIS of Texas takes measures to solve the problems of at-risk children and youth, they acknowledge that dropping out is not just a school problem, but also a community problem. Therefore CIS believes that coordination of community services is essential to meeting the needs of at-risk youth—youth not only at risk of dropping out of school, but also other adverse social issues including substance abuse, teen pregnancy, negative interactions with the justice system and other negative social outcomes.

The TEA, responding to a request from the Texas State Legislature, commissioned ICF International to conduct an evaluation of CIS of Texas and its 28 affiliates located in 55 counties throughout the state. The evaluation undertaken from January through August 2008, focused on three overarching questions:

- ***Implementation of CIS***: What are barriers and facilitators to successful implementation of a CIS program at a campus?
- ***Services Delivered***: To what degree has the CIS program provided services that are needed to the students it serves?
- ***Impact of CIS***: What is the impact of the CIS program on at-risk students?

[1] In 1984, an independent study conducted by Intercultural Development Research Association found that 27% of white students, 34% of African American students, and 45% of Hispanic students dropped out of school before graduation. This prompted a call for action from the Texas State Legislature. The governor at the time, Mark White, in an effort to overhaul public education and address the high incidence of high school drop outs in Texas, identified exemplary youth dropout prevention programs operating in Texas—CIS of Texas was one of the programs designated as an exemplary youth program.

In addition, ICF also examined the program's data collection and management system—Communities In Schools Tracking Management System (CISTMS). Administrators of CIS of Texas emphasized the importance of data in assisting CIS staff to better implement, monitor, and adjust program needs and resources. With this in mind, the CISTMS data management system was reviewed as a part of the evaluation process. A summary of recommendations is provided in this overview of findings and detailed recommendations can be found in Chapter VII in the Technical Report that provides detailed data and description of all aspects of the evaluation.

Purpose of the Report

The evaluation is intended to determine if CIS is an effective approach to serving the growing at-risk population in Texas, specifically those students at risk of dropping out of school. Although CIS is considered the largest dropout prevention program in Texas, the number of students the program currently has the capacity to serve represents only a fraction of the two million children that the TEA estimates are at risk in the state. In order to assess the advisability of increasing the capacity of CIS of Texas to serve more students, it is important to examine its effectiveness in preventing students from dropping out and keeping students in school. Evidence will be presented in three areas— implementation, service delivery, and impact.

Organization of the Report

This evaluation report is organized into three major volumes: (1) an Executive Summary of Findings, (2) a detailed Technical Report, and (3) an extensive complement of Technical Appendices. The Executive Summary of Findings provides top level information on key evaluation findings. The Technical Report provides data and information including full explanations of analysis undertaken and results including models with predictors as to who benefits and how CIS impacts the students it serves. The Technical Appendices provide important data supporting the findings of the Technical Report.

Evaluation Methods

In order to fully understand the complexity and issues surrounding implementation, service delivery and impact of the CIS of Texas model, the evaluation used a comprehensive multi-level and mixed methods approach. The study was conducted at three levels—affiliate, school, and student levels—providing an understanding of where and how implementation and impact occur in the CIS of Texas approach. Data collection and analysis were undertaken using both primary and secondary data sources (see Table 1 and Chapter 2 of the Technical Report for detailed descriptions of data sources). In addition, five CIS affiliates[2] identified by CIS of Texas to TEA were visited by the ICF evaluation team to obtain "first hand" information on the implementation of the CIS approach by gathering perspectives from CIS staff, school personnel, community partners, students, and parents about the program and services delivered.

It is important to note that the evaluation design and analysis encountered several barriers to full design implementation due to limitations surrounding data availability, specifically missing and incomplete data in the CISTMS and Public Education Information Management System (PEIMS) databases. These instances are noted in the technical report when they occur as well as steps and analyses undertaken to address these limitations.

[2] The five sites visited were: CIS of Big Country (Abilene), CIS of El Paso (El Paso), CIS of Houston (Houston), CIS of North Texas (Lewisville), and CIS of Northeast Texas (Mount Pleasant). Each site varied in geographic location, population size, ethnicity, urbanicity, age of inception and staff characteristics.

SUMMARY OF KEY EVALUATION FINDINGS

This volume of the evaluation report begins with a section on findings relevant to the CIS management structure and the reach of CIS with regard to mission, program model, and target population. Following this section, findings relevant to overarching evaluation questions will be provided focusing on implementation, service delivery and impact. Recommendations regarding CISTMS are provided after this section. The volume ends with a summary of major findings outlining both the impact and promise of CIS of Texas.

Mission, Model and Target Population

CIS of Texas is part of a national organization operating in more than 30 states throughout the United States. Each state program operates as an independent state federation with a central office providing oversight to local affiliates. Each local affiliate is incorporated as a 501c3 organization with a locally designated Board of Directors. Local affiliates contract (both formally and informally) with schools in their community to operate CIS programs on their school campuses. Unlike other state CIS programs, the CIS program in Texas is managed statewide through a state education agency—the TEA. TEA is the conduit through which funding from the Texas State Legislature is dispersed to local affiliates.[3] The CIS State Office is housed in TEA and provides programmatic and technical guidance and oversight to the independently operating local affiliates.[4]

The central means by which CIS seeks to impact the lives of children, youth, and their families is through implementation of the "CIS approach"—a comprehensive asset-based approach focused on strengthening youth through the five basic principles of CIS[5] and incorporating the six components of the CIS of Texas framework. The CIS of Texas approach includes:[6]

- A structured organizational model;
- A set of core values and beliefs that guide the implementation of this model; and
- Six Program Components specific to CIS of Texas that identify the framework of services provided at each affiliate campus (see box).

Six Components of CIS of Texas

- Supportive Guidance and Counseling
- Health and Human Services
- Parental and Family Involvement
- Career Awareness and Employment
- Enrichment
- Educational Enhancement

This framework is the conceptual model for implementing case-managed services to at-risk children and youth. As such, it is the focus of the evaluation of the implementation of CIS of Texas examined in this evaluation study.

[3] CIS of Texas is one of two state programs in the national CIS federation that receives direct funding from a state legislature. This support enables CIS of Texas to have broad reach across the state and provides the capacity to serve more communities and impact large number of students.

[4] State office roles and responsibilities are described in the CIS of Texas website as: directs programs, sets standards, establishes performance goals, monitors key benchmarks, develops statewide partnerships, and works to expand the CIS program statewide.

[5] The CIS Five Basics are: 1) A Personal Relationship with a Caring Adult (e.g, mentors, tutors, parental involvement programs); 2) A Safe Place (e.g., after school and extended hours programs); 3) A Healthy Start (e.g,, mental health counseling, family strengthening initiatives, drug and alcohol education, physical and dental exams, eye care and immunizations, help for teen parents); 4) A Marketable Skill (e.g., technology training for the future, career counseling and employment skills, college preparation and scholarship opportunities); and 5) A Chance to Give Back (e.g., community service opportunities, Junior ROTC). See www.cisnet.org.

[6] The mission statement is: "Communities In Schools helps young Texans stay in school, successfully learn, and prepare for life by coordinating community resources in local schools."

SUMMARY OF KEY EVALUATION FINDINGS

AREA	FINDING
Overarching Finding(s)	Finding 1: The CIS of Texas State Office (TEA) provides significant management and technical support to local affiliates. This support is credited with the implementation of a statewide CIS program that is well managed and of high quality. Finding 2: The CIS model is being implemented with fidelity throughout all 28 CIS of Texas affiliates. Finding 3: CIS of Texas is engaging and serving children and youth identified as at risk of dropping out of school.
Implementation	Finding 4: The amount and type of case-managed services students received positively influence the likelihood of a student staying in school. Finding 5: Large caseloads and limited access to students during the school day restrict the capacity of CIS campus managers to deliver effectively large doses of services to CIS students.
Service Delivery	Finding 6: Through both direct and brokered services, CIS provides the necessary services to address risk factors for school dropout. Finding 7: CIS students who had a mentor reported more positive outcomes relative to CIS students who did not.
Impact	Finding 8: General supportive guidance (i.e., having an "adult advocate"--the core of the CIS model) is positively linked to several outcomes (e.g., stay in school). Finding 9: Providing enrichment services resulted in a number of positive benefits to CIS students. Finding 10: CIS has been successful in engaging parents, which is a necessary ingredient to a child's success. Finding 11: LEP (Limited English Proficient) and at-risk students (i.e., those identified by TEA at-risk categories) demonstrate increased occurrence of dropping out of school, reduced graduation rates and poorer performance in academics compared to other CIS case-managed students. Finding 12: Transitions from one school level to the next are a special challenge for CIS case-managed students. It took longer for these CIS students to get back on track during a transition from elementary to middle school and from middle school to high school. Finding 13: CIS is helping case-managed students stay on track with their classmates. Finding 14: Parents of CIS students report positive changes in their child as a result of participation in CIS activities. Finding 15: Students participating in CIS report that CIS provides needed support for success in school.

Finding 1: The CIS of Texas State Office (TEA) provides significant management and technical support to local affiliates. This support is credited with the implementation of a statewide CIS program that is well managed and of high quality.

Information gathered through both case study site visits and a statewide survey of key CIS stakeholders indicates that the CIS State Office is viewed by local affiliates as a valuable resource in carrying out their individual mission (see Section VII of the Technical Report for detailed information on the case studies and stakeholder survey). The State Office provides oversight, training and a means by which local affiliates can be connected to one another, share strategies, and collectively address the development of resources needed to carry out program functions. The State Office is responsible for monitoring the quality of the state network and in this role is viewed as a support and resource for assuring program quality at the local level.

Finding 2: The CIS model is being implemented with fidelity throughout all 28 CIS of Texas affiliates.

The CIS campus manager is the primary vehicle through which CIS services are coordinated and delivered. Services include both campus-wide and whole-school services (i.e., programs and support provided across the board to all students and families in the school) and targeted case management services (specific services for students identified as most at risk). Based on a survey of key staff from all CIS affiliates, it was reported that case managers, on average, spend about 25 percent of their time on whole-school activities and about 51 percent or more time delivering case-managed services. The study also found that the underlying processes of the CIS model are consistent across all affiliates, including: (1) use of formal and informal needs assessments, (2) coordinating and prioritizing services with input from school personnel, and (3) preparation and use of an annual campus plan with clearly defined objectives and measures of progress. Local affiliates monitor the progress toward goals for both program and individual student progress using the CISTMS database. Indications are that there is strong leadership of local affiliates as evidenced by experienced and committed executive directors and well qualified program staff.

Finding 3: CIS of Texas is engaging and serving children and youth identified as at risk of dropping out of school.

2006-07 Service Referral by Source
(*n*=66,725)

Teacher	28.5%
Parent	26.0%
CIS Staff	15.2%
School Counselor	8.3%
Self referral	7.9%

Data Source: 2006-07 CISTMS

In 2006-07—the most recent school year for which CISTMS data was provided—2,233,719 recorded hours of service were provided to 86,836 case-managed students for an average of 26.55 hours of service per student per school year. These students were identified as at-risk through several assessment processes, principally through a referral process (see box) and an assessment to determine targeted issues. The three top issues for which students were referred for CIS case management in 2006-07 were behavior problems, academic issues and for needed social services. Before CIS typically delivers or coordinates services, a needs assessment[7] is conducted to determine which issues should be targeted. Table 1 provides a summary of both referral and targeted issues for case-managed students during the 2006-07 school year. As shown in Table 1, while less than half (42.3%) of the case-managed students for whom data were available in 2006-07 were referred

[7] Students may be referred to CIS for case-managed services in four areas: academics, attendance, behavior or social services. Each referred student is assessed in these four areas and a service plan is developed to address both the referred issue and any other targeted issues that are indicated from the needs assessment. The service plan is monitored by the CIS case manager tracking student progress toward redressing targeted issues.

for behavior issues, a detailed assessment with each student resulted in a greater percentage (69.9%) of students being targeted for behavior issues. This suggests that many problems experienced by students may not be evident until after a detailed needs assessment and targeting process is completed, which is the hallmark of the CIS model.

Table 1: Top Three Referral and Targeted Issues for Case-Managed Students 2006-07[8]

Issue	% of Students Referred for Each Issue (*n*=42,348)	% of Students Targeted for Each Issue (*n*=78,388)
Behavior	42.3%	69.9%
Academics	34.7%	56.0%
Social Services	14.8%	35.4%

Data Source: 2006-07 CISTMS

As shown in Table 2, the CIS program, statewide, serves a diverse range of students; however, the majority of those served are Hispanic. The average annual household income for families of CIS case-managed students is less than $25,000. Additional demographic information can be found in the Technical Report, Chapter 3.

Table 2: Selected Demographics of CIS Case-Managed Students 2006-07

	Percentage/Value	*N*
Ethnicity		86,836
• White, not of Hispanic Origin	15.1%	
• African American	21.7%	
• Hispanic	62.0%	
• Native American	0.3%	
• Asian/Pacific Islander	0.8%	
ESL/LEP	19.7%	82,742
Special Education	9.0%	82,742
Average Household Income	$21,813	53,186

Data Source: 2006-07 CISTMS

Findings—Implementation, Services, and Impact

Major findings reported in this section are drawn from the student-level and school-level studies undertaken as part of the evaluation. There are two parts to the student-level study, both intended to demonstrate the impact of CIS on at-risk students.

- The first part involves the examination of outcomes for CIS case-managed students over time. It also examines the relationship between service type, dosage, and outcomes.

- The second part of the student level study uses a quasi-experimental design to compare CIS case-managed students with similar students from the same school that are not receiving case-managed services from CIS.

A school level study examines the overall differences between schools that implemented the CIS model and schools that did not but were comparable to CIS schools on a range of characteristics.[9]

[8] In Table 1, the difference in sample size for referral issue and targeted issues is a result of missing data. That is, data on referral issue(s) was only available for 42,348 students whereas data on targeted issue(s) was available for 78,388 students.

[9] CIS schools were matched with non-CIS schools using a statistical method called propensity score analysis. Characteristics for matching included ethnicity, urbanicity, and socio-economic demographics of the school along with other school indicators including language proficiency. Details on the matching process can be found in the Technical Volume, Appendix B.

While the technical report provides extensive details on findings from both the student- and school-level, key findings are presented in this summary.

Implementation

Successfully implementing the CIS model is hypothesized to result in positive outcomes for at-risk students, keeping them in school and on a path to graduation from high school. In this evaluation, the necessary ingredients for successful implementation of the CIS model were examined. Perspectives of primary stakeholders on the quality and effectiveness of services were gathered and combined with other school level data. The dosage of services (how many hours over what period of time), the point at which students first encounter CIS, and the impact of location (urban, suburban, rural) were all examined to determine what facilitates successful implementation and what hinders it.

Finding 4: The amount and type of case-managed services students received positively influence the likelihood of a student staying in school.

In the 2005-06 school year, case-managed students who received more hours of supportive guidance and enrichment were less likely to drop out of school (and conversely more likely to stay in school) than case-managed students who either did not receive these services or received lower dosages of these types of services. To draw upon the best practices identified by the Institute of Education Sciences[10], supportive guidance and enrichment can encompass several of these lessons learned (e.g., through personalizing the learning environment, improving behavior, providing the presence of a caring adult, and improving academic performance—see Finding 6 below).

Finding 5: Large caseloads and limited access to students during the school day restrict the capacity of CIS campus managers to effectively deliver large doses of services to CIS students.

Considering that CIS campus managers typically work with the highest-need students within the school, an average dosage of 24.6 hours of service per school year in 2005-06 and 26.6 hours of service per school year in 2006-07 may not be sufficient to elicit change on a large scale. A CIS campus manager's caseload is typically between 100 and 125 students, and given that in the era of high-stakes testing it is difficult to pull students from class to address social problems, there may simply be too many students and too little time for a campus manager to give every student the attention he/she needs.

Services Delivered

The evaluation team sought to understand the capacity that CIS brings to this population of students and their families and the degree to which case-managed students' needs are being served and met. An integral part of the CIS service delivery process involves providing services both directly through CIS staff and indirectly through a "brokering" process by which CIS staff identify and coordinate the delivery of needed services to students from providers in the surrounding community. Table 3 provides detail on the total hours of service provided across the Six Components of CIS, as well as year-to-year trends in service dosage.

[10] Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., & Smink, J. (2008, September). IES Practice Guide: Dropout Prevention. U.S. Department of Education, Institute of Education Sciences (NCEE-2008-4025).

Table 3: Total Hours of Services Provided by Program Component 2005-06 through 2006-07			
Program Component	**Total Hours of Services Provided 2005-06 (*n*=83,713)**	**Total Hours of Services Provided 2006-07 (*n*=84,129)**	**% Increase Total Service Hours 2005-06 to 2006-07**
Supportive Guidance and Counseling	528,966	565,923	+6.9%
Health and Human Services	177,885	208,851	+17.4%
Parental and Family Involvement	141,319	169,911	+20.2%
Career Awareness and Employment	69,965	99,506	+42.2%
Enrichment	558,719	579,333	+3.6%
Education	579,313	610,195	+5.3%
Total	**2,056,167**	**2,233,719**	**+8.6%**

Data Source: 2005-06 – 2006-07 CISTMS

Finding 6: Through both direct and brokered services, CIS provides the necessary services to address risk factors for school dropout.

CIS of Texas has long employed a strategy involving the provision of services both directly by the CIS program and through brokering of services to outside partners. Services are centered on the Six Components of CIS, many of which have been recently validated by the U.S. Department of Education.

The U.S. Department of Education's Institute of Education Sciences recently convened a group of practitioners and researchers who were a veritable "who's who" in dropout prevention. This group of experts was charged with identifying specific practices that were proven or at least well-known to reduce dropout rates. Their recommendations were[11]:

1. *Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out.* Through the CISTMS and needs assessment processes, CIS has helped schools identify students most at risk of dropping out and has worked to engage the students most at-risk within the school.

2. *Assign adult advocates to students at risk of dropping out.* Supportive guidance from a caring adult is one of the cornerstones of the CIS model. Providing an adult role model can help students work through their problems, especially if that support is not provided at home.

3. *Provide academic support and enrichment to improve academic performance.* Educational enhancement and enrichment comprise two of the Six Components of CIS. By providing services that help students concentrate on learning – and by helping teachers concentrate on teaching – CIS has the potential to improve the academic environment within a school.

[11] Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., & Smink, J. (2008, September). IES Practice Guide: Dropout Prevention. U.S. Department of Education, Institute of Education Sciences (NCEE-2008-4025).

4. *Implement programs to improve students' classroom behavior and social skills.* As shown in Table 1, behavior was the most commonly targeted issue by CIS programs in Texas.

5. *Personalize the learning environment and instructional process (schoolwide intervention).* CIS provides the school with a staff member who can offer one-on-one time with students that they would not normally receive in a classroom environment. The CIS office is often a "sanctuary" for some students, in that it is viewed as a personalized and safe environment in which they can discuss their problems.

6. *Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school.* While not all CIS programs provide career awareness and employment services, in those that do, the amount of these services has increased 42 percent between the 2005-06 and 2006-07 school years.

Given that CIS is implementing all of the above recommendations that are within the program's locus of control, it is evident that CIS is "doing the right things" with regard to dropout prevention (See Section I of the Technical Report for corroborating research on dropout prevention).

Finding 7: CIS students who had a mentor reported more positive outcomes relative to CIS students who did not.

Bill Milliken, the founder of CIS, outlined "five basics" that every child needs to learn and grow. The first – and arguably the most important – of the five basics is "a one-on-one relationship with a caring adult". When family relationships break down or are nonexistent in the first place, CIS provides an adult role model for students, either through a case manager (internal to the program) or a mentor (external to the program). Given that mentoring is a central component of the CIS model, denoted as one of the five CIS basics as "a one-on-one relationship with a caring adult" and as one of CIS of Texas' Six Components as "supportive guidance and counseling", a separate analysis on the value-added of mentoring services was conducted.

The evaluation team found that mentored students had more positive outcomes on TAKS math scores, TAKS reading scores, and attendance than their non-mentored counterparts. Non-mentored students, however, reported fewer suspensions (and the difference on in-school suspensions was statistically significant). This may indicate that mentoring is accruing benefits to students in terms of academics and motivation/engagement, but did not result in measurably better student behavior.

Impact

The impact of the CIS model on graduation, dropout, promotion and completion was also examined. In order to determine how CIS affects students, data on academic performance using TAKS and TAAS scores and a variety of behavioral outcomes (e.g., attendance and discipline) from CISTMS and PEIMS databases were used. Course grades were not available to determine academic performance of CIS students.[12] CIS case-managed students were the focus of impact analyses and where appropriate, comparisons between CIS case-managed and CIS non-case-managed students were undertaken. The Technical Report provides a wide

[12] Specific data on individual student grade performance was not available for analysis for this evaluation report. CISTMS collects grade data as either pass/ fail or recorded only as a progress measure rather than a numerical grade. Further, course descriptions vary prohibiting alignment of courses across schools and school districts. The PEIMS database does not include data on student grades.

range of information on the impact of the CIS model on case-managed students. Key findings include the following.

Finding 8: General supportive guidance (i.e., having an "adult advocate"--the core of the CIS model) is positively linked to several outcomes (e.g., stay in school).

Providing more hours of general supportive guidance is associated with lower odds of dropping out of school, greater odds of being promoted to the next grade level, and greater odds of staying in school[13]. Moreover, the amount of general supportive guidance was positively associated with better attendance rates, indicating that providing an extra degree of supervision and guidance can move students' lives in the right direction.

Finding 9: Providing enrichment services was associated with a number of positive benefits to CIS students.

Providing more hours of enrichment services was linked to lower odds of dropping out and greater odds of being promoted. The most profound findings with regard to enrichment services involve their relationship to improved behavioral outcomes.

Finding 10: CIS has been successful in engaging parents, which is a necessary ingredient to a child's success.

Although the evaluation team observed that increased parental involvement was related to increased disciplinary actions, our findings also suggest that CIS is able to obtain parental involvement among students who are having behavioral problems. This is a critical first step in getting students back on track to success in both academic and social aspects of their lives.

Finding 11: LEP and at-risk students (i.e., those identified by TEA at-risk categories) demonstrate increased occurrence of dropping out of school, reduced graduation rates and poorer performance in academics compared to other CIS case-managed students.

LEP students and students classified as at-risk[14] improved the least—especially in the first year of CIS enrollment. Given that CIS targets the toughest cases—and repositions their caseload each year to address the students with the most needs—these difficulties are understandable and may be avoidable with more CIS staff in place at each school.

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[13] DEFINING DROP OUT: In 2003, the Texas Legislature amended the Texas Education Code to define dropouts for state accountability according to the National Center for Education Statistics (NECS) definition. Specifically, state statute states that the Academic Excellence Indications (TEC39.051) include: (b)(2) drop out rates, including drop out rates and district completion rates for grade levels 9 through 12, computed in accordance with standards and definitions adopted by the National Center for Education Statistics of the United States Department of Education. Students who dropped out during the 2005-06 school year were the first to be reported according to this definition. DEFINING "STAY IN SCHOOL": CIS of Texas uses the variable "stay in school" as the foundation of its mission. It is defined according to 6 specific student status indicators (e.g., enrolled in school within Texas, promoted to the next grade, graduated, student completed GED certificate, student retaining, failed TAKS (senior only). In addition, CIS of Texas uses 12 indicators of leave reasons that also are credited with the concept of "stay in school". These leave reasons are: administrative withdrawal; college pursuing degree; deceased; enrolled in school outside Texas; enrolled in Texas private school; expelled and cannot return; graduated; graduated outside Texas, returned and left again; home schooling; received GED outside of Texas; removed by Child Protective Services; and returned to home country.

[14] At-risk categories used in the analysis for this evaluation were taken from the PEIMS dictionary where there are more than 13 categories defined by TEA as at-risk indicators.

Finding 12: Transitions from one school level to the next are a special challenge for CIS case-managed students. It took longer for these CIS students to get back on track during a transition from elementary to middle school and from middle school to high school.

The general trajectory of most outcomes in our student-level analysis was that students did worse in their first year of enrollment in CIS (2004-05 school year for the student-level cohort studied). This was likely due to the fact that students are typically referred to CIS after their problems become evident. In the year following referral (2005-06 school year), however, outcomes generally improved, which is a testament to the ability of the CIS program to turn around students' lives. However, by the third year (2006-07 school year), which also coincided with a transition to a new school for elementary and middle school students, outcomes were mixed. From these trends, and from anecdotal evidence, it is apparent that CIS students are having a harder time making adjustments. Further evidence for this hypothesis can be found in the years following transition to the TAKS from the TAAS. CIS schools were generally improving on TAAS scores over time, but declined more than their comparison group after the implementation of the TAKS. Anecdotal evidence on this finding corroborates the hypothesis that CIS students had more difficulties making adjustments.

Finding 13: CIS is helping case-managed students stay on track with their classmates.

The trends for TAKS reading, (see Technical Report Figure 19) over the course of time, CIS case-managed students performed similarly to non-case-managed students. This suggests that CIS is helping case-managed students stay on track with their classmates. Further, the percentage of CIS case-managed high school students passing English/Language Arts (ELA) courses (see Technical Report, Figure 20) increased significantly between 2005-06 and 2006-07. This increase helped bring case-managed students up to the same level of performance as non case-managed students. This may suggest that CIS was able to help students through case-managed services regain ground over time.

Finding 14: Parents of CIS students report positive changes in their child as a result of participation in CIS activities.

Parents across all grade levels and communities reported positive changes in their children's attitudes toward school, their attitudes and behavior toward their parents, teachers, and authority figures in general, and their outlook on life. Parents also noted improvement in work habits (e.g., completing homework assignments, getting work done in class) and in course grades. It was not just the students, however, that benefited from CIS. Parents also gave testimony to how CIS had helped them personally with difficult situations from having their electricity turned off, being evicted from their homes, needing help getting medical insurance, or going through a divorce. According to parents, the CIS campus/case managers were known for going beyond "the call of duty" to help not only the students but the families.

Finding 15: Students participating in CIS report that CIS provides needed support for success in school.

Elementary students gave examples of their time spent with their campus/case manager and/or their mentors as the most important aspect of CIS for them. Spending time with another caring adult in their lives was critical. Additionally, elementary school students recognized the importance and benefit of CIS in helping them get assistance with health matters, such as poor vision or dental problems. They also were thankful to CIS for providing them with school supplies, uniforms, and, on occasion, food for themselves and their families.

For middle and high school students, CIS was clearly making a difference. It was common to hear students express how CIS had helped them with their attitudes and behaviors both within and outside of school. As a result of CIS, students indicated they were fighting less with parents and peers, making better decisions, taking more responsibility for their actions and accepting the consequences of their actions, doing better in school on homework, grades, and even tests, and that they understood why going to school was important. They also noted that CIS gave them a safe place to go after school and provided them with someone who would listen to them without judgment. Again, this reflects the importance of the one-on-one relationship with a caring adult for these students. Most striking, perhaps, was the unanimous response across students in high school and many in middle school who stated that they would have dropped out of school if it were not for CIS or their campus/case manager. Almost every student indicated they wanted to continue in CIS and would (and for many already had) recommend CIS to friends and siblings.

Data Management: Recommendations for CISTMS

The CISTMS system is a comprehensive student level data collection system. As such, the system collects a wealth of information on individual students including referral type, targeted issues, services provided, dosage of services, community collaboration and student progress. The strength of the system is the amount of detail gathered on CIS students, their issues and their progress. The system has the capacity to produce meaningful data for program improvement and evaluation purposes.

A review of the utility of the CISTMS systems was undertaken with the goal of providing CIS of Texas with suggestions for areas in which the system can be improved. Although CISTMS provides a wealth of student level data, the overall quality of the data is dependent upon the completeness and accuracy of data entry by program managers at each site. There is limited capacity at the school level to enter data, which generally is the responsibility of the campus manager. Each school typically has one campus manager with a caseload of 100-125 students. These managers face significant burdens in balancing providing services to students with administrative functions like data entry. TEA may want to consider the following options to ensure that the burden of data entry is kept to a minimum at the school level:

1. ***Reduce redundancy in data collection***: Program managers have to locate data currently available in PEIMS and reenter it into CISTMS. TEA should consider either providing a direct download of student data from PEIMS into CISTMS, or providing CIS programs with merged CISTMS/PEIMS data for their own use.

2. ***Provide CIS programs with an abbreviated list of service codes, and strong guidance on definitions of each***: Currently, there are 273 CISTMS service codes. Although it is nearly impossible to simplify student services into a few discrete categories, TEA should consider culling out service codes that are not often used. Achieving simplicity in service reporting will also result in greater assurance in the accuracy of the data entry.

3. ***Capture mentoring services with greater precision***: Mentoring services appear to be underreported in CISTMS. Given that mentoring is such a core component of the CIS strategy in Texas, further efforts are needed to ensure that the mentor/mentee relationship is being captured accurately in the CISTMS system.

4. ***Ensure that services are not being under-reported***: CISTMS may underreport service dosage because (a) informal contact is not being reported, (b) there is limited staff time to enter data, and (c) CISTMS is not available. TEA may wish to consider either encouraging the recording of informal contact, or enter a streamlined service code for informal contact. TEA should also consider streamlining reporting requirements, offering funding for data entry, and ensuring that the CISTMS database is up and running as soon as possible after the beginning of the school year. This will ensure both the completeness and the quality of the data.

5. ***Create quality checks on linkages between files***: TEA should consider quality checks on the data to ensure that all relational databases have linkages, and if there is incomplete data, reports should be sent back to CIS programs to ensure full data reporting.

6. ***Consider the collection of additional intermediate outcomes***: It was evident from our case study site visits that CIS is accruing benefits to students far beyond improved grades or TAKS scores. Additional consideration should be given to including more intermediate outcomes, such as relationships with family/friends, school engagement, and parental involvement.

Limitations and Caveats

As with any study, this evaluation is subject to several limitations. Most notably:

1) ***Some components of the CIS model are likely to be present in non-CIS schools that are part of the comparison group***. Given that Texas has a long history of addressing the dropout problem, it is likely that most comparison schools have well-established dropout prevention programs in place, especially considering that they are (like CIS) located in areas of high need. When interpreting these findings, the question becomes whether CIS is a more effective strategy than what is already in place at the comparison schools. It is not a "CIS versus no program at all" type comparison.

2) ***There are multiple levels of service provided by CIS, which affects the intervention dosage for individual students across and within school sites***. Because CIS programs are typically limited by their ability to serve a maximum of 100-125 case-managed students per year on a campus, they have limited ability to produce change at the school-level.

3) ***Many student outcomes are expected to occur over an extended period of time***. Primary outcomes measured in this evaluation are considered "long-term" outcomes by researchers (e.g., graduation, dropout, and even academic improvement). There was anecdotal evidence that CIS is having a large impact on intermediate outcomes (e.g., better relationships with teachers, more fun learning) that eventually lead to improved academics, and dropout and graduation rates. Since we cannot measure all the areas where CIS is having an impact, the data presented in this report represent a conservative estimation of the total program effects.

Conclusions

> ***"In schools where CIS is serving 25%[15] or more of the student population with case-managed students, greater impact occurs—in essence, CIS has a larger footprint within the school. As a result, it is assumed that a greater return on investment results as CIS expands deeper in a school by providing more services to a larger number of at-risk students." – Technical Report, Volume II***

From first-hand observations on-site, there is qualitative evidence that CIS is having a large impact on students (see Technical Report, Appendix J), especially on intermediate outcomes, such as attitudes toward school, peer associations, relationships with others, etc. which were not able to be examined in this study due to the lack of available data on these measures. Further research is needed to determine the full range of impacts that CIS is having on students, families, and communities. That said, the more rigorous results that were found suggest improvement in more distal outcomes (e.g., test scores) over time, helping get students on track and preventing them from losing ground while within the influence of CIS. Once they transition or are no longer receiving services, however, we see a decline in these outcomes. If CIS can serve more students within a school for a longer period of time, the impacts (both immediate and long-term) are expected to be greater. With limited resources, local CIS affiliates may want to consider placing additional campus/case managers in the schools they are already serving in order to serve more students and/or serve students longer rather than entering new schools. The present study shows that serving more than 25 percent of the student population results in significantly greater improvements in graduation, dropout, promotion, academic achievement, and attendance than when CIS serves less than 25 percent of the students in a school. While the case for behavior issues was not as promising, this may suggest that serving more students results in better detection of behavioral problems when they arise (i.e., greater supervision).

Based on the results of the evaluation, CIS has many of the ingredients recommended in the literature for a successful dropout prevention initiative. Specifically, CIS:

- Has a process in place for identifying the right students at risk for dropout;
- Addresses multiple risk factors (high risk attitudes, values, and behaviors, poor school performance, disengagement in school, family dynamics, parental attitudes and beliefs about education, and parental behavior related to education) for dropout with multiple strategies (the Six Components of CIS of Texas) tailored to the specific needs (behavior, academics, social services) of the students it serves;
- Is assigning adult advocates, in this case campus/case managers and/or mentors to students at risk of dropping out;
- Provides academic support and enrichment services to help improve academic performance;
- Provides case-managed services that assist students with classroom behavior and social skills;

[15] Analysis of this data provided a natural "break" at the 25% point. This break point serves as a natural demarcation for reporting on the "footprint" of CIS in CIS schools.

- Provides case-managed services that help students graduate and provide them the skills needed after they leave high school; and

- Is working to mitigate the influence of out-of-school risk factors on students and thus is helping to remove some of the barriers that make it difficult for at-risk students to stay in school.

Continued evaluation of CIS, in particular regarding the impact on more direct or proximal outcomes and following students over longer periods of time will be important as CIS moves forward and continues to serve students at risk for dropping out.

Table of Contents

I. Introduction to the Evaluation

1. Addressing the Problem of Dropout in Texas

With the passage of the No Child Left Behind Act (NCLB) in 2002, schools and school districts are required to implement stricter accountability measures, including standardized testing and teacher quality guidelines (Communities in Schools, 2007). This focus on accountability highlights the need for a better understanding and demonstration of how schools and school districts are increasing students' educational performance and attainment. Identifying approaches that effectively keep students in school is critical as research suggests that approximately 25 percent of adolescents in the United States are at risk of not achieving "productive adulthood" (Eccles & Gootman, 2002, p. 298). In thousands of schools across this country, students are not meeting their academic potential and are leaving school before graduation.

But what can be done to prevent students from dropping out of school? Evidence suggests that the dropout crisis is solvable. The Institute of Education Sciences (IES) recently released a practice guide that contains six recommendations for preventing dropout (Dynarski, Clarke, Cobb, Finn, Rumburger, & Smink, 2008). These include: 1) implementing data systems for identifying and targeting students at risk for dropout; 2) assigning adult advocates to students at risk of dropping out; 3) providing academic support and enrichment to improve academic performance; 4) implementing programs to improve students' classroom behavior and social skills; 5) personalizing the learning environment and instructional process; and 6) providing rigorous and relevant instruction to engage students in learning, the skills needed to graduate, and to serve them after they leave school. Schools across the country are already implementing many of these and other strategies to reach students at-risk of dropping out of school.

Texas is an example of one state that has been working to reduce dropout and improve schools by implementing strategies similar to those outlined by IES. One initiative implemented throughout the State and sponsored by the Texas Legislature to address the dropout situation and meet the needs of at-risk students is Communities In Schools (CIS). The primary goals of CIS are to provide services to students who are in at-risk situations to help them achieve the following: 1) stay in school; 2) improve academically; 3) decrease behavioral problems; 4) advance from one grade to the next; and 5) graduate or obtain a GED. Through direct provision of services, linking students with agencies and programs that meet their needs, and the provision of campus-wide services that encourage and support high academic achievement for all students, CIS creates a framework within schools to promote positive student outcomes. CIS champions the connection of needed community resources with schools to help students, particularly those identified as at-risk, successfully learn, stay in school, and prepare for life. The CIS philosophy fosters a comprehensive, asset-based approach to strengthening youth through its five basic principles that every young person needs and deserves: a one-on-one relationship with a caring adult, a safe place to learn and grow, a healthy start in life, a marketable skill to use after graduation, and a chance to give back to peers and the community. Additionally, it is through the provision of six components of service—supportive guidance, health and human services, parental and family involvement, career awareness/employment, enrichment, and educational enrichment, that CIS has been serving students in Texas since 1979 with the establishment of CIS of Houston.

2. Purpose of the CIS of Texas Evaluation

The CIS program has been widespread (in 55 counties) in Texas, the only state that provides complete support ($20.7 million in 2008) for the operation of a state CIS office in addition to support for local programs implemented across 28 affiliate offices throughout the State. Although CIS is considered the largest dropout prevention program in the State, the number of students the program currently has the capacity to serve represents only a fraction of the two million children that the TEA estimates are at-risk in Texas. In order to assess the advisability of increasing the capacity of CIS of Texas to serve more students, it is important to examine its effectiveness in preventing students from dropping out and keeping students in school.

The Texas Education Agency (TEA), administrator of CIS of Texas, is tasked with carrying out the legislative authorization for the design and implementation of a comprehensive evaluation of CIS of Texas that accomplishes the following objectives:

- Examines the degree to which CIS of Texas programs meet student needs.
- Assesses the impact of CIS of Texas programs on at-risk students.
- Identifies barriers and facilitators to successful CIS of Texas program implementation.

Figure 1 depicts the conceptual framework for the evaluation. It can be visualized as a multi-level evaluation involving: (1) individual within-subjects and quasi-experimental studies at the student- and school-levels, including a nested design accounting for students within schools, and (2) an affiliate or network study involving information from key stakeholders across the CIS of Texas Network and intensive case studies of five local affiliates. The strength of the design is the use of multiple methods to collect, analyze, and synthesize information related to program effectiveness, quality, delivery, and other important program indicators. The use of mixed methods also allowed us to maximize the strengths of one method while filling in gaps or weaknesses of others. Additionally, the collection of information from multiple data sources allowed for the triangulation of results, providing greater confidence in the findings presented in the report. This technical report contains a detailed description of the evaluation design and methodologies used to meet the study objectives, detailed results of each level or component of the evaluation, and conclusions based on the evaluation findings.[1]

[1] An external review of the draft report was conducted by three experts in the field of education research and dropout prevention. We would like to thank Dr. Geoffrey Borman, Dr. Jay Schmink, and Dr. Robert Houston for their thoughtful comments and constructive feedback. The final report reflects their suggestions for improving the presentation and content of the report.

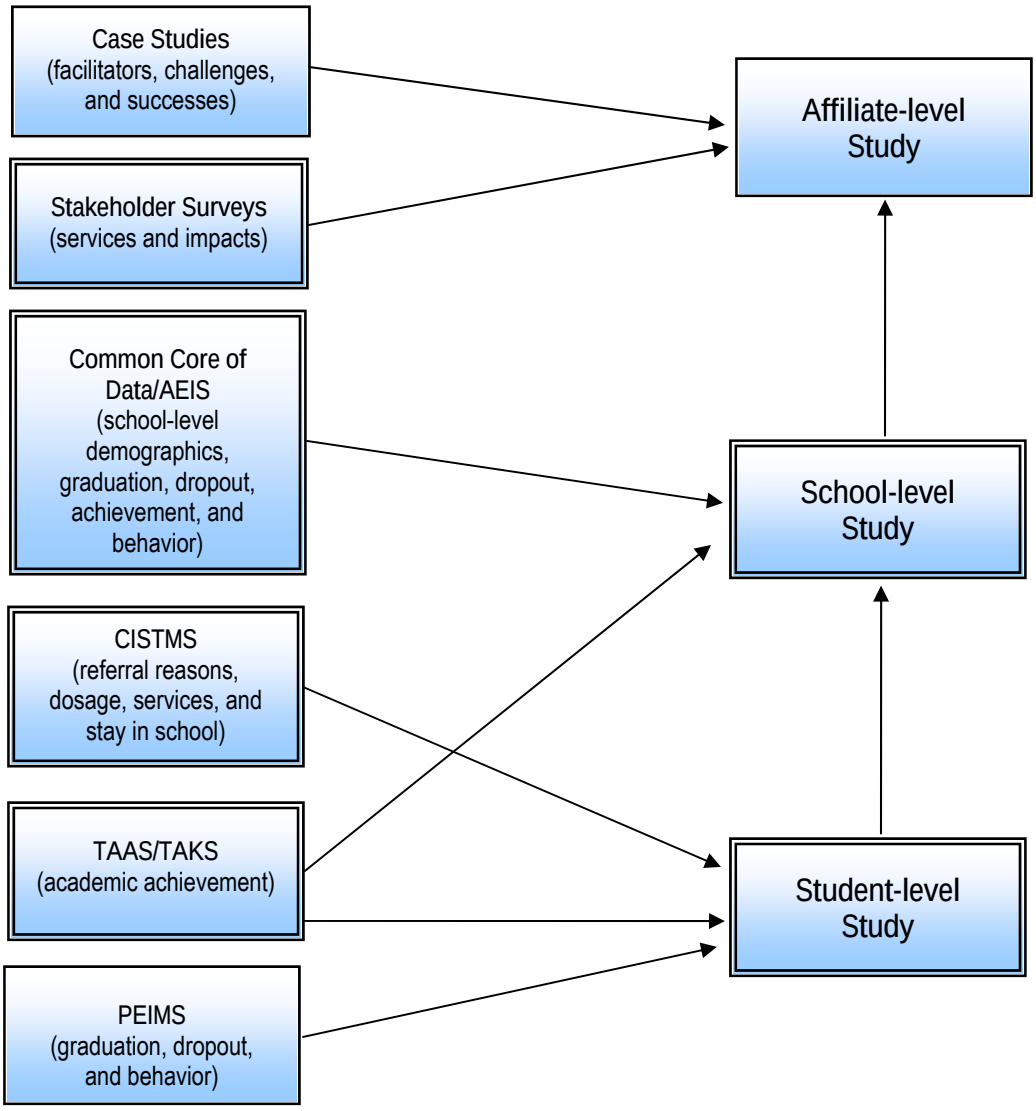


Figure 1. CIS of Texas Evaluation Framework

II. Methodology

1. Evaluation Questions

The primary questions addressed by the evaluation are derived from the overall objectives of the study. These include:

- To what degree have CIS programs provided the services that are needed to the students they serve?
- What is the impact of CIS programs on at-risk students?
- What are the barriers and facilitators to successful implementation of a CIS program?

For each primary question, there are equally important sub-questions addressed by the evaluation. These are presented in Table 1, along with the sources of data collected to address each question/sub-question and the analyses conducted. The findings from the evaluation are organized into chapters according to the primary research questions and the individual studies.

Table 1. Evaluation Questions Addressed by the CIS of Texas Evaluation

Key Evaluation Questions	Data Source(s)	Analyses
To what degree have CIS programs provided the services that are needed to the students they serve?		
• To what extent has CIS reached its target population of at-risk students? • Who are the students served by CIS of Texas? • Does CIS of Texas have the capacity to serve at-risk students referred to the program? • What factors determine whether CIS reaches its target population of at-risk students (e.g., school size, caseloads, service needs, resources)?	• CISTMS • Interviews • Focus groups	• Descriptive analysis • Content analysis
• To what degree have the needs of case-managed students been met?	• CISTMS • Stakeholder surveys • Interviews • Focus groups	• Descriptive analysis • Content analysis
• What role does collaborating with other organizations, including collaborations with schools, social service organizations and agencies, and local businesses, play in meeting the needs of case-managed students?	• Stakeholder surveys • Interviews • Focus groups	• Descriptive analysis • Content analysis • Content analysis
What is the impact of the CIS program on at-risk students?		
• How has participation in CIS affected rates of graduation, dropout, and promotion over time? • How do these occurrences compare over time for CIS students? • How do these occurrences compare to other at-risk students not receiving CIS services? • How do these rates compare to non-CIS schools?	• PEIMS • CISTMS	• Descriptive analysis • Repeated measures • HLM/HGLM
• How has participation in CIS affected scores on the Texas Assessment of Knowledge and Skills (TAKS) over time? • How do these scores compare over time for CIS students? • How do these scores compare to other at-risk students not receiving CIS services? • How do these scores compare to non-CIS schools?	• TAKS • PEIMS • CISTMS	• Descriptive analysis • Repeated measures • HLM/HGLM

Key Evaluation Questions	Data Source(s)	Analyses
• How has participation in CIS affected attendance rates over time? • How does attendance compare over time for CIS students? • How does attendance compare to other at-risk students not receiving CIS services? • How do these rates compare to non-CIS schools?	• PEIMS • CISTMS	• Descriptive analysis • Repeated measures • HLM/HGLM
• How has participation in CIS affected discipline over time? • How do these occurrences compare over time for CIS students? • How do these occurrences compare to other at-risk students not receiving CIS services? • How do these occurrences compare to non-CIS schools?	• PEIMS • CISTMS	• Descriptive analysis • Repeated measures • HLM/HGLM
• How has parent/family participation in CIS affected a student's academic performance?	• Interviews • Focus groups	• Content analysis
• What factors influence attendance, discipline, dropout, promotion, graduation, and academic achievement (TAKS) across programs? • How do these rates differ by type and frequency of services offered (dosage)? • How do these outcomes differ by student demographics? • How do these outcomes differ by reason for student referral?	• CISTMS • PEIMS • TAKS	• Descriptive analysis • HLM/HGLM
• Do students who are subject to a consistent dosage of CIS services (cumulative effect) as they move from elementary to middle to high school have more favorable outcomes than students who receive CIS at a particular grade level?	• CISTMS • Interviews • Focus groups	• Content analysis
• If students receive CIS at a particular school, are there characteristics of that school that produce more favorable outcomes? For example, are there differences in student outcomes based on program location (urban, suburban, or rural locations)? By school types (elementary, middle, or high)?	• PEIMS • CISTIMS	• Descriptive analysis • Repeated measures • HLM/HGLM
• What are the perspectives of the primary stakeholders (e.g., students, parents, teachers, school administrators) regarding the quality and effectiveness of the CIS services?	• Stakeholder surveys • Interviews • Focus groups	• Content analysis
What are the barriers and facilitators to successful implementation of a CIS program at a school campus?		
• What are the perspectives of the primary stakeholders (e.g., students, parents, teachers, school administrators) regarding potential improvements in CIS service delivery?	• Stakeholder surveys • Interviews • Focus groups	• Content analysis
• What factors may complicate – or facilitate – CIS service provision at urban, rural, and suburban sites?	• Stakeholder surveys • Interviews • Focus groups	• Content analysis

2. Data Collection

Data from both existing or secondary data sources (i.e., data already collected for other purposes) and new or primary sources and collection methods were needed for the evaluation. Each is described below.

2.1 Existing or Secondary Data

Texas Education Agency Data

The majority of the quantitative data available for the evaluation was obtained from the TEA. Information for the evaluation included:

- **CIS Tracking Management System (CISTMS)**. CISTMS holds data for students enrolled in CIS. It provides demographic information about the student and CIS eligibility (based on criteria established by the Texas Legislature). The system contains information regarding the reason for a student's referral to CIS as well as targeted issues on which a student's service plan is based. The system allows case managers to rate progress for each issue on a scale from "significantly worse" to "goal met." Information from CISTMS was used to analyze the impact of program participation on outcomes. Specifically, information regarding student demographics, reasons for referral, targeted issues or needs, and service delivery (e.g., type, amount, length of service) were examined against student outcomes over time. CISTMS data from 2005-06 and 2006-07 were available for analysis.[2] A list of variables from CISTMS used in the evaluation is presented in ***Appendix A***.

- **Public Education Information Management System (PEIMS)**. PEIMS contains information collected by the TEA on public education. It provides longitudinal data on student demographics, academic performance, school personnel, school financial information, and district organizational information. Information on student demographics, attendance, promotion, graduation, dropout, course completion (high school only) and disciplinary actions was used for the evaluation. This information allowed us to analyze the impact of program participation on student outcomes within CIS students (i.e. those receiving case-managed services) and non-CIS students (i.e., those students in the same schools who are not receiving case-managed services). Data from 1999-2000 to 2006-07 were originally obtained for the evaluation. However, because of difficulties identifying valid enrollment dates for CIS students prior to the implementation of CISTMS, data were only used for 2003-04 (baseline) through 2006-07. A complete list of variables from PEIMS used in the evaluation for matching and analyses is presented in ***Appendix B***.

- **Academic Excellence Indicator System (AEIS, 1996-2006).** Additionally, AEIS data obtained from the TEA website provided additional demographic and outcome data used for the school-level analyses. A complete list of variables from AEIS used in the evaluation for matching and analyses is presented in ***Appendix B***.

- **Texas Assessment of Knowledge and Skills (TAKS, formerly TAAS, 2003-07)**. Implemented in spring 2003, TAKS is the primary state assessment of academic skills and is designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills at each tested grade level. TAKS is designed to measure core areas of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). TAKS tests are administered annually to students in specified subjects at Grades 3 through 10 and at the exit level beginning in grade 11. By law, all

[2] While data from CISTMS needed for the student-level analyses were only available for the 2005-06 and 2006-07 school years, it was possible to use historically CIS data to determine the year students were first enrolled in CIS. For the student-level analysis, the 2003-04 school year was used as baseline, the 2004-05 school year was identified as the year a student was first enrolled in CIS, and the 2005-06 and 2006-07 school years were considered follow-on years for the evaluation. This allowed us to capture the most data for the most number of students across the greatest number of years.

eligible Texas public school students are assessed in mathematics in Grades 3 through 10 and exit level; reading in Grades 3 through 9; writing in grades 4 and 7; English language arts in Grade 10 and exit level; science in Grades 5, 8, 10, and exit level; and social studies in Grades 8, 10, and exit level. Proficiency or met standard for math and reading in Grades 4, 8, and 10 was used as the primary measure of student achievement for the evaluation. A cut off score of 2100 or above was used as an indication of meeting the standard in order to allow comparisons across grades.

National Center for Education Statistics (NCES) Common Core of Data (CCD)

In order to save time and resources, data available from the TEA were supplemented with data available from the CCD. NCES CCD includes annual fiscal and non-fiscal data about public schools, public school districts and state education agencies in the United States. The data are supplied by state education agency officials and include information that describes schools and school districts, including name, address, and phone number; descriptive information about students and staff, including demographics, and fiscal data, including revenues and current expenditures. Data from 1996-97 through 2006-07 were available for matching and analyses. A list of variables from CCD used for matching and analyses is presented in ***Appendix C***.

2.2 New or Primary Data Collection

Secondary data, described above, were supplemented by the collection of qualitative data in order to provide both contextual and environmental information to deepen the understanding of trends and outcomes discovered through the quantitative analysis. New data collection included:

- **Interviews and Focus Groups**. During site visits in May 2008, we conducted interviews with key CIS (affiliate and campus staff, board members) and non-CIS (principals, vice principals, guidance counselors, teachers, and community partners) stakeholders and conducted focus groups with CIS students and parents. The primary areas of inquiry included perceptions of CIS program effectiveness/ successes and areas of improvement. Copies of the interview and focus group guides (and associated consent/assent forms) are provided in ***Appendix D***.

- **Stakeholder Surveys**. The Stakeholder Surveys were designed to collect information regarding program planning and development, partnerships, training, and implementation; impact of CIS on resources/infrastructure, partnerships, services, and community awareness/support; service delivery; strengths and limitations; and success stories. The surveys were administered in May 2008. Copies of the Stakeholder Surveys are included in ***Appendix E***.

Together, the pre-existing and new data provided the information necessary to answer the questions presented in Table 1.

3. Individual Study Designs and Samples

Each of the study designs used for the evaluation and the study samples are described in this section.

3.1 Student-Level Studies

There are two parts to the student-level design, both intended to demonstrate the impact of CIS on at-risk students over time—the within-CIS case-managed students study and the between case-managed and non-case-managed students study. Each is described below.

Within-CIS Case-Managed Students Study

The within-CIS case-managed student study is intended to examine trends in outcomes for case-managed students over time and to examine the relationship between service type, dosage, and outcomes. The within-CIS student design identifies not only whether CIS is having a positive impact on case-managed students, but also points to what factors influence outcomes and for which subgroups CIS has the greatest impact. The outcomes examined included: achievement (as measured by proficiency in reading and math and course completion for high school students), attendance, discipline, graduation (high school only), dropout (high school only), and promotion. Actual course grades were not included in the analysis because this information was not available in PEIMS or CISTMS. Only information on pass/fail was reported in both systems. For CISTMS, more than 50 percent of the pass/fail data were missing across courses and students.

Within-Student Sample. Students in grades 4, 7, and 10 who were first enrolled in CIS in 2004-05 were selected for the within-CIS student analyses. School year 2003-04 served as the baseline, with 2004-05 through 2006-07 serving as post years. The within-student sample cohorts included:

- Elementary school students first enrolled in CIS in 2004-05 as fourth graders (N=3,767).
- Middle school students first enrolled in CIS in 2004-05 as seventh graders (N=5,270).
- High school students first enrolled in CIS in 2004-05 as tenth graders (N=2,989).[3]

This creation of cohorts enabled the evaluation team to track students over the course of four years. More importantly, these cohorts allowed the evaluation team to examine both immediate and longer-term outcomes for case-managed students. Specifically, changes between 2004-05 (year of enrollment in CIS) and 2005-06 represent the period of immediate CIS impact. For elementary and middle school students, changes between 2005-06 and 2006-07 represent longer-term outcomes and more importantly, possible sustained outcomes during a critical transition period for students (elementary to middle school and middle school to high school).[4] This time period is necessary to highlight the potential benefits and need for the continuation of CIS services across grade levels (i.e., feeder patterns within school districts) and in particular, the continuation of services to case-managed students during transition when existing challenges are often compounded (Pinkus, 2008). Finally, for high school students, examining outcomes in 2006-07 allows us to assess change through to Grade 12 for this cohort.

[3] It is important to note that the final sample sizes for each outcome may vary as a result of missing data.

[4] While not all middle schools in Texas (with or without CIS) included Grades 6 through 8, the majority followed this structure. Therefore, viewing Grade 6 as a transition period to middle school and Grade 9 as a transition to high school is appropriate for this evaluation.

Descriptive information on the CIS students included in the within-CIS case-managed student analyses based on data from CISTMS and PEIMS is provided in ***Appendix F***.

Between-CIS Case-Managed and Non-Case-Managed Students Study

The second part of the student-level design uses a quasi-experimental design to compare CIS case-managed students with similar students from the same school that are not receiving case-managed services from CIS. The design matches each CIS case-managed student to a similar non-case-managed student from the same school at baseline or the school year prior to enrollment in CIS. A computerized algorithm, 'Exact Match' was used to match CIS case-managed students to non-case-managed students. This technique ensures each treated unit (in this case, each CIS case-managed student) has the exact same values on all possible (and relevant) characteristics as the comparison students (in this case, non-case-managed students) prior to treatment (Rosenbaum, 1985). Students were exact matched on the following variables: age, sex, race/ethnicity, the TEA at-risk category, economic disadvantaged/non-economic disadvantaged status, special education, English language proficiency, grade level, scale score on reading TAKS, and disciplinary actions. Additionally, students were also matched, using propensity score matching, on TAKS math scores, met math TAKS standard, free meals and reduced price lunch status. The results of the student-level matching, including descriptive information on the case-managed and non-case-managed students are provided in ***Appendix G***.[5]

It is important to note that while there were no statistically significant differences between matches on any key variables at baseline, the matches are only based on variables for which we had measures. This is an important limitation to the between student-level design. There are other variables that put students at risk of dropping out of school (e.g., parent and student attitudes toward school, peer associations) and that trigger a referral to CIS (e.g., teen pregnancy, homelessness, dispute with a teacher or peer, depression, trouble at home) that were not available for matching. It is also possible that students in the comparison group (non-case- managed students) may have received services from CIS that were not documented in CISTMS. That is, campus/case managers may have worked with students informally. For these reasons, the between-student results need to be interpreted with caution. They are not intended to demonstrate whether students would have improved in the absence of CIS or to demonstrate that CIS caused specific changes in key outcomes. Instead, the between-student results are presented to show the extent to which providing case-managed services to students that are referred to the program, often after experiencing some crisis or problem/issue that may not manifest in standard test scores, attendance, or formal disciplinary action can help keep these students in school and performing as well as students they were once similar to on many academic and behavior measures. In essence, the between case-managed and non-case-managed study is intended to demonstrate whether CIS helps students regain losses in academic performance and behavior and get back on track with the rest of their classmates.

The between student-level designs examined the following outcomes over time: achievement (as measured by percentage of students meeting standards in TAKS reading and math and course completion for high school students), attendance, discipline, graduation (high school only), dropout, and promotion.

Between-Student Sample. Starting with the within-student sample, CIS case-managed students first enrolled in CIS in 2004-05 were matched at baseline (school year 2003-04) to

[5] Because exact match was used, it was not possible to exactly match students on both math and reading scores. This would have resulted in a significant drop in sample size. Instead, students were exactly matched on reading scores because reading/literacy has been shown to be a stronger predictor of academic success.

non-case-managed students enrolled in the same school. Analyses examined elementary and middle school students from baseline to 2005-06 (2006-07 represents a transition year to middle school or high school for these two cohorts of students and therefore we did not expect them to stay in the same schools) and high school students from baseline to 2006-07. While every attempt was made to ensure non-case-managed students did not show up in CISTMS in 2005-06 or 2006-07, it was impossible to know for sure whether students had received services from CIS prior to 2004-05 because this information was not documented in a usable format for the evaluation. It was also not possible to know if students were served informally by CIS from 2004-05 forward. Again, this is because informal services and/or services provided to students not formally on a case manager's caseload are not always documented in CISTMS.

Once these restrictions were applied and students were matched on all variables described previously, the resulting sample included:

- Elementary school CIS case-managed students in Grade 3 at baseline (N=146).
- Elementary school non-case-managed students in Grade 3 at baseline (N=146).
- Middle school CIS case-managed students in Grade 6 at baseline (N=322).
- Middle school non-case-managed students in Grade 6 at baseline (N=322).
- High school CIS case-managed students in Grade 9 at baseline (N=561).
- High school non-case-managed students in Grade 9 at baseline (N=561).

Once again, it is important to note that the final sample sizes for each outcome may vary as a result of missing data across years and variables.

3.2 School-Level Study

The school-level study is intended to document the impact of CIS at the school level and compare school-level outcomes for CIS and non-CIS schools through a quasi-experimental design. Specifically, the school-level study examined the overall difference between schools that implemented the CIS model and schools that did not but were comparable on several characteristics across a range of outcomes over a four-year period. These analyses focus on schools covering a four year period from the year prior to the beginning of CIS in each treatment school until three years post-implementation.

In order to ensure the closest matches of CIS and non-CIS schools, in the absence of a randomized controlled trial, propensity score matching was used. CIS schools were matched to comparable non-CIS schools on several school-level characteristics using a replicable and precise computerized algorithm, "Optimal Match," which draws on the work of Rubin (1992). The procedure matches treatment cases (in this situation, CIS schools) to comparison cases (non-CIS schools) to minimize the overall "distance" between the set of treatment cases and the set of comparison cases. After adjusting for differences in school characteristics, the non-CIS schools identified as most similar to CIS schools provide the best basis for comparison analyses. Matches were chosen for each CIS school one at a time and each CIS school was matched with a non-CIS school without replacement. This means that after a non-CIS and a CIS school were matched to each other, they were removed from further consideration (Bergstralh et al., 1996; Rosenbaum, 1989). Table 2 shows the variables on which CIS and non-CIS

schools were matched for different types of schools (i.e., elementary, middle, high schools). The results of the school-level propensity score matching are provided in ***Appendix H***.

Table 2. Variables Used for Matching Schools at Baseline by Type of School

ELEMENTARY – MIDDLE SCHOOLS	HIGH SCHOOLS
• Attendance Rates	• Attendance Rates
• Number of students receiving free and reduced lunch	• Number of students receiving free and reduced lunch
• Number of students with special needs	• Number of students with special needs
• Total number of students	• Total number of students
• Percentage of students passing the TAAS/TAKS Math Test	• Percentage of students passing the TAAS/TAKS Math Test
• Percentage of students passing the TAAS/TAKS Reading Test	• Percentage of students passing the TAAS/TAKS Reading Test
• Racial Composition	• Racial Composition
	• Dropout Rate

Data Source: 1996-97 – 2005-06 CCD and 1996-97 – 2005-06 AEIS

School-Level Sample

Originally, 905 schools were identified as representing schools in which CIS was or had operated. Information regarding the year in which CIS began operation in a given school was available for 823 schools. Those without start dates were excluded because we were unable to determine a baseline period. Of these remaining 823 schools, 272 were in operation before 1996-97, 88 had started implementation in 2005-06, and 17 schools began implementing CIS in 2007-08. These schools were excluded from the sample because: 1) CCD data used for matching were only available as far back as the 1996-97 school year; and 2) CIS needed to be in operation for at least three years in order to have data available to assess changes in outcomes over time.[6] A total of 446 schools remained for consideration in the school-level study. Of these 446, 53 had interruptions in their implementation and therefore could not be included in the sample. From the remaining 391 schools, 357 were identified as 'regular' schools based on the CCD public-use database classification. Each CIS school was matched to a non-CIS school on several pre-implementation, or baseline, characteristics. The logic behind the matching process was to identify non-CIS schools that, based on their characteristics, would have had a similar chance of implementing CIS. As a result, 296 CIS schools based on their year of CIS implementation, locality, and school type were matched to 296 other schools. Table 3 shows the total number of pairs of matched CIS and non-CIS schools for each school type and by location. CIS schools in operation before 1997-98 were examined separately and their results, compared to CIS schools operating from 1996-97 to 2005-06 and to non-CIS schools included in the school-level quasi-experimental study are presented in ***Appendix I***. Schools with a starting year after 2004-05 were not studied as part of the evaluation.

[6] A period of three years was used to create cohorts in order to allow sufficient time for CIS to become fully implemented within each school.

Table 3. Number of Pairs of Matched CIS and Non-CIS Schools by School Type and Location

	Urban	Suburban	Rural	Total Matches
Elementary	**120** (40.5%)	**32** (10.8%)	**10** (3.4%)	**162** (54.7%)
Middle	**47** (15.9%)	**21** (7.1%)	**9** (3%)	**77** (26%)
High	**39** (13.2%)	**11** (3.7%)	**7** (2.4%)	**57** (19.3%)
Total Matches	**206** (69.6%)	**64** (21.6%)	**26** (8.8%)	**296 (100%)**

Data Source: 1996-97 – 2005-06 CCD

There were eight cohorts of CIS schools included in the school-level study. Table 4 shows the pre-CIS implementation school year (baseline) and first CIS implementation year (post1) for each of the eight cohorts.

Table 4. CIS Baseline and Implementation Years by Cohort*

Cohort	Pre-CIS implementation School Year	CIS implementation School Year
Cohort 1 (n=33)	1996-97	1997-98
Cohort 2 (n=44)	1997-98	1998-99
Cohort 3 (n=61)	1998-99	1999-2000
Cohort 4 (n=53)	1999-2000	2000-01
Cohort 5 (n=48)	2000-01	2001-02
Cohort 6 (n=52)	2001-02	2002-03
Cohort 7 (n=36)	2002-03	2003-04
Cohort 8 (n=30)	2003-04	2004-05

* Cohorts 1, 2, and 3 were included in the TAAS achievement school-level analyses and Cohorts 7 and 8 were included in the TAKS achievement school-level analyses

3.3 Affiliate-Level/Network Study

This study provides detailed information about the CIS of Texas local affiliates across the network. For the affiliate-level or network study, the primary design involved case studies of five local affiliates, supplemented by surveys with key stakeholders across the network. The TEA identified the following five affiliates to participate in the case studies: (1) CIS El Paso (El Paso), (2) CIS of Northeast Texas (Mount Pleasant), (3) CIS Houston (Houston), (4) CIS of North Texas (Lewisville), and (5) CIS of the Big Country (Abilene). The affiliates were selected to ensure representation across the CIS of Texas network based on geographic location and size, years in operation, and populations served.

For each case study, site visits to one elementary school, one middle school, and one high school within the same feeder pattern were conducted by a 2-person team. During the site visits, evaluation staff interviewed key CIS (e.g., local affiliates, school sites) and non-CIS (e.g., principals, teachers, and community partners) stakeholders. Focus groups with students and parents were also undertaken at each school.

Affiliate-Level/Network Sample

Across the five case studies, 552 stakeholders took place in an interview or focus group. Table 5 shows the breakdown of stakeholders by stakeholder groups and affiliates. More detailed information regarding the case studies for each affiliate, including detailed case study findings are presented in the Case Study Profile Reports contained in Appendix J.

Table 5. Number of Stakeholders Interviewed for the Case Studies by Respondent Group

	CIS Staff	School Personnel	Community Partners (includes Board Members)	Students and Parents	Total
Affiliate A	16	15	5	60	96
Affiliate B	6	20	11	150	187
Affiliate C	8	13	2	76	99
Affiliate D	4	12	2	68	86
Affiliate E	6	15	2	61	84
Total	40	75	22	415	552

Data Source: 2007-08 Stakeholder Surveys

Additionally, key stakeholders from the 28 affiliates and associated schools served by CIS, including CIS affiliate Executive Directors, Program Directors/Coordinators, Campus/Case Managers, School Principals, and School Guidance Counselors were surveyed. The collective information from the case studies and the Stakeholder Surveys provided in-depth, descriptive information regarding how CIS works, program successes, barriers and challenges to CIS, and recommendations for improvement.

Each Stakeholder Survey was administered on-line using SurveyMonkey. On-line surveys were used to expedite the administration of the surveys given the timeline for the evaluation and administration occurring close to the end of the 2007-08 school year. Email addresses were obtained for all key stakeholders and a letter from the TEA explaining the purpose of the evaluation was emailed ahead of the email invitation with the link to the survey. The letter and invitation emails were sent to 1,741 stakeholders. The response rate for the Stakeholder Surveys by respondent groups is presented in Table 6. Each group was given approximately one month to complete the survey, and reminder emails were sent at two-week intervals to boost the response rates. Response rates ranged from 48 percent to 100 percent across respondent groups. Based on the final sample, there were 27 CIS affiliates represented by Executive Directors, 27 affiliates represented by Principals, 26 affiliates represented by Case/Campus Managers, 17 affiliates represented by Program Coordinators/Directors, and 17 affiliates represented by Guidance Counselors. This suggests that the findings from the Stakeholder Surveys are reasonably generalizable across the CIS of Texas Network.

Table 6. Response Rates for Key Stakeholder Surveys by Respondent Group

	CIS of Texas Executive Directors	CIS of Texas Program Coordinators	CIS of Texas Case/Campus Managers	School Principals	School Guidance Counselors
Number of people surveyed	27	23	746	679	266
Number of surveys completed	27	18	541	365	127
Response rate*	100%	78%	73%	54%	48%

Data Source: 2007-08 Stakeholder Surveys
*The response rate represents surveys completed. However, due to missing data on various items, the sample size varies across survey item.

4. Analyses

The nature of the data available and the specific evaluation questions determined the statistical techniques employed for each level of the evaluation. Basic descriptive analyses, including frequencies, percentages, means, and standard deviations (depending on the scale of measurement) were conducted for each independent and dependent variable. Using line graphs, findings are presented illustrating differences between groups/subgroups and changes

over time. The analysis methods used included inferential statistical techniques (repeated measures, independent samples t-tests) to detect differences between groups (e.g., subgroup comparisons of CIS students; CIS versus non-CIS schools, etc.). Where appropriate, effect sizes were also calculated to provide a measure of the magnitude of the statistical findings. The primary analyses conducted for each individual design are explained in more detail below.

4.1 Student Level Analyses – Within-CIS Case-Managed Student Comparisons

For the student-level analyses, the evaluation team explored the differences within CIS case-managed students on several outcomes over time. Results are presented using trend plots depicting changes over time. Dichotomous outcomes measured over time were assessed for statistical significance using generalized estimating equations (GEE). The GEE methodology, introduced by Liang and Zeger (1986), is a method of analyzing correlated data that may arise in longitudinal studies, where subjects are measured at different points in time. Statistical significance was determined using Type III tests for model effects. Continuous outcomes were assessed for statistical significance using repeated measures analysis of variance.

Additionally, our analyses explored the direct effects of student-level, school-level, and affiliate-level explanatory variables on student-level outcomes using multilevel modeling. Because our CIS case-managed students were nested within schools, and these schools were nested within CIS affiliates, it was necessary to control for this nested data structure with multilevel modeling. Hierarchical linear models (HLM) included error terms at each level of analysis (e.g., students, school, and affiliates) which helps to control for "like" students attending schools with other "like" students, or issues of dependence. These error terms allow the intercepts to vary across schools and affiliates; however the individual-level variables were fixed, or constrained from varying across higher aggregational units. Additionally, all variables were grand mean centered to ease with the translation of variables (Raudenbush & Bryk, 2002).[7] Finally, several outcomes were dichotomous, which precluded a linear relationship between explanatory variables and their dichotomous outcomes. For these dichotomous outcomes, hierarchical generalized linear models (HGLM) were used to estimate the models (Raudenbush and Bryk, 2002). For a more in depth discussion of the methods and models employed in our HLM/HGLM analyses, see ***Appendix K***.

Table 7 presents the student-level, school-level, and affiliate-level variables that were used in the HLM/HGLM models.[8] Our HLM/HGLM models also included two cross level interactions between urban schools and African American and Hispanic students. Due to the dummy variable coding (0,1) for all three of these variables, these cross level interactions measure (1) whether African Americans students in urban schools performed differently on various outcomes (e.g., graduation, attendance) than other students[9] and (2) whether Hispanic students in urban schools performed differently on various outcomes than other students.[10] Descriptive statistics for affiliate-, school- and student-level variables are provided in ***Appendix K***.

[7] One consequence of centering variables is that the intercept will no longer reflect the reference group categories. Therefore, in our analyses, we chose not to interpret the intercept.

[8] We attempted to analyze the amount of average funding affiliates received over time, however this variable was too highly correlated with other variables in the analyses and needed to be excluded.

[9] The comparison group is composed of African American students in either suburban or rural schools and students of other races in all three geographical settings (i.e., rural, suburban, and urban).

[10] The comparison group is composed of Hispanic students in either suburban or rural schools and students of other races in all three geographical settings (i.e., rural, suburban, and urban).

Table 7. Variables Used in the Within-CIS Student HLM/HGLM Models

Student-Level Variables	School-Level Variables	Affiliate-Level Variables
Limited English Proficient (0,1)	Locale: Rural (0,1) Suburban (0,1) Urban (0,1)	Number of Years in Operation
"At-Risk" Status (0,1)	Title I School (0,1)	
Special Education Status (0,1)	Total Student Enrollment	
Gender (0,1)	Pupil/Teacher Ratio	
Race/Ethnicity: African American (0,1) Hispanic (0,1) White (0,1)[11]	Number of Case-managed Students (according to CISTMS)	
Economic Status: Free Lunch (0,1) Reduced Lunch (0,1) Other Economic Disadvantage (0,1)		
School Level: Elementary School (Third Grade) Middle School (Sixth Grade) High School (Ninth Grade)		
Dosage: Supportive Guidance Health & Human Services Parental Involvement Career Awareness Enrichment Educational Enrichment		
Targeted Service Needs: Attendance Achievement Behavior		

Examinations for multicollinearity were conducted using bivariate correlations and Variance Inflation Factors (VIFs). Cohen (1988) suggested that correlations higher than .50 (or lower than -.50) are large, although he cautioned that this categorization was somewhat arbitrary and one should always consider the nature of the relationships examined. Among our variables, there was only one bivariate relationship that was consistently greater than .50 – between African Americans and Hispanics (approximately r = -.67). This finding is not surprising given that it was only possible to examine three racial groups – Caucasians, African Americans, and Hispanics – and with only three racial groups, a high bivariate is likely. In order to ensure that these interrelationships would not introduce multicollinearity, VIFs were also calculated for each of the 31 models examined in this student-level study. VIFs are a ratio of coefficients that assess the predictability of an independent variable by another independent variable. The generally acceptable cutoff point for VIF scores is above a 4.0 (Fox, 1991). None of the VIF scores for any of our models was above 4, and indeed almost all VIFs fell below a 2. Further details on the VIFs calculated for this report are provided in ***Appendix K.***

In total, we estimated 31 HLM/HGLM models examining the effects of student-,school-, and affiliate-level variables on 11 outcomes:

[11] Because Asian and Native American students were small populations (combined < 2%), they could not be measured in our statistical models.

1. Graduation (graduated/did not graduate);
2. Dropout (dropped out of school/did not drop out);
3. Promotion (promoted to next grade/not promoted);
4. Stay in school (as defined by CIS);
5. Math achievement (met/did not meet the TAKS math standard);
6. Reading achievement (met/did not meet the TAKS reading standard);
7. Attendance (attendance rate);
8. Expulsions[12];
9. Number of out of school suspensions;
10. Number of in school suspensions; and
11. Other disciplinary actions.

4.2 Student Level Analyses – CIS Case-Managed versus Non-Case-Managed Student Comparisons

Similar analyses (e.g., repeated measures, generalized estimating equations (GEE)) were conducted to examine changes in case-managed and non-case-managed students on several outcomes over time. Additionally, tests of significance were conducted to assess differences at each point in time. HLM/HGLM models were also run to control for the direct effect of student-level and school-level variables on student-level outcomes. That is, the HLM/HGLM allowed us to determine whether, controlling for all other variables, case-managed students performed better than, worse than, or the same as non-case-managed students at different points following enrollment in CIS. Table 8 presents the student-level and school-level variables that were used in the HLM/HGLM models.

[12] Although expulsion outcomes were examined, the models were unable to run due to a lack of variance. Therefore, within-student results do not include expulsion.

Table 8. Variables Used in the CIS Case-Managed versus Non-Case-Managed Student HLM/HGLM Models

Student-Level Variables	School-Level Variables
Limited English Proficient (0,1)	Locale: Rural (0,1) Suburban (0,1) Urban (0,1)
"At-Risk" Status (0,1)	Title I School (0,1)
Special Education Status (0,1)	Total Student Enrollment
Gender (0,1)	Pupil/Teacher Ratio
Race/Ethnicity: Native American (0,1) Asian (0,1) African American (0,1) Hispanic (0,1) White (0,1)	
Economic Status: Free Lunch (0,1) Reduced Lunch (0,1) Other Economic Disadvantage (0,1)	
School Level: Elementary School (Third Grade) Middle School (Sixth Grade) High School (Ninth Grade)	

The HLM/HGLM models examined student-level and school-level effects on 9 outcomes:

1. Graduation (graduated/did not graduate);
2. Dropout (dropped out of school/did not drop out);
3. Promotion (promoted to next grade/not promoted);
4. Math achievement (met/did not meet the TAKS math standard);
5. Passed math courses (1 if a student passed all courses he/she took in a given school year; else 0);
6. Reading achievement (met/did not meet the TAKS reading standard);
7. Passed reading courses (1 if a student passed all courses he/she took in a given school year; else 0);
8. Attendance (attendance rate);

9. Disciplinary Action (1 if a student had any record on any of four categories: expulsions, out of school suspensions, in school suspensions, or other disciplinary actions; else 0)[13].

It was not possible to examine effects on the outcome of stay in school because this is a CIS-defined outcome available in CISTMS and data were therefore not available for the non-CIS case-managed students.

For dropout there was a lack of variance (one category was smaller than 10 percent for a dichotomous variable), which made it impossible to run HLM/HGLM analyses. The descriptive statistics for the between student-level study are provided in ***Appendix L***.

4.3 School-Level Analyses

Using data from the CCD and AEIS, school-level data analyses were conducted by comparing CIS schools with matched non-CIS schools. Trend plots were created to graphically depict trajectories of progress on the primary outcomes of interest. Parametric and non-parametric tests of statistical significance were employed. In addition, effect sizes were calculated to show the magnitude of the treatment effects. Tests of significance and effect sizes, where appropriate, are presented. The results of subgroup analyses, including locality (i.e., urban, rural, suburban) and primary race/ethnicity within the school (using 60% of the student body as a cut point; i.e., if 60% or more of the study body was African-American, the school would be defined as "African-American"), are summarized in the report where available.[14] Outcomes or dependent variables in our school-level analyses included achievement (TAAS/TAKS proficiency), attendance, discipline (suspensions and expulsions), and at the high school level, dropout, graduation, promoting power, SAT/ACT scores, and SAT/ACT participation rates.

4.4 Affiliate-Level/Network Analyses

Information from the case studies was analyzed using content analysis. This involved analyzing and searching for patterns and data saturation (recognized by redundancy in responses) that were then used to identify themes. The themes represent the perceptions of the interviewees, including ranges of perceptions, commonalities, and perceptions unique to individuals or subgroups. They also provided the framework for organizing the results for the case studies. The detailed findings from the case studies are presented in the Case Study Profile Reports contained in ***Appendix J***. Where appropriate, results are incorporated into the main report to address key questions and emphasize or highlight findings from the student- and school-level analyses. Descriptive statistics, including means, frequencies, and ranges, were calculated for the Stakeholder Surveys. Frequency tables are presented in ***Appendix M*** by respondent group. Again, where appropriate, key findings from the Stakeholder Surveys are incorporated throughout the report.

[13] For the disciplinary action variable, the four categories were used together to create a comprehensive dummy variable, indicating whether a student received any of the disciplinary action types. The use of each item as an outcome was considered; however, in this analytical sample, approximately half of individual discipline action items had less than 1.0 percent of variance (e.g., only 0.29 percent of students in 2006-07 were expelled). To allow a stable estimation of the CIS effect, a combined category disciplinary type (all four types) was created.

[14] Due to very small sample sizes (less than 10 per subgroup) on some outcomes, it was not possible to analyze differences within and between subgroups.

III. Implementation of CIS

An important focus of the evaluation is to determine not only if CIS is effective but to understand how it is effective; that is, to provide an understanding of what CIS looks like across affiliates and campuses. Information from CISTMS, the Stakeholder Surveys, and the case studies is presented in this chapter to describe CIS, who is served by CIS, what services are provided, and how services are provided.

1. What is CIS?

During the interviews and focus groups conducted on site as part of the case studies, key stakeholders were asked to explain in their own words what CIS meant to them. While responses ranged from a few words to lengthy sentences, the commonality in responses across all respondent groups was striking. CIS is seen as a bridge between the schools, families, students, and communities it serves. It was described as a support not only for students but also for families. In particular, CIS was seen as the program that removes barriers and obstacles to success in school for students and helps keep students in school. Common words or phrases used to characterize CIS included: dropout prevention, community resource, advocacy for children and families, safety net for students, necessary partner with schools and families, and a safe haven for students.

As a result of assessing the needs of the community, the schools in which it operates, and the students it serves, CIS was described as helping to identify and fill the gaps in programs and services for at-risk students and families. The services provided and/or coordinated by CIS included campus-wide or whole-school and individual case-managed services and support. Campus-wide school activities included assemblies, guest speakers, and special events (e.g., Red Ribbon week, food drives, health fairs, school supply drives). Based on responses to the Stakeholder Survey, more than half (55.9%) of campus/case managers reported spending, on average, only 25 percent or less time on whole-school activities. The amount of whole-school services delivered during the past school year (2006-07), however, had reportedly increased according to 40 percent of campus/case managers surveyed. Case-managed services often included academic enrichment/tutoring, homework assistance, behavioral modification, mentoring, support groups, parenting classes, and other social services. According to the Stakeholder Survey, the majority (90.5%) of campus/case managers indicated that they spend 51 percent or more of their work week delivering case-managed services to students at their campuses. This percentage was consistent across elementary, middle, and high schools. Additionally, more than 50 percent of campus/case managers indicated that their delivery of case-managed services has increased during the past school year. These findings suggest that the primary focus of CIS is on providing individual case-managed services to targeted students versus whole-school services to the entire student population. This finding has implications for the expected impact of CIS on student-level compared to school-level outcomes presented in the following chapters. That is, given the focus of CIS on individual case-managed services or targeted interventions, it is more likely that we will see changes in student-level versus school-level outcomes.

While the services offered by CIS varied across schools based on the needs of the specific schools and students, the underlying processes or model of CIS was consistent across affiliates and campuses. Both formal and informal needs assessments were conducted, with input from CIS staff, principals, teachers, guidance counselors, parents, and students. More than 90 percent of campus/case managers surveyed indicated that CIS and school staff worked very

well together when prioritizing service needs for students and schools. Almost all campus/case managers surveyed indicated that they conduct needs assessments for both whole-school and case-managed services at their schools (98.5 and 98.9%, respectively). Slightly more than three-quarters (76%) of the campus/case managers report conducting whole-school needs assessments at least once a year. Information from the needs assessments is reportedly used to prepare an annual campus plan, clearly stating the objectives for the school year and the programs/services that will be provided (either directly by CIS or coordinated/brokered through CIS) to the school and its students. Students are referred to the program by teachers, guidance counselors, parents, and even classmates. Once referred, an individualized student plan is developed for each case-managed student to track progress and ensure needs were being adequately and effectively addressed. The monitoring of these plans (campus and student) was described as both formal and informal. Most of the formal monitoring and assessment involved collecting and tracking data required by CISTMS for the State Office. Additionally, most affiliates had monthly, if not more frequent, requests for data from each campus to allow for the monitoring of the number of students being served, the types of services provided, the amount or dosage of services being provided, and the demographics of the students being served.

2. Who is Served by CIS?

Using the most comprehensive data from CISTMS, we are provided with a snapshot of who is served by CIS on an annual basis. Table 9 provides demographic information for CIS case-managed students across 711 schools reporting in 2005-06 and 741 schools reporting in 2006-07. The data suggest that, on average, the number of case-managed students per school was 126 in 2005-06 and 117 in 2006-07. These figures are consistent with information regarding the size of individual caseloads provided by campus/case managers during the case study site visits.

Table 9. Demographics of CIS Case-Managed Students*

	2005-06	2006-07
Ethnicity	n=89,556	n=86,836
White, not of Hispanic Origin	17.5%	15.1%
African American	22.2%	21.7%
Hispanic	59.3%	62.0%
Native American	0.3%	0.3%
Asian/Pacific Islander	0.7%	0.8%
ESL/LEP	n=78,762	n =82,742
	18.3%	19.7%
Special Education	n=78,762	n=82,742
	8.0%	9.0%
Average Household Income		n=53,186
	-**	$21,813
Public Assistance	n=79,607	n=82,529
Free/Reduced Lunch	80.1%	80.3%
Food Stamps	18.8%	18.0%
Medicaid	20.8%	20.6%
TANF Eligible	59.1%	59.9%
TANF Recipient	9.5%	7.4%
Service Referral Source	n=68,969	n=66,725
CIS Staff	12.3%	15.2%
Parent	17.9%	26.0%
Teacher	32.0%	28.5%
Principal/Assistant Principal	5.9%	5.4%
School Counselor	8.8%	8.3%

	2005-06	2006-07
Self-referral	8.8%	7.9%
Service Referral Reason	n =40,661	N=42,348
Attendance	8.6%	8.2%
Academics	33.0%	34.7%
Behavior	43.3%	42.3%
Social Service Needs	15.1%	14.8%

Data Source: 2005-06 and 2006-07 CISTMS
* The sample size varies across variables as a result of missing data from CISTMS.
** Could not be reported due to missing data (greater than 80%) in 2005-06.

In both school years, the majority of CIS case-managed students were Hispanic (59.3% and 62%). Almost 20 percent of the CIS case-managed students were identified as ESL/LEP and less than 10 percent were considered special education students. Eighty percent of the students were receiving free/reduced lunch. The greatest source of referrals was teachers (32% and 28.5%), followed by parents (17.9% and 26%) and CIS staff themselves (12.3% and 15.2%). School counselors and self-referrals made up the next largest referral sources. The most common reason for referral in both school years was for behavior issues (43.3% and 42.3%) followed by academic reasons (33% and 34.7%).

According to CIS, there are 19 eligibility criteria that are considered when enrolling a student in the program. These include: retained in grade, semester/course failure in two classes, did not meet assessment instrument standards, did not meet readiness tests in grade 3 or below, is pregnant or a parent, in an alternative education program, expelled, involved in the judicial system, dropout, ESL/ LEP, custody of DFPS or referred from agency, homeless, residential placement, lived or lives in a residential placement facility, satisfies TEC 29.081 (g), free and reduced lunch status, family conflict or crisis, delinquent conduct, and/or TANF recipient. Based on data recorded in CISTMS in 2005-06 and 2006-07, the most common eligibility issues associated with students were free and reduced lunch status (42% and 41% respectively), did not meet assessment instrument standards (14% and 15% respectively), and ESL/LEP (9% and 10% respectively). Less than 10 percent of the students enrolled in CIS each of the two years were designated as meeting any of the other eligibility criteria.

The characteristics of the students served by CIS and the reasons for referral are reflected in the type of services provided by or through CIS as described in the next section.

3. What Services are Provided by CIS?

Before examining the type and amount of services provided to case-managed students, it is important to understand what needs or issues were identified through the individual student assessments. This allows us to compare the needs or issues for which a student was targeted to receive services with the actual type and amount of services provided. Data from CISTMS provide us with this information.

Six Components of CIS of Texas

- Supportive Guidance and Counseling
- Health and Human Services
- Parental and Family Involvement
- Career Awareness and Employment
- Enrichment
- Educational Enhancement

Table 10 presents the percentage of case-managed students targeted for each of the following issues in 2005-06 and 2006-07: academics, attendance, behavior, and social services. Consistent with the reasons for referral to CIS, the majority of students were targeted to receive services that addressed behavior issues (68.8% and 69.9%) followed by academics (55.4% and 56.0%) and social service issues (27.1% and 35.4%). It is important to note that students were

often targeted to receive services for more than one issue and therefore the totals are greater than 100 percent.

Table 10. Percentage of CIS Case-Managed Students by Issues for Which Students Were Targeted to Receive Services

Targeted Issues	% of Student Targeted 2005-06 (n=79,704)	% of Student Targeted 2006-07 (n=78,388)
Academics	55.4%	56.0%
Attendance	13.9%	14.6%
Behavior	68.8%	69.9%
Social Service	27.1%	35.4%

Data Source: 2005-06 and 2006-07 CISTMS

In 2005-06, 2,056,167 recorded hours of services were provided to 83,713 case-managed students for an average of 24.56 hours of service per student per school year. In 2006-07, 2,233,719 recorded hours of service were provided to 84,129 case-managed students for an average of 26.55 hours of service per student per school year. The breakdown of services provided to case-managed students by type of services is presented in Table 11. This increase in case-managed services was confirmed by case-managers' responses on the Stakeholder Survey as previously reported.

Table 11. Dosage or Amount of Services Provided to Case-Managed Students by Type of Service

	Total hours of services provided 2005-06 (n=83,713)	Average hours of services per case-managed student 2005-06 (n=83,713)	Total hours of services provided 2006-07 (n=84,129)	Average hours of services per case-managed student 2006-07 (n=84,129)
Supportive Guidance and Counseling	528,966	6.3	565,923	6.7
Health and Human Services	177,885	2.1	208,851	2.5
Parental and Family involvement	141,319	1.7	169,911	2.0
Career Awareness and Employment	69,965	0.8	99,506	1.2
Enrichment	558,719	6.7	579,333	6.9
Education	579,313	6.9	610,195	7.3

Data Source: 2005-06 and 2006-07 CISTMS

As shown in Table 12, when examining the type and amount of services provided by a student's targeted issues, it appears as though CIS is doing a good job of ensuring students are in fact receiving the services they need. That is, CIS is not providing a "one-size fits all" or a "cookie cutter" approach to serving students. Instead, the type and amount of services are tailored to the specific needs of each case-managed student. For example, students targeted for academic issues are not only receiving education services, but they are receiving, on average, more hours of education services than students targeted for other issues. In the next chapter, we examine whether providing services that address the targeted issues of students and the amount of services provided (i.e., dosage) influences whether students do better over time on related outcomes.

Table 12. CIS Service Dosage (in Hours) by Service Type and Issue for Which Student was Targeted to Receive Services

	Academic Issues		Attendance Issues		Behavior Issues		Social Service Issues	
	Targeted	Not Targeted	Targeted	Not Targeted	Targeted	Not Targeted	Targeted	Not Targeted
2005-06								
Supportive Guidance and Counseling	6.4	6.4	5.8	6.5	7.3	4.4	6.2	6.4
Health and Human Services	2.1	2.1	1.4	2.2	2.2	1.9	3.1	1.7
Parental and Family involvement	1.7	1.6	1.4	1.7	1.7	1.6	1.9	1.6
Career Awareness and Employment	0.8	0.9	0.7	0.9	0.8	0.9	1.0	0.8
Enrichment	7.1	6.1	3.7	7.1	7.1	5.8	7.3	6.4
Education	10.0	3.2	2.8	7.7	6.0	9.1	6.9	7.0
2006-07								
Supportive Guidance and Counseling	6.5	7.0	6.2	6.8	7.7	4.6	6.5	6.9
Health and Human Services	2.6	2.4	2.0	2.6	2.7	2.0	3.6	1.9
Parental and Family involvement	2.0	2.0	1.6	2.0	2.1	1.6	2.4	1.7
Career Awareness and Employment	1.2	1.2	1.3	1.2	1.3	1.1	1.4	1.1
Enrichment	7.3	6.3	3.7	7.4	7.5	5.4	9.2	5.6
Education	10.0	3.9	4.2	7.8	6.8	8.4	9.9	5.9

Data Source: 2005-06 and 2006-07 CISTMS

From the CISTMS data, it appears CIS is meeting the individual needs of students referred for case-managed services. These findings were also supported by data from the Stakeholder Surveys. Specifically, school principals and guidance counselors were asked to evaluate the level of risk experienced by their students across 17 risk factors shown in the research to be associated with school dropout (Hammond, Linton, Smink, & Drew, 2007). A table of the 17 risk factors is provided in Appendix N. Additionally, they were asked to assess how well CIS is addressing each risk factor. The 17 risk factors were grouped into six risk categories for analysis, including *early adult responsibilities* (e.g., parenthood and high number of work hours), s*ocial attitudes, values, and behaviors* (e.g., high-risk peer group and social behavior), s*chool performance* (e.g., low achievement), s*chool engagement* (e.g., poor attendance and lack of effort), s*chool behavior* (e.g., early aggression), and f*amily engagement/commitment to education* (e.g., low educational expectations and low contact with school). Figure 2 presents the risk ratings from principals and guidance counselors based on a 3-point Likert scale (1 for low risk and 3 for high risk). The highest risk, evaluated by the school staff, falls within students' social attitudes, values, and behaviors, especially their exposure to high-risk peer groups (rating equals 2.5). The lowest risk was related to early adult responsibility. This low rating is partly due to the low ratings from elementary school principals and guidance counselors in whose schools teenage pregnancy and long work hours were not seen as salient issues for their students. This risk was rated higher by high school personnel. Figure 3 shows that according to school personnel, CIS is doing a good job of providing services that address the specific risk factors for dropout.

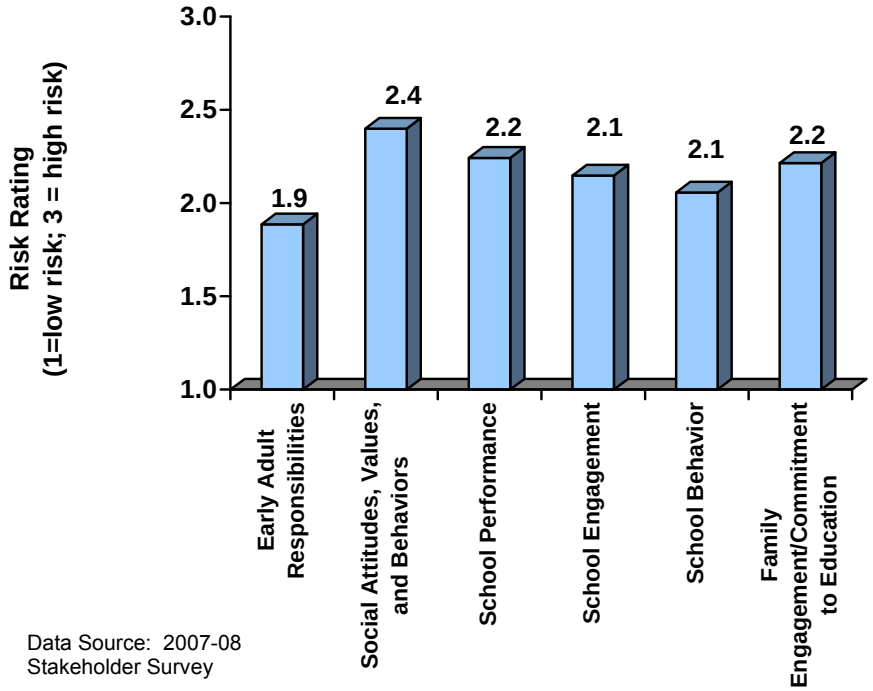


Figure 2. Level of Risk for Students According to School Personnel

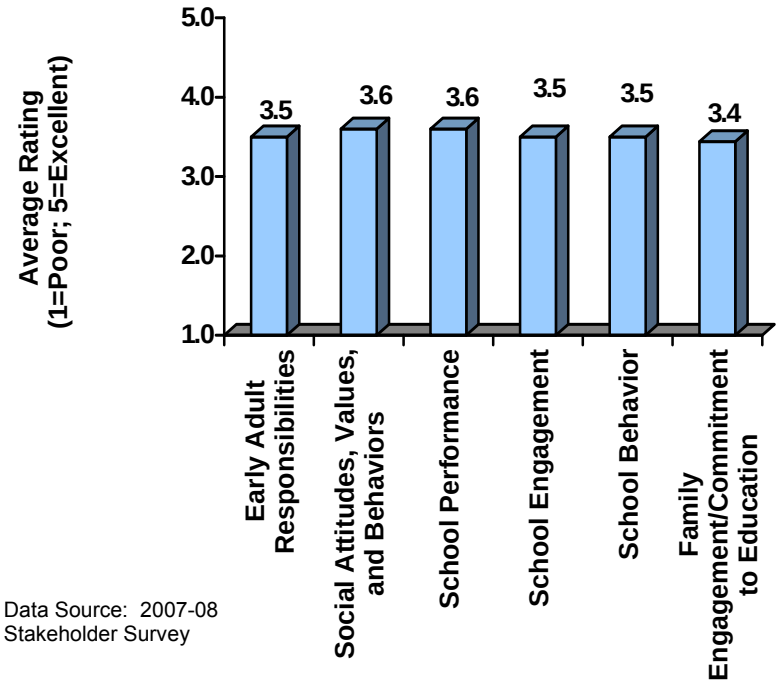


Figure 3. School Personnel Rating of How Well CIS is Addressing Risk Factors for Dropout

Mentoring is one CIS service that has been shown to address risk factors for dropout and represents one of the five CIS basics—a one-on-one relationship with a caring adult. The evaluation team examined how many students received mentoring according to data reported in CISTMS. Specifically, data were obtained from two locations within CISTMS. In the service provider file, mentors were denoted. If a child received any services from a mentor, he/she was considered to be a "mentored" student. Next, in the service file, a separate code for mentoring was included (Code 1022). Any student who received mentoring services was considered to be a "mentored" student. Based on data from these two locations within CISTMS, only 2 percent of case-managed students from the elementary, middle, and high school cohorts included in the within CIS case-managed student study were identified as being mentored. Anecdotal evidence from CIS campus/case mangers, CIS affiliate staff, and school personnel indicate that the actual number is much higher. This inconsistency in the number of students being mentored may reflect a weakness in either data collection or in the structure of CISTMS itself (i.e., inconsistency in how services provided by a mentor are reported). While not defined or captured as mentoring in CISTMS, it was consistently reported by parents, students, and school personnel during interviews and focus groups that in essence, all case-managed students had a mentor in their campus/case managers, or at least a strong advocate and another caring adult in their lives. CIS was perceived as synonymous with the campus/case manager at each school.

Using the data available from CISTMS, general demographic characteristics for case-managed students both with and without a mentor are presented in Table 13. Compared to students without a mentor, mentored students were more likely to be in elementary school and less likely to be in middle or high school. This was consistent with information provided by CIS staff during the case study site visits. No substantial differences were observed between the two groups in gender, race/ethnicity or special education status. Additional information on the impact of mentoring on student outcomes is presented in the next chapter.

Table 13. Characteristics of Case-Managed Students With and Without a Mentor

	Case-Managed Students with a Mentor (n=231)	Case-Managed Students without a Mentor (n=11,451)
Grade Level in 2003-04		
Grade 3	61.5%	31.1%
Grade 6	28.1%	44.2%
Grade 9	10.4%	24.7%
Percentage of Male Students	57.6%	54.0%
Percentage of Female Students	42.4%	46.0%
Race/Ethnicity		
% White	15.2%	16.7%
% Hispanic	55.0%	60.0%
% African-American	29.0%	22.4%
Special Education	18.6%	18.5%

Data Source: 2006-07 CISTMS

4. How Does CIS Provide Services?

In addition to knowing whether CIS provides the services that meet the targeted needs of students and addresses the risk factors for school dropout, it is also important to understand how CIS provides these services. As shown below in Figure 4, it is through both direct and brokered services that CIS is able to provide the necessary services that address risk factors for school dropout.

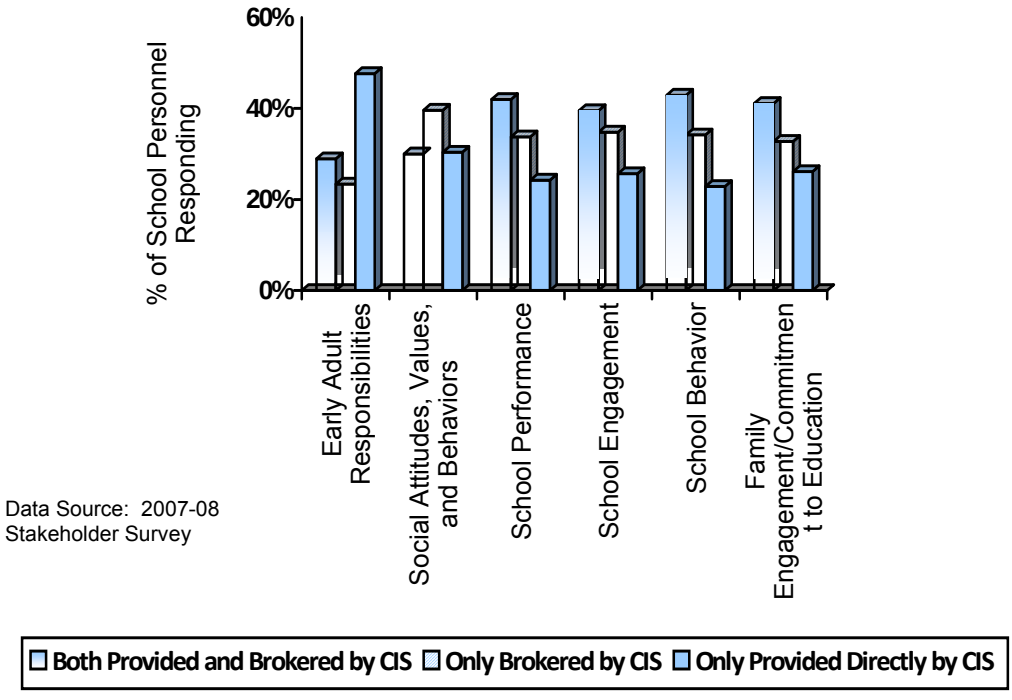


Figure 4. Method for Providing Services to Address Risk Categories for Dropout

With a caseload of more than 100 students per campus/case manager, a limited number of campus/case managers per campus (most campuses house a single campus manager to serve all grades), and limited access to students during the school day (i.e., before and after school,

during lunch periods, and during electives), the amount of services that CIS can deliver directly to students is restricted. Therefore, it is through partnerships with other community agencies that CIS is able to increase its capacity to meet the comprehensive needs of case-managed students. In 2005-06, a total of 1,718 community partners were identified in CISTMS as providing services to case-managed students. In 2006-07, this number increased to 2,617.

This increase in the number of community partners available to provide services to students is just one example of other impacts or changes that CIS has created for the schools and communities it serves. In fact, data from the Stakeholder Surveys provides further evidence of additional positive changes brought about by CIS that enable both implementation of CIS in schools and the provision of needed student services. Respondents to the Stakeholder Surveys were asked to rate their level of agreement (1 = Strongly Disagree to 4 = Strongly Agree) with statements intended to measure fourteen possible impacts and outcomes that may have occurred as the result of the CIS program in the respondents' schools and communities. These fourteen impacts are categorized into:

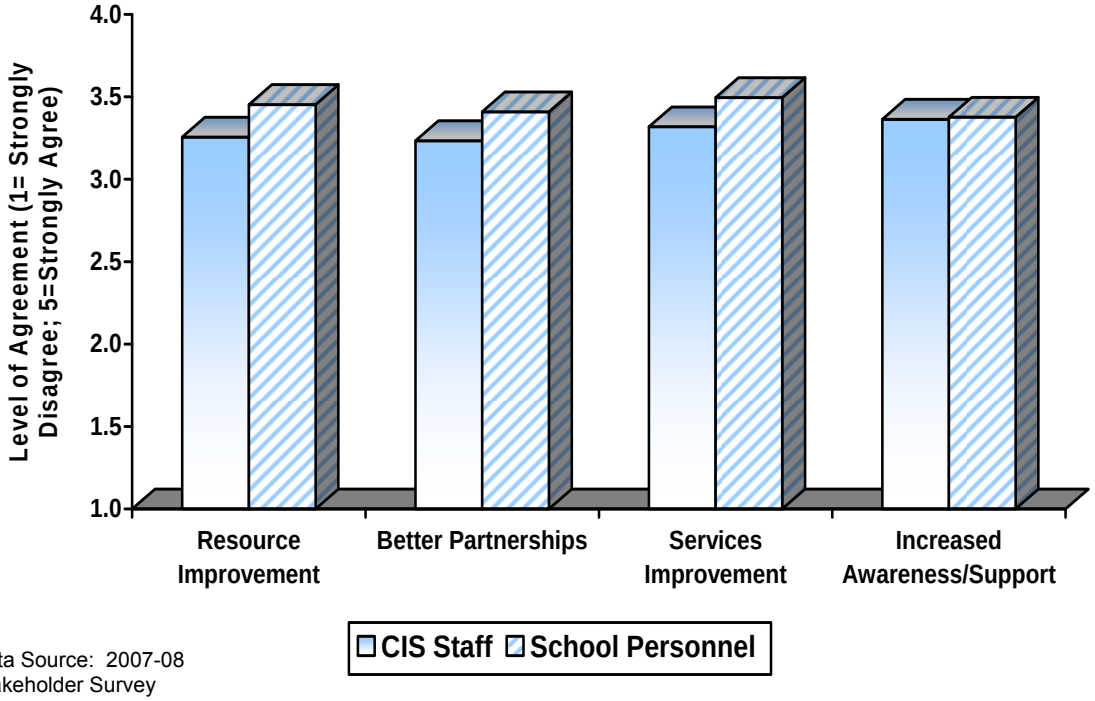
- **Resource improvement** (e.g., increased funding/grants in the community to support services to address dropout; influence on budget/funding decisions related to dropout prevention programming; and changes in policies, rules, or laws);

- **Better partnerships** (e.g., new/improved networks and relationships among organizations, agencies, and schools; entities working together more effectively on dropout prevention and other youth issues);

- **Improvement in services** (e.g., new programs/services developed to meet the needs of schools and students; improved services/programs within schools/communities; accessibility to services within schools/community improved; underserved groups have increased use of programs/services; less duplication of programs/services within the schools/community); and

- **Increased community awareness/support** (e.g., increased awareness of dropout and other youth issues; greater public support for the issue of dropout prevention; increased understanding of school/student needs related to dropout prevention; increased local responsibility for the student dropout problem).

The results are presented in Figure 5. According to both CIS staff and school personnel, CIS programs are being credited with improving resources in the schools and community around dropout prevention, increasing partnerships to focus on the dropout problem, reducing duplication of services and providing better access to services within the schools and community, and increasing community awareness and support regarding the dropout problem. These are all positive outcomes or changes attributed to CIS that actually impact the ability of CIS to serve students now and in the future.



Data Source: 2007-08 Stakeholder Survey

Figure 5. Perceived Impact of CIS Programs by CIS Staff and School Personnel

IV. Impact of CIS: Within-CIS Case-Managed Student Findings

With an understanding of what CIS is, who it serves, what services it provides, and how services are provided, the next logical questions relate to whether the services delivered by or brokered through CIS are having an impact on student outcomes and whether CIS is meeting the specific needs of the students it serves. This chapter provides the results of the within CIS case-managed student analyses. Recall that these analyses are intended to examine changes in case-managed students over time on key outcomes. The differences in outcome measures between 2003-04 (the school year prior to a student's referral to CIS, or the baseline year) and 2004-05 (the school year a student was first enrolled in CIS) are important because these changes, often negative, may have served as the red flag that resulted in the students being referred to CIS. The time period between 2004-05 and 2005-06 represents the period of immediate impact of CIS on case-managed students. The time period between 2005-06 and 2006-07 represents the period of longer-term impact of CIS on case-managed students. For elementary and middle school students, this time period also represents transition from elementary to middle school (Grade 5 to Grade 6) or middle school to high school (Grade 8 to Grade 9); both very challenging and critical periods for students.

Differences between each of these time periods are examined. Particular attention is paid to whether CIS is able to assist students in regaining ground often lost between baseline and the year of enrollment in CIS and between the year of enrollment in CIS and subsequent years after receiving services. For each outcome, overall trends are presented first to assess changes over time. Unless otherwise noted, only statistically significant differences at the .05 or smaller level ($p<.05$) are reported. Tests of significance and effect sizes are reported in ***Appendix O, Tables O1 to O8*** for all results. Cohen's d was used to calculate the effect sizes for all groups (elementary, middle, and high school students and all cohorts) over time. Next, the results of the HLM/HGLM models are presented to help us understand what variables influence student outcomes. Put another way, the HLM/HGLM models provide us with information to help us predict what factors influence key outcomes for case-managed students over time. The statistical results of the HLM/HGLM analyses are presented in ***Appendix P, Tables P1 to P10***. These results can be used to identify students who are likely to benefit from CIS case-managed services, thus improving at-risk student identification and referrals to the program. Additionally, these findings can assist campus/case managers in developing service plans and delivering services to students based on how likely they are to experience positive change on key outcomes.

> Effect Sizes:
>
> Effect sizes are a measure that describes the magnitude of the difference between two groups. They are particularly valuable in research because they represent a standard measure by which all outcomes can be assessed. For example, effect sizes allow us to compare the size of dropout, graduation, and academic outcomes on the same scale. Effect sizes are calculated by taking the difference in means between two groups and dividing that number by the pooled standard deviation.

1. Dropout and Graduation

Trends. CIS case-managed high school students who entered the program in Grade 10 in 2004-05 (Grade 9 represents baseline) were followed over time to determine the percentage of students who dropped out or graduated in 2005-06 and 2006-07. Of the CIS case-managed students in the high school cohort, 8.4 percent of students dropped out in 2005-06 and 9.8 percent dropped out in 2006-07. For graduation, 7.1 percent of students graduated early in 2005-06. That is, 7.1 percent of students enrolled in CIS in Grade 10 graduated in Grade 11. Of

this same cohort of students enrolled in CIS in Grade 10, 39 percent graduated in 2006-07 or in Grade 12.

Predictors. The HLM/HGLM analyses examined the student-, school-, and affiliate-level factors that affect the likelihood of CIS case-managed students dropping out of school or graduating in the eleventh (2005-06) and twelfth grades (2006-07). It is important to note that the further away from the year of enrollment in CIS (2004-05) the more difficult it may be to detect treatment affects.

Dropout. In 2005-06, the amount and type of case-managed services students received from CIS influenced the likelihood of a student dropping out of school. Specifically, case-managed students who received more hours of supportive guidance and enrichment were .95 and .92 times less likely to drop out of school than case-managed students who either did not receive these services or received lower dosages of these types of services. Receipt of these services was not, however, significantly related to student dropout in twelfth grade. This may reflect the fact that students were no longer receiving these services their senior year. This is a very likely scenario given that only about 2 percent of students enrolled in CIS in 2004-05 continued to be formally enrolled in CIS in 2005-06 and 2006-07. The relationship between consecutive years in CIS and student outcomes is examined later in this chapter.

In 2006-07, both LEP status and being designated as "at-risk" based on criteria established by the Texas Legislature[15] had a significant relationship to the outcome drop out. It is important to note that the at-risk classification reported in PEIMS and used in these analyses is based on criteria established by the Texas legislature (TEC §29.081, Compensatory and Accelerated Instruction) and is different than the CIS at-risk criteria.

Controlling for everything in the model, "at-risk" case-managed students were 2.49 times more likely to drop out than students not identified as "at-risk" according to the Texas Legislature criteria. LEP students were 1.92 times more likely to drop out. At the school-level, case-managed students enrolled in an urban school were 1.66 times more likely to drop out than case-managed students in rural schools.

Graduation. In 2005-06, only one student-level factor predicted the likelihood that case-managed students would graduate from high school. Special education status was significantly related to graduation. According to this model, special education case-managed students were 1.55 times more likely to graduate from high school than their non-special education case-managed classmates.

In 2006-07, Limited English Proficient (LEP) status, "at-risk" status, special education status, and eligibility for reduced lunch were all significantly related to the graduation outcome. As in 2005-06, special education students in 2006-07 were 1.58 times more likely to graduate from high school. Students receiving reduced lunch were 1.43 times more likely to graduate. Both LEP and at-risk status were negatively related to graduation. That is, LEP students were .53 times less likely to graduate than non-LEP students and "at-risk" students were .30 times less likely to graduate than students without the Texas "at-risk" classification.

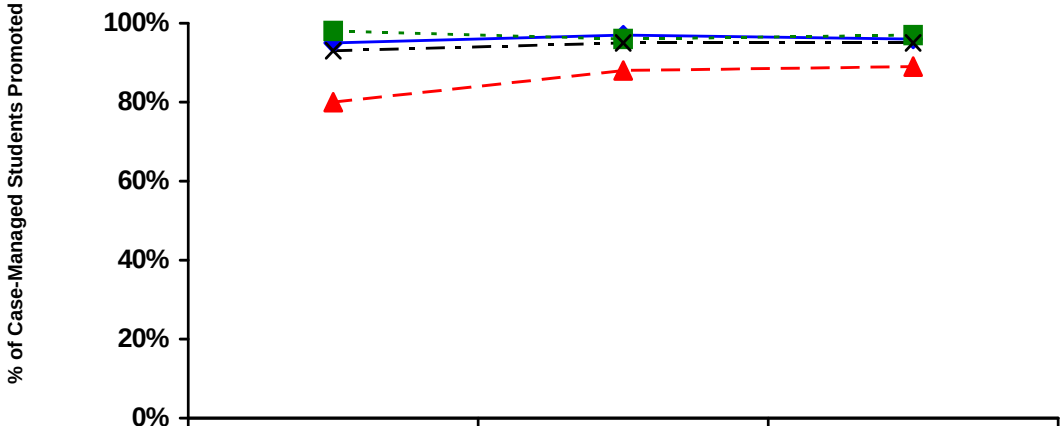
Finally, it is important to note that in 2006-07, case-managed students who received more hours of supportive guidance services were 1.02 times more likely to graduate than students who did not receive or received fewer hours of supportive guidance. This finding offers evidence of the

[15] It is important to note that the at-risk classification reported in PEIMS and used in these analyses is based on criteria established by the Texas legislature (TEC §29.081, Compensatory and Accelerated Instruction) and is different than the CIS at-risk criteria.

potentially long-lasting impact of a one-on-one relationship with a caring adult (e.g., campus/case manager, mentor) for students.

2. Promotion

Trends. The percentage of CIS case-managed elementary, middle, and high school students who were promoted each year according to the information reported in PEIMS is illustrated in Figure 6. The general trend for elementary and high school students shows an immediate positive impact on the percentage of case-managed students promoted to the next grade. The increases, although small, were significant for both groups. Middle school students, however, did not experience this same change immediately following enrollment in CIS. It is important to note that across all cohorts of case-managed students, the change in the percentage of students promoted to the next grade, including being promoted during transition periods (i.e., Grade 5 to Grade 6, Grade 8 to Grade 9) was significant in every school year, including the year of enrollment in CIS. While the effect sizes for each year were relatively small (ES =.08 and .09), the improvements do suggest that over time, CIS is helping students progress in school.



	2004-05	2005-06	2006-07
Elementary (n =3620)	95%	97%	96%
Middle (n=4901)	98%	96%	97%
High (n =2062)	80%	88%	89%
All students (n=10581)	93%	95%	95%

Data Source: 2004-05 – 2006-07 PEIMS

Figure 6. Student Promotion Rates by Grade Level and Year Among Grade-Level Cohorts

Predictors. The HLM/HGLM analyses examined which student-, school-, and affiliate-level factors significantly impact the odds of case-managed students being promoted to the next grade after their enrollment in CIS (promotion in 2005-06 and 2006-07). In 2005-06, one year after being enrolled in CIS, several student-level factors and two school-level factors affected case-managed students' likelihood of being promoted to the next grade level. Being female and in special education were positively related to grade promotion. Female were 1.55 times more

likely to be promoted to the next grade than their male case-managed classmates. Similarly, special education case-managed students were 1.51 times more likely to be promoted than non-special education case-managed students.

Case-managed students with the Texas "at-risk" classification or status had lower odds of being promoted. This perhaps highlights the significance of the challenges to staying in school experienced by these students throughout their academic careers. Additionally, case-managed students in high school had lower odds of being promoted than students in middle school, suggesting perhaps that high school students may experience greater academic challenges than middle school students. Case-managed students in urban schools had lower odds of being promoted than students in rural schools. Interestingly, case-managed students attending Title 1 schools had higher odds of being promoted than their case-managed classmates attending non-Title 1 schools.

Additionally, case-managed students who received more enrichment services had higher odds of being promoted to the next grade than other case-managed students. In the following year, the impact of receiving enrichment services and career awareness services were both positive predictors of promotion. Specifically, case-managed students in 2006-07 who had more hours of enrichment and career awareness services were 1.02 and 1.05 times more likely to be promoted than case-managed students not receiving these services or receiving fewer hours of these services. This finding provides strong evidence that the services provided by CIS are helping students progress in school even years after first being enrolled in the program.

In 2006-07, female students continued to have higher odds of being promoted to the next grade (1.25 times) and special education students were 1.70 times more likely to be promoted. "At-risk" status, elementary, and high school case-managed students were negatively related to promotion. That is, "at-risk" students were .38 times less likely to be promoted. High school case-managed students were .40 times less likely to be promoted than middle school students, while elementary students were .65 times less likely to be promoted than middle school students. This finding for elementary school students indicates the need to begin addressing risk factors for dropout earlier rather than later. Waiting until high school to serve students may be too late.

3. Stay in School

Trends. No trends could be calculated for this variable because the majority of students were only enrolled in CIS for one or two school years. That is, because stay in school is a variable from CISTMS, if students were not being served by CIS and therefore were not in CISTMS, data regarding stay in school were not available for that student regardless of whether they were actually enrolled in school or not. However, descriptive analyses showed that 90 percent of the case-managed students first enrolled in CIS in 2004-05 stayed in school in 2005-06.[16]

This information could not be calculated for 2006-07 for the within-CIS case-managed student sample. When we examined data from CISTMS for all students enrolled in CIS in 2005-06 and 2006-07, we found that 89 percent remained in school in 2005-06 and 92 percent remained in school in 2006-07. This suggests that CIS is achieving one of its primary goals—keeping students in school.

[16] The measure for stay in school is taken from CISTMS and is based on the CIS definition of staying in school. This includes: enrolled in school within Texas, promoted to the next grade, graduated, student completed a GED, student retained, or student failed to pass TAKS in Grade 12.

Predictors. The HLM/HGLM analyses examined which student-, school-, and affiliate-level factors significantly impact the likelihood that case-managed student will stay in school (according to the CIS program definition) the year following their enrollment in CIS (2005-06).[17] Only two student-level factors significantly affected a student's likelihood of staying in school. Case-managed students who received more hours of supportive guidance were 1.05 times more likely to stay in school than students who either received fewer or no hours of this service. Again, this provides evidence that having a campus/case manager available to work one-on-one with a student is critical to ensuring students stay in school. However, students who received more hours of health and human services were.96 times as likely to stay in school. It is possible that the students who received more hours of health and human services were at greater risk for leaving school than other case-managed students. That is, health and human service needs and issues may suggest out of school challenges, such as family problems, teen pregnancy, mental health, physical health issues, or other matters that prevent students from staying in school, despite efforts by CIS to help address these needs.

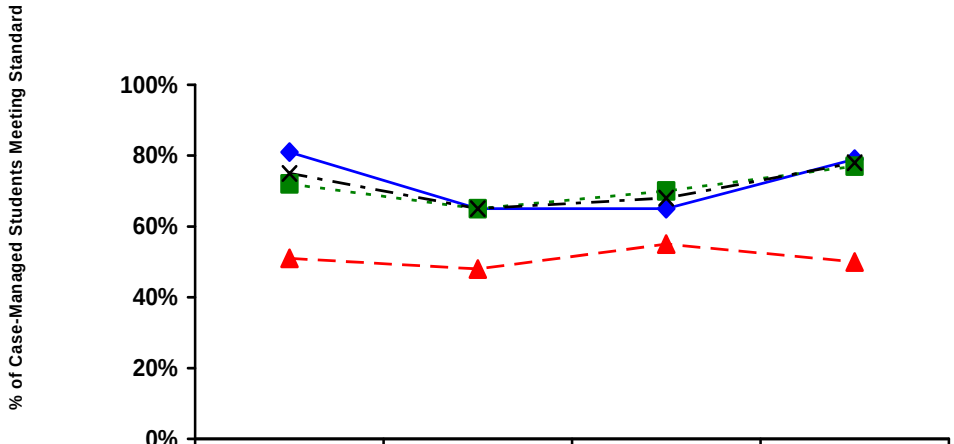
4. Academic Achievement[18]

4.1 TAKS Reading

Trends. The trends presented in Figure 7 represent significant changes in the percentage of students meeting the TAKS reading standards. The overall trend across cohorts shows gradual and significant improvements from the time of enrollment in CIS (2004-05) to two years post enrollment (2006-07). The effect size for this difference was moderate (ES =.43). This is not surprising given that all grade levels experienced an initial significant and moderate size decline in the percentage of students meeting the standard from baseline to 2004-05 (ES=-.47 for elementary, ES=-.33 for middle, and ES=-.33 for high school students). Once again, these initial declines between baseline and the year of enrollment in CIS may be the reason for the referrals to the program in the first place. The significant increase in the percentage of case-managed students meeting the standard from 2004-05 to 2005-06 overall and for middle and high school students suggests CIS had a positive, but small immediate impact on TAKS reading (ES=.12 for all students, ES=.20 for middle school students, and ES=.29 for high school students). The long-term improvement was moderate for elementary students (ES=.63) and small for middle school students (ES=.26). Both were significant. High school case-managed students, however, experienced a small but significant decline in 2006-07; their senior year (ES=-.21). When we look at actual scale scores for all cohorts of case-managed students, we find similar trends as with the met standards results. Together, the TAKS reading results (% met standard and scale scores) suggest CIS is helping case-managed students improve over time.

[17] Stay in school was created from the CISTMS dataset which recorded the measure in both school years 2005-06 and 2006-07. Because there was so much missing data in the outcome variable of stay in school in 2006-07, with additional cases lost through other patterns of missing data on the predictor variables, this analysis was not performed.

[18] Analyses for academic achievement include special education students. Additionally, the cut-off used to determine met standard was 2100 or above to allow for comparisons across years.



	2003-04	2004-05	2005-06	2006-07
Elementary (n =1876)	81%	65%	65%	79%
Middle (n =3095)	72%	65%	70%	77%
High (n=100)	51%	48%	55%	50%
All students (n =5071)	75%	65%	68%	78%

Data Source: 2003-04 – 2006-07 PEIMS

Figure 7. TAKS Reading (% Met Standard) by Grade and Year[19]

Predictors. The HLM/HGLM analyses examined the student-, school-, and affiliate-level predictors of case-managed students' odds of meeting the standard for the reading TAKS achievement test during the year students were referred to CIS and in the two subsequent years. In 2004-05, several student-level predictors affect CIS students' odds of meeting the standard on the reading TAKS achievement test. "At-risk" students and students in an LEP program had higher odds of failing to meet the TAKS reading standard. Additionally students in the elementary cohort had lower odds than students in middle school to meet the TAKS reading standard. While female students had higher odds of meeting the TAKS reading standard than male students, African American students had lower odds of meeting the TAKS reading standard than white and other students.[20]

Interestingly, students who were targeted for academic services had lower odds of meeting the TAKS reading standards in 2004-05 (odds=.76), 2005-06 (odds=.71), and 2006-07 (odds=.75). This may suggest that CIS is serving students with the greatest academic needs and thus, students targeted for academic services would be expected to perform below students not targeted for academic services. It may also be the case that while students did not show improvement in TAKS reading standards, they may have demonstrated improvement in other more immediate or proximal academic areas, such as homework completion and course grades. According to campus/case managers, teachers, parents, and students interviewed during the case study site visits, these are two areas in which students were most likely to demonstrate progress while enrolled in CIS.

[19] Under the advice of TEA staff members, meeting the TAKS reading standard was set at a score of 2100 or higher on the TAKS reading achievement test between 2003-07.

[20] The reference category for African Americans and Hispanics is white and other students (Asians, Pacific Islanders, and American Indians).

In 2005-06, the relationships between student-level predictors and the reading TAKS achievement standard remained significant and in the same direction (except for gender, which was no longer statistically significant). Additionally, students in special education, students eligible for free lunches, and students who had other economic disadvantages had lower odds of meeting the reading TAKS achievement standard. At the school-level, students in urban schools had lower odds of meeting the reading TAKS achievement standard than students in rural schools. Finally, case-managed students attending schools that were receiving CIS services from more experienced affiliates (i.e., those in operation for a greater number of years) were 1.03 times more likely to meet the reading TAKS achievement standard. This finding needs to be explored further.

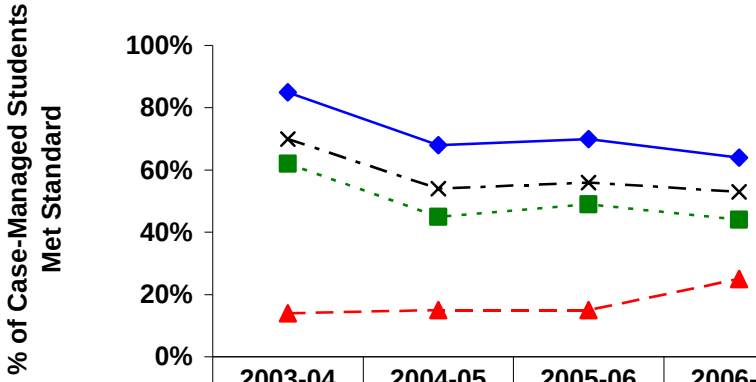
In 2006-07, all of the significant relationships between student-level predictors and meeting the reading TAKS achievement standard remained significant and in the same direction, while new relationships emerged. High school case-managed students, now in Grade 12, had lower odds of meeting the reading TAKS achievement standard than middle school students. This is an important finding as it suggests even high school seniors are in need of services and getting students to Grade 12 does not mean that the work with them is done. This is particularly true regarding TAKS achievement because students are only required to take TAKS in Grade 12 if they did not pass TAKS in Grade 11. It is expected that these students would need additional assistance in this area. This also explains the small number of high school students taking TAKS in Grade 12 (2006-07). Females once again had higher odds than male students of meeting the reading TAKS achievement standard. Finally, students who were eligible for free lunches no longer had lower odds of failing to meet the reading TAKS achievement standard. Not surprisingly, there was no longer a relationship between elementary school students and meeting the reading TAKS standard compared to middle school students. This is because in 2006-07, the majority of the elementary cohort entered sixth grade or middle school.

At the school-level, students in urban schools no longer had a significant relationship to meeting the reading TAKS achievement standard, while students in schools that received Title 1 funding had lower odds than non-Title 1 schools of meeting the reading TAKS standard. At the affiliate-level, students still had higher odds of meeting the reading TAKS standard if they attended a school that was receiving CIS services from an experienced affiliate.

4.2 Math TAKS

Trends. The trend analysis in Figure 8 shows that following an initial significant decline in the percentage of students meeting the TAKS math standard (and possibly a reason for referral to CIS in 2004-05), there were significant changes in the percentage of students meeting the TAKS math standards over time. For elementary and middle school students, CIS appears to have an immediate impact on their performance. That is, both groups showed a small but significant increase from 2004-05 to 2005-06 in the percentage of students meeting the standard (ES=.13 for both groups). This increase, however, was not maintained the following year, possibly reflecting additional challenges or issues experienced by students during transition and/or students transitioning to a school without CIS (i.e., lack of a feeder pattern). Case-managed high school students experienced a slight increase in the percentage of students meeting the math standards from initial enrollment in CIS until Grade 12.

Again, when we examined the trends for changes in math TAKS scale scores over time, we found similar results. While CIS appears to help case-managed students with their math TAKS in the short-term, students continued to need additional assistance, in particular during transition years in this area.



	2003-04	2004-05	2005-06	2006-07
Elementary (n =1633)	85%	68%	70%	64%
Middle (n=3057)	62%	45%	49%	44%
High (n = 81)	14%	15%	15%	25%
All students (n =6617)	70.0%	54.0%	56.0%	53.0%

Data Source: 2003-04 – 2006-07 PEIMS

Figure 8. TAKS Math (% Met Standard) by Grade and Year[21]

Predictors. Again, the HLM/HGLM analyses examined the student-, school-, and affiliate-level predictors of case-managed students' odds of meeting the standard for the math TAKS achievement test during the year of enrollment in CIS (2004-05) and in the final year, 2006-07. Although, we attempted to analyze the outcome for math TAKS 2005-06, this model never converged and therefore cannot be reported here.

In 2004-05, three positive student-level relationships emerged with the math TAKS outcome. First, elementary case-managed students had higher odds (odds=1.93) than middle school students of meeting the math TAKS standard. Secondly, case-managed students who were eligible to receive free lunches had higher odds of meeting the math TAKS standard than students who were not eligible for this assistance. Finally, students who were in LEP had higher odds of meeting the math TAKS standard than students not in an LEP program. Students who were "at-risk", in special education, female, and African American all were negatively related to meeting the math TAKS standard. Additionally, students who received more hours of enrichment services were 1.01 times more likely to meet the math TAKS standards, while students who were identified for academic services were .67 times less likely to meet the standards. Once again, this latter finding may suggest that CIS is serving the students with the greatest academic needs.

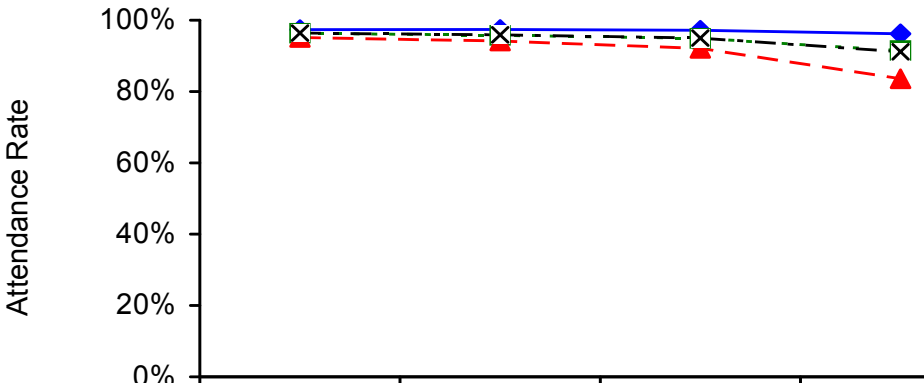
By 2006-07, all but two of the relationships identified in 2004-05 remained significant and in the same direction. First, the relationship between gender and the math TAKS achievement test that was significant in 2004-05, disappeared in 2006-07. This suggests that by 2006-07, there were no significant differences between males and females in meeting the math TAKS

[21] Under the advice of TEA staff members, meeting the TAKS math standard was set at a score of 2100 or higher on the TAKS math achievement test between 2003-07.

standard. Secondly, students eligible for free lunches no longer had a significant advantage in the math TAKS test. This may be because these students were no longer receiving services from CIS. Additionally, three new significant relationships emerged. Students who received more hours of supportive guidance were .99 times as likely to meet the math TAKS standard as students receiving fewer or none of these services. This may reflect a focus on improving other non-academic outcomes, such as behavior, attitudes, relationships and less focus on academics, specifically standardized tests. Secondly, the students who were targeted by CIS for academic assistance in 2004-05 were now just as likely to meet the math TAKS standards as those case-managed students that were not targeted for academic assistance. As this study examined only students with complete data over four years, this suggests that CIS was able to help students initially targeted for academic problems improve to the level of case-managed students that were not targeted for additional academic assistance over time. It is important to note that the change was not immediate but was realized by students two years after enrollment in CIS. Finally, at the school level, students who attended Title 1 schools were less likely to meet the math TAKS standard than students in other schools.

5. Attendance

Trends. Figure 9 shows the change over time in attendance rates for case-managed students. The attendance rate is 83 percent or higher across all cohorts. Research suggests that an attendance rate below 80 percent in middle school and 70 percent in high school for a student represents a risk factor for drop out (Neild & Herzog, 2007). The highest rates of attendance are at the elementary school level, followed by the middle school, and high school respectively. The attendance rate for elementary school students remained steady across time. While the changes from year to year were significant, the effect sizes were very small across years ranging from -.07 to -.29. The most noticeable decrease in attendance rates was among high school students. It is not surprising, however, to see a decrease among high school student attendance in 2006-07, the senior year for most students in the cohort. This suggests, again, that getting a student to his/her senior year does not guarantee he/she will stay engaged in school.



	2003-04	2004-05	2005-06	2006-07
Elementary (n=2101)	97.4%	97.4%	97.2%	96.2%
Middle (n =3265)	96.4%	95.7%	94.9%	91.5%
High (n =1535)	95.2%	94.2%	92.1%	83.6%
All students (n=6792)	96.4%	95.9%	95.0%	91.2%

Data Source: 2003-04 - 2006-07 PEIMS

Figure 9: Student Attendance Rates by Grade and Year

Predictors. The HLM/HGLM analyses examined which student-, school-, and affiliate-level factors significantly impact case-managed students' attendance rates. In 2004-05, several student-level predictors affected case-managed students' attendance rates. Attending elementary school and being African American were both positively related to attendance rates. Students aren't related to rates. Identification as 'at-risk' and eligible for free lunches, etc. was negatively related to school attendance. Finally, students who received more hours of supportive guidance had a positive relationship (though slight) to attendance. In 2004-05, several school-level predictors were significantly related to case-managed students' attendance rates. Students in schools with smaller student enrollment and schools with a higher student to teacher ratio have significantly higher attendance rates. It is unclear what the explanation might be for these relationships. Not surprisingly, Title 1 schools had lower attendance rates than non-Title 1 schools.

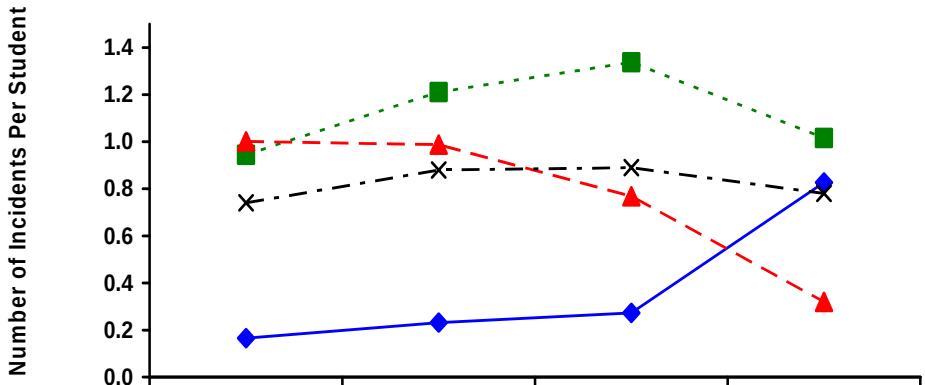
In the models for 2005-06, three new significant relationships emerged, while all the relationships between students and attendance in 2004-05 remained significant and in the same direction. Being in high school, special education status, and being female were negatively related to attendance rates. Plus, students who received more hours of enrichment had slightly better attendance rates than students who received either fewer or no hours of this service. Finally, students attending schools associated with experienced affiliates had lower attendance rates. Again, it is not clear why this relationship exists. Further study of the impact of the affiliate on student outcomes is needed.

In 2006-07, there were fewer predictors of attendance. Being in high school, identified as "at-risk", eligible for free lunches, identified as economic disadvantaged, and targeted by CIS for attendance issues were all negatively related to attendance rates. Only students in elementary schools were positively related to attendance rates. In 2006-07, there were no significant relationships between either school-level or affiliate-level variables and attendance rates.

6. Discipline

6.1 In School Suspensions

Trends. Figure 10 depicts the trends for in school suspension for elementary, middle, and high school case-managed students and across cohorts. Across the cohorts, there were significant but small decreases in the average number of in school suspensions per student the year immediately following enrollment in CIS (2005-06) (ES=-.02) and in 2006-07 (ES=-.17). By 2006-07, however, elementary students experienced a significant and noticeable increase (ES=1.29) and middle school students experienced a significant but small increase (ES=.26). This may be partly attributable to the transition from elementary to middle school and middle school to high school. High school students actually experienced a significant and large decrease (ES=-1.33) during this same time period (Grade 12).



	2003-04	2004-05	2005-06	2006-07
Elementary (n =2432)	0.2	0.2	0.3	0.8
Middle (n=3966)	0.9	1.2	1.3	1.0
High (n =2251)	1.0	1.0	0.8	0.3
All students (n =8579)	0.7	0.9	0.9	0.8

Data Source: 2003-04 – 2006-07 PEIMS

Figure 10. In School Suspension by Grade and Year

Predictors. Using a Poisson model, these HLM/HGLM analyses examined which student-, school-, and affiliate-level factors significantly impact the number of in school suspensions CIS case-managed students received. In 2004-05, 2005-06, and 2006-07, "at-risk" status, special education, free lunch status, and prior in school suspensions in 2003-04 (baseline) were all positively related to in school suspensions. That is, students with these characteristics were had higher odds than their counterparts of receiving in school suspensions. Additionally, students

targeted by CIS for behavior-related issues were also 1.53 times more likely to receive in school suspensions.

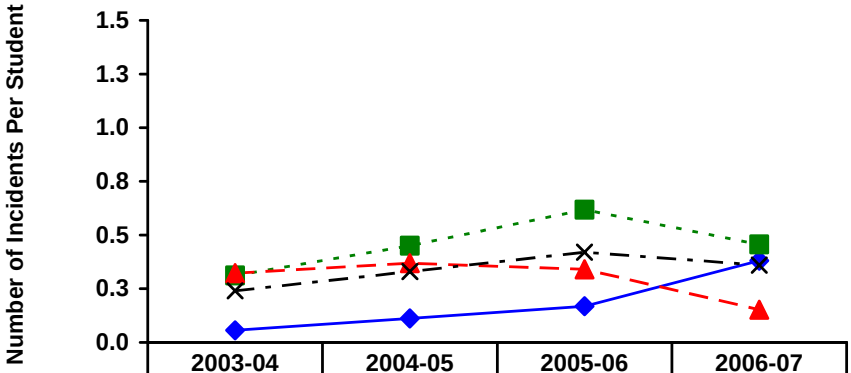
Across the years, elementary and high school students had lower odds than middle school students of receiving in school suspensions. Females also had lower odds of receiving in school suspensions than males. With regards to services provided by CIS, students who received more enrichment services than other students had lower odds of receiving in school suspensions. It is possible that the enrichment services provided were intended to help keep students engaged in pro-social activities and out of trouble.

Other factors that were negatively related to in school suspension, that is decreased the odds that students would receive in school suspension included: LEP status (2004-05 and 2006-07), receipt of health and human services (2005-06), receipt of career awareness services (2005-06), attending an urban school (2004-05 and 2005-06), and higher student to teacher ratio (2004-05).

Other factors that were positively related to in school suspension, that is increased the odds that students would receive in school suspension included: being African-American or Hispanic compared to White, Native American, or Asian (2005-06 and 2006-07), other economic disadvantage status (2004-05 and 2006-07), receipt of supportive guidance (2004-05 and 2005-06), receipt of parental involvement services (2005-06), and large school enrollment (2004-05 and 2005-06). Interestingly, the receipt of CIS services provide mixed results. Once again, it is possible that the receipt of certain services associated with a negative outcome reflects the severity of the disciplinary problems experienced by the students served. For example, the relationship between more parental involvement and higher odds of in school suspensions may actually demonstrate that CIS has identified students with behavioral problems and has been able to get parents more involved in helping to address these problems. In other cases, it may be that the services that are associated with more positive outcomes reflect a better alignment between the type of services provided and the outcome that needed to be changed. That is, CIS is providing the appropriate services to students based on their greatest need or challenge.

6.2 Out of School Suspensions

Trends. Figure 11 shows the number of out of school suspensions received, on average, across time. Once again, the number of out of school suspensions was relatively small and remained fairly consistent across time. Out of school suspensions at the high school level significantly decreased across time. It was also the case that elementary school students reported the least out of school suspensions across time followed by high school students and then middle school students.



	2003-04	2004-05	2005-06	2006-07
Elementary (n =2432)	0.1	0.1	0.2	0.4
Middle (n=3966)	0.3	0.5	0.6	0.5
High (n =2251)	0.3	0.4	0.3	0.2
All students (n =8579)	0.2	0.3	0.4	0.4

Data Source: 2003-04 – 2006-07 PEIMS

Figure 11. Out of School Suspension by Grade and Year

Predictors. Using a Poisson model, these HLM/HGLM analyses examined which student-, school-, and affiliate-level factors significantly impact the number of out of school suspensions case-managed students received. In 2004-05, the year of enrollment in CIS, several student-level predictors and one affiliate-level predictors affected case-managed students' likelihood of receiving out of school suspensions. "At-risk" status, special education status, and other economic disadvantage were positively related to receiving out of school suspensions. "At-risk" students were 2.08 times more likely to receive out of school suspensions than students who were not labeled at-risk. Students in special education were 1.17 times more likely to receive out of school suspensions than non-special education students. Finally, economically disadvantaged students were 1.42 times more likely to receive out of school suspensions than students who are not identified as economically disadvantaged.

Additionally, female students were .56 times less likely to receive out of school suspensions than male students. Students in elementary school were .29 times less likely to receive out of school suspensions than students in middle school. High school students were .64 times less likely to receive out of school suspensions than middle school students. Additionally, while neither the main effects of race/ethnicity (Hispanic) nor urban schools were significant, there was a significant interaction between Hispanics and Urban schools. Specifically, Hispanics in urban schools had lower odds of receiving out of school suspensions than whites (and Asian and American Indians) in rural schools.

Finally, students who received more hours of enrichment services had lower odds of receiving out of schools suspensions than students who received either fewer or no hours of the program. Additionally, students who were targeted by CIS to receive additional help in modifying their behavior were 1.72 times more likely to receive out of school suspensions than students not targeted for behavioral issues. The negative outcomes, especially in the first year students were

referred to CIS (2004-05) suggest CIS is targeting students for the right reasons. Finally, students who attended schools in which the affiliates had more years of experience had a greater chance of receiving out of school suspensions than students in schools associated with affiliates with fewer years of experience.

In 2005-06, while most of the relationships between predictors and out of school suspensions remained, several new significant relationships emerged. Specifically, students who were African American or Hispanic had increased odds of receiving out of school suspensions than white students. Additionally, students eligible for free lunch had increased odds of receiving out of school suspensions compared to those not eligible for free lunches.

Finally, students who receive more hours of health and human services were 1.02 times more likely to receive out of school suspensions. Again, this may be an indication of more serious out of school challenges experienced by the student that are influencing behavior and causing acting out in school.

Students who were classified as being economically disadvantaged no longer had higher odds of receiving out of school suspensions in 2005-06 than students not classified as economically disadvantaged. Additionally, the interaction between Hispanics and urban schools that was significant in 2004-05 was no longer significant in 2005-06. The number of years of experience affiliates possess also became non-significant in 2005-06.

In the models for 2006-07, several new significant relationships emerged, while all but two of the relationships between students and out of school suspensions in 2004-05 remained significant and in the same direction. Students in an LEP program had lower odds of receiving out of schools suspensions than non-LEP students. However, students identified as economically disadvantaged had significantly higher odds of receiving out of school suspensions. African American students in urban schools were also more likely to receive out of school suspensions than white students in rural schools. Being in elementary school was no longer significantly related to the odds of receiving out of school suspensions in 2006-07.

Among the CIS program variables, three relationships were significant in 2006-07. First, receiving supportive guidance had a positive relationship with out of school suspensions; meaning that the more hours of supportive guidance a student received, the higher the odds were that this student was to receive a greater number of out of school suspensions two years after being enrolled in CIS. This finding may provide strong evidence for providing continued services over time for students. That is, because only 2 percent of case-managed students continued to receive services from 2004-05 through 2006-07, it is likely that most of the services received coincided with the year of enrollment in CIS (2004-05). During 2004-05 and the year following enrollment in CIS, students who had received supportive guidance had the same odds of receiving an out of school suspension as students not receiving these services. However, by 2006-07, these students now had higher odds of receiving an out of school suspension. It is important to keep in mind that 2006-07 is also a transition period for elementary and middle school students. Therefore, students who needed and benefited from supportive guidance in earlier years, may experience a set back in their behavior if these services are no longer available, especially during difficult times. Put another way, removing the campus/case manager or the one-on-one relationship with a caring adult from the life of an at-risk student may have negative impacts on student outcomes.

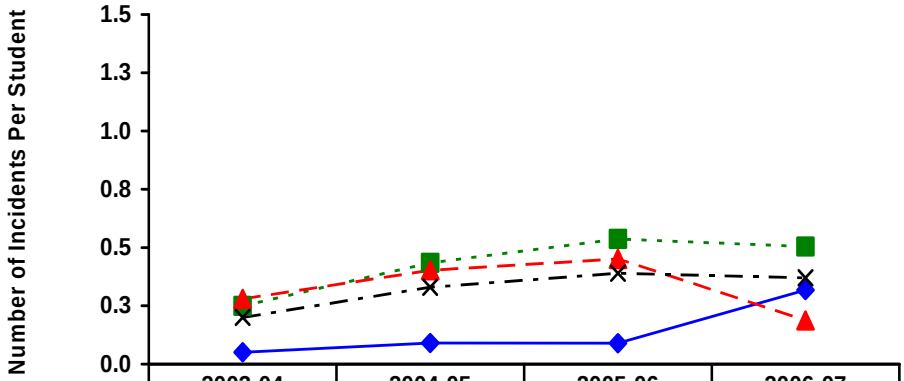
It was also the case that the relationship between parental involvement services and out of school suspensions that was significant in 2005-06 (i.e., more involvement was associated with

a greater likelihood of out of school suspensions) disappeared in 2006-07. This may indicate that getting parents involved had a long-term positive impact on student behavior.

Finally, students who received CIS enrichment continued to receive fewer out of school suspensions than students who either did not receive this service or received fewer hours of it.

6.3 Other School Discipline

Trends. Figure 12 illustrates the average number of other forms of disciplinary action received by CIS students across time. This includes actions that did not result in a suspension or expulsion. The overall trends remain similar to those presented for in and out of school suspensions. Elementary students experience the least of these disciplinary actions with high school and middle school students showing similar patterns. The average number of other disciplinary actions across all cohorts never exceeds a single incident.



	2003-04	2004-05	2005-06	2006-07
Elementary (n =2434)	0.1	0.1	0.1	0.3
Middle (n =3966)	0.2	0.4	0.5	0.5
High (n =2251)	0.3	0.4	0.5	0.2
All students (n =8579)	0.2	0.3	0.4	0.4

Data Source: 2003-04 – 2006-07 PEIMS

Figure 12. Other Disciplines by Grade and Year

Predictors. Using a Poisson model, these HLM/HGLM analyses, examined which student-, school-, and affiliate-level factors significantly impact the number of other disciplinary actions CIS students receive. In 2004-05, the years students were referred to CIS, many student-level predictors affect CIS students' likelihood of receiving other disciplinary actions. Students who received other disciplinary actions in 2003-04 (baseline) were 1.17 times more likely to receive other disciplinary actions in 2004-05. "At-risk" students were 2.03 times more likely and special education students were 1.18 times more likely to receive other disciplinary actions. Both African American and Hispanic students had higher odds than White students of receiving other disciplinary actions. Specifically, Hispanics were 1.29 times and African Americans were 1.18 times more likely than Whites to receive other disciplinary actions. Students classified as other economically disadvantaged were 1.26 times more likely to receive other disciplinary actions. Finally, students receiving more hours of parental involvement services were 1.02 times more

likely to receive other disciplinary actions. Again, providing these services may represent an appropriate identification of a problem and response by CIS of getting parents more involved with their children.

Gender, elementary school grade level, hours of enrichment services, and hours of educational enrichment are negatively related to receiving other disciplinary actions. Female students were .60 times less likely to receive disciplinary actions than male students. Students in elementary had lower odds of receiving other disciplinary actions than students in middle school, which is consistent with the trends presented earlier. Students who received more hours of enrichment and educational enrichment services were less likely to receive other disciplinary actions. Additionally, African American and Hispanic students in urban schools had significantly lower odds of receiving other disciplinary action than whites (and Asian and American Indians) in rural schools.

In 2004-05, several school-level predictors significantly affected CIS students' odds of receiving other disciplinary actions. Students in schools with larger student enrollment had greater odds of receiving other disciplinary actions. Attending a school with lower pupil-teacher ratio was also related to greater odds of receiving other disciplinary actions. This may be because schools with larger student enrollment (i.e., urban schools) have stricter disciplinary policies (e.g., less tolerance) and for schools with lower pupil-teacher ratios, detection of problems may be easier.

In the model for 2005-06, previous disciplinary actions, at-risk status, special education status, race, and hours of CIS parental involvement were positively related to receiving other disciplinary actions. As in 2004-05, students with prior disciplinary actions were 1.15 times more likely to receive disciplinary action. "At-risk" students were 1.94 times more likely to receive alternate discipline. Special education students were 1.20 times more likely to receive discipline. African American students were 1.22 times more likely and Hispanic students were 1.17 times more likely to receive other disciplinary actions than White, Native American, and Asian students. Students receiving more hours of parental involvement services were 1.02 times more likely to receive other disciplinary actions.

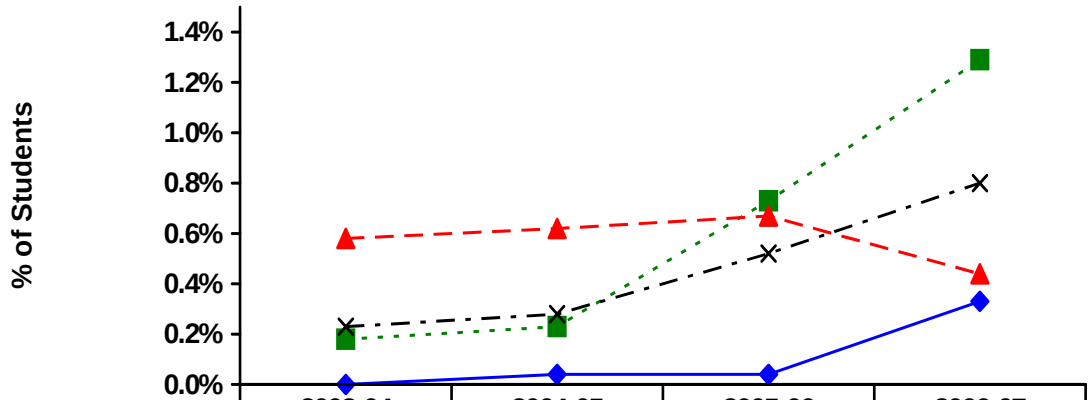
Being an elementary school student, LEP student, and a female student were all negatively associated with receiving disciplinary actions. Additionally, students who received more hours of enrichment services had lower odds of receiving other disciplinary actions. As in 2004-05, there was a significant interaction between African American students and urban schools. African American students in urban schools had lower odds of receiving other disciplinary actions than whites (and Asian and American Indians) in rural schools. In 2005-06, no school level predictors were significantly related to receiving other discipline.

Finally, in the model for 2006-07, previous disciplinary actions, at-risk status, special education status, African American, free lunch status, and other economic disadvantage status were positively related to receiving more other disciplinary actions. As in the two previous models, in 2006-07 students with prior disciplinary actions at baseline were 1.15 times more likely to receive disciplinary actions. "At-risk" students were 1.77 times more likely receive other disciplinary actions. Special education students were 1.17 times more likely to receive discipline. African American students were 1.28 times more likely to receive other discipline than White, Native American, and Asian students. Students receiving free lunch were 1.32 times more likely to receive other disciplinary actions and those classified as other economically disadvantaged were 1.35 times more likely receive other disciplinary actions.

And once again, LEP students were .77 times less likely and elementary students were.58 times less likely to receive other disciplinary actions. Female students also had lower odds (.56 times) of receiving other disciplinary actions than male students. Finally, students who received more hours of enrichment services had lower odds of receiving other disciplinary actions. No school or affiliate-level variables were significant in 2006-07.

6.4 Expulsion

Trends. Figure 13 illustrates the percentage of case-managed students who were expelled from school. In general, the trend remains consistent with relatively few expulsions across grades. With the exception of high school, the most notable spikes in expulsions occurred in 2006-07. Recall that this represents a transition period from elementary to middle school and middle school to high school, perhaps explaining the increases. Middle school students showed the greatest number of expulsions. This is consistent with middle school students receiving more in school, out of school, and other disciplinary actions, on average, than students in elementary and high school. While the differences shown in Figure 13 are statistically significant, the changes remain extremely small over time.



	2003-04	2004-05	2005-06	2006-07
Elementary (n =2432)	0.0%	0.0%	0.0%	0.3%
Middle (n=3966)	0.2%	0.2%	0.7%	1.3%
High (n =2251)	0.6%	0.6%	0.7%	0.4%
All students (n=8649)	0.2%	0.3%	0.5%	0.8%

Data Source: 2003-04 0 2006-07 PEIMS

Figure 13. Expulsion by Grade and Year

Predictors. Given the lack of variance on this outcome measure, it was not possible to run the HGLM model.

7. Additional Factors Influencing Within Case-Managed Student Outcomes

The HLM analyses provide some indication of what factors or characteristics influence the impact of CIS on student outcomes. Like student demographics, other variables can be expected to influence outcomes. Using CISTMS, we were able to examine the relationship between dosage of CIS services and student outcomes. We present outcomes relative to dosage on two levels: (1) dosage by service hours and (2) dosage by continuation in CIS for one vs. two years. Outcomes are broken down by school level to highlight the differential intensity in service provision and their relation to grade-specific outcomes.

7.1 Consecutive Service Delivery and Student Outcomes

Table 14 examines the outcomes of a cohort of students across four school years: (1) the baseline year (2003-04), (2) the students' first year of enrollment in CIS (2004-05), (3) the students' second year in CIS (2005-06), and the students' third year in CIS (2006-07). This cohort of CIS students were identified by their enrollment date in 2004-05 and CIS program dosage data identified these students as continuing in CIS in years 2005-06 and 2006-07. Any students who received CIS program dosage in both 2005-06 and 2006-07 and who also had full information across four years were included in the final sample on each of the following six outcomes: (1) total service dosage, (2) reading TAKS scale score, (3) math TAKS scale score, (4) attendance, (5) whether or not the student received an in school suspension that year, and (6) whether or not the student received an out of school suspension that year.[22]

Across the CIS dosage data, elementary students appeared to receive the most hours of CIS programming compared to middle and high school students. Interestingly, students in all three settings (i.e., elementary, middle and high school) received more hours of CIS programming in their second CIS year than in their third year of CIS. Unfortunately, the data does not indicate the reason behind this drop in CIS program hours, but one possible explanation may be that need among students decreased in their third year of CIS. Across academic outcomes, both middle and high school students increased their TAKS reading and math scores in their first, second, and third years of CIS. On average, elementary school students performed more poorly on the math and reading TAKS until their third year of CIS when elementary students performed almost as well on math TAKS and even better in reading TAKS than their initial test scores at baseline. School attendance decreased from baseline across the following three years across all three types of schools – elementary, middle and high. Finally, in school and out of school suspensions increased for elementary and middle school students across each year, however high school students decreased both types of suspensions in their senior year. These trends across attendance and suspensions may be in part due to the ageing of students which can lead a portion of students to become more delinquent in their behaviors (e.g., cutting school, engaging in fights).

[22] CIS dosage data was only available for 2005-06 and 2006-07.

Table 14. Outcomes for Case-Managed Students Receiving CIS Services for Consecutive Years

	Baseline Year 2003-04	First Year in CIS 2004-05	Second Year in CIS 2005-06	Third Year in CIS 2006-07
Elementary School Students				
Total Service Dosage (N=466)	**----**	**----**	**56.2 hrs**	**46.0 hrs**
Average Reading TAKS Scale Scores (N=248)	**2154**	**2088**	**2067**	**2185**
Average Math TAKS Scale Scores (N=351)	**2152**	**2143**	**2134**	**2142**
Attendance (N=292)	**97.1%**	**97.1%**	**96.8%**	**95.7%**
In School Suspensions (N=330)	**12.1%**	**12.1%**	**17.6%**	**34.6%**
Out of School Suspensions (N=330)	**5.8%**	**9.4%**	**11.8%**	**17.9%**
Middle School Students				
Total Service Dosage (N=383)	**----**	**----**	**31.1 hrs.**	**27.0 hrs**
Average Reading TAKS Scale Scores (N=225)	**2098**	**2099**	**2137**	**2137**
Average Math TAKS Scale Scores (N=265)	**2030**	**2041**	**2049**	**2015**
Attendance (N=243)	**96.1%**	**95.0%**	**93.9%**	**91.4%**
In School Suspensions (N=294)	**34.0%**	**42.5%**	**43.9%**	**45.9%**
Out of School Suspensions (N=294)	**20.8%**	**26.2%**	**33.3%**	**30.6%**
High School Students				
Total Service Dosage (N=367)	**----**	**----**	**25.4 hrs.**	**24.8 hrs.**
Average Reading TAKS Scale Scores (N=15)	**2020**	**2045**	**2047**	**2042**
Average Math TAKS Scale Scores (N=13)	**1871**	**1799**	**1947**	**1914**
Attendance (N=283)	**95.1%**	**94.0%**	**92.2%**	**84.5%**
In School Suspensions (N=312)	**33.3%**	**35.9%**	**31.7%**	**22.8%**
Out of School Suspensions (N=312)	**18.9%**	**18.3%**	**21.2%**	**14.1%**

Data Source: 2005-06 and 2006-07 CISTMS and 2003-04 – 2006-07 PEIMS

7.2 Mentoring and Student Outcomes

Table 15 presents mean outcomes for both mentored case-managed students and case-managed students without a mentor. These outcomes were drawn from PEIMS and CISTMS files from 2003-04 (baseline) through 2006-07. The data reveal that mentored students had slightly better outcomes at baseline in TAKS math, attendance, and the number of in-school suspensions. Three years after first receiving CIS services, these students had slightly better outcomes across the board, with the exception of out-of-school suspensions, which was the

same among both groups. The most noticeable difference between the groups was the stay in school rate: mentored students had a 7 percent lower stay in school rate than non-mentored students in 2005-06; however, this trend reversed in 2006-07. Mentored students had a 99 percent stay in school rate versus a 94 percent stay in school rate among non-mentored students. Baseline data were not available on this measure, as it was obtained from CISTMS, which was first implemented in the 2005-06 school year.

Table 15. Average Outcomes for Mentored and Non-Mentored Students

Outcome	Group	2003-04	2004-05	2005-06	2006-07
TAKS Math Scale Scores	Mentored	2058.9	2065.2	2012.7	2115.0
	Non-Mentored	2017.6	2034.4	2033.8	2083.4
TAKS Reading Scale Scores	Mentored	2093.6	2099.0	2064.9	2181.1
	Non-Mentored	2100.6	2085.6	2090.8	2167.4
Attendance	Mentored	96.4%	95.6%	95.4%	92.9%
	Non-Mentored	95.8%	95.0%	93.6%	91.1%
In School Suspension	Mentored	0.2	0.7	1.0	0.7
	Non-Mentored	0.7	0.9	0.9	0.8
Out of School Suspension	Mentored	0.3	0.3	0.3	0.4
	Non-Mentored	0.2	0.3	0.4	0.4
Stay in School	Mentored	NA	NA	83.9%	98.8%
	Non-Mentored	NA	NA	90.9%	93.7%

Data Source: 2003-04 – 2006-07 PEIMS and 2005-06 and 2006-07 CISTMS
* NA = Data not available since this measure was obtained from CISTMS; all other outcomes were obtained from PEIMS

The results in Table 15 may be misleading, since the sample size for some outcomes was different in 2003-04 and 2006-07. The results in Table 16 present the average change between 2003-04 and 2006-07 for the *same* students in each group. By this (more accurate) measure of progress, mentored students had more positive outcomes on TAKS math scores, TAKS reading scores, and attendance than their non-mentored counterparts. Non-mentored students, however, reported fewer suspensions (and the difference on in-school suspensions was statistically significant). This may indicate that mentoring is accruing benefits to students in terms of academic and motivation/engagement, but did not result in better student behavior.

Table 16. Average Change in Outcomes for Mentored and Non-Mentored

	Mentored Students (n=231)	Students without a Mentor (n=11,451)
TAKS Math Scale Scores	+17.4	-2.7
TAKS Reading Scale Scores	+54.0	+39.3
Attendance	-4.0%	-5.3%
In School Suspension	+0.7**	0.0
Out of School Suspension	+0.2	+0.1

Data Source: 2006-07 CISTMS, 2006-07 PEIMS
** Difference between mentored and non-mentored students statistically significant at the p<.01 level

V. Impact of CIS: Between-CIS Case-Managed and Non-Case-Managed Student Findings

The previous chapter examined the impact of CIS on the case-managed students it served. This chapter presents the between student (case-managed compared to non-case-managed student) results. Recall from Chapter II that these between student results are intended to show whether providing CIS case-managed services can help keep these students in school and help improve their academic performance compared to similar students who were matched to CIS case-managed students on a range of important variables.

The results are organized by outcome. For each outcome, trends for case-managed (students enrolled in CIS in 2004-05) and non-case-managed students (students matched to case-managed students from the same school and grade, but who were not enrolled in CIS) are presented. These trend analyses begin in 2003-04 (baseline or year prior to case-managed students being enrolled in CIS) and follow through to 2006-07 (transition year from Grade 5 to Grade 6 and Grade 8 to Grade 9 for elementary and middle school cohorts and Grade 12 for high school cohort). Again, unless otherwise stated, only statistically significant differences within and between groups at the .05 or smaller level ($p<.05$) are presented. Next, the results of the multi-level logistic regression models are presented to further examine differences between case-managed and non-case-managed students on each outcome after controlling for a range of student- and school-level variables.

Interpretation of Reporting Periods for the Student-Level Results

2003-04 = Baseline or year prior to enrollment in CIS

2004-05 = Year first enrolled in CIS

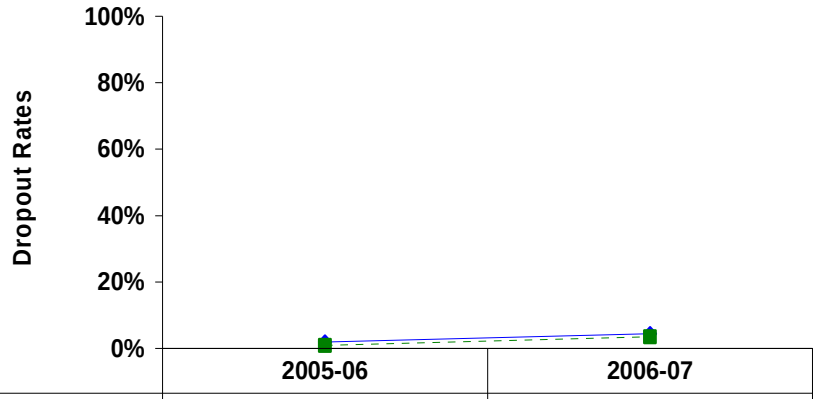
2005-06 = Year immediately following enrollment in CIS

2006-07 = Transition year for elementary and middle school cohorts and senior year for high school cohort

In order to focus on outcomes of practical importance, we only present results where the difference in percentage of one category as opposed to the other category (e.g., meeting standard in math vs. not meeting standard) was greater than 10 percent. These included: graduation (2006-07); promotion (2006-07); math TAKS (met standard) (2004-05, 2005-06, 2006-07); reading TAKS (met standard) (2004-05, 2005-06, 2006-07); disciplinary action (all types) (2004-05, 2005-06, 2006-07); passed math course (2004-05, 2005-06, 2006-07); and passed English/Language Arts courses (2004-05, 2005-06, 2006-07). The tests of significance, effect sizes, and regression results are presented in ***Appendix Q, Tables Q1 to Q12***.

1. Dropout

As shown in Figure 14, case-managed and non-case-managed students followed similar trends regarding dropping out of high school. While the increase in the percentage of students dropping out between 2005-06 and 2006-07 was significant for both groups, the difference between the two groups was not significant. That is, a similar percentage of case-managed students dropped out of school compared to non-case-managed students.



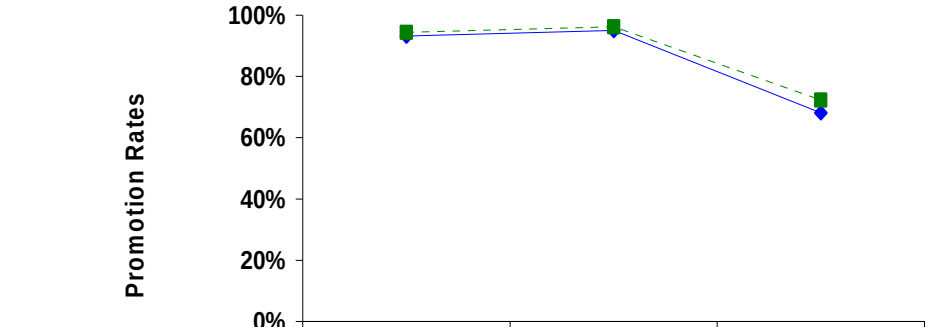
	2005-06	2006-07
Case-managed (N=1029)	1.9%	4.5%
Non-case-managed (N = 1029)	1.0%	3.5%

Data Source: 2005-06 and 2006-07 PEIMS

Figure 14. Student Dropout Rates

2. Promotion

The trends in Figure 15 show that the percentage of case-managed and non-case-managed students promoted to the next grade remained relatively consistent and similar from the year students were referred to CIS to the first school year following enrollment. In fact, the difference between the two groups was not significant. By 2006-07, significantly fewer case-managed students were being promoted than non-case-managed students. The size of this effect, however, was relatively small (ES = -.12). The significant drop in promotion in 2006-07 for case-managed students compared to non-case-managed students may indicate greater challenges for these students, especially during transitional years, and more difficulty adjusting to change.



	2004-05	2005-06	2006-07
Case-managed (N=1029)	93.2%	95.0%	68.1%
Non-case-managed (N=1029)	94.5%	96.2%	72.3%

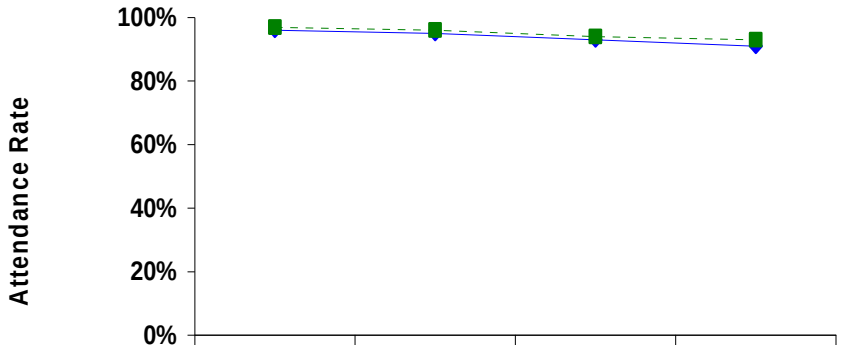
Data Source: 2004-05 – 2006-07 PEIMS

Figure 15. Student Promotion Rates

3. Attendance

Figure 16 presents the trends for attendance. Both case-managed and non-case-managed students show a slight but significant decrease in attendance each year. While the differences between case-managed and non-case-managed students were significant each year, the effects of these differences were very small (ES = -.14 at baseline, ES = -.17 the year of enrollment in CIS, ES = -.12 the year following enrollment in CIS, and ES = -.21 in 2006-07).

It is important to note that attendance was extremely high for both groups every year (above 90%). Interestingly, for both groups, attendance was at its lowest in 2006-07, again the year of transition from elementary to middle school and from middle to high school. For high school students, this represents the senior year for most students. These are all very plausible explanations for the lower attendance for both groups.



	2003-04	2004-05	2005-06	2006-07
Case-managed (N=667)	96%	95%	93%	91%
Non-case-managed (N=667)	97%	96%	94%	93%

Data Source: 2003-04 – 2006-07 PEIMS

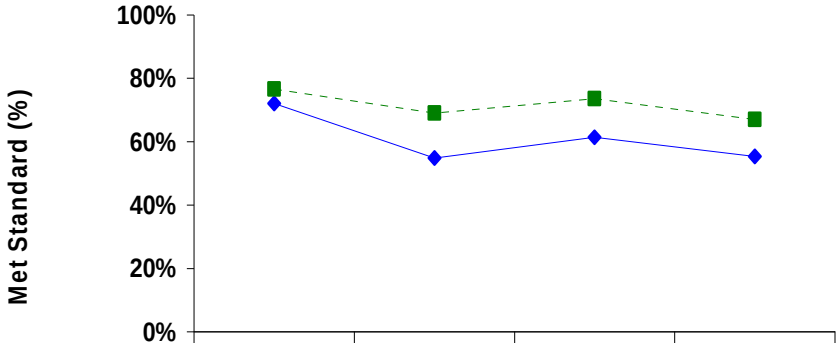
Figure 16. Student Attendance

4. Academic Achievement[23]

4.1 Math TAKS (Met Standard)

As shown in Figure 17, both case-managed and non-case-managed students report significant drops in meeting the TAKS math standard between 2003-04 and 2004-05. The difference between case-managed and non-case-managed students in 2004-05 is small (ES = -.37) but statistically significant. Following the first year of enrollment in CIS, a significantly higher percentage of case-managed students met the TAKS math standard in 2005-06. The difference between case-managed and non-case-managed students remained small (ES =-.37) and significant. Both groups reported significant drops in the percentage of students meeting the TAKS math standard from 2005-06 to 2006-07. This drop was greater for case-managed students. In 2006-07, the difference between case-managed and non-case-managed students was again small (ES =-.30) and significant. This may suggest that while both groups of students struggle during the transition years entering middle school, high school, and the senior year of high school, case-managed students appear to have had a harder time adjusting than non-CIS students. Because very few students initially case-managed in 2004-05 continued to received services in subsequent years (as reported in the previous chapter), this finding supports the importance of not only continuing to serve students over multiple school years but in particular, serving students during transition years and continuing to serve high school students their senior year.

[23] The cut-off used to determine met standard was 2100 or above to allow for comparisons across years.



	2003-04	2004-05	2005-06	2006-07
Case-managed (N=197)	72.1%	54.8%	61.4%	55.3%
Non-case-managed (N=197)	76.6%	69.0%	73.6%	67.0%

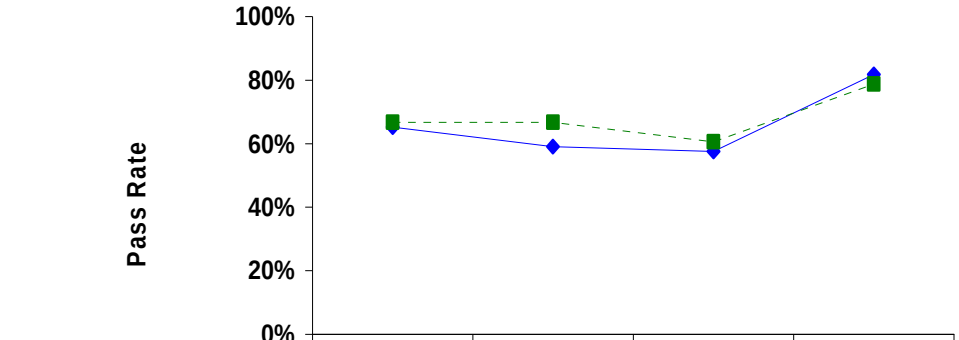
Data Source: 2003-04 – 2006-07 PEIMS

Figure 17. TAKS Math (% Met Standard)

4.2 Passed Math Courses[24]

From 2003-04 to 2004-05, Figure 18 shows that there was a noticeable, although not significant, decrease in the percentage of high school case-managed students passing math courses. It is possible that this noticeable decrease is what precipitated referrals to CIS. From the time of enrollment in CIS to 2006-07, there was a significant increase in the percentage of case-managed students passing high school math courses. This same change over time for non-case-managed students was not significant. While the differences between groups in 2006-07 were not significant, it is clear from the percentage of case-managed students passing math courses by 2006-07, that CIS helped these students regain ground initially lost the year they were referred to CIS.

[24] Complete data for this outcome measure was only available for high school students.



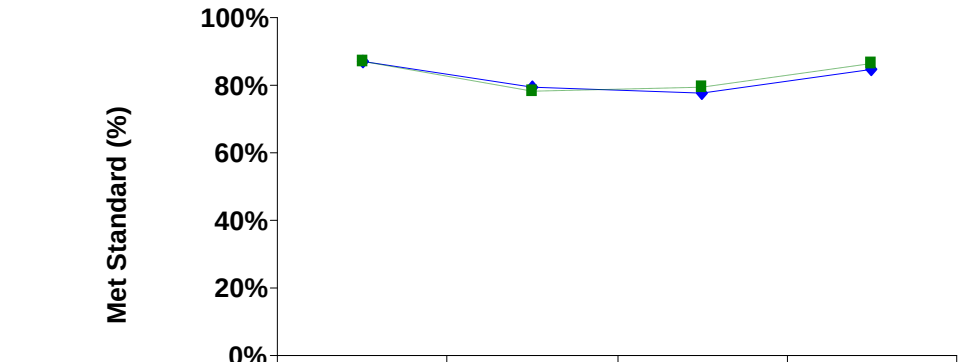
	2003-04	2004-05	2005-06	2006-07
Case-managed (N=66)	65.2%	59.1%	57.6%	81.8%
Non-case-managed (N=66)	66.7%	66.7%	60.6%	78.8%

Data Source: 2003-04 – 2006-07 PEIMS

Figure 18. Passed Math Course

4.3 Reading TAKS (Met Standard)

The trends for TAKS reading, as shown in Figure 19 were similar to TAKS math trends. That is, both groups show an initial significant decrease in the percentage of students meeting the standard between 2003-04 and 2004-05. Between 2005-06 and 2006-07 both groups showed a significant improvement in TAKS reading. Over the course of time, case-managed students performed similarly to non-case-managed students. That is, there were no significant differences between the two groups at any point in time. This suggests that CIS is helping case-managed students stay on track with their classmates.



	2003-04	2004-05	2005-06	2006-07
Case-managed	86.8%	79.2%	77.7%	84.8%
Non-case-managed	86.8%	78.2%	79.2%	86.3%

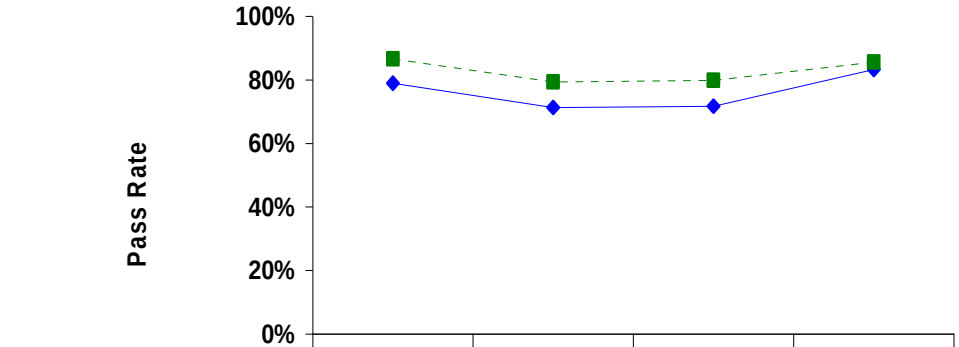
Data Source: 2003-04 – 2006-07 PEIMS

Figure 19. TAKS Reading (% Met Standard)

4.4 Passed English/Language Arts Course[25]

As shown in Figure 20, between 2003-04 and 2004-05 both groups showed significant decreases in the percentage of students passing English/Language Arts (ELA) courses. The percentage of case-managed high school students passing ELA courses increased significantly between 2005-06 and 2006-07. This increase helped bring case-managed students up to the same level of performance as non-case-managed students. That is, while the difference between the two groups was small (ES =-.33) at baseline, there was no longer a significant difference by 2006-07. Once again, this may suggest that CIS was able to help students through case-managed services regain ground over time.

[25] Complete data for this outcome measure was only available for high school students.



	2003-04	2004-05	2005-06	2006-07
Case-managed (N=66)	78.9%	71.3%	71.8%	83.3%
Non-case-managed (N=66)	86.6%	79.4%	79.9%	85.6%

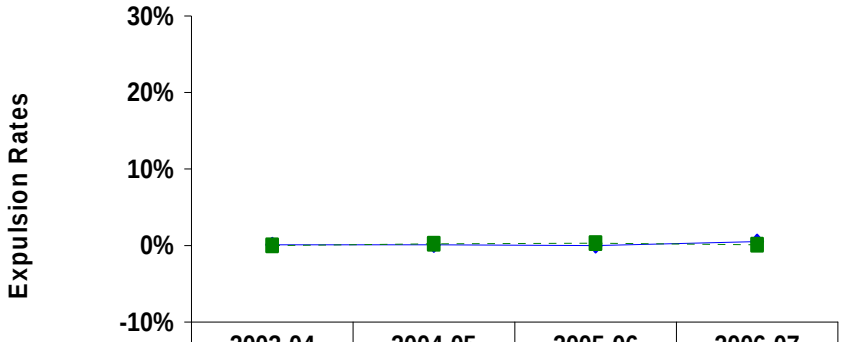
Data Source: 2003-04 – 2006-07 PEIMS

Figure 20. Passed Reading Course

5. Disciplinary Actions

5.1 Expulsions

Figure 21 presents the trends for expulsion. Very few case-managed and non-case-managed students were expelled from school in each of the years shown. The trends are almost identical for both groups. In fact, the lack of variance in expulsions within and between groups made it impossible to conduct tests of significance.



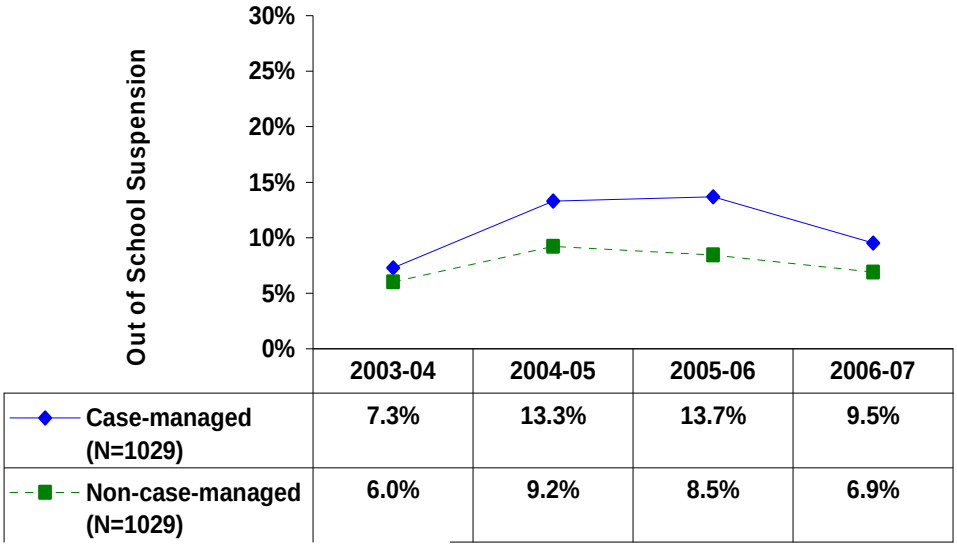
	2003-04	2004-05	2005-06	2006-07
Case-managed (N=1029)	0.1%	0.1%	0.0%	0.5%
Non-case managed (N=1029)	0.0%	0.2%	0.3%	0.1%

Data Source: 2003-04 – 2006-07 PEIMS

Figure 21. Student Expulsion Rates

5.2 Out of School Suspensions

As shown in Figure 22, both case-managed and non-case-managed students demonstrated a significant increase in out of school suspensions from 2003-04 to 2004-05. The difference between the two groups the year of enrollment in CIS was small (ES =.25) but significant. The percentage of case-managed students with out of school suspensions remained consistent the year following enrollment in CIS. Non-case-managed students showed a slight decrease during this same time although it was not significant. From 2005-06 to 2006-07 a significant decrease was reported in the percentage of case-managed students with out of school suspensions. While non-case-managed students also reported a decrease, it was not significant. While the differences between the two groups remained small (ES =.33 and ES =.21) in 2005-06 and 2006-07, the significant decreases for case-managed students over time suggest CIS is helping students make some improvements in behavior.



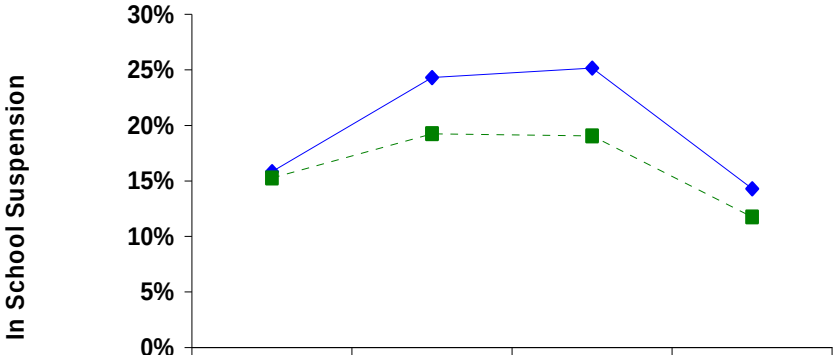
	2003-04	2004-05	2005-06	2006-07
Case-managed (N=1029)	7.3%	13.3%	13.7%	9.5%
Non-case-managed (N=1029)	6.0%	9.2%	8.5%	6.9%

Data Source: 2003-04 – 2006-07 PEIMS

Figure 22. Out of School Suspensions

5.3 In School Suspensions

Both case-managed and non-case-managed students showed significant increases in in-school suspensions between 2003-04 and 2004-05 (Figure 23). The difference between the two groups was small (ES =.25), but significant. This increase may have triggered the referral to CIS for the case-managed students who were now exhibiting more negative behavior in comparison to their classmates. Following the first year of enrollment in CIS, the percentage of case-managed students with in school suspensions remained consistent. This trend was similar for non-case-managed students. The difference between the two groups also remained significant. Between 2005-06 and 2006-07, both groups showed significant decreases in the percentage of students with in school suspensions. The difference between groups in 2006-07 was no longer significant. It is important to note that CIS case-managed students were able to recover lost ground and were once again behaving similarly to their non-case-managed classmates.



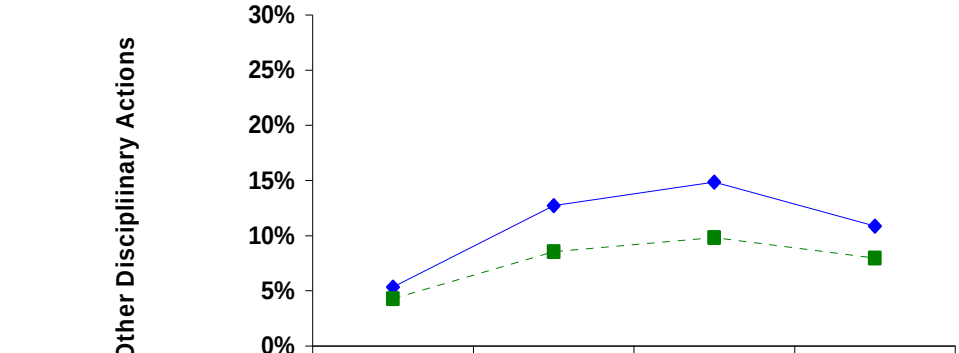
	2003-04	2004-05	2005-06	2006-07
Case-managed (N=1029)	15.8%	24.3%	25.2%	14.3%
Non-case-managed (N=1029)	15.3%	19.2%	19.1%	11.8%

Data Source: 2003-04 – 2006-07 PEIMS

Figure 23. In School Suspensions

5.4 Other Disciplinary Actions

Both groups showed significant increases in the percentage of students with other disciplinary actions from 2003-04 to 2004-05 (Figure 24). However, significantly more case-managed students received other disciplinary actions compared to non-case-managed students in 2004-05. Again, this change from baseline to the year of enrollment in CIS may explain the reason the case-managed students were referred to the program. Unfortunately, case-managed students continued to show behavioral declines (i.e., rates of other disciplinary action increased) from 2004-05 to 2005-06 and the difference between the two groups remained small (ES =.29) but significant. While non-case-managed students continued to maintain their levels of behavior, case-managed students demonstrated a significant decrease in other disciplinary actions from 2005-06 to 2006-07. The difference between the two groups remained small (ES =.21) but statistically significant in 2006-07. These findings may indicate the seriousness of the challenges being experienced by these case-managed students in relation to their non-case-managed classmates.



	2003-04	2004-05	2005-06	2006-07
Case-managed (N=1029)	5.4%	12.7%	14.9%	10.9%
Non-case-managed (N=1029)	4.3%	8.6%	9.8%	8.0%

Data Source: 2003-04 – 2006-07 PEIMS

Figure 24. Other Disciplinary Actions

6. HLM/HGLM Results

The results of the multilevel logistic regression models for each outcome are summarized below. For ease of interpretation, the logits were converted to odds ratios. These results demonstrate whether case-managed students are more or less likely to demonstrate each outcome after controlling for student- (i.e., gender, race/ethnicity, economic status, "at-risk" status, special education status, limited English proficient, and grade) and school-level (i.e., pupil to teacher ratio, Title I status, total student enrollment, and locality) variables.

For graduation, the results indicate that case-managed students enrolled in CIS in Grade 10 were about half as likely to graduate in 2006-07 (their senior year) than non-case-managed students (odds ratio=.58). Case-managed students were also .82 times as likely to be promoted in 2006-07 compared to non-case-managed students. For promotion, because 2006-07 is a transition year for the elementary and middle school cohorts initially enrolled in CIS in fourth and seventh grades, this may, once again indicate that students targeted for CIS services have a more difficult time adjusting during transition periods than non-case-managed students.

For the year of enrollment in CIS (2004-05), and each subsequent year until 2006-07, case-managed students were less likely to meet TAKS math standards than non-case-managed students. However, while high school case-managed students were .71 times as likely to pass math courses in 2004-05 (the year, and perhaps reason for referral to CIS), over time, these significant differences between case-managed and non-case-managed students disappeared in subsequent years. This suggests that CIS may have helped high school case-managed students close the gap between them and their non-case-managed classmates, even though they remained less likely to graduate. Similarly, high school case-managed students were .67 times as likely to pass their ELA courses in 2005-06 as non-case-managed students but this difference also disappeared in 2006-07. For TAKS reading, there were no significant differences

between case-managed students and non-case-managed students in their odds of meeting TAKS reading standards across all years.

Unfortunately, behavioral outcomes were not as positive. Across all years, case-managed students were more likely to receive a disciplinary action than non-case-managed students. This may be attributable to the fact that students who were under relatively more supervision (i.e., case-managed students) had more of their disciplinary infractions uncovered than less supervised students.

For attendance, case-managed students demonstrated significantly lower attendance rates across time than non-case-managed students. However, the effect of this difference was very small (ES=.13 and .15). As seen in earlier results, overall attendance for case-managed students was relatively high (greater than 90%),suggesting attendance may be less of a problem, in general, for case-managed students than other issues, such as academic performance, behaviors, social service needs, etc.

VI. Impact of CIS: Between CIS Schools and Non-CIS Schools Findings

The school-level study examined the overall difference between schools that implemented the CIS model and schools that did not but were comparable on several characteristics pre-implementation across a range of outcomes over a four-year period, from the year prior to the beginning of the program in each CIS school until three years post-implementation. Given that the majority of CIS service delivery in the schools is individual case-management rather than campus-wide services and the fact that CIS provides case-managed services to a relatively small percentage of students within each school (average of 117 case-managed students per school in 2006-07), we expect the changes in school-level outcomes to be more difficult to detect (see Chapter III for a discussion of service delivery). For this reason, we have focused our within group comparisons to main effects over time and our between group comparisons to post 3 differences only or changes after three years of implementation for CIS schools. This approach will address whether 1) after three years of implementing CIS in a school, are there changes in key school-level outcomes for those CIS schools and 2) by the third year of implementation, how do CIS schools compare to schools that were similar to them on key characteristics pre-implementation, including meeting the criteria for CIS (e.g., high needs school, low performing school) but did not implement CIS. Trend plots showing the changes over time are presented for the CIS and non-CIS schools. Tests of significance and effect sizes are presented in ***Appendix R, Tables R1 and R2***.

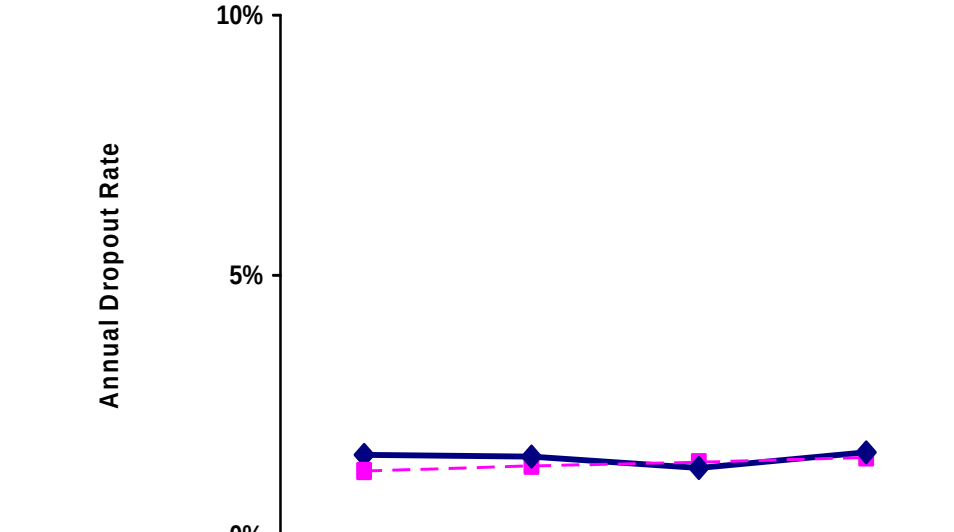
We also further explore changes over time for subgroups of schools. Specifically, we compare schools with similar racial/ethnic compositions and schools in similar locations (urban, rural, suburban) to determine if, as we saw with the student-level results, certain subgroups of schools show more or less change over time than others.[26] Finally, we examine whether schools with a greater number of case-managed students are realizing more noticeable school-level outcomes. That is, does the size of the "footprint" of CIS within a school influence outcomes?

1. Dropout Rates

For annual dropout, only CIS schools showed statistically significant changes over time. After two years of implementing CIS, there was a significant decrease in dropout (Figure 25). However, by year three (post 3), the annual dropout rate returned to pre-CIS implementation levels. There were no significant differences following three years of implementation between CIS and non-CIS schools. As shown in Figure 26, when looking at 4-year dropout, change over time for CIS schools was small (ES=.25) but significant. The differences between CIS and non-CIS during this period, however, were not significant. That is, CIS and non-CIS schools reported similar 4-year dropout rates at post 3.

The subgroup analyses for dropout found no differences over time between CIS schools and non-CIS schools by locality. That is, CIS urban schools, CIS rural schools, and CIS suburban schools performed the same as their matched non-CIS urban, rural, and suburban schools on both annual and 4-year dropout. However, CIS urban schools did experience a significant but small (ES=.16) drop overall in their 4-year dropout rate.

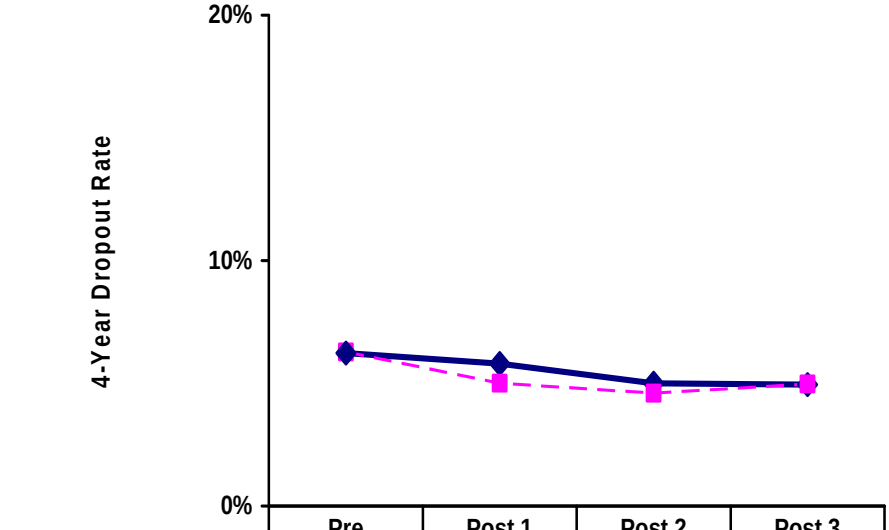
[26] Due to small sample sizes (less than 10 per group), it was not possible to test differences between CIS and non-CIS schools based on predominant racial/ethnic composition of the student population. For the subgroup analyses by locality (urban, suburban, rural), only graduation, annual dropout, 4-year dropout and attendance could be run for all subgroups. For other outcomes, comparisons could only be run for urban schools. The few exceptions for suburban schools are reported in the findings.



	Pre	Post 1	Post 2	Post 3
CIS (N=44)	1.55%	1.52%	1.30%	1.60%
Non-CIS (N=44)	1.24%	1.34%	1.41%	1.50%

Data Source: 1996-97 – 2006-07 AEIS

Figure 25. Annual Dropout Rates



	Pre	Post 1	Post 2	Post 3
CIS (N=39)	6.23%	5.80%	5.00%	4.95%
Non-CIS (N=39)	6.28%	5.00%	4.60%	4.97%

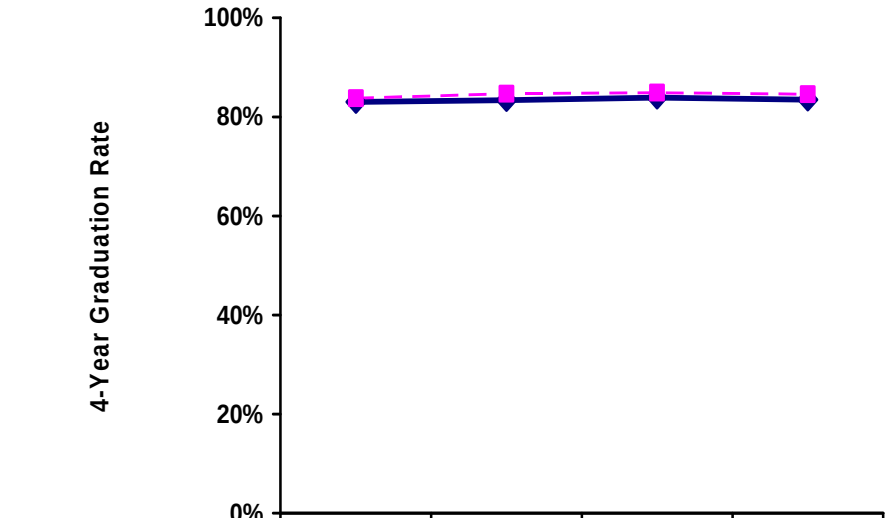
Data Source: 1996-97 – 2006-07 AEIS

Figure 26. Four-Year Dropout Rates

2. Graduation

As shown in Figure 27, for both CIS and non-CIS schools, the 4-year graduation rate remained consistent over time. Additionally, the difference between CIS and non-CIS schools following three years of implementation was not significant.

These same trends were found when comparing schools by locality. That is, there were no significant difference across time for CIS urban, rural, or suburban schools and when compared to their non-CIS matched schools, there were no significant differences after three years of implementation.



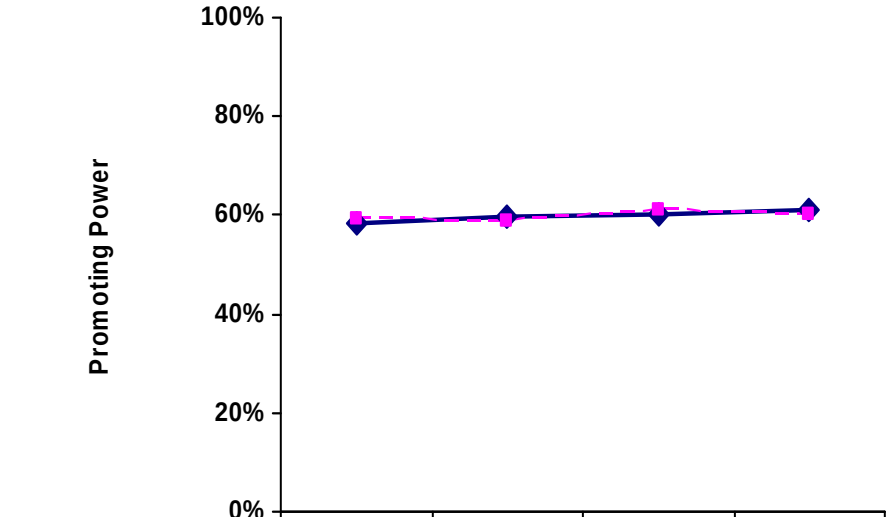
	Pre	Post 1	Post 2	Post 3
CIS (N=40)	83.0%	83.4%	83.9%	83.5%
Non-CIS (N=40)	83.8%	84.7%	84.9%	84.6%

Data Source: 1996-97 – 2006-07 AEIS

Figure 27. Four-Year Graduation Rates

3. Promotion

Once again, there were no significant differences over time in the percentage of students promoted for CIS and non-CIS schools (Figure 28). The trends for promotion remained consistent for both groups. Additionally, the difference between the two groups following three years of implementation was not significant. Promoting power was calculated as the number of twelfth graders enrolled in a high school compared with the number of 9th graders three years earlier; a widely accepted alternative in the field for the calculation of dropout rates.



	Pre	Post 1	Post 2	Post 3
CIS (N=38)	58.5%	59.8%	60.0%	61.0%
Non-CIS (N=38)	59.2%	59.0%	61.0%	60.0%

Data Source: 1996-97 – 2006-07 AEIS

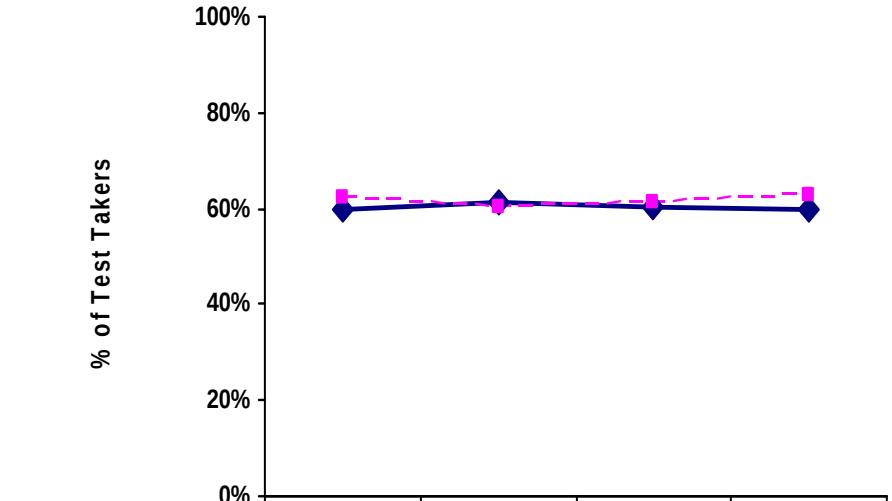
Figure 28. Promoting Power

4. Academic Achievement

Academic achievement was measured as average participation rates and mean scores for SAT/ACT and average percentage of students across schools meeting the TAAS/TAKS standards in fourth, eighth, and tenth grades math and English. The cut-off used to determine met standard was 2100 or above to allow for comparisons across years. The TAAS/TAKS results are based on analyses conducted on two groups: matched schools with complete data on TAAS scores before 2002-03 and matched schools with complete data on TAKS scores from 2002-03 and later. The results for each outcome are presented in this section.

4.1 SAT/ACT Participation and Performance

As depicted in Figure 29, the trends for the percentage of students taking SAT/ACT tests for CIS and non-CIS schools were the same and consistent over time. That is, there were no significant within group differences over time. Additionally, following three years of CIS implementation, there were no significant differences between CIS and non-CIS schools on this outcome.

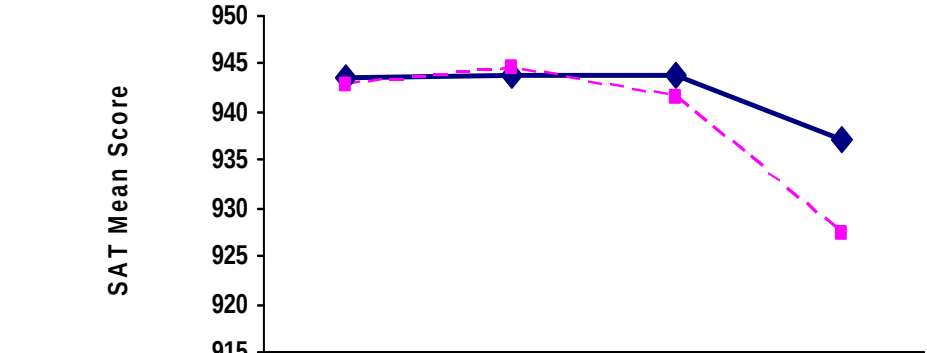


	Pre	Post 1	Post 2	Post 3
CIS (N=46)	59.6%	61.2%	60.3%	60.0%
Non-CIS (N=46)	62.5%	60.5%	61.4%	62.6%

Data Source: 1996-97 – 2006-07

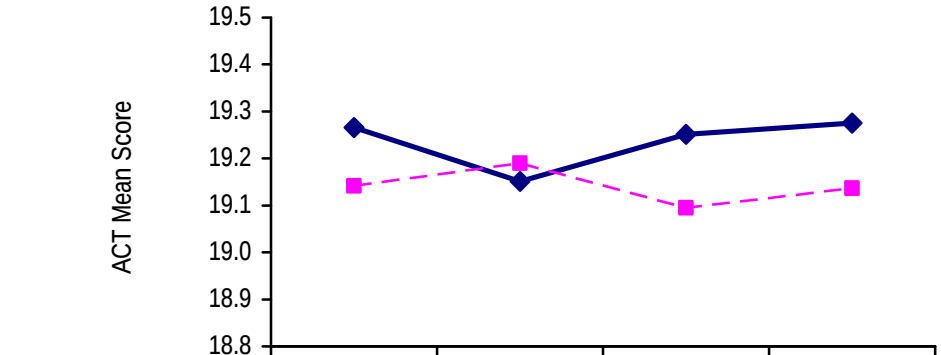
Figure 29. SAT/ACT Test Takers

The trends for average scores on the SATs and ACTs were also similar and consistent for within and between groups over time. While the trends shown in Figures 30 and 31 show slight decreases for both CIS and non-CIS schools in post 3, these changes were not significant. Additionally, after three years of implementation of CIS, students in the CIS schools performed just slightly better and non-CIS schools continued to perform the same on the SAT and ACT tests.



	Pre	Post 1	Post 2	Post 3
CIS (N=40)	943.5	943.9	943.7	937.1
Non-CIS (N=40)	942.9	944.6	941.6	927.5

Figure 30. SAT Mean Score



	Pre	Post 1	Post 2	Post 3
CIS (N=45)	19.3	19.2	19.3	19.3
Non-CIS (N=45)	19.1	19.2	19.1	19.1

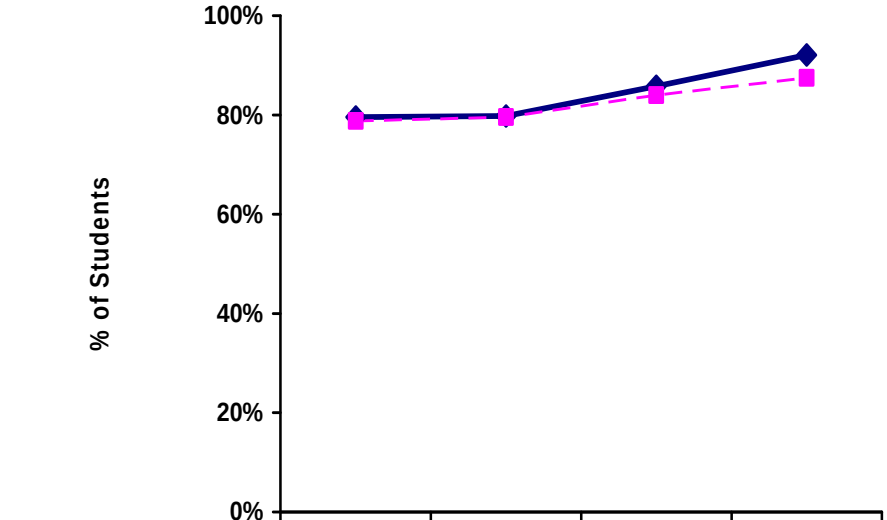
Data Source: 1996-97 – 2006-07 AEIS

Figure 31. ACT Mean Score

4.2 TAAS/TAKS Math Proficiency

Grade 4 TAAS/TAKS Math. Both CIS and non-CIS schools showed significant improvements over time in the percentage of students meeting the standards on Grade 4 TAAS math (Figure 32). This difference was slightly greater for CIS schools (ES=.46 and ES=.31, respectively). Additionally, by post 3, the percentage of students meeting the standards in Grade 4 TAAS math for CIS schools was significantly greater than for non-CIS schools (ES=.53). As shown in Figure 33, the percentage of students meeting standards on Grade 4 TAKS math remained fairly consistent across time for both groups. The difference between CIS and non-CIS was not significant after three years of implementation.

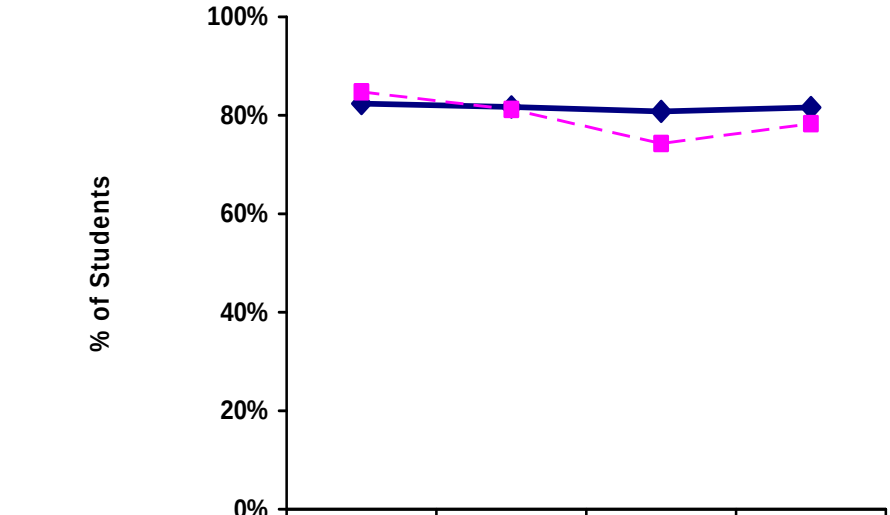
When comparing CIS urban schools to non-CIS urban schools over time, we found no differences between the groups by post 3. However, there was a significant and moderate (ES=.45) overall increase in the percentage of students meeting the Grade 4 TAAS math standard for CIS urban schools. CIS urban schools did not experience these same significant changes for Grade 4 TAKS.



	Pre	Post 1	Post 2	Post 3
CIS (N=63)	79.6%	79.8%	85.8%	92.1%
Non-CIS (N=63)	78.8%	79.6%	84.0%	87.5%

Data Source: 1996-97 – 2001-2002 AEIS

Figure 32. Grade 4 TAAS Math Proficiency (% Met Standard)



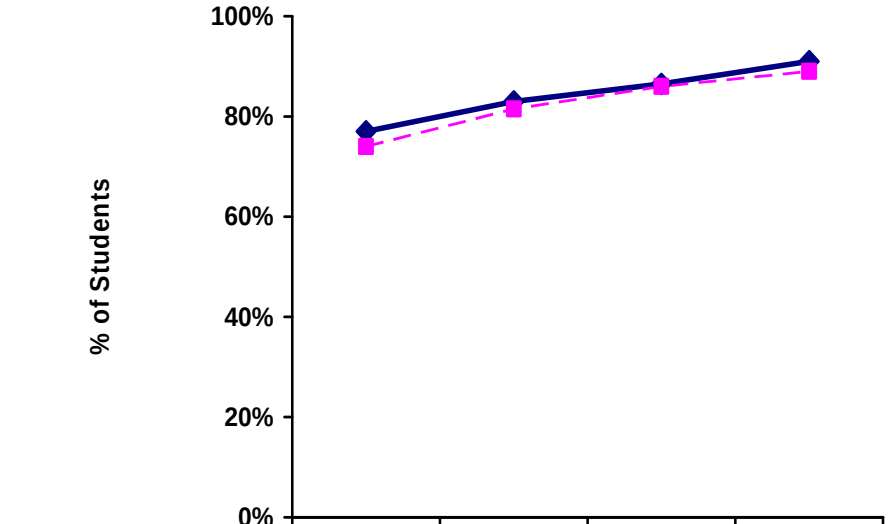
	Pre	Post 1	Post 2	Post 3
CIS (N=24)	82.4%	81.7%	80.8%	81.6%
Non-CIS (N=24)	84.8%	81.2%	74.3%	78.3%

Data Source: 2002-03 – 2006-07 AEIS

Figure 33. Grade 4 TAKS Math Proficiency (% Met Standard)

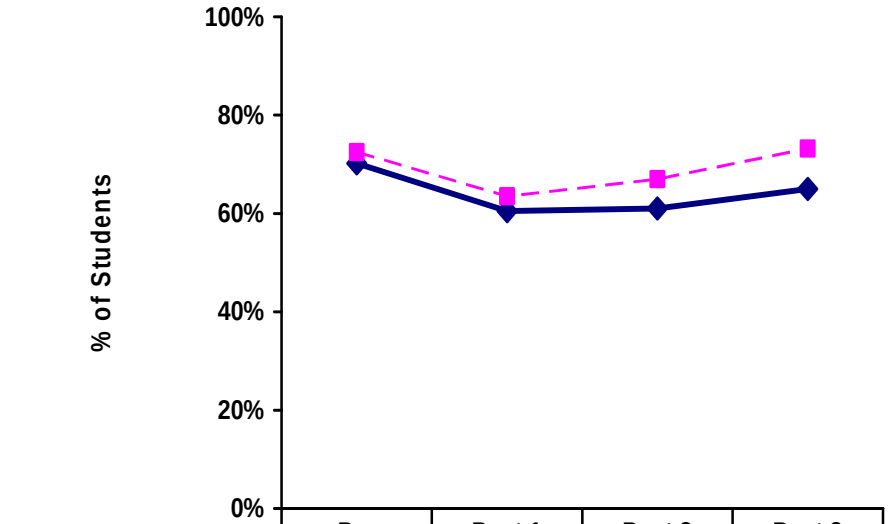
Grade 8 TAAS/TAKS Math. The Grade 8 TAAS/TAKS math results were similar to the Grade 4 results. Both CIS and non-CIS schools showed significant improvements over time in the percentage of students meeting the standards on Grade 8 TAAS math (Figure 34). However, the difference between CIS and non-CIS schools after three years of implementation was not significant. As shown in Figure 35, there were no significant differences over time for CIS and non-CIS schools in the number of students meeting the standards on Grade 8 TAKS math. Additionally, the difference between CIS and non-CIS schools at post 3 was not significant.

Once again, subgroup results showed that the overall differences between CIS and non-CIS urban schools were not significant for either outcome by post 3. CIS urban schools did experience significant and moderate (ES=.60) improvements in Grade 8 Math TAAS. This same trend was not significant for Grade 8 Math TAKS.



	Pre	Post 1	Post 2	Post 3
CIS (N=27)	77.0%	83.0%	86.5%	91.0%
Non-CIS (N=27)	74.0%	81.5%	86.0%	89.0%

Figure 34. Grade 8 TAAS Math Achievement (% Met Standard)



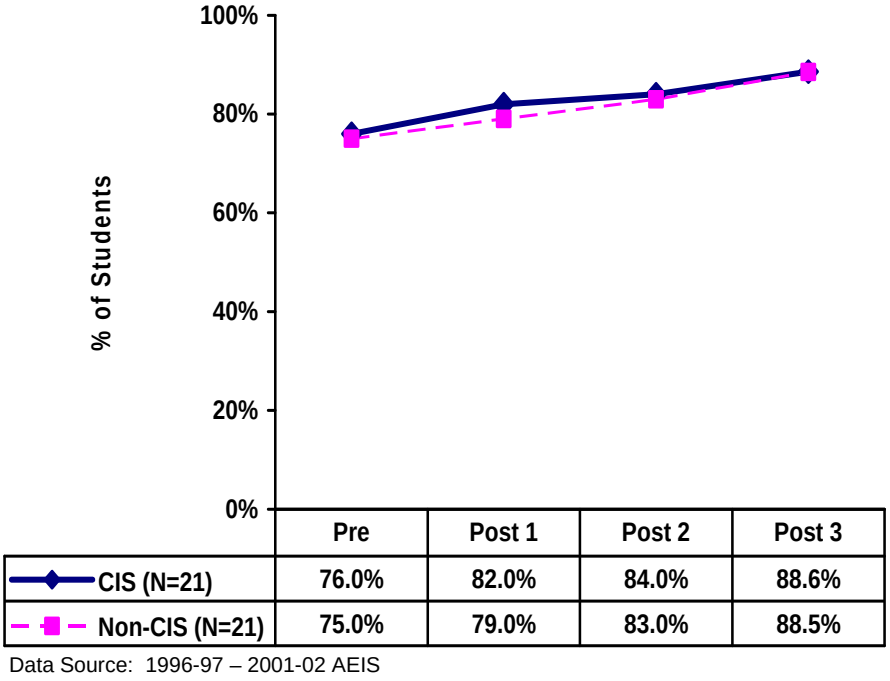
	Pre	Post 1	Post 2	Post 3
CIS (N=15)	70.2%	60.5%	61.0%	65.0%
Non-CIS (N=15)	72.5%	63.5%	67.0%	73.2%

Figure 35. Grade 8 TAKS Math Achievement (% Met Standard)

Grade 10 TAAS/TAKS Math. Both CIS and non-CIS schools showed significant improvements over time in the percentage of students meeting the standards on Grade 10 TAAS math (Figure 36). The overall differences were moderate for both groups (ES=.59 and ES=.62, respectively). After three years of implementation, there were no significant differences between CIS and non-CIS schools.

For Grade 10 TAKS math, both groups showed significant and moderate (ES=.41 and ES=.54) decreases over time (Figure 37). Once again, the difference between the two groups at post 3 was not significant.

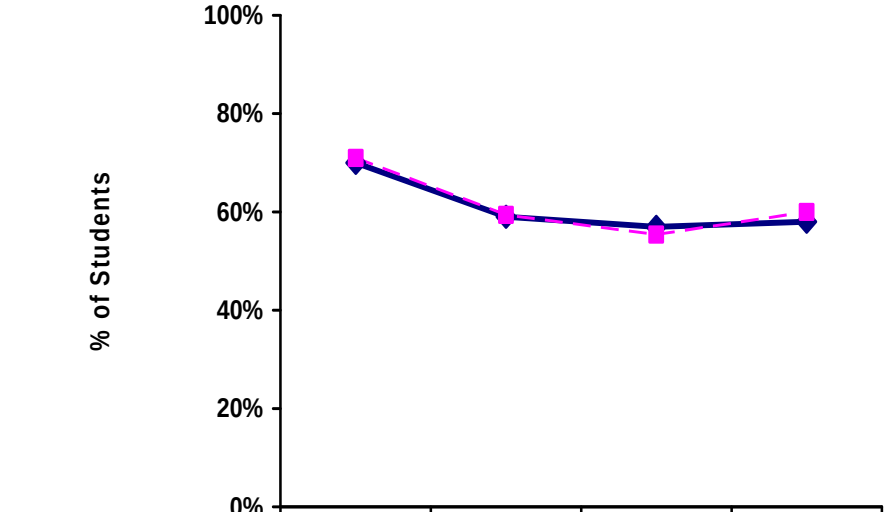
After three years of implementation, CIS and non-CIS urban schools were performing the same. CIS urban schools did, however, show significant and in fact large (ES=.77) gains in Grade 10 TAAS. This same significant trend was not found for Grade 10 TAKS math.



	Pre	Post 1	Post 2	Post 3
CIS (N=21)	76.0%	82.0%	84.0%	88.6%
Non-CIS (N=21)	75.0%	79.0%	83.0%	88.5%

Data Source: 1996-97 – 2001-02 AEIS

Figure 36. Grade 10 TAAS Math Achievement (% Met Standard)



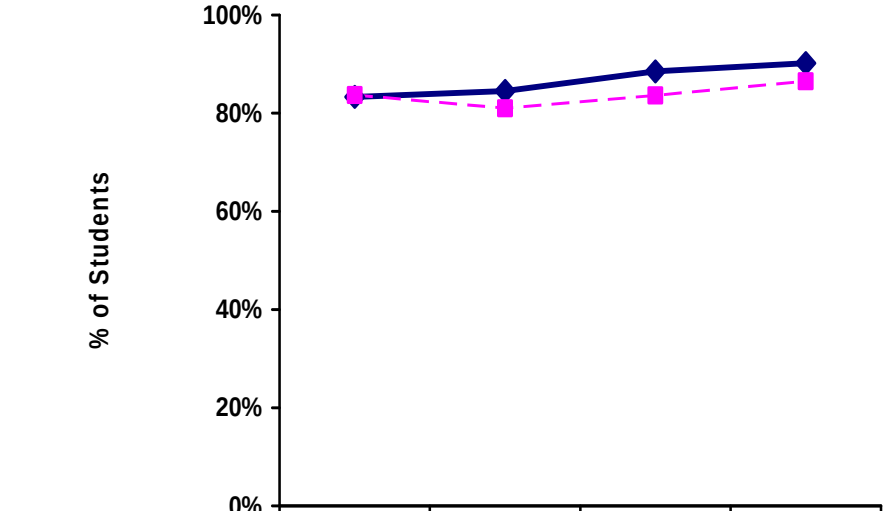
	Pre	Post 1	Post 2	Post 3
CIS (N=14)	70.0%	59.0%	57.0%	58.0%
Non-CIS (N=14)	71.0%	59.4%	55.4%	60.0%

Data Source: 2002-03 – 2006-07 AEIS

Figure 37. Grade 10 TAKS Math Achievement (% Met Standard)

Grade 4 TAAS/TAKS Reading. Only CIS schools showed a statistically significant improvement in the percentage of students meeting Grade 4 TAAS reading over time (Figure 38). The difference between CIS and non-CIS schools was not significant. This suggests CIS schools performed as well as their matched non-CIS schools both prior to and after CIS implementation. For TAKS reading, the trends remained consistent for both groups over time (Figure 39). That is, there were no significant differences within or between groups over time.

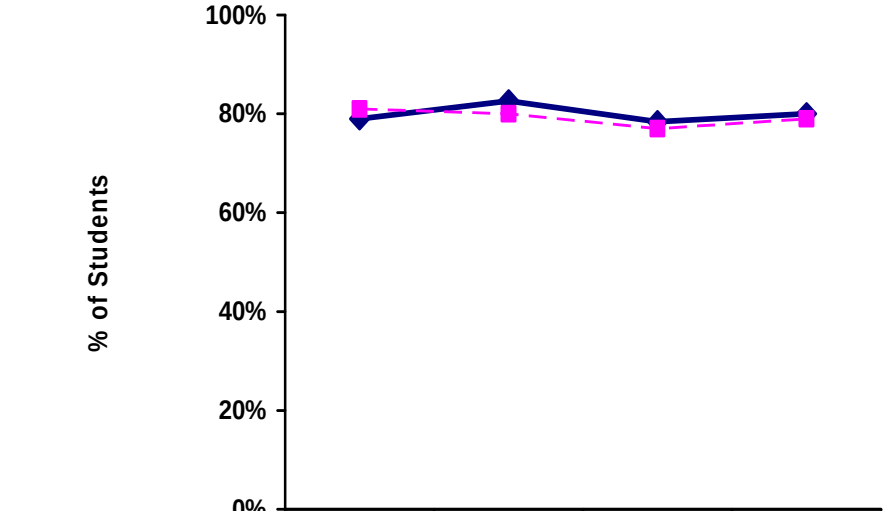
There were no differences between CIS and non-CIS urban and CIS and non-CIS suburban schools after three years of implementation on Grade 4 TAAS or TAKS reading. However, for the within group differences, both CIS urban and CIS suburban schools showed significant improvements in Grade 4 TAAS reading (ES=.25 and ES=.49). These same improvements were not found for Grade 4 TAKS reading.



	Pre	Post 1	Post 2	Post 3
CIS (N=65)	83.3%	84.5%	88.5%	90.2%
Non-CIS (N=65)	83.7%	81.0%	83.6%	86.5%

Data Source: 1996-97 – 2001-02 AEIS

Figure 38. Grade 4 TAAS Reading Achievement (% Met Standard)



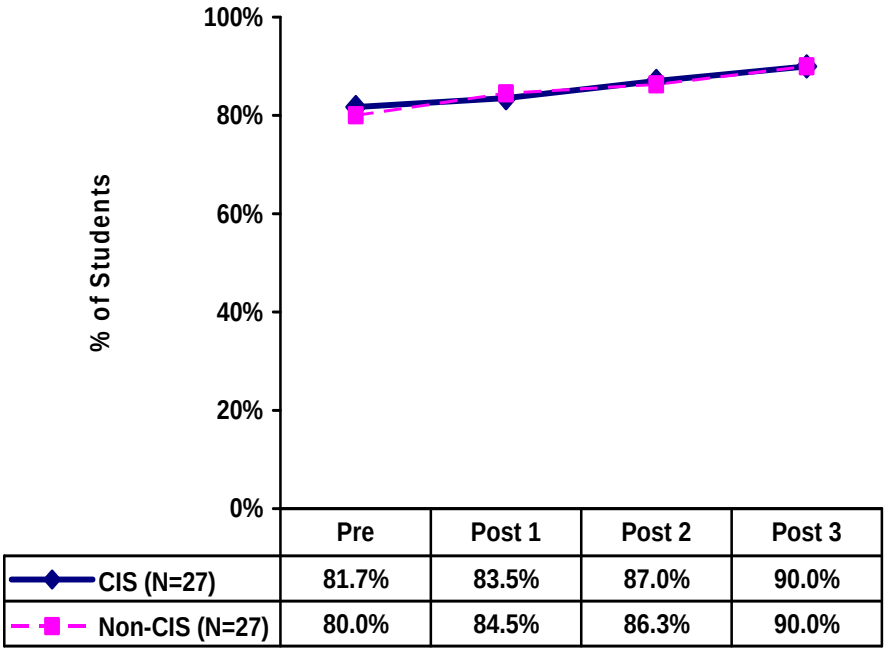
	Pre	Post 1	Post 2	Post 3
CIS (N=28)	79.0%	82.6%	78.4%	80.0%
Non-CIS (N=28)	81.0%	80.0%	77.0%	79.0%

Data Source: 2002-03 – 2006-07 AEIS

Figure 39. Grade 4 TAKS Reading Achievement (% Met Standard)

Grade 8 TAAS/TAKS Reading. As depicted in Figure 40, both CIS and non-CIS schools showed moderate (ES=.65 and ES=.60) and significant improvements over time in the percentage of students meeting the standards on Grade 8 TAAS reading. The difference between schools was not significant by post 3. That is, CIS and non-CIS schools performed the same on this outcome. For Grade 8 TAKS reading, only CIS schools showed a small (ES=.27) but significant decrease over time (Figure 41). The difference between CIS and non-CIS groups at post 3, however, was not significant.

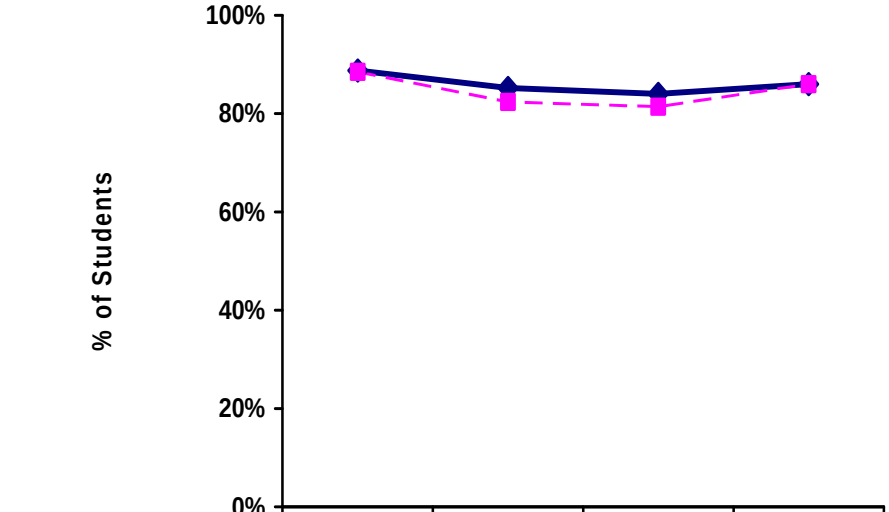
For Grade 8 TAAS and TAKS reading, the difference between CIS and non-CIS urban schools was not significant after three years of implementation. CIS urban schools did experience significant and moderate (ES=.65) improvements in the percentage of students meeting the Grade 8 TAAS reading standards. These same improvements were not shown for Grade 8 TAKS reading.



	Pre	Post 1	Post 2	Post 3
CIS (N=27)	81.7%	83.5%	87.0%	90.0%
Non-CIS (N=27)	80.0%	84.5%	86.3%	90.0%

Data Source: 1996-97 – 2001-02 AEIS

Figure 40. Grade 8 TAAS Reading Achievement (% Met Standard)



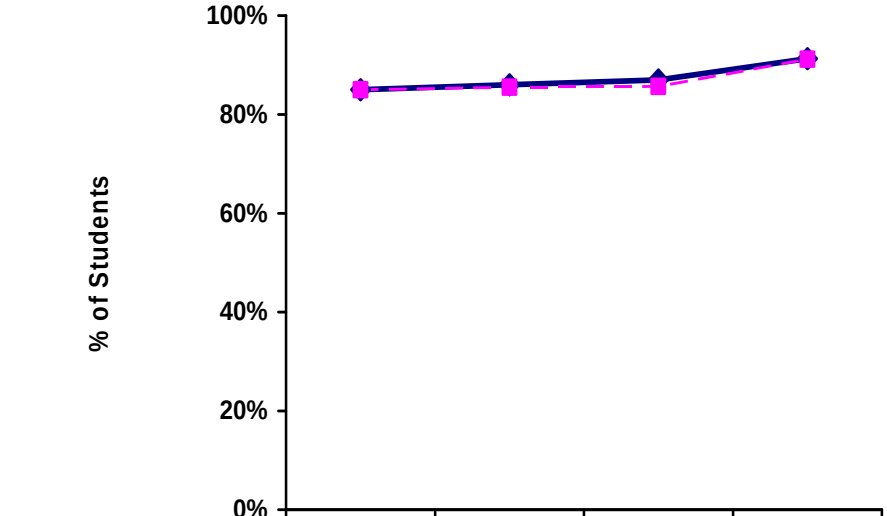
	Pre	Post 1	Post 2	Post 3
CIS (N=15)	88.8%	85.2%	84.0%	86.0%
Non-CIS (N=15)	88.5%	82.4%	81.4%	86.0%

Data Source: 2002-03 – 2006-07 AEIS

Figure 41. Grade 8 TAKS Reading Achievement (% Met Standard)

Grade 10 TAAS/TAKS Reading. As depicted in Figure 42, both CIS and non-CIS schools showed moderate (ES=.58 and ES=.64) and significant improvements over time in the percentage of students meeting the standards on Grade 10 TAAS reading. The difference between schools was not significant by post 3. That is, CIS and non-CIS schools performed the same on this outcome. For Grade 10 TAKS reading, only CIS schools showed a small (ES=.35) but significant improvement over time (Figure 43). The difference between CIS and non-CIS groups at post 3, however, was not significant using $p<.05$. The difference was, however, significant at $p<.10$ with a large effect size (ES=.67).

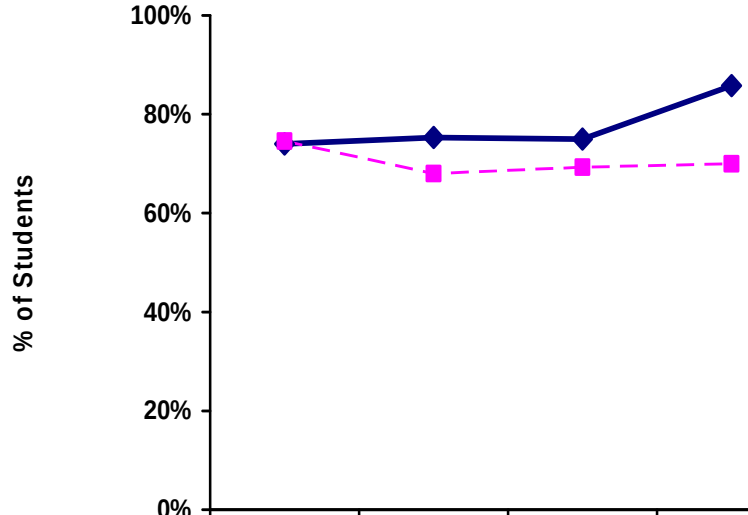
Once again, there were no differences between CIS and non-CIS urban schools on Grade 10 TAAS and TAKS reading by post 3. However, CIS urban schools showed significant and moderate improvements in both Grade 10 TAAS (ES=.59) and TAKS (ES=.57) over time.



	Pre	Post 1	Post 2	Post 3
CIS (N=21)	85.0%	86.0%	87.0%	91.3%
Non-CIS (N=21)	85.0%	85.5%	85.7%	91.2%

Data Source: 1996-97 – 2001-02 AEIS

Figure 42. Grade 10 TAAS Reading Achievement (% Met Standard)



	Pre	Post 1	Post 2	Post 3
CIS (N=14)	74.0%	75.3%	75.0%	85.8%
Non-CIS (N=14)	74.6%	68.0%	69.3%	70.0%

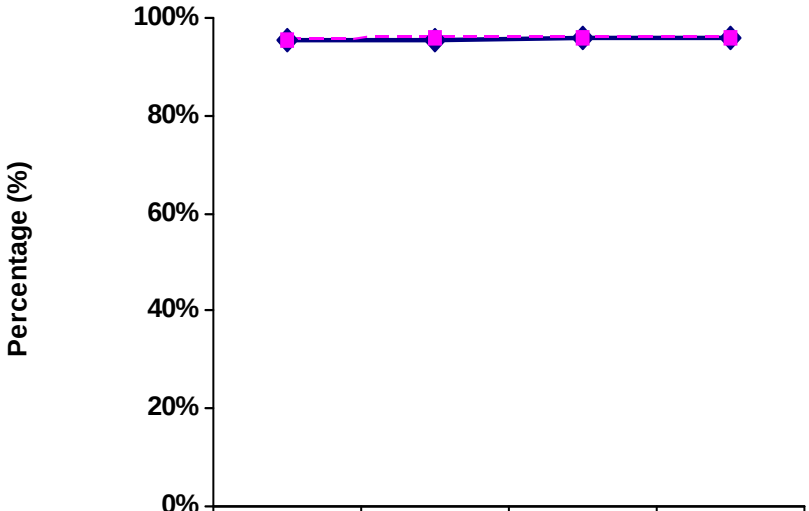
Data Source: 2002-03 – 2006-07 AEIS

Figure 43. Grade 10 TAKS Reading Achievement (% Met Standard)

5. Attendance

Figure 44 shows the overall trends in attendance across time. Over time, both CIS and non-CIS schools experienced very small (ES=.06 and ES=.02) but significant improvements in attendance. The difference between the two groups, however, was not significant after three years of CIS implementation. Figures 45 – 47 show the trends for attendance by grade. Both CIS elementary and middle schools experienced significant but very small (ES=.09 and ES=.08) improvements over time. However, after three years of CIS implementation, the attendance rates for CIS elementary, middle, and high schools were the same as for their non-CIS counterparts.

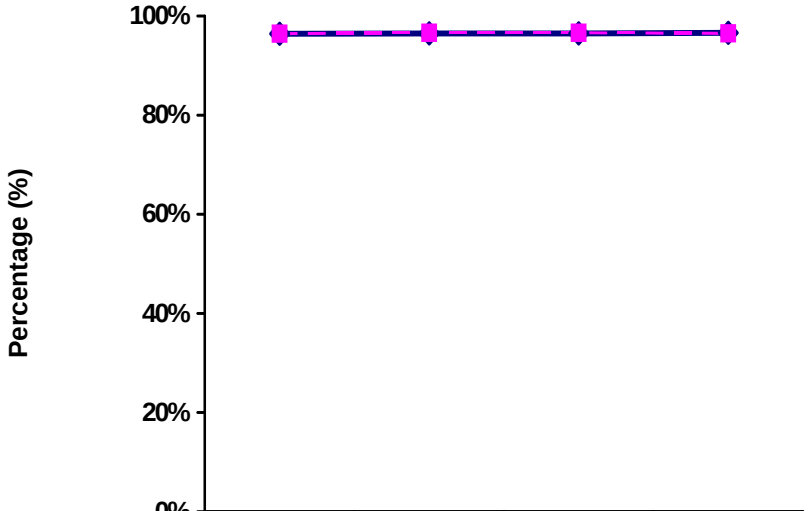
While the differences between CIS and non-CIS urban schools were not significant for attendance after three years of implementation, CIS urban schools did experience a significant but very small (ES=.08) improvement over time.



	Pre	Post 1	Post 2	Post 3
CIS (N=218)	95.5%	95.6%	95.7%	96.0%
Non-CIS (N=218)	95.6%	95.7%	95.7%	95.7%

Data Source: 1996-97 – 2006-07 AEIS

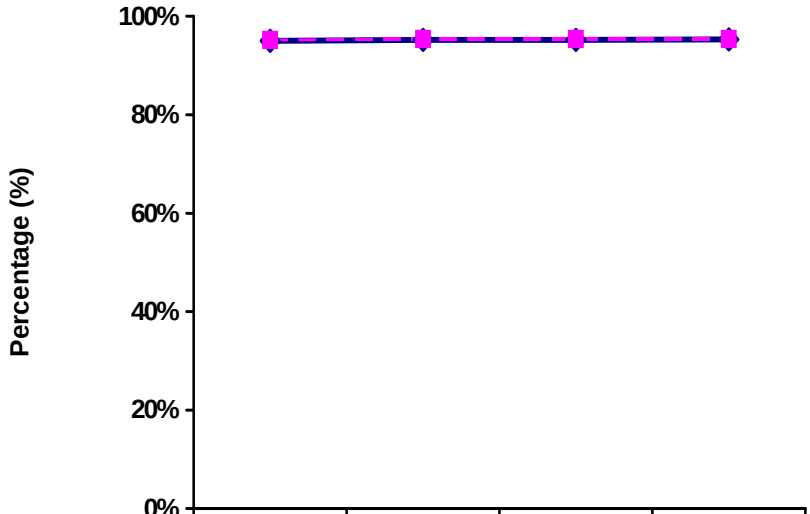
Figure 44. School Attendance Rates



	Pre	Post 1	Post 2	Post 3
CIS (N=149)	96.4%	96.5%	96.5%	96.6%
Non-CIS (N=149)	96.4%	96.6%	96.6%	96.5%

Data Source: 1996-07 – 2006-07 AEIS

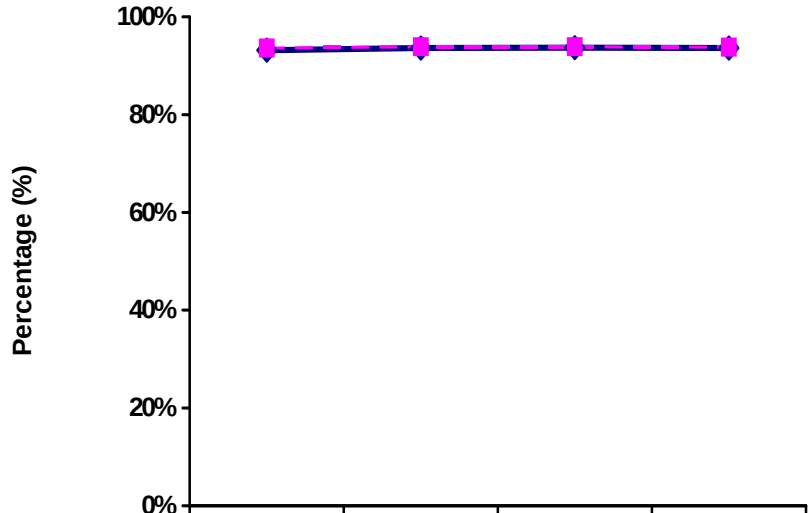
Figure 45. Elementary School Attendance Rates



	Pre	Post 1	Post 2	Post 3
CIS (N=66)	95.0%	95.2%	95.2%	95.3%
Non-CIS (N=66)	95.2%	95.4%	95.4%	95.4%

Data Source: 1996-97 – 2006-07 AEIS

Figure 46. Middle School Attendance Rates



	Pre	Post 1	Post 2	Post 3
CIS (N=52)	93.2%	93.6%	93.7%	93.6%
Non-CIS (N=52)	93.6%	93.9%	93.9%	93.8%

Data Source: 1996-07 – 2006-07 AEIS

Figure 47. High School Attendance Rates

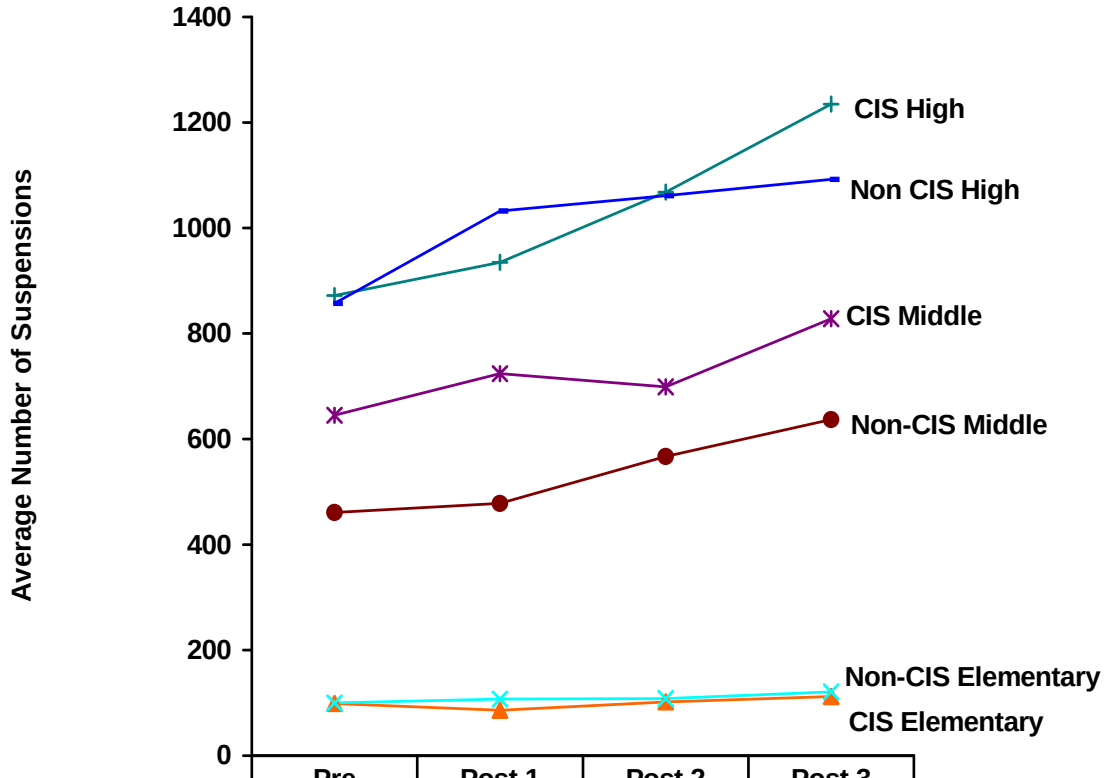
6. Discipline

CIS and non-CIS schools were compared on several disciplinary outcomes, including the average number of suspensions, drug suspensions, and expulsions. Each is presented below.

Average Number of Suspensions. As shown in Figure 48, overall trends for suspensions were relatively similar and consistent for CIS and non-CIS schools over time. CIS high schools showed significant but small to moderate (ES=.41) increases over time.

Average Number of Drug Suspensions. Both CIS and non-CIS schools showed significant but small (ES=.38 and ES=.39) increases in the number of drug suspensions over time (Figure 49). After three years of CIS implementation, both CIS and non-CIS schools experienced, on average, a similar number of drug suspensions.

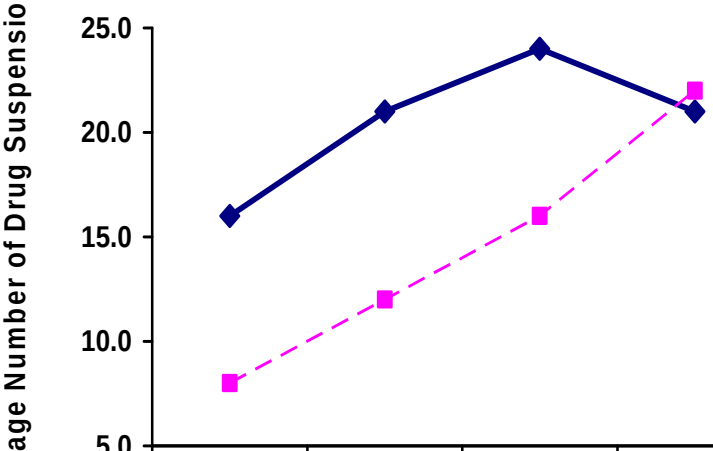
Average Number of Expulsions. Both CIS and non-CIS schools exhibited a similar pattern in the average number of students expelled across time. The difference in expulsions after three years of implementation was not significant between CIS and non-CIS schools. However, it is worth noting that CIS schools had a noticeable lower average number of expulsions. The lack of significance of this finding is most likely attributable to the small sample size.



	Pre	Post 1	Post 2	Post 3
CIS Elementary (n=34)	99	86	102	112
Non-CIS Elementary (n=34)	100	107	108	121
CIS Middle (n=24)	645	724	699	828
Non-CIS Middle (n=24)	461	478	567	637
CIS High (n=25)	872	935	1068	1235
Non-CIS High (n=25)	857	1032	1061	1092

Data Source: 2000-01 – 2006-07 AEIS

Figure 48. Average Number of School Suspensions by Grade

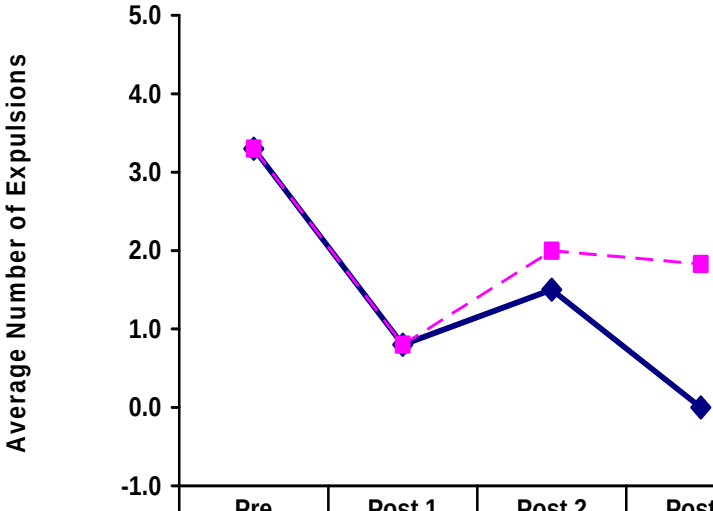


	Pre*	Post 1	Post 2	Post 3
CIS (N=13)	16.0	21.0	24.0	21.0
Non-CIS (N=13)	8.0	12.0	16.0	22.0

Data Source: 2000-01 – 2006-07 AEIS

*Drug suspensions were not used for matching, thus the reason for the noticeable difference at pre-assessment.

Figure 49. Average Number of Drug Suspensions



	Pre	Post 1	Post 2	Post 3
CIS (N=6)	3.3	0.8	1.5	0.0
Non-CIS (N=6)	3.3	0.8	2.0	1.8

Data Source: 2000-01 – 2006-07 AEIS

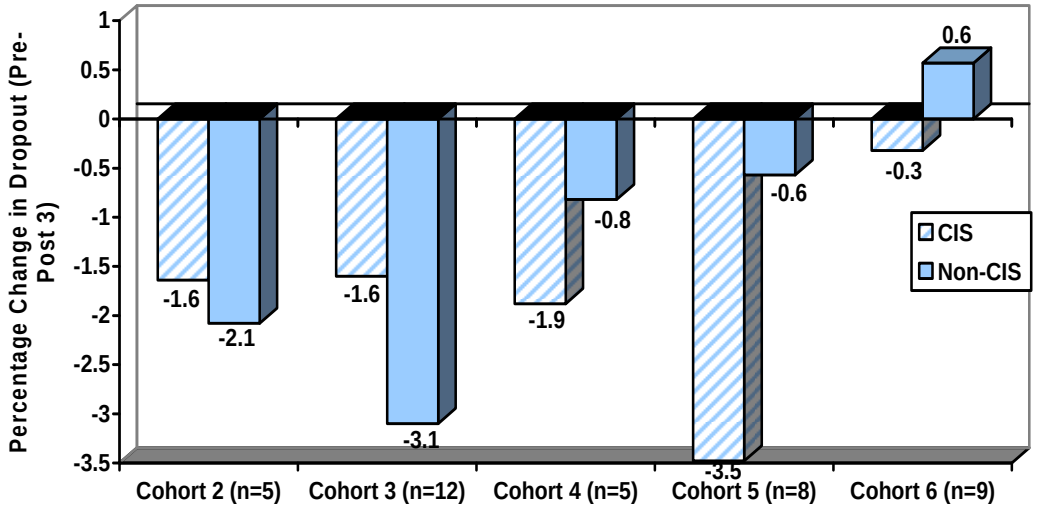
Figure 50. Average Number of Expulsions

7. Further Exploration of Key School-level Outcomes

7.1 Cohort or History Effects

Because the school-level analyses combined data from eight cohorts of schools that began implementing CIS as early as 1997-98 and as late as 2004-05, it was important to examine whether there were possible history effects tempering the overall results. That is, did some cohorts of CIS schools perform better than non-CIS schools on proxy measures of staying (or not staying) in school, including dropout, graduation, and attendance.

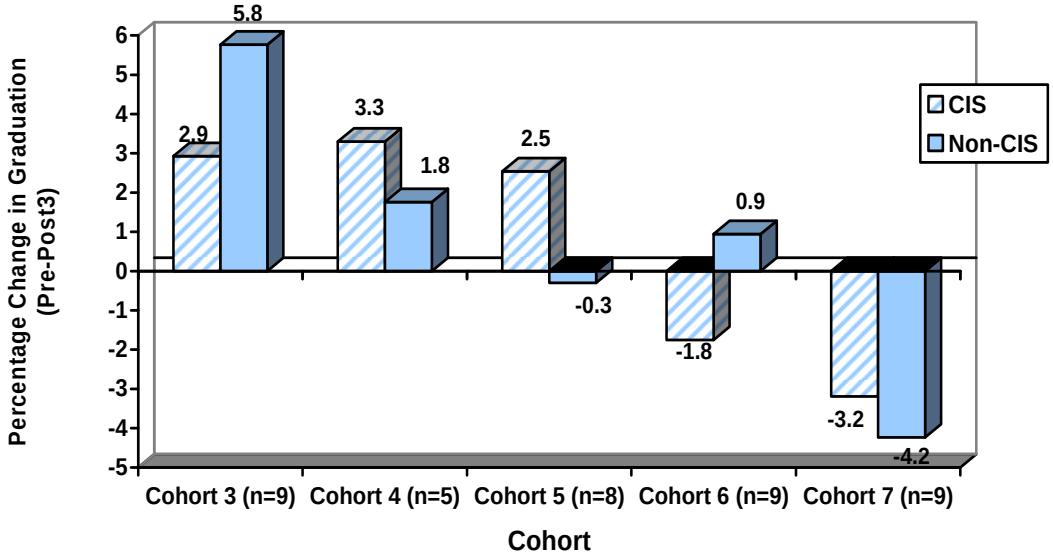
Dropout. Figure 51 presents the average percentage change in dropout rates from baseline to 3 years post-implementation. While non-CIS schools reported larger declines in dropout in Cohort 2 and Cohort 3 (1998-99 and 1999-2000), CIS schools reported larger declines in their dropout rates in Cohorts 4, 5, and 6 (2000-01 forward). It is unclear why CIS schools outperformed their non-CIS schools in later cohorts. One possible explanation is that after No Child Left Behind was implemented, guidance counselors effectively took on more of an academic advisory role, which may have limited their ability to handle behavioral, emotional, and other problems, thus impacting some students' ability to remain in school. By providing students with an outlet for their non-academic needs, CIS may have filled an important gap following the passage of NCLB. Further study is needed to investigate this hypothesis.



Data Source: 1997098 – 2004-05 PEIMS

Figure 51. Change in Four-Year Dropout Rates by Cohort

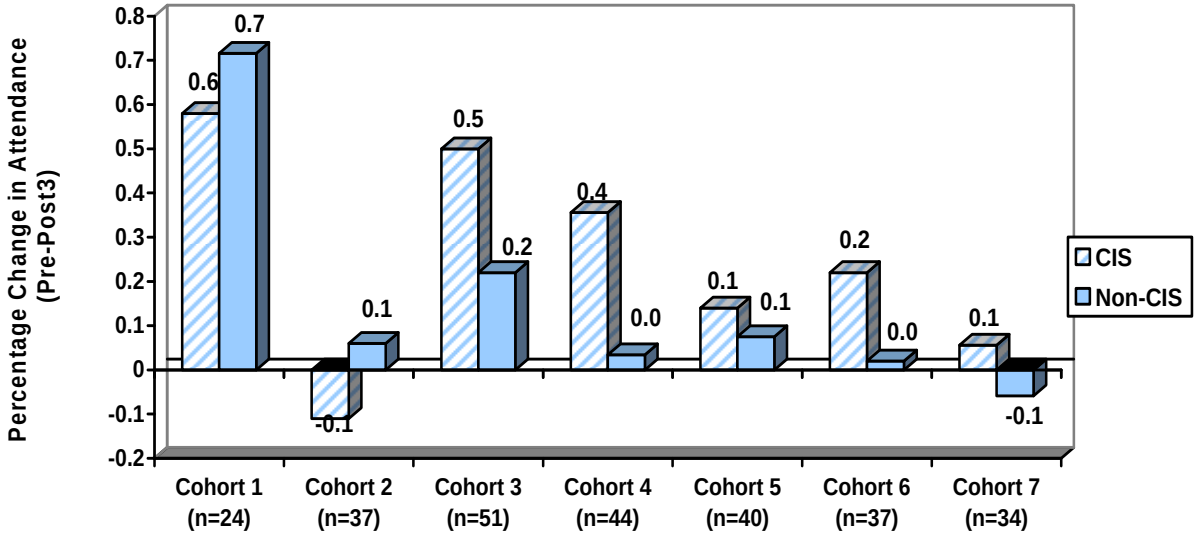
Graduation. Cohort effects on graduation rates are not as pronounced as with dropout (Figure 52). CIS schools outperformed non-CIS schools on improving graduation rates in Cohorts 4 and 5, while underperforming their comparison group in Cohorts 3, 6, and 7.



Data Source: 1998099 – 2005-06 PEIMS

Figure 52. Change in Four-Year Graduation Rates by Cohort

Attendance. Three-year improvements in attendance are evident among CIS schools in Cohorts 3, 4, 5, 6, and 7, relative to the non-CIS schools (Figure 53). CIS schools underperformed the non-CIS schools in improvements in attendance in Cohorts 1 and 2. Although a history effect may be present (similar to the No Child Left Behind explanation for dropout), it should be noted that most differences between CIS and non-CIS schools were a fraction of one percent. Because attendance rates are relatively high, there is little room for improvement, which results in "ceiling effects" on the data.



Data Source: 1996-97 – 2005-06 PEIMS

Figure 53. Change in Attendance Rates by Cohort

7.2 CIS "Footprint" within a School

Another concern with the school-level results was whether the CIS "footprint" within the school, specifically the number of students receiving individual case-managed services may have influenced outcomes. That is, if only a small percentage of the students within a school are receiving case-managed services and very little time is spent on campus-wide services, would we be able to detect differences at the school-level? Based on the results presented earlier, it appears as though, with some exceptions, CIS is having less of an effect at the school-level than at the student-level. But does the "footprint" matter?

CIS schools (n = 524) included in CISTMS in 2006-07 were categorized into three groups: those where CIS was providing case-managed services to less than 10 percent of the student population, those where CIS was providing these services to 10 – 25 percent of the student population, and those where CIS was providing case-managed services to more than 25 percent of the student population. Additionally, there was some speculation that the percentage of the student population receiving case-managed services varied by school locality (urban, suburban, rural). Table 17 shows the distribution of these three groups of the CIS "footprint" by urbanicity. Suburban schools had the largest proportion of schools with less than 10 percent CIS case-managed students, and the least proportion of schools with more than 25 percent case-managed students. Rural schools had the largest proportions of schools with more than 25 percent case-managed students, while urban schools had close distributions among all three "footprint" groups.

Table 17. Percentage of Case-Managed Students within a School by Urbanicity

% of Case-managed Students	Urban (n =420)	Suburban (n=137)	Rural (n=110)
<10%	39.5%	47.5%	41.8%
10% to 25%	36.0%	36.5%	26.4%
>25%	24.5%	16.1%	31.8%

Data Source: 2006-07 CISTMS

Table 18 shows the annual average number of hours per student of case-managed service provided in schools with different proportions of CIS case-managed students. Generally speaking, schools with more CIS case-managed students provided significantly more service hours for each student annually.

Table 18. Dosage by Percentage of Case-managed Students (n=32,701)

% of Case-managed Students	Service Dosage (average number of hours per student per year)
<10%	22.3
10% to 25%	34.0
>25%	47.7

Data Source: 2006-07 CISTMS

Table 19 displays the outcomes of students by schools with different proportions of CIS case-managed students. Schools with a larger proportion of case-managed students significantly outperformed those with a smaller proportion of case-managed students in graduation, dropout, stay-in-school, attendance, promotion, and academic achievement. However, behavior indicators show that students in the schools with larger proportions of case-managed students experienced significantly more disciplinary problems (i.e., in school suspensions, out of school suspensions, and other disciplinary actions) than schools with smaller proportions of case-managed students. A possible explanation is that the schools with more case-managed students might discipline students more frequently to reduce behavior problems or schools with more disciplinary problems were targeted by CIS to receive more services for more students.

Table 19. Outcomes by Percentage of Case-Managed Students within a School

Case-managed Students	<10%		10% to 25%		>25%	
	N		N		N	
Students staying in school	501	91.4%	789	93.0%	787	96.6%
Graduation	1558	36.3%	876	46.1%	331	41.4%
Dropout	1558	10.2%	876	8.2%	331	7.3%
Attendance	1743	88.1%	3098	91.3%	2060	93.7%
Promotion	2457	92.6%	4222	96.2%	2971	95.9%
Math (Met Standard)	1188	44.3%	3047	48.8%	2390	51.3%
Reading (Met Standard)	991	72.6%	2635	75.9%	1955	76.2%
Expulsion	2367	0.8%	3817	0.8%	2485	0.8%
Out of School Suspension*	2367	0.28	3817	0.37	2485	0.40
In-School Suspension*	2367	0.66	3817	0.74	2485	0.97
Other Disciplines *	2367	0.27	3817	0.41	2485	0.41

Data Sources: 2006-07 CISTMS; 2006-07 PEIMS
* Results indicate the number of disciplines received by each student.

While it is important to note that these results are only exploratory, the findings suggest that there are benefits of increasing the size of the CIS "footprint" within a school. That is, serving a greater proportion of students in a school with more services may translate into higher graduation rates, fewer students dropping out, better attendance, and even better performance on standardized testing.

VII. Strengths and Limitations of CIS

Data from the case study interviews and focus groups and responses to open-ended questions on the Stakeholder Surveys provide rich information regarding some of the strengths and limitations of CIS of Texas programs that likely contributed to the student- and school-level results presented in the previous chapters. Both factors contributing to and creating barriers for the successful implementation of CIS are presented below.

1. What Factors Contribute to Successful Implementation of CIS?

Data from the interviews and focus groups conducted as part of the case study site visits and responses to open-ended questions on the Stakeholder Survey provide general consensus across stakeholder groups regarding the factors that contribute to the successful implementation of CIS.

1.1 Strong Leadership

Strong leadership by, and support from, the State Office was said to be a major strength of CIS of Texas. According to local affiliates, they are provided with training, networking opportunities, and funding from the State Office. Additionally, the State Office is attributed with providing the local affiliates with a common model and tools (e.g., templates for needs assessments, plans) that allow them to offer comprehensive services to at-risk students and mechanisms (e.g., CISTMS) for assessing local efforts to ensure accountability. As part of a larger network, program staff are able to collaborate and share ideas with colleagues around promising practices and lessons learned for dealing with similar challenges (e.g., parental involvement, student engagement). Executive Directors believe that by receiving legislative funds and running the program through the Texas Educational Agency, CIS of Texas is able to garner more credibility with school districts and school personnel compared to other nonprofit organizations.

It was also recognized by school personnel, community partners, and CIS staff that strong leadership at the local affiliate level was essential to the success of each CIS program. Executive Directors across the five affiliates included in the case studies were described as visionaries with passion for helping at-risk students and families. They were viewed as dedicated, forward-thinking, and business-minded. The Executive Directors were the outward face of CIS to the community and its leaders. They promoted the visibility of the program and garnered the support, including financial support, necessary to sustain and grow the programs.

It was also the leadership within the local school districts and schools that was credited with helping CIS succeed in its mission to serve at-risk students and help them stay in school. Every principal interviewed recognized the importance of CIS to the overall mission of the school. Principals demonstrated support for CIS in several ways, including providing a “home” within the schools for the CIS program and staff, involving CIS staff as part of the school team (e.g., including them in meetings, engaging in frequent communications, etc.), and even making referrals to CIS themselves for students and families in need.

1.2 Competent Staff

All survey respondents – school personnel and program staff – said that CIS of Texas hires excellent staff members who are committed to students, passionate about helping others, and

willing to go the extra mile for needy students and families. CIS staff are seen as being able to establish strong relationships with students and with school personnel at participating CIS campuses. The majority of school personnel who responded to the survey mentioned the excellent working relationship and open communication that CIS staff have with school staff as well.

1.3 On-Site Presence at Schools

CIS staff members who responded to the survey also cited the integration of CIS within school campuses as a strength of the program, because they are better able to build relationships with students and school personnel on a daily basis. Staff can provide one-on-one services for students, parents, and schools; bringing resources into the schools which otherwise may not be available. As one case manager responded: “The ability to be site-based on the campus where we are able to see the living conditions and problems of our students and community first hand, thus giving us the opportunity to step in and make a positive change in the lives of everyone involved”. Alternatively, case managers responded that they have had additional resources made available to them through the schools.

School personnel also see it as a strength to have CIS staff located within the school building. This enables students to be in close contact with a trusting adult who isn’t a teacher or administrator. It also allows CIS staff to be easily accessible to parents, students, and school employees. Many school respondents described CIS of Texas staff as “liaisons” between the school and families; school personnel feel that CIS staff have increased parental involvement in the schools.

1.4 Relationships among Key Partners

Case managers responding to the survey expressed gratitude for the support they receive from school administration, school staff, and parents. They feel the program is a success because of the open communication between CIS staff and school partners; everyone involved is working toward the common goal of keeping students in school and helping them succeed in life. One case manager said that a strength of CIS of Texas is that CIS staff members are included in the school and district campus plans, allowing for more coordinated services for students.

Relationships with community partners were also critical to the success of CIS of Texas. These relationships allowed CIS to reach more students in need with more services. According to one campus manager, “We cannot do this alone. It takes everyone in the community to come together to support our students and families.” These relationships are also important for helping to promote the visibility of CIS within the community. Word of mouth was reportedly the best form of marketing available for CIS.

Other necessary relationships included those between the CIS campus/case managers and students and parents. Forming caring, trusting relationships was a skill demonstrated by most CIS staff. Being able to connect to students and get them to open up about their problems was something school personnel recognized as a strength of CIS staff. Additionally, getting parents to open up and trust was also a strength. In many cases, the CIS campus/case manager served as a liaison between the parents and the schools. CIS was described by many parents as a program that helped keep them informed of what was happening in the schools and in their children’s lives. Through CIS, parents were able to get engaged in their child’s education.

1.5 Services Provided

Interview, focus group, and survey respondents alike felt that a major strength of the CIS of Texas program is its ability to provide additional support and counseling to students above and beyond what schools are capable of offering. Not only is CIS of Texas able to connect schools with tailored services and community resources that would otherwise be unavailable to schools, students, and families but they also fill the gaps in other support services created by school overpopulation, high-stakes testing, and high counselor-to-student ratios. Examples of services offered by CIS that were recognized by respondents included: group guidance, academic tutoring/support, mentoring, health checks, field trips, after school activities, and help with basic needs like school uniforms, school supplies, and food.

1.6 Mission of CIS

Many of the interview/focus group and survey respondents also reported the mission of CIS of Texas as one of its greatest strengths. That is, focusing on reducing the dropout rate and keeping students in school was a strength in and of itself. Respondents recognized the importance of CIS in addressing barriers that prevent students from succeeding in school. Multiple school respondents cited a noticeable improvement in students' self-esteem, behavior, and academic performance as a result of their participation in CIS of Texas.

Additionally, parents across all grade levels and communities reported positive changes in their children's attitudes toward school, their attitudes and behavior toward their parents, teachers, and authority figures in general, and their outlook on life. Parents also noted improvement in work habits (e.g., completing homework assignments, getting work done in class) and in course grades. It was not just the students, however, that benefited from CIS. Parents also gave testimony to how CIS had helped them personally with difficult situations from having their electricity turned off, being evicted from their homes, needing help getting medical insurance, or going through a divorce. According to parents, the CIS campus/case managers were known for going beyond "the call of duty" to help not only the students but the families.

When asked what they liked best about CIS or how CIS has made a difference in their lives, students themselves had a lot of information to share as well. Elementary students gave examples of their time spent with their campus/case manager and/or their mentors as the most important aspect of CIS for them. Spending time with another caring adult in their lives was critical. Additionally, elementary school students recognized the importance and benefit of CIS in helping them get assistance with health matters, such as poor vision or dental problems. They also were thankful to CIS for providing them with school supplies, uniforms, and, on occasion, food for themselves and their families.

For middle and high school students, CIS was clearly making a difference. It was common to hear students express how CIS had helped them with their attitudes and behaviors both within and outside of school. As a result of CIS, students indicated they were fighting less with parents and peers, making better decisions, taking more responsibility for their actions and accepting the consequences of their actions, doing better in school on homework, grades, and even tests, and that they understood why going to school was important. They also noted that CIS gave them a safe place to go after school and provided them with someone who would listen to them without judgment. Again, this reflects the importance of the one-on-one relationship with a caring adult for these students. Most striking, perhaps, was the unanimous response across students in high school and many in middle school who stated that they would have dropped out of school if it were not for CIS or their campus/case manager. Almost every student indicated

they wanted to continue in CIS and would (and for many already had) recommend CIS to friends and siblings.

2. What are Barriers to Successful Implementation of CIS?

Qualitative responses to interviews and focus groups and Stakeholder Surveys also provide us with valuable insight into the barriers or challenges to the successful implementation of CIS. Key findings are summarized below.

2.1 Limited Funding/Resources

When asked what they considered to be limitations of the CIS of Texas program, almost all respondents said they would like to see more funding opportunities, especially from the State Office. While the number of students being served has increased over time, respondents feel that the amount of funding had not increased proportionately to ensure high quality services for more students. Respondents feel that more financial resources would allow for expansion of the CIS of Texas program, whether by placing more case managers within a school or by creating additional sites across the State. School personnel feel that lack of funding is a limitation to the program, because it is often a year-to-year guessing game as to whether CIS will be on their campuses in the coming school years. Program staff also mentioned that, as a result of the funding allocation formula, smaller, rural, and/or newer CIS of Texas programs often do not seem to receive an adequate amount of money to meet their unique needs.

2.2 Burdensome Data Collection

Many respondents reported that programs are maintaining individual data collection systems in order to have access to their data throughout the year. However, this presents a time and resource barrier when having to then re-renter the data to the State system (CISTMS). Respondents would like to see a more user-friendly, effective data management system that allows for exporting/importing of data and the creation of customized reports. Additionally, a common complaint about the State system (CISTMS) was its unavailability at the start of the school year. Not having the system on-line at the start of the year produces extensive backlog for campus/case managers, most of whom do not have any assistance to help them get the data entered to meet often quick turnaround deadlines once the system is available.

There was also concern expressed that CISTMS does not capture many of the impacts or benefits of CIS. Examples included measures of: student attitudes toward school, teachers, parents, peers; relationships with family members, peers, boyfriends/girlfriends; teachers, etc.; decision making; conflict resolution; self-esteem/self-confidence; mental/physical health; and other non-academic impacts. While many affiliates and CIS campus programs institute their own customer satisfaction and feedback forms to get at some of these impacts, having a standard form developed by the State Office that can be used across the CIS of Texas Network was a recommendation put forth by several respondents.

2.3 Lack of Involvement in CIS

Interview, focus group, and survey respondents see the lack of or limited parental involvement in most schools as a limitation to the CIS programs. When parents were involved, campus/case managers noticed the difference in their ability to effectively work with students. This was attributed to the parents reinforcing at home what the campus/case manager was trying to accomplish during the school day. They were able to work together as a team to help the

student. The challenge was getting more parents involved with CIS and with the school in general. This was a challenge across the board that will require more targeted attention and solutions. Respondents also cited the need for more involvement and support from the community and utilization of the program by more teachers and school administrators (i.e., more referrals) as things they would like to see increased.

2.4 More Diversity and Stability within CIS Staff

School personnel noted that the program could be improved by hiring bilingual campus managers whenever possible; this would facilitate communication with parents and guardians of students who may not be fluent in English. School staff also felt that CIS of Texas staff turnover can present limitations for the program, because students may not have the stability of the same case/campus manager each year.

2.5 Other General Barriers

Other barriers or challenges to successful implementation of CIS expressed during interviews/focus groups and through survey responses included: limited training opportunities, in particular in how to engage parents; limited number of staff placed at each school campus making it difficult for case/campus managers to spend adequate and needed time with students; time spent on paperwork and administrative tasks detracting from time spent with students and families; and a lack of opportunities to network and learn from the experiences of other CIS programs across the network. Additionally, case/campus managers reported that the time restrictions placed on them as a result of being located at more than one campus, filling other roles within the school, and lack of transportation for students hinder the level of services they are able to provide.

3. Recommendations from the Field for Addressing Barriers to Implementation

In addition to asking stakeholders to identify barriers to successfully implementing CIS, we also asked for recommendations or solutions for overcoming these barriers or challenges. The most common recommendations include:

- **Increasing the visibility of CIS across Texas.** In particular, it was noted that more businesses/corporations, community leaders, and community members need to be made aware of the value of CIS to the community and the State of Texas. The marketing of CIS and the promotion of CIS of Texas as a leading dropout prevention initiative was seen as the responsibility of the State Office and the local affiliates, with the State Office marketing at the state-level and the affiliates targeting their local markets.

- **Attracting more (and sustainable) funding for CIS.** Providing evidence of the effectiveness of CIS as a dropout prevention program and a program to help students stay in school was considered critical to obtaining the resources needed to sustain existing programs and expand into new communities and schools across Texas.

- **Retaining qualified staff.** While CIS was noted for finding the right people and putting them in the right schools, retaining those staff was seen as essential for ensuring continuity in services and lasting relationships students, families, and schools. It was reported that low salaries, in comparison to social workers or school guidance

counselors (for often similar work), unnecessary paperwork, and high burnout given the emotional nature of the work make retaining staff difficult. According to one Executive Director, "We need to place greater value on one of our most important assets—our staff."

- Continuing to foster and grow relationships with school districts, principals, school personnel, community partners, and parents. All stakeholders recognized the importance of relationships (of all kinds) to the continued success of CIS of Texas. Frequent, open, and honest communications through meetings, newsletters, e-blasts, blogs, community forums, etc., were actions taken by some of the affiliates and CIS programs and needed by others to help nurture existing relationships. Also, continuing to recognize partners for their contributions to the success of CIS was a recommendation provided by many.

In addition to the above recommendations from the field, the evaluation team was asked to conduct a review of CISTMS and provide recommendations for the improvement of CISTMS in light of some of the challenges identified by those using the system. These recommendations are presented below.

3.1 An Assessment of CISTMS

The CISTMS system is a comprehensive student level data collection system. As such, the system collects a wealth of information on individual students including referral type, targeted issues, services provided, dosage of services, community collaboration and student progress. The strength of the system is the amount of detail gathered on CIS students, their issues and their progress. The system has the capacity to produce meaningful data for program improvement and evaluation purposes.

A review of the utility of the CISTMS systems was undertaken with the goal of providing CIS of Texas with suggestions for areas in which the system can be improved. Although CISTMS provides a wealth of student level data, the overall quality of the data is dependent upon the completeness and accuracy of data entry by program managers at each site. There is limited capacity at the school level to enter data, as indicated during the site visits, which generally is the responsibility of the campus/case manager. Each school typically has one campus/case manager with a caseload of 100-125 students. These staff face significant burdens in balancing the provision of services to students with administrative functions like data entry. The following recommendations are provided as options for reducing the burden of data entry on campus/case managers:

1. **Reduce redundancy in data collection**. Program managers have to locate data currently available in PEIMS and reenter it into CISTMS. TEA should consider either providing a direct download of student data from PEIMS into CISTMS, or providing CIS programs with merged CISTMS/PEIMS data for their own use.

2. **Provide CIS programs with an abbreviated list of service codes, and strong guidance on definitions of each**. Currently, there are 273 CISTMS service codes. Although it is nearly impossible to simplify student services into a few discrete categories, TEA should consider culling out service codes that are not often used. Achieving simplicity in service reporting will also result in greater assurance in the accuracy of the data entry.

3. **Capture mentoring services with greater precision.** Mentoring services appear to be underreported in CISTMS. For example, only 692 students state-wide received mentoring services, as reported in the service file (i.e., service code = 1022). Mentors may be providing a range of services, such as homework help, but these are not being categorized as mentoring services per se in CISTMS. Mentoring may also be captured by identifying the provider of services; if a mentor is listed as a provider of a particular service for a student, that student can be considered to be "mentored". This methodology yielded few additional mentored students. Given that mentoring is such a core component of the CIS strategy in Texas, further efforts are needed to ensure that the mentor/mentee relationship is being captured accurately in the CISTMS system. The source of this problem is unclear; however, a good first step would be to tighten up the reporting of mentoring through (a) encouraging use of the mentoring service code, (b) prioritizing the reporting of mentors as providers, even if they fit into another category, such as CIS volunteers, and (c) working with CIS programs to determine how this measure could be strengthened.

4. **Ensure that services are not being under-reported.** CISTMS may underreport service dosage for a number of reasons:

    a. Informal contact is not being reported: Many program managers don't have time to log informal contact. TEA may wish to consider either encouraging the recording of informal contact, or enter a streamlined service code for informal contact. This will ensure that the strength of the relationship between CIS students and staff can be assessed.

    b. There is limited staff time to enter data: With a typical caseload between 100-125 students, program managers simply don't have enough time in the day to enter data. TEA may consider either streamlining reporting requirements or offering specific funding for data entry.

    c. CISTMS is not available: Due to either system upgrades or the system being unavailable at the beginning of the school year, CIS staff have had difficulty working through backlogs of data entry. The longer the delays, the larger the backlogs become.

5. **Create quality checks on linkages between files.** The CISTMS system uses a relational database format that allows for student IDs to be matched to service IDs, which can be matched to provider IDs, and so forth. In some cases, the linkages between these databases break down. For example, when trying to match targeted issues and dosage data, it became evident that some students did not have any services reported in the system. TEA should consider quality checks on the data to ensure that all relational databases have linkages, and if there is incomplete data, reports should be sent back to CIS programs to ensure full data reporting.

While it is important to look for ways to reduce data entry burden, it is also important to ensure the data being collected can be used to demonstrate the impact of CIS on students. For this reason, and as suggested by several key stakeholders interviewed during the case study site visits, the TEA should consider the collection and tracking of additional outcomes, specifically more direct outcomes of CIS. It was evident from the case study site visits that CIS is accruing benefits to students far beyond improved grades or TAKS scores. Additional consideration should be given to including measures of other outcomes, such as attitudes toward school (of

students and parents), relationships with family/friends, school engagement, and parental involvement.

VIII. Summary of Key Findings and Conclusion

The comprehensive evaluation of CIS of Texas produced a wealth of information to address the primary questions of interest, including:

- To what degree have CIS programs provided the services that are needed to the students it serves?
- What is the impact of the CIS program on at-risk students?
- What are the barriers and facilitators to successful implementation of a CIS program at a campus?

This chapter includes a summary of key findings from across the evaluation and provides recommendations for the future of CIS of Texas based on these findings.

1. Key Evaluation Findings

While there were numerous findings presented in the chapters of this technical report, those most relevant to answering the questions which the evaluation was designed to address are summarized in this section.

1.1 To What Degree have CIS Programs Provided the Services that are Needed to the Students it Serves?

One of the primary goals of CIS is to identify and serve students at risk of dropping out of school. This is also one of the most significant problems that many interventions designed to prevent dropout face—the ability to target the right students (Pinkus, 2008). Based on the evaluation findings, CIS has the assessment processes and data tracking system in place to identify those students at greatest risk for dropout. Additionally, CIS is able to identify the specific and most salient needs of these students and provide tailored services to address those needs.

In 2005-06, CIS documented the provision of case-managed services to 89,556 at-risk students across 711 schools. In 2006-07, this number was 86,836 students across 741 schools. Over the years, CIS has been able to expand to serve students in more schools. The demographics of the students served by CIS in these schools reflect the demographics of the student populations considered in the literature to be at risk for dropping out of school (Hammond et al., 2007; Pinkus, 2008). This includes economically disadvantaged, minority, special needs students, and those with limited English proficient. CIS appears to be reaching those at-risk and those with the greatest need.

It is through case-managed services, either provided directly by CIS or by linking students to other providers and programs that CIS is able to ensure these at-risk students get the assistance they need to stay in school and progress in life. More than 2 million hours of supportive guidance and counseling, health and human services, parental and family involvement, career awareness and employment, enrichment, and educational enhancement were provided to these at-risk students during the 2006-07 school year. And more importantly, the specific services provided to each student coincided with the targeted issue(s) or primary problem(s)/challenge(s) experienced by the student that resulted in a referral to the program.

The most common reason for referral included behavior issues followed by academic issues. The reasons for referral paralleled the targeted issues identified through the individual student assessments and determined the services received.

Not only did the type of services provided align with the targeted issue(s) or problem(s) but the amount or dosage of services was also in line with the targeted issue. For example, students targeted for academic issues received more educational enhancement services than students not targeted for academic issues. CIS is directing their attention and resources where they are most needed.

However, the amount of services provided to each student is limited. In fact, case-managed students were receiving, on average, 1 hour of service per week. Given the large caseloads (100 to 125 students per campus/case manager), a limited number of campus/case mangers per campus (usually a single staff person per school responsible for serving students at all grade levels), and limited time available during the school day to serve students, it may be difficult for CIS to have lasting impacts for some students. Additionally, campus/case managers are forced to reassess their caseload each year in order to ensure they are serving the highest risk students. This means students who show progress in targeted issues may not make it onto a caseload the following school year. While these students may continue to be served informally by CIS, it is unlikely that the campus/case managers are able to give them the attention that they need. Being able to offer ongoing services to at-risk students over the course of their academic careers appears to be a significant challenge for CIS that needs to be addressed.

So given these limitations and challenges, is CIS making a difference for the students it serves?

1.2 What is the Impact of CIS on the Students it Serves?

We know from the evaluation that CIS is serving students at risk for dropping out. We also know that CIS is providing tailored services to address the specific need or needs of the students referred for services. And based on the results of the evaluation, we know that CIS is making a difference for these students. The results are summarized below.

Links Between CIS Services and Student Outcomes

There were several important findings that linked the delivery of case-managed services to positive outcomes for students. The results suggest that providing supportive guidance to case-managed students may reduce the odds of dropping out and may increase the odds of students staying in school and being promoted. Providing supportive guidance services is also associated with better attendance. One specific type of supportive guidance, mentoring, was also linked to positive outcomes for case-managed students. For the 2 percent of students matched with a formal mentor, they demonstrated more positive outcomes than case-managed students without a mentor. Specifically, mentored case-managed students performed better on TAKS math and reading and had better attendance rates than non-mentored case-managed students. Together these findings provide evidence for the importance of the one-on-one relationship with a caring adult for students at-risk for dropping out.

Providing enrichment services was also linked to positive outcomes for case-managed students. The more enrichment services provided, the lower the odds of dropping out and the greater the odds of promotion, meeting TAKS math standards, and better attendance for case-managed students. Additionally, providing enrichment services was one of the few predictors of decreased behavior problems for case-managed students. That is, the more enrichment

services provided, the less likely case-managed students were to receive in school or out of school suspensions or other disciplinary actions. It is likely that the enrichment services are helping keep students busy and reducing idle time for students, especially after school.

There were also positive links between providing career awareness services and promotion. It is possible that as a result of these services, students had a better understanding of the link between graduating from high school and getting a decent job. These students were also less likely to receive in school suspensions.

An interesting relationship was found between parental involvement and disciplinary actions. That is, the more parental involvement services were provided, the more likely a case-managed student was to receive a formal disciplinary action. While this appears at first to be a negative finding, it may actually suggest that CIS has been successful in getting parents involved when students are experiencing behavior problems. By involving parents early, the chances of reducing behavior problems and preventing the escalation of behavior problems later on is possible.

Links Between Characteristics of Students Served and Student Outcomes

The student-level results demonstrate that the type of students targeted by CIS to receive case-managed services are the same students that are at greatest risk for dropping out, not graduating, not being promoted, and poor academic performance. Specifically, LEP students and students assigned the Texas “at-risk” classification, and receiving case-managed services from CIS appear to struggle more than other case-managed students. Additionally, case-managed students in urban schools were more likely to drop out and less likely to be promoted than case-managed students in rural school. When it came to disciplinary actions, minority (Hispanic and African American) case-managed students and middle school case-managed students were more likely to receive formal disciplinary actions. These and other results presented in the report are intended to help campus/case managers identify those case-managed students that are having the most difficult time so that service plans can be adjusted as necessary and the type of services or strategies being provided for these students can be re-examined. It is also possible, however, that these findings simply reinforce that students with certain demographics/characteristics represent higher risk groups and therefore experience more challenges.

This explanation is further supported by consistent findings that suggest that students targeted for a particular issue (either academics or behavior) performed worse than their case-managed classmates on relevant outcomes. For example, case-managed students targeted for academic issues were less likely to do well academically than case-managed students who were not targeted for academics. This reinforces that CIS is serving the highest risk groups.

It should be noted that one particular at-risk group, special education students, appeared to thrive from the case-management services they received. Their positive improvements over time with graduation and promotion may also be a reflection of other services provided to them by the schools.

Links Between CIS Services and Reducing Risk Factors for Dropout

While much of the evaluation was limited to an assessment of the impact of CIS on the more distal outcomes of CIS for students, that is, test scores and formal disciplinary actions, we know from anecdotal evidence provided through the case studies that CIS is having a positive impact

on many of the risk factors associated with school dropout, such as student attitudes toward school, peer associations, relationships with family members, peers, and teachers, parental attitudes toward education, and parental involvement.

Moving forward, it will be important for CIS to be able to document its direct impact on these same risk factors. While anecdotal evidence is promising, systematic and standard measurement of these proximal outcomes are critical. A next step for CIS should be to develop a standardized instrument that can be used by all of the programs within the network to measures these outcomes for students.

While small improvements in the more distal outcomes examined (and available) for the current evaluation are promising and important, especially given the limited amount of time that CIS is formally serving students (approximately 1 hour per week for one school year for the majority of students it serves), it is likely that more significant impacts would have been found if there were measures of these more direct outcomes of CIS for students.

Link Between CIS Implementation and School Outcomes

- The comparison of CIS and non-CIS schools consistently showed that after three years of CIS implementation, there were no significant differences on any outcomes between the two groups. This overall finding is perhaps not surprising for two reasons: 1) CIS is focused on providing case-managed services and therefore, it was less likely that we would see changes at the school-level, and 2) because non-CIS schools were similar to CIS schools at baseline and met the criteria for CIS implementation, that is, they represented high need schools (e.g., under-performing, disciplinary problems, etc.) it is likely that these schools were implementing other dropout prevention initiatives. Further study of the counterfactual (what CIS is being compared to) is needed to better understand these findings.

- There were, however, some interesting school-level findings to report. In schools where CIS was serving more than 25 percent of the student population, we saw greater improvement on key outcomes than in schools were fewer students were served. This suggests that the larger the “footprint” of CIS in a school, the greater the likelihood of having impacts at not only the individual student but also at the school-level. Interestingly, rural schools reportedly served the most students within a school, followed by urban schools and suburban schools. The differences between schools were significant.

- The size of the CIS “footprint” within urban schools may explain why, over time, there were significant improvements for CIS urban schools on several outcomes, including 4-year dropout rate, Grade 10 TAKS reading achievement, and attendance. The differences after three years of implementation for CIS and non-CIS urban schools, however, were not significant. Yet these findings may suggest that if CIS had not been present in the urban schools, they would have under-performed in relation to their comparison schools over time. Further analysis is needed to disentangle these findings.

1.3 What are the Barriers and Facilitators to Successful Implementation of a CIS Program at a Campus?

- The facilitators and barriers to successful implementation of a CIS program were summarized in the previous chapter. The main facilitators included strong leaderships at

the State Office, local CIS affiliate, and within the schools; presence of competent, compassionate, dedicated, and understanding staff working with students at each campus; on-site presence of campus/case managers at each school; sufficient and appropriate partnerships to increase the capacity of CIS to serve more students; the availability of a range of services that enable campus/case managers to develop tailored service plans and deliver services that meet the specific needs of students; and the overall mission of CIS to reduce dropout and keep students in school.

- Common barriers included limited funding to sustain current levels of CIS implementation and expand services into more schools with more students; lack of or limited parental involvement with the program and lack of involvement of the community in CIS as a result of a lack of awareness of the program; limited diversity, in particular Spanish-speaking staff, and high turnover among CIS staff as a result of high caseloads and low pay; and a burdensome data reporting system (CISTMS).

There were, however, several recommendations offered by those in the field and by the Evaluation Team to help CIS overcome these barriers. These include: increase marketing of CIS as a dropout prevention program across the State and within local communities to raise awareness and garner more support for the program; identify and secure more financial support for CIS to ensure sustainability of programs and to allow for expansion; provide greater compensation to CIS staff to reduce turnover and avoid disruption in service and more importantly disruption in relationships between campus/case managers, students, parents, and school personnel; and finally, continue to grow and foster new and existing partnerships in order to increase the capacity of CIS to serve more students. Additionally, recommendations were provided for enhancing CISTMS. These recommendations included: reducing redundancy in data collection by examining ways to more efficiently share data between CISTMS and PEIMS; reducing the service codes available within CISTMS and providing clear definitions of each code; better documenting mentoring services within CISTMS to avoid future underreporting; ensuring timely availability of CISTMS to campus/case managers to facilitate accurate reporting of service data; and creating quality checks on linkages between files within CISTMS to more easily identify missing data or inaccurate data reporting.

2. Conclusion

So what have we learned from this evaluation? We know that CIS is able to identify and target needed services to those students at greatest risk for dropping out. We also know that CIS is able to help get students who have veered off course back on track and more importantly, has prevented them from losing ground or dropping out at higher rates than their non-CIS counterparts with whom they were once very similar before events (often unmeasured or documented) resulted in their downward turn and ultimately their referral to CIS.

However, it was also the case that for many case-managed students, once they transitioned from elementary to middle school or middle to high school (and for high school students, once they entered their senior year), that they experienced a decline in academic performance and/or behavior. These transitional periods are known to be challenging and can compound already existing risk factors for students. This suggests that it is very important for CIS to ensure it can provide the needed services to students during these difficult periods. The findings also indicate that students need to be served across grade levels and schools, in general.

We know that if CIS can serve students for a longer period of time (consecutive years within and across schools) and serve more students within the same schools, the impact for students and

potentially schools can be much greater. With limited resources, local CIS affiliates may want to consider placing additional campus/case managers in the schools they are already serving in order to serve more students and/or serve students longer rather than entering new schools. We know that serving more than 25 percent of the student population results in significantly greater improvements in graduation, dropout, promotion, academic achievement, and attendance than when CIS serves less than 25 percent of the students in a school. While the case for behavior issues was not as promising, this may suggest that serving more students results in better detection of behavior problems when they arise (i.e., greater supervision). Ideally, and the future vision for CIS according to principals, teachers, guidance counselors, CIS staff, parents, and even students would be to serve more students within and across more schools throughout Texas.

Based on the results of the evaluation, CIS has many of the ingredients recommended in the literature for a successful dropout prevention initiative. Specifically, CIS:

- Has a process in place for identifying the right students at risk for dropout;
- Addresses multiple risk factors (high risk attitudes, values, and behaviors, poor school performance, disengagement in school, family dynamics, parental attitudes and beliefs about education, and parental behavior related to education) for dropout with multiple strategies (six components of CIS of Texas) tailored to the specific needs (behavior, academics, social services) of the students it serves;
- Assigns adult advocates, in this case campus/case managers and/or mentors to students at risk of dropping out;
- Provides academic support and enrichment services to help improve academic performance;
- Provides case-managed services that assist students with classroom behavior and social skills;
- Provides case-managed services that help students graduate and provides them the skills needed after they leave high school; and
- Works to mitigate the influence of out of school risk factors on students and thus helps to remove some of the barriers that make it difficult for at-risk students to stay in school.

Continued evaluation of CIS, in particular regarding the impact on more direct or proximal outcomes and following students over longer periods of time will be important as CIS moves forward and continues to serve students at risk for dropping out.

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APPENDIX A:

CISTMS VARIABLES USED IN THE EVALUATION

2005-06 and 2006-07 CISTMS Variables Used in the Evaluation

Variables	Data name	Description of Variables
CIS student (ORIG_ENROLL_YR)	Cisperso06 Cisperso07	Indicates when a student started receiving the CSI intervention. All students in the CIS TIMS were coded into a single variable indicate that they are CIS student.
Duration (duration_cd)	service06 service07	Number of hours student received of CIS programming.
Service type (t_local_service_sub_cd)	service06 service07	Indicate 340 types of services CIS provided. All types of services were coded into 6 categories (variables): Supportive guidance and counseling, Health and human services, Parental and family involvement, Career awareness and employment, Enrichment, and Education.
Target Issues (ISSUE_CD KPM_CD)	Issue06 Issue07	Whether a student was targeted to receive CIS services for a particular issue. Issues are categorized into six groups: Stay-in-school, Academic, Graduation, Attendance, Behavior, and Social Services. Each of the six categories was dummy-coded (1), else (0).
Stay in School (stay-in-school)	STAY	Indicates whether a student stayed in school (value=1) or not (value=0), using the CIS definition of "stay in school" in a given school year.
Leaver Reasons (Leaver_reason_cd)	leaver06 leaver07	Indicate 16 reasons for which a CIS student left school.
Student status (INDICATOR_CD)	Casefile06 Casefile07	Indicate 6 status of CIS students: 1 Enrolled in school within Texas 2 Promoted to the next grade 3 Graduated 4 Student Completed GED Certificate 5 Student Retained 6 Failed TAKS (Senior only)
Ethnicity (ethnicity_cd)	Cisperso06 Cisperso07	Indicate a student's ethnicity/race group
Household Income (HOUSEHOLD_INCOME_CD)	House06 House07	Household income levels from $0 to $75,000 or more

Public Assistance (public_assistance_cd)	pubasst06 pubasst07	Indicate twelve types of public assistances received by CIS students including free/reduced lunch, medicaid, and TANF.
Referral Reason (recomm_reason_cd)	recomm06 recomm07	Indicate 4 referral reasons including Attendance, Academic, Behavior, and Social Service Needs.
Referral Source (recomm_source_cd)	Casefile06 Casefile07	Indicate 13 referral sources including teacher, parent, principal, school counselor, self-referral, and so on.
Special Characters (special_character_cd)	specchar06 specchar07	Indicate special characters of a CIS student including ESL/LEP and special education.

APPENDIX B:

LIST OF TEA's PEIMS AND STANDARD REPORTS VARIABLES USED IN THE EVALUATION

TEA's Standard Reports Variables Used in the Evaluation

Variables	Year	Data Name	Description of Variables
Attendance Rate	1996/97	CA0AT97R_99	% of attendance
	1997/98	CA0AT98R_99	% of attendance
	1998/99	CA0AT99R_00	% of attendance
	1999/00	CA0AT00R_01	% of attendance
	2000/01	CA0AT01R_02	% of attendance
	2001/02	CA0AT02R_03	% of attendance
	2002/03	CA0AT03R_04	% of attendance
	2003/04	CA0AT04R_05	% of attendance
	2004/05	CA0AT05R_06	% of attendance
	2005/06	CA0AT06R_07	% of attendance
Dropout Rate	1996/97	CA0DR97R_98	% of annual dropout
	1997/98	CA0DR98R_99	% of annual dropout
	1998/99	CA0DR99R_00	% of annual dropout
	1999/00	CA0DR00R_01	% of annual dropout
	2000/01	CA0DR01R_02	% of annual dropout
	2001/02	CA0DR02R_03	% of annual dropout
	2002/03	CA0712DR03R_05	% of annual dropout
	2003/04	CA0712DR04R_05	% of annual dropout
	2004/05	CA0712DR05R_06	% of annual dropout
	2005/06	CA0712DR06R_07	% of annual dropout
	1997/98	CADC498R_00	% of dropout (4-yr)
	1998/99	CADC499R_00	% of dropout (4-yr)
	1999/00	CADC400R_01	% of dropout (4-yr)
	2000/01	CADC401R_02	% of dropout (4-yr)
	2001/02	CADC402R_03	% of dropout (4-yr)
	2002/03	CADC403R_04	% of dropout (4-yr)
	2003/04	CADC404R_05	% of dropout (4-yr)
	2004/05	CADC405R_06	% of dropout (4-yr)
	2005/06	CADC406R_07	% of dropout (4-yr)
Graduation Rate	1998/99	CA0GC99N_00	% of graduated students
	1999/00	CA0GC00N_01	% of graduated students
	2000/01	CAGC01R_02	% of graduated students
	2001/02	CAGC02R_03	% of graduated students
	2002/03	CAGC03R_04	% of graduated students
	2003/04	CAGC04R_05	% of graduated students
	2004/05	CAGC05R_06	% of graduated students
	2005/06	CAGC06R_07	% of graduated students

Variables	Year	Data Name	Description of Variables
SAT/ACT test takers	1996/97	CA0CT97R_98	% of students took SAT/ACT exams
	1997/98	CA0CT98R_99	% of students took SAT/ACT exams
	1998/99	CA0CT99R_00	% of students took SAT/ACT exams
	1999/00	CA0CT00R_01	% of students took SAT/ACT exams
	2000/01	CA0CT01R_02	% of students took SAT/ACT exams
	2001/02	CA0CT02R_03	% of students took SAT/ACT exams
	2002/03	CA0CT03R_04	% of students took SAT/ACT exams
	2003/04	CA0CT04R_05	% of students took SAT/ACT exams
	2004/05	CA0CT05R_06	% of students took SAT/ACT exams
	2005/06	CA0CT06R_07	% of students took SAT/ACT exams
Average SAT score	1996/97	CA0CS97R_98	Average SAT score
	1997/98	CA0CS98R_99	Average SAT score
	1998/99	CA0CS99R_00	Average SAT score
	1999/00	CA0CS00R_01	Average SAT score
	2000/01	CA0CS01R_02	Average SAT score
	2001/02	CA0CS02R_03	Average SAT score
	2002/03	CA0CS03R_04	Average SAT score
	2003/04	CA0CS04R_05	Average SAT score
	2004/05	CA0CS05R_06	Average SAT score
	2005/06	CA0CS06R_07	Average SAT score
Average ACT score	1996/97	CA0CA97R_98	Average ACT score
	1997/98	CA0CA98R_99	Average ACT score
	1998/99	CA0CA99R_00	Average ACT score
	1999/00	CA0CA00R_01	Average ACT score
	2000/01	CA0CA01R_02	Average ACT score
	2001/02	CA0CA02R_03	Average ACT score
	2002/03	CA0CA03R_04	Average ACT score
	2003/04	CA0CA04R_05	Average ACT score
	2004/05	CA0CA05R_06	Average ACT score
	2005/06	CA0CA06R_07	Average ACT score

Variables	Year	Data Name	Description of Variables
Achievement - Grade 4 TAAS Reading	1996/97	CA4TR97R_97	% Passing in TAAS Reading (Gr 4)
	1997/98	CA4TR98R_99	% Passing in TAAS Reading (Gr 4)
	1998/99	CA4TR99R_00	% Passing in TAAS Reading (Gr 4)
	1999/00	CA4TR00R_00	% Passing in TAAS Reading (Gr 4)
	2000/01	CA4TR01R_01	% Passing in TAAS Reading (Gr 4)
	2001/02	CA4TR02R_02	% Passing in TAAS Reading (Gr 4)
Achievement - Grade 4 TAKS Reading	2002/03	CA004PR03R_03	% Passing in TAKS Reading (Gr 4)
	2003/04	CA004QR04R_04	% Passing in TAKS Reading (Gr 4)
	2004/05	CA004RR05R_05	% Passing in TAKS Reading (Gr 4)
	2005/06	CA004TR06R_06	% Passing in TAKS Reading (Gr 4)
	2006/07	CA004TR07R_07	% Passing in TAKS Reading (Gr 4)
Achievement - Grade 4 TAAS Math	1996/97	CA4TM97R_97	% Passing in TAAS Math (Gr 4)
	1997/98	CA4TM98R_99	% Passing in TAAS Math (Gr 4)
	1998/99	CA4TM99R_00	% Passing in TAAS Math (Gr 4)
	1999/00	CA4TM00R_00	% Passing in TAAS Math (Gr 4)
	2000/01	CA4TM01R_01	% Passing in TAAS Math (Gr 4)
	2001/02	CA4TM02R_02	% Passing in TAAS Math (Gr 4)
Achievement - Grade 4 TAKS Math	2002/03	CA004PM03R_03	% Passing in TAKS Math (Gr 4)
	2003/04	CA004QM04R_04	% Passing in TAKS Math (Gr 4)
	2004/05	CA004RM05R_05	% Passing in TAKS Math (Gr 4)
	2005/06	CA004TM06R_06	% Passing in TAKS Math (Gr 4)
	2006/07	CA004TM07R_07	% Passing in TAKS Math (Gr 4)
Achievement - Grade 8 TAAS Reading	1996/97	CA8TR97R_98	% Passing in TAAS Reading (Gr 8)
	1997/98	CA8TR98R_98	% Passing in TAAS Reading (Gr 8)
	1998/99	CA8TR99R_00	% Passing in TAAS Reading (Gr 8)
	1999/00	CA8TR00R_00	% Passing in TAAS Reading (Gr 8)
	2000/01	CA8TR01R_01	% Passing in TAAS Reading (Gr 8)
	2001/02	CA8TR02R_02	% Passing in TAAS Reading (Gr 8)
Achievement - Grade 8 TAKS Reading	2002/03	CA008PR03R_03	% Passing in TAKS Reading (Gr 8)
	2003/04	CA008QR04R_04	% Passing in TAKS Reading (Gr 8)
	2004/05	CA008RR05R_05	% Passing in TAKS Reading (Gr 8)
	2005/06	CA008TR06R_06	% Passing in TAKS Reading (Gr 8)
	2006/07	CA008TR07R_07	% Passing in TAKS Reading (Gr 8)

Variables	Year	Data Name	Description of Variables
Achievement - Grade 8 TAAS Math	1996/97	CA8TM97R_98	% Passing in TAAS Math (Gr 8)
	1997/98	CA8TM98R_98	% Passing in TAAS Math (Gr 8)
	1998/99	CA8TM99R_00	% Passing in TAAS Math (Gr 8)
	1999/00	CA8TM00R_00	% Passing in TAAS Math (Gr 8)
	2000/01	CA8TM01R_01	% Passing in TAAS Math (Gr 8)
	2001/02	CA8TM02R_02	% Passing in TAAS Math (Gr 8)
Achievement - Grade 8 TAKS Math	2002/03	CA008PM03R_03	% Passing in TAKS Math (Gr 8)
	2003/04	CA008QM04R_04	% Passing in TAKS Math (Gr 8)
	2004/05	CA008RM05R_05	% Passing in TAKS Math (Gr 8)
	2005/06	CA008TM06R_06	% Passing in TAKS Math (Gr 8)
	2006/07	CA008TM07R_07	% Passing in TAKS Math (Gr 8)
Achievement - Grade 10 TAAS Reading	1996/97	CAXTR97R_97	% Passing in TAAS Reading (Gr 10)
	1997/98	CAXTR98R_98	% Passing in TAAS Reading (Gr 10)
	1998/99	CAXTR99R_00	% Passing in TAAS Reading (Gr 10)
	1999/00	CAXTR00R_00	% Passing in TAAS Reading (Gr 10)
	2000/01	CAXTR01R_01	% Passing in TAAS Reading (Gr 10)
	2001/02	CAXTR02R_02	% Passing in TAAS Reading (Gr 10)
Achievement - Grade 10 TAKS Reading	2002/03	CA010PE03R_03	% Passing in TAKS Reading (Gr 10)
	2003/04	CA010QE04R_04	% Passing in TAKS Reading (Gr 10)
	2004/05	CA010RE05R_05	% Passing in TAKS Reading (Gr 10)
	2005/06	CA010TE06R_06	% Passing in TAKS Reading (Gr 10)
	2006/07	CA010TE07R_07	% Passing in TAKS Reading (Gr 10)
Achievement - Grade 10 TAAS Math	1996/97	CAXTM97R_98	% Passing in TAAS Math (Gr 10)
	1997/98	CAXTM98R_99	% Passing in TAAS Math (Gr 10)
	1998/99	CAXTM99R_00	% Passing in TAAS Math (Gr 10)
	1999/00	CAXTM00R_00	% Passing in TAAS Math (Gr 10)
	2000/01	CAXTM01R_01	% Passing in TAAS Math (Gr 10)
	2001/02	CAXTM02R_02	% Passing in TAAS Math (Gr 10)
Achievement - Grade 10 TAKS Math	2002/03	CA010PM03R_03	% Passing in TAKS Math (Gr 10)
	2003/04	CA010QM04R_04	% Passing in TAKS Math (Gr 10)
	2004/05	CA010RM05R_05	% Passing in TAKS Math (Gr 10)

	2005/06	CA010TM06R_06	% Passing in TAKS Math (Gr 10)
	2006/07	CA010TM07R_07	% Passing in TAKS Math (Gr 10)

Variables	Year	Data Name	Description of Variables
Total Students	1996/97	CPETALLC_97	number of total students in the school
	1997/98	CPETALLC_98	number of total students in the school
	1998/99	CPETALLC_99	number of total students in the school
	1999/00	CPETALLC_00	number of total students in the school
	2000/01	CPETALLC_01	number of total students in the school
	2001/02	CPETALLC_02	number of total students in the school
	2002/03	CPETALLC_03	number of total students in the school
	2003/04	CPETALLC_04	number of total students in the school
Economically Disadvantaged	1996/97	CPETECOP_97	% of economically disadvantaged students
	1997/98	CPETECOP_98	% of economically disadvantaged students
	1998/99	CPETECOP_99	% of economically disadvantaged students
	1999/00	CPETECOP_00	% of economically disadvantaged students
	2000/01	CPETECOP_01	% of economically disadvantaged students
	2001/02	CPETECOP_02	% of economically disadvantaged students
	2002/03	CPETECOP_03	% of economically disadvantaged students
	2003/04	CPETECOP_04	% of economically disadvantaged students
Special Education	1996/97	CPETSPEP_97	% of students enroll in special education
	1997/98	CPETSPEP_98	% of students enroll in special education
	1998/99	CPETSPEP_99	% of students enroll in special education
	1999/00	CPETSPEP_00	% of students enroll in special education
	2000/01	CPETSPEP_01	% of students enroll in special education
	2001/02	CPETSPEP_02	% of students enroll in special education
	2002/03	CPETSPEP_03	% of students enroll in special education
	2003/04	CPETSPEP_04	% of students enroll in special

			education
Ethnic Distribution - African American	1996/97	CPETBLAP_97	% of African American students
	1997/98	CPETBLAP_98	% of African American students
	1998/99	CPETBLAP_99	% of African American students
	1999/00	CPETBLAP_00	% of African American students
	2000/01	CPETBLAP_01	% of African American students
	2001/02	CPETBLAP_02	% of African American students
	2002/03	CPETBLAP_03	% of African American students
	2003/04	CPETBLAP_04	% of African American students
Ethnic Distribution - Hispanic	1996/97	CPETHISP_97	% of Hispanic students
	1997/98	CPETHISP_98	% of Hispanic students
	1998/99	CPETHISP_99	% of Hispanic students
	1999/00	CPETHISP_00	% of Hispanic students
	2000/01	CPETHISP_01	% of Hispanic students
	2001/02	CPETHISP_02	% of Hispanic students
	2002/03	CPETHISP_03	% of Hispanic students
	2003/04	CPETHISP_04	% of Hispanic students

Variables	Year	Data Name	Description of Variables
Ethnic Distribution - White	1996/97	CPETWHIP_97	% of White students
	1997/98	CPETWHIP_98	% of White students
	1998/99	CPETWHIP_99	% of White students
	1999/00	CPETWHIP_00	% of White students
	2000/01	CPETWHIP_01	% of White students
	2001/02	CPETWHIP_02	% of White students
	2002/03	CPETWHIP_03	% of White students
	2003/04	CPETWHIP_04	% of White students
Ethnic Distribution - Asian	1996/97	CPETPACP_97	% of Asian/Pac. Islander students
	1997/98	CPETPACP_98	% of Asian/Pac. Islander students
	1998/99	CPETPACP_99	% of Asian/Pac. Islander students
	1999/00	CPETPACP_00	% of Asian/Pac. Islander students
	2000/01	CPETPACP_01	% of Asian/Pac. Islander students
	2001/02	CPETPACP_02	% of Asian/Pac. Islander students
	2002/03	CPETPACP_03	% of Asian/Pac. Islander

			students
	2003/04	CPETPACP_04	% of Asian/Pac. Islander students
Ethnic Distribution - Native American	1996/97	CPETINDP_97	% of Native American students
	1997/98	CPETINDP_98	% of Native American students
	1998/99	CPETINDP_99	% of Native American students
	1999/00	CPETINDP_00	% of Native American students
	2000/01	CPETINDP_01	% of Native American students
	2001/02	CPETINDP_02	% of Native American students
	2002/03	CPETINDP_03	% of Native American students
	2003/04	CPETINDP_04	% of Native American students

Suspensions	1999/00 - 2005/06	ALL_SUSPENSIONS	Count of all suspensions
Drug Suspenions	1999/00 - 2005/06	DRUG_SUSPENSIONS	Count of drug suspensions
Expulsion	1999/00 - 2005/06	EXPULSIONS	Count of expulsions

TEA's PEIMS Variables Used in the Evaluation

Variables	Data name	Description of Variables
TAKS Math Scale Scores	TAKS	TAKS scale scores for student achievement in math and reading.
TAKS Reading Scale Scores	TAKS	TAKS scale scores for student achievement in math and reading.
TAKS Math Met Test Standard	TAKS	Indicates whether a student scored higher than a threshold score of 2100 (value=1) or not (value=0).
TAKS Math Reading Test Standard	TAKS	Indicates whether a student scored higher than a threshold score of 2100 (value=1) or not (value=0).
Passed Math Course	COURSE	Indicates whether a student passed all of the math courses he/she took in a given school year (value=1) or failed at least one course (value=0).
Passed Reading Course	COURSE	Indicates whether a student passed all of the reading courses he/she took in a given school year (value=1) or failed at least one course (value=0).
Dropout	DROP	Indicates whether a student dropped out (value=1) or not (value=0) in a given school year.
Graduation	GRAD	Indicates whether a student graduated (value=1) or not (value=0) in a given school year.
Promotion	DEMOG	Indicates whether a student progressed to the next grade level (value=1) or not (value=0) in a given school year.
Expulsion	DISC	Indicates whether a student received an expulsion (value=1) or not (value=0) in a given school year.
Out of School Suspension	DISC	Indicates whether a student received an out-of-school suspension (value=1) or not (value=0) in a given school year. The count version of the variable indicates the number of out of school suspensions a student received in a given school year.

In School Suspensions	DISC	Indicates whether a student received an in-school suspension (value=1) or not (value=0) in a given school year. The count version of the variable indicates the number of in school suspensions a student received in a given school year.
Other Disciplinary Actions	DISC	Indicates whether a student received any other type of disciplinary action (value=1) or not (value=0) in a given school year. The count version of the variable indicates the number of disciplinary actions a student received in the given school year.
Disciplinary Action (all types)	DISC	Indicates whether a student received any type of disciplinary actions (value=1) or not (value=0) in a given school year (e.g., expulsion, suspensions, etc…)
Attendance rate	ATTEND	The number of school days divided by the number of days a student attended school.
Sex	DEMOG	Gender. Dummy coded for analysis (1) as female, male (0).
Race and Ethnicity		
Native American	DEMOG	Native American. Dummy-coded (1), else (0).
Asian/Pacific Islander	DEMOG	Asian. Dummy-coded (1), else (0).
African American	DEMOG	Black. Dummy-coded (1), else (0).
Hispanic	DEMOG	Hispanic. Dummy-coded (1), else (0).
White, not of Hispanic Origin	DEMOG	White. Dummy-coded (1), else (0).
Economic Disadvantage		
No Economic disadvantages	DEMOG	Not economically disadvantaged. Dummy-coded (1), else (0).
Eligible for free meals	DEMOG	Eligible for free meals. Dummy-coded (1), else (0).
Eligible for reduced-priced meals	DEMOG	Eligible for reduced-priced meals. Dummy-coded (1), else (0).
Other types of disadvantage	DEMOG	Other types of economic disadvantage. Dummy-coded (1), else (0).
LEP 2004	DEMOG	A student is in the ESL (English as a second language) category. Dummy-coded (1), else (0).
At Risk 2004	DEMOG	A student is classified as an at-risk student. Dummy-coded (1), else (0).
Special Education 2004	DEMOG	A student is classified as a special education student. Dummy-coded (1), else (0).

GRADE0304	DEMOG	Student grade level in 2004
Elementary	DEMOG	Student was in third grade in 2004. Dummy-coded (1), else (0).
High School	DEMOG	Student was in ninth grade in 2004. Dummy-coded (1), else (0).

APPENDIX C:

LIST OF VARIABLES FROM NCES COMMON CORE OF DATA USED FOR THE EVALUATION

List of Variables from NCES Common Core of Data Used for the Evaluation

Variables	Year	Data Name	Description of Variables
NCES ID		ncessch	NCES unique school ID
SCHOOL TYPE	1994	type94	School Type code (regular, special education, vocational education, and alternative)
TYPE OF LOCALE	1994	locale94	Locale Code ranging from 1-8 indicating the location of the school relative to populous areas
	1994	ug94	Ungraded Students
	1994	pk94	Prekindergarten Students
	1994	kg94	Kindergarten Students
	1994	g0194	1st Grade Students
	1994	g0294	2nd Grade Students
	1994	g0394	3rd Grade Students
	1994	g0494	4th Grade Students
	1994	g0594	5th Grade Students
	1994	g0694	6th Grade Students
	1994	g0794	7th Grade Students
	1994	g0894	8th Grade Students
	1994	g0994	9th Grade Students
	1994	g1094	10th Grade Students
	1994	g1194	11th Grade Students
GRADE ENROLLMENT	1994	g1294	12th Grade Students
SCHOOL TYPE	1995	type95	School Type
TYPE OF LOCALE	1995	locale95	Locale Code
	1995	ug95	Ungraded Students
	1995	pk95	Prekindergarten Students
	1995	kg95	Kindergarten Students
	1995	g0195	1st Grade Students
	1995	g0295	2nd Grade Students
	1995	g0395	3rd Grade Students
	1995	g0495	4th Grade Students
	1995	g0595	5th Grade Students
	1995	g0695	6th Grade Students
	1995	g0795	7th Grade Students
	1995	g0895	8th Grade Students
	1995	g0995	9th Grade Students
	1995	g1095	10th Grade Students
	1995	g1195	11th Grade Students
GRADE ENROLLMENT	1995	g1295	12th Grade Students
TOTAL MEMBERSHIP	1995	member95	Total Students of All Grades
FREE-LUNCH ELIGIBLE STUDENTS	1995	fle95	Free-lunch Eligible Students
	1995	ind95	AM Indian/Alaskan Students
	1995	asian95	Asian/Pacific Islander Students
	1995	hisp95	Hispanic Students
	1995	black95	Black Non-Hispanic Students
RACE/ETHNICITY GROUPS	1995	white95	White Non-Hispanic Students
SCHOOL TYPE	1996	type96	School Type code (regular, special education, vocational education, and alternative)
TYPE OF LOCALE	1996	locale96	Locale Code ranging from 1-8 indicating the location of the school relative to populous areas

Variables	Year	Data Name	Description of Variables
	1996	ug96	Ungraded Students
	1996	pk96	Prekindergarten Students
	1996	kg96	Kindergarten Students
	1996	g0196	1st Grade Students
	1996	g0296	2nd Grade Students
	1996	g0396	3rd Grade Students
	1996	g0496	4th Grade Students
	1996	g0596	5th Grade Students
	1996	g0696	6th Grade Students
	1996	g0796	7th Grade Students
	1996	g0896	8th Grade Students
	1996	g0996	9th Grade Students
	1996	g1096	10th Grade Students
	1996	g1196	11th Grade Students
GRADE ENROLLMENT	1996	g1296	12th Grade Students
TOTAL MEMBERSHIP	1996	member96	Total Students of All Grades
FREE-LUNCH ELIGIBLE STUDENTS	1996	fle96	Free-lunch Eligible Students
	1996	ind96	AM Indian/Alaskan Students
	1996	asian96	Asian/Pacific Islander Students
	1996	hisp96	Hispanic Students
	1996	black96	Black Non-Hispanic Students
RACE/ETHNICITY GROUPS	1996	white96	White Non-Hispanic Students
SCHOOL TYPE	1997	TYPE97	School Type (regular, special education, vocational education, and alternative)
TYPE OF LOCALE	1997	LOCALE97	Locale Code ranging from 1-8 indicating the location of the school relative to populous areas
	1997	UG97	Ungraded Students
	1997	PK97	Prekindergarten Students
	1997	KG97	Kindergarten Students
	1997	G0197	1st Grade Students
	1997	G0297	2nd Grade Students
	1997	G0397	3rd Grade Students
	1997	G0497	4th Grade Students
	1997	G0597	5th Grade Students
	1997	G0697	6th Grade Students
	1997	G0797	7th Grade Students
	1997	G0897	8th Grade Students
	1997	G0997	9th Grade Students
	1997	G1097	10th Grade Students
	1997	G1197	11th Grade Students
GRADE ENROLLMENT	1997	G1297	12th Grade Students
TOTAL MEMBERSHIP	1997	MEMBER97	Total Students of All Grades
FREE-LUNCH ELIGIBLE STUDENTS	1997	FLE97	Free-lunch Eligible Students
	1997	IND97	AM Indian/Alaskan Students
	1997	ASIAN97	Asian/Pacific Islander Students
	1997	HISP97	Hispanic Students
	1997	BLACK97	Black Non-Hispanic Students
RACE/ETHNICITY GROUPS	1997	WHITE97	White Non-Hispanic Students

Variables	Year	Data Name	Description of Variables
SCHOOL TYPE	1998	TYPE98	School Type (regular, special education, vocational education, and alternative)
TYPE OF LOCALE	1998	LOCALE98	Locale Code ranging from 1-8 indicating the location of the school relative to populous areas
MAGNET SCHOOL	1998	MAGNET98	Magnet School
CHARTER SCHOOL	1998	CHARTR98	Charter School
FREE-LUNCH ELIGIBLE STUDENTS	1998	TOTFRL98	Total Free and Reduced Lunch Students
	1998	PK98	Students (Total PK Grade)
	1998	KG98	Students (Total KG Grade)
	1998	G0198	Students (Total 1st Grade)
	1998	G0298	Students (Total 2nd Grade)
	1998	G0398	Students (Total 3rd Grade)
	1998	G0498	Students (Total 4th Grade)
	1998	G0598	Students (Total 5th Grade)
	1998	G0698	Students (Total 6th Grade)
	1998	G0798	Students (Total 7th Grade)
	1998	G0898	Students (Total 8th Grade)
	1998	G0998	Students (Total 9th Grade)
	1998	G1098	Students (Total 10th Grade)
	1998	G1198	Students (Total 11th Grade)
	1998	G1298	Students (Total 12th Grade)
GRADE ENROLLMENT	1998	UG98	Students (Total Ungraded)
TOTAL MEMBERSHIP	1998	MEMBER98	Students (Total Reported Membership)
	1998	AM98	Am Indian/Alaskan Students
	1998	ASIAN98	Asian/Pacific Islander Students
	1998	HISP98	Hispanic Students
	1998	BLACK98	Black Non-Hispanic Students
RACE/ETHNICITY GROUPS	1998	WHITE98	White Non-Hispanic Students
SCHOOL TYPE	1999	TYPE99	School Type (regular, special education, vocational education, and alternative)
TYPE OF LOCALE	1999	LOCALE99	Locale Code ranging from 1-8 indicating the location of the school relative to populous areas
MAGNET SCHOOL	1999	MAGNET99	Magnet School
CHARTER SCHOOL	1999	CHARTR99	Charter School
FREE-LUNCH ELIGIBLE STUDENTS	1999	TOTFRL99	Total Free and Reduced Lunch Students
	1999	PK99	Students (Total PK Grade)
	1999	KG99	Students (Total KG Grade)
	1999	G0199	Students (Total 1st Grade)
	1999	G0299	Students (Total 2nd Grade)
	1999	G0399	Students (Total 3rd Grade)
	1999	G0499	Students (Total 4th Grade)
	1999	G0599	Students (Total 5th Grade)
	1999	G0699	Students (Total 6th Grade)
	1999	G0799	Students (Total 7th Grade)
	1999	G0899	Students (Total 8th Grade)
	1999	G0999	Students (Total 9th Grade)
	1999	G1099	Students (Total 10th Grade)
	1999	G1199	Students (Total 11th Grade)
	1999	G1299	Students (Total 12th Grade)
GRADE ENROLLMENT	1999	UG99	Students (Total Ungraded)
TOTAL MEMBERSHIP	1999	MEMBER99	Students (Total Reported Membership)

Variables	Year	Data Name	Description of Variables
	1999	AM99	Am Indian/Alaskan Students
	1999	ASIAN99	Asian/Pacific Islander Students
	1999	HISP99	Hispanic Students
	1999	BLACK99	Black Non-Hispanic Students
RACE/ETHNICITY GROUPS	1999	WHITE99	White Non-Hispanic Students
SCHOOL TYPE	2000	TYPE00	School Type (regular, special education, vocational education, and alternative)
TYPE OF LOCALE	2000	LOCALE00	Locale Code ranging from 1-8 indicating the location of the school relative to populous areas
SCHOOL LEVEL	2000	LEVEL00	School Level code indicates the instructional level of the school (primary, middle, high, other)
MAGNET SCHOOL	2000	MAGNET00	Magnet School
CHARTER SCHOOL	2000	CHARTR00	Charter School
FREE-LUNCH ELIGIBLE STUDENTS	2000	TOTFRL00	Total Free and Reduced Lunch Students
	2000	PK00	Students (Total PK Grade)
	2000	KG00	Students (Total KG Grade)
	2000	G0100	Students (Total 1st Grade)
	2000	G0200	Students (Total 2nd Grade)
	2000	G0300	Students (Total 3rd Grade)
	2000	G0400	Students (Total 4th Grade)
	2000	G0500	Students (Total 5th Grade)
	2000	G0600	Students (Total 6th Grade)
	2000	G0700	Students (Total 7th Grade)
	2000	G0800	Students (Total 8th Grade)
	2000	G0900	Students (Total 9th Grade)
	2000	G1000	Students (Total 10th Grade)
	2000	G1100	Students (Total 11th Grade)
	2000	G1200	Students (Total 12th Grade)
GRADE ENROLLMENT	2000	UG00	Students (Total Ungraded)
TOTAL MEMBERSHIP	2000	MEMBER00	Students (Total Reported Membership)
	2000	AM00	Am Indian/Alaskan Students
	2000	ASIAN00	Asian/Pacific Islander Students
	2000	HISP00	Hispanic Students
	2000	BLACK00	Black Non-Hispanic Students
RACE/ETHNICITY GROUPS	2000	WHITE00	White Non-Hispanic Students
SCHOOL TYPE	2001	TYPE01	School Type (regular, special education, vocational education, and alternative)
TYPE OF LOCALE	2001	LOCALE01	Locale Code ranging from 1-8 indicating the location of the school relative to populous areas
SCHOOL LEVEL	2001	LEVEL01	School Level
MAGNET SCHOOL	2001	MAGNET01	Magnet School
CHARTER SCHOOL	2001	CHARTR01	Charter School
FREE-LUNCH ELIGIBLE STUDENTS	2001	TOTFRL01	Total Free and Reduced Lunch Students
	2001	PK01	Students (Total PK Grade)
	2001	KG01	Students (Total KG Grade)
	2001	G0101	Students (Total 1st Grade)
	2001	G0201	Students (Total 2nd Grade)
	2001	G0301	Students (Total 3rd Grade)
	2001	G0401	Students (Total 4th Grade)
	2001	G0501	Students (Total 5th Grade)
GRADE ENROLLMENT	2001	G0601	Students (Total 6th Grade)

Variables	Year	Data Name	Description of Variables
	2001	G0701	Students (Total 7th Grade)
	2001	G0801	Students (Total 8th Grade)
	2001	G0901	Students (Total 9th Grade)
	2001	G1001	Students (Total 10th Grade)
	2001	G1101	Students (Total 11th Grade)
	2001	G1201	Students (Total 12th Grade)
GRADE ENROLLMENT	2001	UG01	Students (Total Ungraded)
TOTAL MEMBERSHIP	2001	MEMBER01	Students (Total Reported Membership)
	2001	AM01	Am Indian/Alaskan Students
	2001	ASIAN01	Asian/Pacific Islander Students
	2001	HISP01	Hispanic Students
	2001	BLACK01	Black Non-Hispanic Students
RACE/ETHNICITY GROUPS	2001	WHITE01	White Non-Hispanic Students
SCHOOL TYPE	2002	TYPE02	School Type (regular, special education, vocational education, and alternative)
TYPE OF LOCALE	2002	LOCALE02	Locale Code ranging from 1-8 indicating the location of the school relative to populous areas
SCHOOL LEVEL	2002	LEVEL02	School Level code indicates the instructional level of the school (primary, middle, high, other)
MAGNET SCHOOL	2002	MAGNET02	Magnet School
CHARTER SCHOOL	2002	CHARTR02	Charter School
FREE-LUNCH ELIGIBLE STUDENTS	2002	TOTFRL02	Total Free and Reduced Lunch Students
	2002	PK02	Students (Total PK Grade)
	2002	KG02	Students (Total KG Grade)
	2002	G0102	Students (Total 1st Grade)
	2002	G0202	Students (Total 2nd Grade)
	2002	G0302	Students (Total 3rd Grade)
	2002	G0402	Students (Total 4th Grade)
	2002	G0502	Students (Total 5th Grade)
	2002	G0602	Students (Total 6th Grade)
	2002	G0702	Students (Total 7th Grade)
	2002	G0802	Students (Total 8th Grade)
	2002	G0902	Students (Total 9th Grade)
	2002	G1002	Students (Total 10th Grade)
	2002	G1102	Students (Total 11th Grade)
	2002	G1202	Students (Total 12th Grade)
GRADE ENROLLMENT	2002	UG02	Students (Total Ungraded)
TOTAL MEMBERSHIP	2002	MEMBER02	Students (Total Reported Membership)
	2002	AM02	Am Indian/Alaskan Students
	2002	ASIAN02	Asian/Pacific Islander Students
	2002	HISP02	Hispanic Students
	2002	BLACK02	Black Non-Hispanic Students
RACE/ETHNICITY GROUPS	2002	WHITE02	White Non-Hispanic Students
SCHOOL TYPE	2003	TYPE03	School Type (regular, special education, vocational education, and alternative)
TYPE OF LOCALE	2003	LOCALE03	Locale Code ranging from 1-8 indicating the location of the school relative to populous areas
SCHOOL LEVEL	2003	LEVEL03	School Level code indicates the instructional level of the school (primary, middle, high, other)
MAGNET SCHOOL	2003	MAGNET03	Magnet School
CHARTER SCHOOL	2003	CHARTR03	Charter School

Variables	Year	Data Name	Description of Variables
FREE-LUNCH ELIGIBLE STUDENTS	2003	TOTFRL03	Total Free and Reduced Lunch Students
	2003	PK03	Students (Total PK Grade)
	2003	KG03	Students (Total KG Grade)
	2003	G0103	Students (Total 1st Grade)
	2003	G0203	Students (Total 2nd Grade)
	2003	G0303	Students (Total 3rd Grade)
	2003	G0403	Students (Total 4th Grade)
	2003	G0503	Students (Total 5th Grade)
	2003	G0603	Students (Total 6th Grade)
	2003	G0703	Students (Total 7th Grade)
	2003	G0803	Students (Total 8th Grade)
	2003	G0903	Students (Total 9th Grade)
	2003	G1003	Students (Total 10th Grade)
	2003	G1103	Students (Total 11th Grade)
	2003	G1203	Students (Total 12th Grade)
GRADE ENROLLMENT	2003	UG03	Students (Total Ungraded)
TOTAL MEMBERSHIP	2003	MEMBER03	Students (Total Reported Membership)
	2003	AM03	Am Indian/Alaskan Students
	2003	ASIAN03	Asian/Pacific Islander Students
	2003	HISP03	Hispanic Students
	2003	BLACK03	Black Non-Hispanic Students
RACE/ETHNICITY GROUPS	2003	WHITE03	White Non-Hispanic Students
SCHOOL TYPE	2004	TYPE04	School Type (regular, special education, vocational education, and alternative)
TYPE OF LOCALE	2004	LOCALE04	Locale Code ranging from 1-8 indicating the location of the school relative to populous areas
SCHOOL LEVEL	2004	LEVEL04	School Level code indicates the instructional level of the school (primary, middle, high, other)
MAGNET SCHOOL	2004	MAGNET04	Magnet School
CHARTER SCHOOL	2004	CHARTR04	Charter School
FREE-LUNCH ELIGIBLE STUDENTS	2004	TOTFRL04	Total Free and Reduced Lunch Students
	2004	PK04	Students (Total PK Grade)
	2004	KG04	Students (Total KG Grade)
	2004	G0104	Students (Total 1st Grade)
	2004	G0204	Students (Total 2nd Grade)
	2004	G0304	Students (Total 3rd Grade)
	2004	G0404	Students (Total 4th Grade)
	2004	G0504	Students (Total 5th Grade)
	2004	G0604	Students (Total 6th Grade)
	2004	G0704	Students (Total 7th Grade)
	2004	G0804	Students (Total 8th Grade)
	2004	G0904	Students (Total 9th Grade)
	2004	G1004	Students (Total 10th Grade)
	2004	G1104	Students (Total 11th Grade)
	2004	G1204	Students (Total 12th Grade)
GRADE ENROLLMENT	2004	UG04	Students (Total Ungraded)
TOTAL MEMBERSHIP	2004	MEMBER04	Students (Total Reported Membership)
	2004	AM04	Am Indian/Alaskan Students
	2004	ASIAN04	Asian/Pacific Islander Students
	2004	HISP04	Hispanic Students
	2004	BLACK04	Black Non-Hispanic Students
RACE/ETHNICITY GROUPS	2004	WHITE04	White Non-Hispanic Students

Variables	Year	Data Name	Description of Variables
SCHOOL TYPE	2005	TYPE05	School Type (regular, special education, vocational education, and alternative)
TYPE OF LOCALE	2005	LOCALE05	Locale Code ranging from 1-8 indicating the location of the school relative to populous areas
SCHOOL LEVEL	2005	LEVEL05	School Level code indicates the instructional level of the school (primary, middle, high, other)
MAGNET SCHOOL	2005	MAGNET05	Magnet School
CHARTER SCHOOL	2005	CHARTR05	Charter School
FREE-LUNCH ELIGIBLE STUDENTS	2005	TOTFRL05	Total Free and Reduced Lunch Students
	2005	PK05	Students (Total PK Grade)
	2005	KG05	Students (Total KG Grade)
	2005	G0105	Students (Total 1st Grade)
	2005	G0205	Students (Total 2nd Grade)
	2005	G0305	Students (Total 3rd Grade)
	2005	G0405	Students (Total 4th Grade)
	2005	G0505	Students (Total 5th Grade)
	2005	G0605	Students (Total 6th Grade)
	2005	G0705	Students (Total 7th Grade)
	2005	G0805	Students (Total 8th Grade)
	2005	G0905	Students (Total 9th Grade)
	2005	G1005	Students (Total 10th Grade)
	2005	G1105	Students (Total 11th Grade)
	2005	G1205	Students (Total 12th Grade)
GRADE ENROLLMENT	2005	UG05	Students (Total Ungraded)
TOTAL MEMBERSHIP	2005	MEMBER05	Students (Total Reported Membership)
	2005	AM05	Am Indian/Alaskan Students
	2005	ASIAN05	Asian/Pacific Islander Students
	2005	HISP05	Hispanic Students
	2005	BLACK05	Black Non-Hispanic Students
RACE/ETHNICITY GROUPS	2005	WHITE05	White Non-Hispanic Students

APPENDIX D:

CASE STUDY PROTOCOLS AND FORMS

CIS of Texas Evaluation
Case Study Interview Guide
EXECUTIVE DIRECTOR

Date: _____ **Local CIS Program:** _____

Interviewee: _____ **Interviewer:** _____

My name is (introduce self) and this is (introduce note-taker). Thank you for agreeing to participate in today's interview regarding your local CIS program. We greatly appreciate you taking time out of your busy schedule to assist with the evaluation of CIS of Texas that ICF International is conducting for the Texas Education Agency. You were selected to participate in an interview because your perspective will help us to better understand issues relevant to this evaluation. We are conducting case studies with five local CIS programs across Texas to gather information about the implementation of CIS, relationships within CIS, training and support, best practices, and much more. Please feel free to be open and candid in your responses to our questions, as we will keep this information strictly confidential. Only general themes will be conveyed in our final report (your name will not be linked to anything that you say).

With your permission, we would like to record the audio of this interview so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other staff. No one from the State Office or TEA will have access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records. Only de-identified transcripts of recordings will be the property of TEA at any time during or after the contract period.

Are there any questions before we begin?

<u>Demographics</u>

1. What is your level of education? What degrees do you hold?

2. How long have you been the Executive Director?

3. How long have you been with CIS? What was your previous position(s)?

Your Role

4. What are your primary responsibilities as Executive Director?

Working Relationships with Key Stakeholders

State Office:

5. How would you describe the role of the CIS State Office?

6. How would you characterize your relationship with the CIS State Office?
    a. What are the strengths of this relationship?
    b. What are the limitations/challenges?

7. How has your relationship with the CIS State Office evolved over time?

8. How does the CIS State Office contribute to the success of your local CIS program? What value does the CIS State Office add to your program?

9. What, if anything, would you like the CIS State Office to do differently/change? What additional support, if any, do you need from the CIS State Office?

Board of Directors:

10. How would you describe the role of your Board of Directors?
    a. How was your Board of Directors selected? What were the considerations/criteria for selection?
    b. What are the strengths/benefits of working with the Board of Directors?
    c. What are the challenges/limitations of working with the Board of Directors?

11. How does the Board of Directors contribute to the success of your local CIS program?

Partner Organizations:

12. What other organizations does your local CIS program partner with to deliver CIS services to your targeted campuses (e.g., Big Brothers Big Sisters)?
    a. How did you identify your partner organization(s)?
    b. What is their role in the program?

13. How would you characterize your relationship with your partner organization(s)?
    a. What are the benefits of working with partner organization(s)?
    b. What are the challenges/limitations to working with partner organization(s)?
    c. How do you keep your partner organization(s) engaged?
    d. What organizations, if any, are missing from the "table"? (If any, what would be the benefit of adding them to CIS? What gap would they fill?)

<u>Implementation</u>

14. Based on your experience, how would you describe CIS to someone new to the program? What does CIS mean to you?

15. How do you define success? How do you determine if your local CIS program is successful?

16. In what ways has your local CIS program been successful? What evidence do you have of program success?

17. What do you attribute to your success? What does it take to be a successful CIS program?

18. What do you consider to be your best practices in relation to:
    a. Securing funding/resources
    b. Attracting/retaining qualified staff
    c. Providing training and technical assistance for yourself, your board, and your staff
    d. Providing effective programming (conducting needs assessments, developing/delivering/coordinating services, monitoring and evaluating plans/progress)
    e. Marketing your program within each campus, within the community, etc.

Expansion/Replication

19. How do you determine where to expand CIS? That is, what factors go into bringing CIS to new campuses? What needs to be in place?

20. When determining which campuses to expand into with CIS, to what extent do you look for opportunities to create "feeder" patterns? That is, to what extent are you concerned with whether students from elementary school will have an opportunity to remain in CIS into middle school and then high school?

21. What value do you think these "feeder" patterns offer to students? Schools? CIS?

Summary

22. If you could change one thing about your CIS program, what would it be and why?

23. What advice would you give to an Executive Director at a new local CIS program?

24. What is your future vision for your local CIS program? Where do you want your program to be in 5 years?

We want to thank you for participating in this interview and for contributing to the evaluation of CIS of Texas.

CIS of Texas Evaluation
Case Study Interview Guide
BOARD OF DIRECTORS

Date: _____ **Local CIS Program:**_____

Interviewee: _____ **Interviewer:** _____

My name is (introduce self) and this is (introduce note-taker). Thank you for agreeing to participate in today's interview regarding the CIS of [insert name of local CIS program]. We greatly appreciate you taking time out of your busy schedule to assist with the evaluation of CIS of Texas that ICF International is conducting for the Texas Education Agency. You were selected to participate in an interview because your perspective will help us better understand issues relevant to this evaluation. We are conducting case studies with five local programs across Texas to gather information about the implementation of CIS, relationships within CIS, training and support, best practices, and much more. Please feel free to be open and candid in your responses to our questions, as we will keep this information strictly confidential. Only general themes will be conveyed in our final report (your name will not be linked to anything that you say).

With your permission, we would like to record the audio of this interview so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other staff. No one from the State Office or TEA will have access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records. Only de-identified transcripts of recordings will be the property of TEA at any time during or after the contract period.

Are there any questions before we begin?

<u>Demographics</u>

1. How long have you been a [insert title/position]?

2. How long have you been with [insert name of organization]? What was your previous position(s)?

3. How long have you been on the Board of Directors?

Involvement with CIS

4. How and why did you get involved with CIS of [insert name of local CIS program]?

5. What are your primary responsibilities as a member of the Board of Directors?

6. What are some of the challenges faced by the Board of Directors?

7. What makes for a successful Board of Directors for CIS of [insert name of local CIS program]? What are your strengths as a member of the Board of Directors?

Perceptions of CIS

8. Based on your experience, how would you describe CIS to someone new to the program? What does CIS mean to you?

9. What do you see as the strengths of CIS of [insert name of local CIS program]? In what ways has CIS of [insert name of local CIS program] been successful? What has it accomplished?

10. What do you see as the limitations of CIS of [insert name of local CIS program]?

Summary

11. What additional information/support do you need to enhance/continue your work on the Board of Directors for CIS of [insert name of local CIS program]?

12. What is the primary reason you remain involved with CIS of [insert name of local CIS program]?

13. What is your vision for the future of CIS of [insert name of local CIS program]?

14. What advice would you give to a new member of the Board of Directors for CIS of [insert name of local CIS program]?

15. Other comments?

We want to thank you for participating in this interview and for contributing to the evaluation of CIS of Texas.

CIS of Texas Evaluation
Case Study Interview Guide
PROGRAM COORDINATOR

Date: _____ **Local CIS Program:** _____

Interviewee: _____ **Interviewer:** _____

My name is (introduce self) and this is (introduce note-taker). Thank you for agreeing to participate in today's interview regarding your local CIS program. We greatly appreciate you taking time out of your busy schedule to assist with the evaluation of CIS of Texas that ICF International is conducting for the Texas Education Agency. You were selected to participate in an interview because your perspective will help us to better understand issues relevant to this evaluation. We are conducting case studies with five local CIS programs across Texas to gather information about the implementation of CIS, relationships within CIS, training and support, best practices, and much more. Your participation in this interview is completely voluntary. Please feel free to be open and candid in your responses to our questions, as we will keep this information strictly confidential. Only general themes will be conveyed in our final report (your name will not be linked to anything that you say).

With your permission, we would like to record the audio of this interview so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other staff. No one from the State Office or TEA will have access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records. Only de-identified transcripts of recordings will be the property of TEA at any time during or after the contract period.

Are there any questions before we begin?

<u>Demographics</u>

1. What is your level of education? What degrees do you hold?

2. How long have you been the Program Coordinator?

3. How long have you been with CIS? What was your previous position(s)?

Your Role

4. What are your primary responsibilities as Program Coordinator?

Implementation

5. Based on your experience, how would you describe CIS to someone new to the program? What does CIS mean to you?

6. How do you assess the training and resource needs of your staff?

7. What training and technical assistance are available to support local program/campus staff?
    a. Who provides these support services?
    b. How effective/useful is the training/technical assistance provided? What are the strengths/limitations of the support services?

8. How do you identify the services/programs you offer at your campuses?
    a. What type of needs assessment is done? How often? By whom?
    b. What programs/services are available at your campuses?
    c. If you use evidence-based practices, what are examples of these and how are they selected?

9. How do you adjust services to ensure that the desired outcomes are met (describe an example)?

10. How do you assess/monitor the success of the services delivered/coordinated at each campus? (how often, by whom?)
    a. How is this information used?

11. Do you feel you have adequate staff to provide the needed services for each of your campuses?
    a. What are strengths of current campus staff?
    b. What are limitations/challenges faced by current campus staff?
    c. What do you consider an ideal caseload? That is, how many case managed, non-case managed, and other students can a case manager at each campus effectively serve?

12. What are the characteristics of an effective case manager in terms of:
    a. Education?
    b. Experience (e.g., working with at-risk youth, etc.)?
    c. Responsibilities (someone who can…)?

Relationships

13. What interactions do you have with the local community and businesses?
    a. What are some benefits/challenges of working with the local community and businesses?
    b. What makes for a successful relationship/partnership with the local community and businesses?
    c. How do relationships with local community and businesses contribute to/hinder the success of CIS?

14. What interactions do you have with school personnel at each campus?
    a. What are some benefits/challenges of working with school personnel? What makes for a successful relationship/partnership with the campuses?
    b. How do relationships with each campus (and school personnel) contribute to/hinder the success of CIS?

15. Does your local CIS program partner with any other organizations to deliver services at your campuses (e.g., Big Brothers Big Sisters)?
    a. How are organizations identified as partners?
    b. What is their role in your program?
    c. What makes for a successful relationship/partnership with these organizations?
    d. How do these relationships contribute to/hinder the success of CIS?
    e. What organizations, if any, do you feel are missing from your partnerships? (If any, what would they contribute to CIS? What gap would they fill?)

Feeder Pattern Questions

16. To what extent do you communicate with other Program Coordinators about the services available at each of your campuses? In particular, are there efforts in place to ensure a "continuum of services" for students from elementary to middle to high school (or between like schools in cases of transfers)?

17. What benefits do you see to offering a continuum of services across grades and schools? What value is there in providing "feeder patterns" for students?

Summary

18. If you could change one thing about the local CIS program, what would it be? Why?

19. What advice would you give to a Program Coordinator at a brand new local CIS program?

20. What is your future vision for your local CIS program? Where do you want your program to be in 5 years?

We want to thank you for participating in this interview and for contributing to the evaluation of CIS of Texas.

CIS of Texas Evaluation
Case Study Interview Guide
CASE MANAGERS

Date: _____

Interviewee: _____

Interviewer: _____

Campus Name _____

District Name _____

County-District-Campus Number: _____

My name is (introduce self) and this is (introduce note-taker). Thank you for agreeing to participate in today's interview regarding CIS at your campus. We greatly appreciate you taking time out of your busy schedule to assist with the evaluation of CIS of Texas that ICF International is conducting for the Texas Education Agency. You were selected to participate in an interview because your perspective will help us to better understand issues relevant to this evaluation. We are conducting case studies with five local programs across Texas to gather information about the implementation of CIS, relationships within CIS, training and support, best practices, and much more. Please feel free to be open and candid in your responses to our questions, as we will keep this information strictly confidential. Only general themes will be conveyed in our final report (your name will not be linked to anything that you say).

With your permission, we would like to record the audio of this interview so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other staff. No one from the State Office or TEA will have access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records. Only de-identified transcripts of recordings will be the property of TEA at any time during or after the contract period.

Are there any questions before we begin?

<u>Demographics (as of each case manager)</u>

1. What is your level of education? What degrees do you hold?

2. How long have you been a Case Manager?

3. How long have you been with CIS? What was your previous position(s)?

Your Role

4. What are your primary responsibilities as a Case Manager?
    a. What percent of your work week is spent on indirect activities/case maintenance?
    b. What percent of your work week is spent on:
    -Developing programs/services?
    -Delivering programs/services?
    -Coordinating programs/services?
    c. What percent of your work week is spent on:
    -Case-managed students?
    -Non-case managed students?
    -Whole school services?

Implementation

5. What training, technical assistance, and resources are available to support your work?
    a. Who provides these services?
    b. Do you think these services are valuable? Why or why not?
    c. What additional support do you all need as case managers?

6. How is CIS marketed at your school?
    a. Who is responsible for the marketing?
    b. How recognizable do you think CIS (as a brand) is at your campus? That is, do administrators, faculty, students, parents, etc. know what CIS stands for?
    c. How would you describe CIS at your campus?

7. How do you identify the services/programs you offer to students at your campus?
    a. How do you identify the needs of students at your campus? What sources of information do you use for your needs assessment?
    b. What is the value of this information to case management? How do you use this information?

8. How are students referred to you for services?
    a. How well does the referral process at your campus work (what are the strengths/limitations/challenges?)

9. What are some of the programs/services delivered/brokered through CIS at your campus?
    a. How are these programs/services identified?
    b. What are the strengths/limitations of these programs/services?
    c. What additional programs/services do you think are needed at your campus? What gaps existing in programs/services?

10. How do you adjust programs/services to ensure that the desired outcomes for students are met (probe for how service plans are monitored, adjusted, reassessed)?

11. How do you determine if CIS is successful at your campus? What do you consider to be success?
    a. In what ways has CIS been successful at your campus?
    b. In what ways has CIS not been successful? How can CIS be improved?

<u>Relationships</u>

12. How would you describe your relationships with the students you serve?
    a. What are the strengths/challenges to these relationships?
    b. How do these relationships impact the success of CIS?

13. How would you describe your relationships with school personnel at your campus (i.e., principal, guidance counselors, teachers)?
    a. What are some of the benefits/challenges of working with the school personnel?
    b. What makes for a successful relationship with school personnel?
    c. How do these relationships contribute to/hinder the success of CIS?

14. How would you describe your relationships with the CIS Program Coordinator?
    a. What are some benefits/challenges of working with the Program Coordinator?
    b. What makes for a successful relationship with the Program Coordinator?
    c. How does this relationship contribute to/hinder the success of CIS?

15. How would you describe your relationships with partner organizations providing brokered/coordinated services to students?
    a. What are some benefits/challenges of working with these partner organizations?
    b. What makes for a successful relationship with a partner organization?
    c. How does this relationship contribute to/hinder the success of CIS?
    d. Are there any organizations that you would like to partner with but currently are not (or that you feel you should be partnering with)? If so, please explain why it would be important to partner with this/these organization(s).

16. What kinds of interactions do you have with parents?
    a. What are some benefits/challenges of working with parents?
    b. What makes for a successful relationship/partnership with parents?
    c. How do these relationships contribute to/hinder the success of CIS?

Feeder Pattern Questions

17. How familiar are you with what is being provided by CIS at other campuses within your district? Outside your district?

18. When CIS students transfer to another school or move on to middle/high school, what efforts are made to connect them with the CIS program at the new school (e.g., communication between case managers, referral process, etc.)?

Summary

19. If you could change one thing about the CIS program, what would it be? Why?

20. What advice would you give to a Case Manager at a brand new campus?

We want to thank you for participating in this interview and for contributing to the evaluation of CIS of Texas.

CIS of Texas Evaluation
Case Study Interview Guide
Program Trainer

Date: _____ **Local CIS Program:** _____

Interviewee: _____ **Interviewer:** _____

My name is (introduce self) and this is (introduce note-taker). Thank you for agreeing to participate in today's interview regarding your local CIS program. We greatly appreciate you taking time out of your busy schedule to assist with the evaluation of CIS of Texas that ICF International is conducting for the Texas Education Agency. You were selected to participate in an interview because your perspective will help us to better understand issues relevant to this evaluation. We are conducting case studies with five local CIS programs across Texas to gather information about the implementation of CIS, relationships within CIS, training and support, best practices, and much more. Please feel free to be open and candid in your responses to our questions, as we will keep this information strictly confidential. Only general themes will be conveyed in our final report (your name will not be linked to anything that you say).

With your permission, we would like to record the audio of this interview so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other staff. No one from the State Office or TEA will have access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records. Only de-identified transcripts of recordings will be the property of TEA at any time during or after the contract period.

Are there any questions before we begin?

<u>Demographics</u>

1. What is your level of education? What degrees do you hold?

2. How long have you been the Program Trainer?

3. How long have you been with CIS? What was your previous position(s)?

Your Role

4. What are your primary responsibilities as Program Trainer?

Working Relationships with Key Stakeholders

5. How would you describe the role of the CIS State Office as it relates to your position?

6. How would you characterize your relationship with the CIS State Office?
   a. What are the strengths of this relationship?
   b. What are the limitations/challenges?

7. How has your relationship with the CIS State Office evolved over time?

8. How does the CIS State Office contribute to the success of your local CIS program? What value does the CIS State Office add to your program?

9. What, if anything, would you like the CIS State Office to do differently/to change? What additional support, if any, do you need from the CIS State Office?

Implementation

10. Based on your experience, how would you describe CIS to someone new to the program? What does CIS mean to you?

11. How do you determine the training needs of CIS staff, board of directors, etc.?

12. How often is training delivered (and to which groups)?

13. What do you consider to be the strengths of your training program? What are the limitations?

14. How do you determine if the training you are providing is successful? How do you define success?

15. What additional training/technical assistance do CIS staff, board of directors, etc. need?
    a. What plans, if any, are there to provide this additional support?
    b. What are the challenges/barriers to providing this additional support?

Summary

16. What, if anything, would you change/modify about the CIS training that is provided? Why (or why not if no changes/modifications are identified)?

17. What advice would you give to a Program Trainer at a new local CIS program?

We want to thank you for participating in this interview and for contributing to the evaluation of CIS of Texas.

CIS of Texas Evaluation
Case Study Interview Guide
Data Entry Specialist

Date: _____ **Local CIS Program:** _____

Interviewee: _____ **Interviewer:** _____

My name is (introduce self) and this is (introduce note-taker). Thank you for agreeing to participate in today's interview regarding your local CIS program. We greatly appreciate you taking time out of your busy schedule to assist with the evaluation of CIS of Texas that ICF International is conducting for the Texas Education Agency. You were selected to participate in an interview because your perspective will help us to better understand issues relevant to this evaluation. We are conducting case studies with five local CIS programs across Texas to gather information about the implementation of CIS, relationships within CIS, training and support, best practices, and much more. Your participation in this interview is completely voluntary. Please feel free to be open and candid in your responses to our questions, as we will keep this information strictly confidential. Only general themes will be conveyed in our final report (your name will not be linked to anything that you say).

With your permission, we would like to record the audio of this interview so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other staff. No one from the State Office or TEA will have access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records. Only de-identified transcripts of recordings will be the property of TEA at any time during or after the contract period.

Are there any questions before we begin?

<u>Demographics</u>

1. What is your level of education? What degrees do you hold?

2. How long have you been the Data Entry Specialist with CIS?

3. How long have you been with CIS? What was your previous position(s)?

Your Role

4. What are your primary responsibilities as Data Entry Specialist?

Working Relationships with Key Stakeholders

5. In what ways do you interact with the CIS State Office in your position as Data Entry Specialist?

6. What additional support, if any, do you need from the CIS State Office as Data Entry Specialist? What, if anything, would you like the CIS State Office to do differently/to change?

Implementation

7. What information is collected to determine the success of the local CIS program (and CIS campuses)?

8. What are the strengths/limitations of the current data tracking system for CIS (CISTMS) (e.g., user-friendly, time commitment, usefulness of information for case management, usefulness of information for monitoring effectiveness, report functions, etc.)?

9. How often is the information in CISTMS reviewed/analyzed?

10. How (and by whom) is the information in CISTMS used?

Summary

11. What, if anything would you change about the current monitoring/evaluation process? The CISTMS?

12. What advice would you give to a Data Entry Specialist at a new local CIS program?

We want to thank you for participating in this interview and for contributing to the evaluation of CIS of Texas.

CIS of Texas Evaluation
Case Study Interview Guide
PARTNER ORGANIZATION REPRESENTATIVE

Date: _____

Interviewee: _____

Interviewer: _____

Local CIS Program Name: _____

My name is (introduce self) and this is (introduce note-taker). Thank you for agreeing to participate in today's interview regarding the CIS of [insert name of local CIS program]. We greatly appreciate you taking time out of your busy schedule to assist with the evaluation of CIS of Texas that ICF International is conducting for the Texas Education Agency. You were selected to participate in an interview because your perspective will help us to better understand issues relevant to this evaluation. We are conducting case studies with five local programs across Texas to gather information about the implementation of CIS, relationships within CIS, training and support, best practices, and much more. Your participation in this interview is completely voluntary. .Please feel free to be open and candid in your responses to our questions, as we will keep this information strictly confidential. Only general themes will be conveyed in our final report (your name will not be linked to anything that you say).

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Are there any questions before we begin?

Demographics

1. What is your level of education? What degrees do you hold?

2. How long have you been a [insert title/position]?

3. How long have you been with [insert name of organization]? What was your previous position(s)?

Involvement with CIS

4. How and why did your organization get involved with CIS of [insert name of local CIS program]?

5. What role does your organization play in CIS of [insert name of local CIS program]? What services/support do you provide?

6. How would you describe your organization's relationship with CIS of [insert name of local CIS program]?
    a. What are some of the benefits/challenges of working with CIS of [insert name of local CIS program]?
    b. What makes for a successful relationship with CIS of [insert name of local CIS program]?

Perceptions of CIS

7a. What do you see as the strengths of CIS of [insert name of local CIS program]? In what ways has CIS of [insert name of local CIS program] been successful? What has it accomplished?

7b. What do you see as the limitations of CIS of [insert name of local CIS program]?

Summary

8. What additional information/support do you need to enhance/continue your work with CIS of [insert name of local CIS program]?

9. Given your work with CIS of [insert name of local CIS program], how would you describe CIS to someone new to your organization?

We want to thank you for participating in this interview and for contributing to the evaluation of CIS of Texas.

CIS of Texas Evaluation
Case Study Interview Guide
PRINCIPAL or DESIGNEE

Date: _____

Interviewee: _____

Interviewer: _____

Campus Name: _____

District Name: _____

County-District-Campus Number: _____

My name is (introduce self) and this is (introduce note-taker). Thank you for agreeing to participate in today's interview regarding CIS at your campus. We greatly appreciate you taking time out of your busy schedule to assist with the evaluation of CIS of Texas that ICF International is conducting for the Texas Education Agency. You were selected to participate in an interview because your perspective will help us to better understand issues relevant to this evaluation. We are conducting case studies with five local programs across Texas to gather information about the implementation of CIS, relationships within CIS, training and support, best practices, and much more. Please feel free to be open and candid in your responses to our questions, as we will keep this information strictly confidential. Only general themes will be conveyed in our final report (your name will not be linked to anything that you say).

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Are there any questions before we begin?

<u>Demographics</u>

1. How long have you been the principal at (insert school name)?

2. How long has your school implemented CIS?

3. What is your role or level of involvement in CIS on your campus?

CIS Implementation

4. What are your current goals for your school?
    a. In what ways does CIS help you achieve these goals?

5. How do you identify the services/programs you offer to students at your campus?
    a. In what ways does CIS help address the needs of students (guidance/counseling, health/human services, educational enhancement, enrichment, parent/family involvement, employment)?

6. How does CIS benefit your campus?

7. What are the challenges or limitations of having CIS at your campus?

8. What feedback, if any, have you received from guidance counselors, teachers, parents, and/or students regarding CIS?

9. How is CIS monitored at your campus?

10. What are your indicators of success for CIS at your campus? How do you determine if CIS is successful?

Relationships

11. How would you describe the relationship between CIS staff and your students?
    a. What are the strengths of these relationships?
    b. What are the challenges/limitations of these relationships?

12. How would you describe the relationship between CIS staff and the personnel at your school (i.e. yourself, guidance counselors, teachers, etc.)?
    a. What are the strengths of these relationships?
    b. What are the challenges/limitations of these relationships?

Summary

13. Based on your experience, how would you describe CIS to someone who is not familiar with the program?

14. What is your future vision for CIS at your campus?
    a. What obstacles, if any, do you foresee for the program at your campus?

We want to thank you for participating in this interview and for contributing to the evaluation of CIS of Texas.

CIS of Texas
Case Study Interview Guide
TEACHER

Date: _____

Interviewee: _____ **Interviewer:** _____

Name of Campus: _____

Name of District: _____

County-District-Campus Number: _____

My name is (introduce self) and this is (introduce note-taker). Thank you for agreeing to participate in today's interview regarding CIS at your campus. We greatly appreciate you taking time out of your busy schedule to assist with the evaluation of CIS of Texas that ICF International is conducting for the Texas Education Agency. You were selected to participate in an interview because your perspective will help us to better understand issues relevant to this evaluation. We are conducting case studies with five local programs across Texas to gather information about the implementation of CIS, relationships within CIS, training and support, best practices, and much more. Please feel free to be open and candid in your responses to our questions, as we will keep this information strictly confidential. Only general themes will be conveyed in our final report (your name will not be linked to anything that you say).

With your permission, we would like to record the audio of this interview so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other staff. No one from the State Office or TEA will have access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records. Only de-identified transcripts of recordings will be the property of TEA at any time during or after the contract period.

Are there any questions before we begin?

<u>Demographics</u>

1. What is your level of education? What degrees do you hold?

2. How long have you been a teacher at (insert school name)?

3. How long has your school implemented CIS?

4. What is your role or level of involvement in CIS at your campus (e.g., make referrals, meet on student progress, etc.)?

CIS Implementation

5. In what areas do your students need additional assistance/support (outside of the classroom)?
    a. In what ways does CIS help address these needs?
    b. Are there other student needs that CIS needs to address?

6. What changes, positive or negative, have you noticed in students that participate in CIS?
    a. To what extent would you contribute these changes to the students' involvement in CIS?

7. How does CIS benefit your campus?

8. What are the challenges or limitations of having CIS at your campus?

9. What feedback, if any, have you received from administrators, guidance counselors, other teachers, parents, and/or students regarding CIS?

Relationships

10. How would you describe the relationship between CIS staff and students?

11. How would you describe the relationship between CIS staff and school personnel (i.e. yourself, principal, teachers, etc.)?

Summary

12. Based on your experience, how would you describe CIS to someone who is not familiar with the program?

13. What, if anything, would you change/modify about CIS at your campus? Why (or why not if no changes/modifications identified)?

We want to thank you for participating in this interview and for contributing to the evaluation of CIS of Texas.

CIS of Texas
Case Study Interview Guide
SCHOOL GUIDANCE COUNSELOR

Date: _____

Interviewee: _____

Campus Name: _____

District Name: _____

Campus/County-District-Campus Number: _____

Interviewer: _____

My name is (introduce self) and this is (introduce note-taker). Thank you for agreeing to participate in today's interview regarding CIS at your campus. We greatly appreciate you taking time out of your busy schedule to assist with the evaluation of CIS of Texas that ICF International is conducting for the Texas Education Agency. You were selected to participate in an interview because your perspective will help us to better understand issues relevant to this evaluation. We are conducting case studies with five local programs across Texas to gather information about the implementation of CIS, relationships within CIS, training and support, best practices, and much more. Please feel free to be open and candid in your responses to our questions, as we will keep this information strictly confidential. Only general themes will be conveyed in our final report (your name will not be linked to anything that you say).

With your permission, we would like to record the audio of this interview so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other staff. No one from the State Office or TEA will have access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records. Only de-identified transcripts of recordings will be the property of TEA at any time during or after the contract period.

Are there any questions before we begin?

<u>Demographics</u>

1. What is your level of education? What degrees do you hold?

2. How long have you been a guidance counselor at (insert school name)?

3. How long has your school implemented CIS?

4. What is your role or level of involvement in CIS at your campus (e.g., make referrals, consult, etc.)?

CIS Implementation

5. What are your current goals for the students you serve?
    a. In what ways does CIS help you (and students) achieve these goals?

6. What changes, positive or negative, have you noticed in students that participate in CIS?
    a. To what extent would you contribute these changes to involvement in CIS?

7. How does CIS benefit your campus?

8. What are the challenges or limitations of having CIS at your campus?

9. What feedback, if any, have you received from administrators, teachers, parents, and/or students regarding CIS?

Relationships

10. How would you describe the relationship between CIS staff and students?

11. How would you describe the relationship between CIS staff and school personnel (i.e. yourself, principal, teachers, etc.)?

Summary

12. Based on your experience, how would you describe CIS to someone who is not familiar with the program?

13. What, if anything, would you change/modify about CIS at your campus? Why (or why not if no changes/modifications identified)?

We want to thank you for participating in this interview and for contributing to the evaluation of CIS of Texas.

CIS of Texas Evaluation
Case Study Focus Group Guide
PARENTS

Date: _____ Facilitator: _____ County-District-Campus Number: _____

Welcome. My name is (introduce self) and this is (introduce note-taker). We want to thank you for taking the time today to meet with us to discuss the Communities in Schools (CIS) program at [insert name of school]. Your participation in this focus group is part of a larger evaluation of the CIS program in Texas being conducted by ICF International under a contract from the Texas Education Agency (TEA). We are very interested in your experiences with the program and your individual feedback will help inform the evaluation. Before we begin we want to remind each of you that your participation in this focus group is voluntary and the information you share with us will be kept confidential. That means we will not report or present the information you share with us in any way that will identify you or your child. We ask that each member of the group today respect the confidentiality of others and that you do not discuss the contents of what you hear today outside of this group. Are there any questions before we begin?

With your permission, we would like to record the audio of this interview so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other participants. No one from CIS, your child's school, or the TEA will have access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records. Only de-identified transcripts of recordings will be the property of the TEA at any time during or after the contract period.

To help get us started, we would like each of you to complete a brief questionnaire containing questions about the CIS program at your campus. Please use the rating scale provided to respond to each question. If you are unclear about a questions meaning, please ask for assistance. If you do not know the answer to a question, please mark DK for don't know or if a question does not apply to you, please mark NA for not applicable.

Hand out questionnaire and allow 5 minutes for completion.

We will use your answers to these questions to help facilitate our discussion.

Number of participants:_____

Relationship to child: Parent/Step-Parent _____
Legal Guardian _____
Grandparent _____
Other family member _____

ISSUES FACING STUDENTS (risk factors/problem behaviors)

1. First, what did you identify as the greatest challenge or issue facing your child and other students at [insert name of high school].

AVAILABILE PROGRAMS AND SERVICES

2a. Based on your responses, what programs and services are available in the school to help students with these problems? Which of these programs are part of CIS?

2b. How did you learn about these programs/services?

2c. How did you learn about CIS? What information have you received about CIS at your child's school?

3a. What rating did you give for your knowledge of CIS? That is how familiar are you with the CIS program at [insert name of school]?

3b. How informative has the information you received on the CIS program at [insert name of school] been? What rating did you give?

4. Based on this information and your experience, how would you describe CIS to someone who is not familiar with the program?

EFFECTIVENESS OF PROGRAMS AND SERVICES

5a. Looking at your ratings of CIS, how successful do you think the program has been at addressing these problems?

5b. What do you think makes CIS successful?

5c. What do you think are the strengths of CIS?

5d. What are the weaknesses? What can be done to improve CIS at [insert name of school]?

6. What programs/services do you think are missing? That is, what programs/services does your child or do you think other students need but currently are not available for them?

CIS INVOLVEMENT AND IMPACT ON STUDENTS

7a. What rating did you give for the impact of CIS on your child?

7b. What have been some of the positive changes you have seen in your child as a result of participating in CIS?

7c. How will participating in CIS impact your child's future?

8a. How did you rate your level of involvement with CIS?

8b. In what ways are you involved with CIS? What programs, if any, do you participate in?

9. What rating did you give for the importance of CIS to your child and other students? Why do you think CIS is/is not important?

10a. How many of you would like to see your child continue to participate in CIS?

10b. How many of you would recommend CIS to other parents/guardians?

SUMMARY

11. If you could change one thing about the CIS program, what would it be? Why?

OTHER COMMENTS

Are there other comments you would like to share with us regarding the CIS program at [insert name of school]?

We want to thank you for participating in this focus group and for contributing to the evaluation of CIS of Texas.

Dear Parent/Guardian,

As a parent of a child participating in CIS at [name of school] you have been selected to participate in a focus group at your child's school on [date and time of focus group] as part of an evaluation of Communities in Schools (CIS) of Texas. The evaluation is being conducted by ICF International under a contract from the Texas Education Agency. This letter is intended to provide you with detailed information about the focus group. We discuss why we are conducting the focus group, what we'll be asking you, and the possible benefits of your participation. After reviewing the information in this letter, if you agree to participate in the focus group, we ask that you contact [name of CIS site coordinator at campus] to confirm your participation.

WHY ARE WE CONDUCTING FOCUS GROUPS

As part of the overall evaluation of CIS of Texas, ICF International is conducting focus groups with parents of children participating in CIS at select campuses across Texas. The focus groups are intended to provide us with information that will tell us whether CIS of Texas is meeting the needs of students and what impact CIS is having on student behavior and academic performance.

WHAT THE FOCUS GROUP WILL INVOLVE

The focus group will be conducted by two members of the evaluation team. You will be participating in the focus group with other parents of children involved in CIS at [name of school]. As a group, you will be asked questions about the kinds of problems and issues children experience in school, the programs and services that they receive from CIS and other providers, and how well the programs and services meet their needs. Additionally, you and the other parents will be asked what you consider the strengths and weaknesses of CIS at [name of school] and will have an opportunity to share with the evaluation team recommendations for improving CIS.

RISKS TO YOU

You will be participating in the focus group with other parents. While we will ask all participants to <u>not</u> discuss any of the information shared during the focus group outside the group, we cannot guarantee that information will not be shared.

BENEFITS

Participating in the focus group will help make CIS of Texas a stronger program and help other children who might receive this program. We hope that the information that you provide will help in revising the program so it can benefit more children throughout the state of Texas.

CONFIDENTIALITY

The information you provide is confidential and unavailable to anyone else outside the evaluation team. We will not tell anyone else about what you share with us and we are not collecting any identifying information about you. The information gathered will be used for program revision purposes only. When we write about or talk about the focus group, we will describe what we heard from all of the focus group participants, in combination.

VOLUNTARY PARTICIPATION

Participation in the focus group is completely voluntary. There is no penalty to you or your child if you decide not to participate in the focus group. Your son/daughter can still participate in CIS at his/her campus if you decide not to participate in the focus group.

QUESTIONS

Please feel free to contact Yvette Lamb, Ed.D., at ICF (1-800-XXX-XXXX or ylamb@icfi.com) or Allen Seay, Ph.D., at TEA (512-463-9101 or programeval@tea.state.tx.us) if you have any questions about the focus group or the evaluation.

Again, if you decide you would like to participate in the focus group, please contact [name of CIS site coordinator at campus] at least 24 hours prior to the date and time of the focus group scheduled at [name of campus].

CIS of Texas Evaluation
Case Study Focus Group Guide
MIDDLE AND HIGH SCHOOL STUDENTS

Date: _____ Facilitator: _____ County-District-Campus Number: _____

Welcome. My name is [insert name of facilitator] and this is [insert name of note-taker]. We want to thank you for taking the time today to meet with us to discuss the Communities in Schools program at [insert name of school]. Your participation in this focus group is part of a larger evaluation of the CIS program in Texas. We are very interested in your experiences with the program and your feedback will help inform the overall evaluation. Before we begin we want to remind each of you that your participation in this focus group is voluntary and the information you share with us will be kept confidential. That means we will not report or present the information you share with us in any way that will identify you. We ask that each member of the group today respect the confidentiality of others and that you do not discuss the contents of what you hear today outside of this group.

With your permission, we would like to record the audio of this focus group so that we can transcribe the conversation for accuracy in the analysis and interpretation of your comments along with comments of other staff. CIS will not have access to this audio recording. Upon transcription of these recordings as appropriate to the evaluation, we will destroy the recordings themselves, maintaining only written records.

Are there any questions before we begin?

To help get us started, we would like each of you to complete a brief questionnaire containing questions related to the CIS program. Please use the rating scale provided to respond to each question. If you are unclear about a questions meaning, please ask for assistance. If you do not know the answer to a question, please mark DK for don't know or if a question does not apply to you, please mark NA for not applicable.

Hand out questionnaire and allow 5 minutes for completion.

We will use your answers to these questions to help facilitate our discussion.

Number of participants:_____

Males: _____
Females: _____

ISSUES FACING STUDENTS (risk factors/problem behaviors)

1. First, what did you identify as the greatest challenges or issues facing you and your friends at [insert name of school]. Why did you pick these?

AVAILABILE PROGRAMS AND SERVICES

2a. What programs and services are available in the school to help you and your friends with your problems or issues? (LIST ON TEAR SHEETS)

2b. Which of these programs do you participate in? (TALLY ON TEAR SHEETS)

Which of these programs are part of CIS?

FOR THOSE STUDENTS HAVE PARTICIPATED IN, ASK: What did you like about these programs? What didn't you like?

2c. What rating did you give for how well CIS is helping you address your problems/issues?

2d. What programs/services do you think are missing? That is, what programs/services do you need or would you like to participate in that are currently not available to you?

KNOWLEDGE OF PROGRAMS/SERVICES AND CIS

3a. For those programs that are available, how did you learn about them?

3b. How did you learn about CIS specifically? What information have you received on the CIS program?

3c. What rating did you give for your knowledge of CIS? That is how familiar are you with the CIS program at [insert name of school]?

3d. How would you describe CIS to someone who is not familiar with the program?

3e. How and why did you get involved in CIS?

IMPACT OF CIS ON STUDENTS

4a. What rating did you give for the impact of CIS on you? Why did you choose that rating?

4b. What have been some of the positive changes you have seen in yourself as a result of participating in CIS?

4c. How do you think participating in CIS will make a difference in your future? What have you gotten out of CIS that will help you in the future?

5a. What do you think are the strengths of CIS?

5b. What are the weaknesses? What can be done to improve CIS at [insert name of school]?

6. Overall, how important do you think CIS is to you and other students at [insert name of school]? Why?

7a. How many of you would like to continue to participate in CIS? Why or why not?

7b. How many of you would recommend CIS to a friend?

SUMMARY

8. If you could change one thing about the CIS program, what would it be? Why?

OTHER COMMENTS

Are there other comments you would like to share with us regarding the CIS program at [insert name of high school]?

We want to thank you for participating in this focus group and for contributing to the evaluation of CIS of Texas.

CIS of Texas Evaluation
Case Study Focus Group Guide
ELEMENTARY SCHOOL STUDENTS

Date: _____ Facilitator: _____ County-District-Campus Number: _____

Welcome. My name is [insert name of facilitator] and this is [insert name of note-taker]. We want to thank you for taking the time today to meet with us to discuss the Communities in Schools program at [insert name of school]. Your participation in this focus group is part of a larger evaluation of the CIS program in Texas. We want to find out from you what you like about CIS and what you would change. Before we begin we want to remind each of you that you do not have to participate in this focus group if you do not want to. If you do participate, what you tell us will be kept confidential. That means we will not share what you tell us with your case manager, teachers, parents, friends or anyone else. The information we get from you will be used in a report and will be presented in a way that will not allow anyone to know what you told us. We ask that each member of the group today not talk about what is shared in this group with anyone outside the group.

With your permission, we would like to record the audio of this focus group so that we can make sure we do not miss anything you say. Again, no one will hear these recordings other than members of the evaluation team. Once we are finished with the evaluation, the tapes will be destroyed.

Are there any questions before we begin?

Number of participants:_____

Males: _____
Females: _____

AVAILABILE PROGRAMS AND SERVICES

1. First, what type of things do you like to do outside of the classroom (e.g., sports, clubs, study, etc.)?

2a. What type of programs/activities are there at your school that you and your friends participate in? (LIST ON TEAR SHEETS)

2b. What type of things do you do as part of CIS?

KNOWLEDGE OF PROGRAMS/SERVICES AND CIS

3a. How did you learn about CIS? What were you told about CIS?

3b. How and why did you start participating in CIS?

IMPACT OF CIS ON STUDENTS

2b. What do you like about CIS?

2a. What don't you like about CIS?

3. What have you learned from CIS? How has CIS helped you in school? With your friends? At home/with your family?

4a. How many of you would like to continue to participate in CIS? Why or why not?

4b. How many of you would tell a friend about CIS?

SUMMARY

5. If you could change one thing about the CIS program, what would it be? Why?

OTHER COMMENTS

Is there anything else you think we should know about the CIS program at [insert name of school]?

We want to thank you for participating in this focus group and for contributing to the evaluation of CIS of Texas.

Dear Student,

You have been selected to participate in a focus group at [name of school] on [date of focus group] as part of an evaluation of Communities in Schools (CIS) of Texas. The evaluation is being conducted by ICF International under a contract from the Texas Education Agency. This permission form tells you why we are conducting the focus group, what we'll be asking you, and the possible benefits of participating.

Once you decide if you want to participate in the focus group or not, you will need to sign the attached form and return it to school on or before the date of the focus group.

Why is this about?
As part of the overall evaluation of CIS of Texas, ICF International is conducting focus groups with children participating in CIS at select schools across Texas. The focus groups will give us information about what you like and do not like about CIS and how CIS is helping students across Texas.

What will I be asked to do?
The focus group will be conducted by two members of the evaluation team. You and other students participating in the focus group will be asked questions about problems you and other students experience in school, the programs and activities that you are involved in, and what you like or do not like about the programs. You will have a chance to share with the evaluation team ideas for improving CIS.

Will the focus group hurt me?
You will be participating in a focus group with other students. While we will ask all participants to <u>not</u> discuss any of the information shared during the focus group outside the group, we cannot guarantee that information will not be shared.

Will the focus group help me?
Participating in the focus group will help make CIS of Texas a stronger program and help other children who might receive this program.

Will anyone find out what I talk about during the focus group?
The information you provide is confidential. That means what you say in the focus group will not be shared with anyone outside the evaluation team. The information you share will be used only to improve the program. When we write about or talk about the focus group, we will describe what we heard from everyone who participates, in combination.

Do my parents/guardians know about this?
This was explained to your parents/guardians and they said it was okay for you to participate in this focus group. You can talk this over with them before you decide.

Do I have to be in the study?
You do not have to be in the focus group. No one will be upset if you don't want to do this. You can also say yes now and change your mind later. If you don't want to do this, you just have to tell a member of the evaluation team or a CIS staff person. It's up to you. Your decision will not change whether you can participate in CIS.

QUESTIONS

Please feel free to contact Yvette Lamb, Ed.D., at ICF (1-800-XXX-XXXX or ylamb@icfi.com) or Allen Seay, Ph.D., at TEA (512-463-9101 or programeval@tea.state.tx.us) if you have any questions about the focus group or the evaluation.

CHILD ASSENT FORM FOR FOCUS GROUP PARTICIPATION
CIS of TEXAS

I have read (or someone has read to me) this form and I have decided to:

_____ **Participate** in the focus group.

_____ **Not participate** in the focus group.

Child Name: _____

Date: _____

Signature of Child: _____

Please return this form to _____ on or before the date of the focus group.

APPENDIX E:

STAKEHOLDER SURVEYS

CIS of Texas Evaluation
Executive Director Stakeholder Survey

As part of the comprehensive evaluation of Communities in Schools (CIS) of Texas being conducted by ICF International under contract with the Texas Education Agency (TEA), we are asking Executive Directors from each local CIS program to participate in an on-line survey. The purpose of this survey is to provide us with information regarding the impact of CIS on schools and students. The survey will take approximately 30 minutes to complete. Your participation in this on-line survey is completely voluntary. If you agree to complete the survey, all of your individual information will remain confidential. We will not share your answers with anyone at the TEA, the CIS State Office, or your local CIS program. All information used for the evaluation will be reported in aggregate and will not be linked to an individual respondent. If you have any questions about this survey or the evaluation, you can contact Yvette Lamb, Ed.D., at ICF (703-383-3351 or ylamb@icfi.com) or Allen Seay, Ph.D., at TEA (512-463-9101 or programeval@tea.state.tx.us).

GETTING STARTED

Your Title/Position: _____

Years in this Position: _____

Name of Local CIS Program: _____

PART I. OPERATIONS OF YOUR LOCAL CIS PROGRAM

Think about the way your local CIS program works and how effective you think CIS is in the following ways. Please rate each item from 1 [not effective] to 4 [very effective] by circling the number which *best* describes your position. Circle 9 if you are uncertain or cannot answer.

1. How effective is your <u>local CIS program</u> in…	Not Effective	Somewhat Effective	Effective	Very Effective	Don't Know
a) building a vision shared by all stakeholders?	1	2	3	4	9
b) securing adequate resources so that CIS can do its work?	1	2	3	4	9
c) identifying and using partner resources?	1	2	3	4	9
d) developing capacity to sustain efforts?	1	2	3	4	9
e) communicating the message of CIS with external agencies (outside of CIS)?	1	2	3	4	9
f) bringing together partners with an interest in preventing dropout and other problem behaviors among youth?	1	2	3	4	9
g) having board members, staff, and partners which reflect the racial/ethnic makeup of the community?	1	2	3	4	9
h) involving volunteers?	1	2	3	4	9
i) recruiting and orienting new board members?	1	2	3	4	9
j) providing for training of staff?	1	2	3	4	9
k) creating mutual respect, understanding, and trust across partners?	1	2	3	4	9
l) providing effective leadership?	1	2	3	4	9
m) conducting needs assessments?	1	2	3	4	9
n) using needs assessment data to set priorities and allocate resources?	1	2	3	4	9
o) carrying out planned action?	1	2	3	4	9
p) monitoring and evaluating to assure progress and results?	1	2	3	4	9

PART II: IMPACT OF YOUR LOCAL CIS PROGRAM

Listed below are possible impacts of your local CIS program. For each item, circle the response that best represents your level of agreement or disagreement with each statement from 1 [strongly disagree] to 4 [strongly agree]. Circle 9 if you are uncertain or cannot answer.

As a result of the local CIS program...	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) there is increased funding/grants in the community to support programs/services to address dropout.	1	2	3	4	9
b) we are able to influence budget/funding decisions related to dropout prevention programming.	1	2	3	4	9
c) policies, rules, or laws have been changed or implemented.	1	2	3	4	9
d) new/improved networks and relationships have been built among organizations, agencies, and schools.	1	2	3	4	9
e) organizations, agencies, and schools are working together more effectively on dropout prevention and other youth issues.	1	2	3	4	9
f) new programs/services have been developed to meet the needs of schools and students.	1	2	3	4	9
g) community-wide awareness of dropout and other youth issues has increased.	1	2	3	4	9
h) there is greater public support for the issue of dropout prevention.	1	2	3	4	9
i) there is an increased understanding of school/student needs related to dropout prevention.	1	2	3	4	9
j) there is increased local responsibility for the student dropout problem.	1	2	3	4	9
k) services/programs within the schools/community have been improved.	1	2	3	4	9
l) accessibility to services and programs within the schools/community has improved.	1	2	3	4	9
m) underserved groups have increased their use of programs/services.	1	2	3	4	9
n) there is less duplication of programs/services within the schools/community.	1	2	3	4	9

PART III: IN YOUR OPINION

What are the greatest strengths of CIS of Texas?

What are the greatest limitations of CIS of Texas?

Do you have a success story you would like to share with us regarding CIS of Texas?

☐ No
☐ Yes

CIS SUCCESS STORY

CIS of Texas Evaluation
Program Coordinator Stakeholder Survey

As part of the comprehensive evaluation of Communities in Schools (CIS) of Texas being conducted by ICF International under contract with the Texas Education Agency (TEA), we are asking program coordinators from each local CIS program to participate in an on-line survey. The purpose of this survey is to provide us with information regarding the impact of CIS on schools and students. The survey will take approximately 30 minutes to complete. Your participation in this on-line survey is completely voluntary. If you agree to complete the survey, all of your individual information will remain confidential. We will not share your answers with anyone at the TEA, the CIS State Office, or your local CIS program. All information used for the evaluation will be reported in aggregate and will not be linked to an individual respondent. If you have any questions about this survey or the evaluation, you can contact Yvette Lamb, Ed.D., at ICF (703-383-3351 or ylamb@icfi.com) or Allen Seay, Ph.D., at TEA (512-463-9101 or programeval@tea.state.tx.us).

GETTING STARTED

Your Title/Position: _____

Years in this Position: _____

Name of Local CIS Program: _____

Which campuses do you oversee?

LIST

PART I. OPERATIONS OF YOUR LOCAL CIS PROGRAM

Think about the way your local CIS program works and how effective you think CIS is in the following ways. Please rate each item from 1 [not effective] to 4 [very effective] by circling the number which *best* describes your position. Circle 9 if you are uncertain or cannot answer.

1. How effective is your <u>local CIS program</u> in…	Not Effective	Somewhat Effective	Effective	Very Effective	Don't Know
a) building a vision shared by all stakeholders?	1	2	3	4	9
b) securing adequate resources so that CIS can do its work?	1	2	3	4	9
c) identifying and using partner resources?	1	2	3	4	9
d) developing capacity to sustain efforts?	1	2	3	4	9
e) communicating the message of CIS with external agencies (outside of CIS)?	1	2	3	4	9
f) bringing together partners with an interest in preventing dropout and other problem behaviors among youth?	1	2	3	4	9
g) having board members, staff, and partners which reflect the racial/ethnic makeup of the community?	1	2	3	4	9
h) involving volunteers?	1	2	3	4	9
i) recruiting and orienting new board members?	1	2	3	4	9
j) providing for training of staff?	1	2	3	4	9
k) creating mutual respect, understanding, and trust across partners?	1	2	3	4	9
l) providing effective leadership?	1	2	3	4	9
m) conducting needs assessments?	1	2	3	4	9
n) using needs assessment data to set priorities and allocate resources?	1	2	3	4	9
o) carrying out planned action?	1	2	3	4	9
p) monitoring and evaluating to assure progress and results?	1	2	3	4	9

PART II: IMPACT OF YOUR LOCAL CIS PROGRAM

Listed below are possible impacts of your local CIS program. For each item, circle the response that best represents your level of agreement or disagreement with each statement from 1 [strongly disagree] to 4 [strongly agree]. Circle 9 if you are uncertain or cannot answer.

As a result of the local CIS program...	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) there is increased funding/grants in the community to support programs/services to address dropout.	1	2	3	4	9
b) we are able to influence budget/funding decisions related to dropout prevention programming.	1	2	3	4	9
c) policies, rules, or laws have been changed or implemented.	1	2	3	4	9
d) new/improved networks and relationships have been built among organizations, agencies, and schools.	1	2	3	4	9
e) organizations, agencies, and schools are working together more effectively on dropout prevention and other youth issues.	1	2	3	4	9
f) new programs/services have been developed to meet the needs of schools and students.	1	2	3	4	9
g) community-wide awareness of dropout and other youth issues has increased.	1	2	3	4	9
h) there is greater public support for the issue of dropout prevention.	1	2	3	4	9
i) there is an increased understanding of school/student needs related to dropout prevention.	1	2	3	4	9
j) there is increased local responsibility for the student dropout problem.	1	2	3	4	9
k) services/programs within the schools/community have been improved.	1	2	3	4	9
l) accessibility to services and programs within the schools/community has improved.	1	2	3	4	9
m) underserved groups have increased their use of programs/services.	1	2	3	4	9
n) there is less duplication of programs/services within the schools/community.	1	2	3	4	9

PART III: ADDRESSING RISK FOR DROPOUT

Research has identified several factors that place students at risk for dropping out of school. For each of the risk factors listed below, please indicate the level of risk on each factor for students **at each of your campuses** and how well a job you think CIS is doing at addressing each risk factor.

Additionally, we are interested in learning how CIS is addressing these risk factors. To the extent possible, please identify any specific program/service offered through CIS (either provided directly by CIS or coordinated through CIS but offered by a partner organization) that you think is addressing a specific risk factor at each campus.

(FOR EACH CAMPUS LISTED ABOVE, A TABLE WILL SHOW UP FOR COMPLETION)

Name of Campus: ___(PRE-POPULATED)_____

Risk Category and Risk Factor (mouse over providing definition/example of each risk factor)	**Level of Risk for Students**	**How Well CIS is Addressing Risk Factor**	**Specific CIS Program/Service Addressing Risk Factor**
Early Adult Responsibilities*			
High number of work hours	1 = Low 2 = Medium 3 = High 9 = Don't Know	1 = Poor 4 = Very Good 2 = Fair 5 = Excellent 3 = Good 9 = Don't Know	LIST (pop-up question for each program/service listed asking: provided directly by CIS or provided by a CIS partner or don't know)
Parenthood			
Social Attitudes, Values, and Behaviors*			
High-risk peer group			
High-risk social behavior			
Highly socially active outside of school			
School Performance			
Low achievement			
Retention/over-age for grade			
School Engagement			
Poor attendance			
Low educational expectations*			

Lack of effort			
Low commitment to school*			
No extracurricular participation*			
School Behavior			
Misbehavior			
Early aggression**			
Family Engagement/Commitment to Education			
Low educational expectations*			
Low contact with school*			
Lack of conversation about school*			

*Asked only for middle and high school campuses

**Asked only of elementary and middle school campuses

PART IV: IN YOUR OPINION

What are the greatest strengths of CIS of Texas?

What are the greatest limitations of CIS of Texas?

Do you have a success story you would like to share with us regarding CIS of Texas?

☐ No
☐ Yes

CIS SUCCESS STORY

CIS of Texas Evaluation
Case Manager Survey

As part of the comprehensive evaluation of Communities in Schools (CIS) of Texas being conducted by ICF International under contract with the Texas Education Agency (TEA), we are asking case managers from each CIS campus to participate in an on-line survey. The purpose of this survey is to provide us with information regarding the impact of CIS on schools and students. The survey will take approximately 30 minutes to complete. Your participation in this on-line survey is completely voluntary. If you agree to complete the survey, all of your information will remain confidential. We will not share your individual answers with anyone at the TEA, the CIS State Office, or your local CIS program. All information used for the evaluation will be reported in aggregate and will not be linked to an individual respondent. If you have any questions about this survey or the evaluation, you can contact Yvette Lamb, Ed.D., at ICF (703-383-3351 or ylamb@icfi.com) or Allen Seay, Ph.D., at TEA (512-463-9101 or programeval@tea.state.tx.us).

GETTING STARTED

Your Title/Position: _____

Years in this Position: _____

CIS Campus Name: _____

District Name: _____

County-District-Campus Number: _____

How long has CIS been implemented at your campus? _____(in years)

PART I. CIS AT YOUR CAMPUS

Needs Assessments

Campus Needs Assessment:

1 a. Does your **school** conduct a campus needs assessment?
- ❑ Yes
- ❑ No
- ❑ Unknown

1b. Does **CIS** conduct a campus needs assessment?
- ❑ Yes
- ❑ No (*skip to #2a*)
- ❑ Unknown

1c. How often does CIS conduct a campus needs assessment?
- ❑ Less than once a year
- ❑ Once a year
- ❑ More than once a year
- ❑ Unknown

1d. What types of information are considered when CIS conducts the campus needs assessment?
(*check all that apply*)
- ❑ School or school district information (e.g., school needs assessments, graduation rates)
- ❑ Community-level information (e.g., local crime data, U.S. Census data)
- ❑ School staff surveys/discussions (e.g., with teachers, administrators)
- ❑ Parent surveys
- ❑ Student input
- ❑ Other (please specify):

_____

1e. How does CIS prioritize delivery of whole school services based on the overall student needs at your campus? (*check all that apply*)
- ❑ Consultations with school administrators
- ❑ Consultations with school district staff
- ❑ Consultations with community partners
- ❑ Consultations with funders
- ❑ Feedback from parents
- ❑ Other (please specify):

_____

1f. In your opinion, do CIS's and the school's leadership work well together to prioritize service needs for your campus?
- ❑ Yes
- ❑ No
- ❑ No opinion/Unknown

Student Needs Assessment:

2a. Does your **school** conduct assessments of each individual student's needs?
- ❑ Yes
- ❑ No
- ❑ Unknown

2b. Does **CIS** conduct an assessment of individual student needs when a student is referred for services at your campus?
- ❑ Yes
- ❑ No
- ❑ Unknown

2c. What sources of information are considered when CIS conducts individual student needs assessments at your campus?
(*check all that apply*)
- ❑ Students
- ❑ Teachers
- ❑ Parents
- ❑ School administrators
- ❑ Other school faculty (e.g., guidance counselors)
- ❑ Community service providers or government agencies (e.g., juvenile justice)
- ❑ Other (please specify):

_____
_____

2d. How does CIS prioritize delivery of services based on individual students' needs at your campus? (*check all that apply*)
- ❑ Consultations with school administrators
- ❑ Consultations with school district staff
- ❑ Consultations with community partners
- ❑ Consultations with teachers
- ❑ Feedback from parents
- ❑ Other (please specify):

_____
_____
___

2e. In your opinion, do CIS and the school's staff/faculty work well together to prioritize individual student needs?
- ❑ Yes
- ❑ No
- ❑ No opinion/Unknown

Service Delivery

3. How familiar are you with CIS's Service Delivery Plan for your campus?

1	2	3	4	5
Not at all Familiar		Somewhat Familiar		Very Familiar

4. What percentage of your work week is spent:

   a. Developing CIS services **at this campus**?
   - ❑ 0%
   - ❑ 1% to 25%
   - ❑ 26% to 50%
   - ❑ 51% to 75%
   - ❑ 76% to 100%

   b. Coordinating CIS services **at this campus**?
   - ❑ 0%
   - ❑ 1% to 25%
   - ❑ 26% to 50%
   - ❑ 51% to 75%
   - ❑ 76% to 100%

   c. Delivering CIS services **at this campus**?
   - ❑ 0%
   - ❑ 1% to 25%
   - ❑ 26% to 50%
   - ❑ 51% to 75%
   - ❑ 76% to 100%

5. What percentage of your work week is spent delivering the following CIS services at this campus:

a. Whole-school services?	b. Case-managed services?
❑ 0%	❑ 0%
❑ 1% to 25%	❑ 1% to 25%
❑ 26% to 50%	❑ 26% to 50%
❑ 51% to 75%	❑ 51% to 75%
❑ 76% to 100%	❑ 76% to 100%

6. Over the past three years, how would you describe the annual delivery of the following services at this campus:

	More Times Per Year	**Less Times Per Year**	**Same Number of Times Per Year**	**Unknown**
a. Whole-school services *provided* by CIS have been delivered:	O	O	O	O
b. Whole-school services *coordinated* by CIS have been delivered:	O	O	O	O
c. Case-managed services *provided* by CIS have been delivered:	O	O	O	O
d. Case-managed services *coordinated* by CIS have been delivered:	O	O	O	O

7. Over the past three years, how would you describe the hourly delivery of the following services at this campus:

	More Hours Per Year	Less Hours Per Year	Same Number of Hours Per Year	Unknown
a. Whole-school services *provided* by CIS have been delivered:	O	O	O	O
b. Whole-school services *coordinated* through CIS have been delivered:	O	O	O	O
c. Whole-school services *provided by an agency not connected to CIS* have been delivered:	O	O	O	O
d. Case-managed services *provided* by CIS have been delivered:	O	O	O	O
e. Case-managed services *coordinated* through CIS have been delivered:	O	O	O	O
f. Case-managed services *provided by an agency not connected to CIS* have been delivered:	O	O	O	O

8. Does CIS have a plan in place to monitor the delivery of:

a. Whole-school services?	b. Case-managed services?
❑ Yes ❑ No ❑ Unknown	❑ Yes ❑ No ❑ Unknown

9. How often does CIS monitor:

a. Whole-school services?	b. Case-managed services?
❑ Never/Less than once per year ❑ Once per year ❑ Once per semester ❑ Once per grading period ❑ Once per month ❑ After each service is delivered ❑ Other (please specify): _____ ❑ Unknown	❑ Never/Less than once per year ❑ Once per year ❑ Once per semester ❑ Once per grading period ❑ Once per month ❑ After each service is delivered ❑ Other (please specify): _____ ❑ Unknown

10a. How do you measure the success of your whole-school services?

_____

_____

_____

10b. What have been some of the observable outcomes over the past school year for your students who received whole-school services?

_____

_____

_____

11a. How do you measure the success of your case-managed services?

_____

_____

_____

11b. What have been some of the observable outcomes over the past school year for your students who received case-managed services?

_____

_____

_____

General Context

12. How long do students typically stay enrolled in CIS?
- ☐ One semester
- ☐ One school year
- ☐ Two school years
- ☐ As long as the student is in school
- ☐ Other (please specify): _____

13. How recognizable do you think the "brand" CIS is on your campus? That is, do students know what CIS means?

1	2	3	4	5
Not at all Recognizable		Somewhat Recognizable		Very Recognizable

14. How often do you think students are aware when they are receiving:

a. Whole-school services that are provided directly from or coordinated by CIS?	b. Case-managed services that are provided directly from or coordinated by CIS?
1 Never, 2, 3 Some of the Time, 4, 5 Always	1 Never, 2, 3 Some of the Time, 4, 5 Always

15. How often do you receive training from your local CIS program?

- ❑ I have never received training
- ❑ Once per year
- ❑ Twice per year
- ❑ Once a quarter
- ❑ Other (specify frequency) _____

16. How useful is the training you received from your local CIS program to your work with students?

1	2	3	4	5
Not at all Useful		Somewhat Useful		Very Useful

17. What additional support or assistance would you like to receive from your local CIS program?

_____

_____

_____

18. Over the past year, how involved were the following CIS stakeholders been in CIS on your campus, and has their involvement changed over the past three years?

	Involvement in CIS	
Stakeholder	**In the Past Year**	**Change in Involvement Over Past 3 Years**
a. School board	☐ Not at all involved ☐ Somewhat involved ☐ Very much involved ☐ Unknown	☐ Increased ☐ Stayed the same ☐ Decreased ☐ Unknown
b. School principal/vice principal		
c. Teachers		
d. Guidance counselor(s)		
e. Partner agencies		
f. Parents		
g. Students		

19. For those areas where you saw an increase in the level of involvement, what contributed to that change?

_____

_____

_____

PART II: IN YOUR OPINION

20. What are the greatest strengths of CIS on your campus?

_____

_____

_____

21. What are the greatest limitations of CIS on your campus?

_____

_____

_____

22. Do you have a success story you would like to share with us regarding CIS on your campus?

□ No

□ Yes

↓

CIS SUCCESS STORY

CIS of Texas Evaluation
Principal/Designee Stakeholder Survey

As part of the comprehensive evaluation of Communities in Schools (CIS) of Texas being conducted by ICF International under contract with the Texas Education Agency (TEA), we are asking principals/vice principals from each campus where CIS is being implemented to participate in an on-line survey. The purpose of this survey is to provide us with information regarding the impact of CIS on schools and students. The survey will take approximately 30 minutes to complete. Your participation in this on-line survey is completely voluntary. If you agree to complete the survey, all of your information will remain confidential. We will not share your individual answers with anyone at the TEA, the CIS State Office, or your local CIS program. All information used for the evaluation will be reported in aggregate and will not be linked to an individual respondent. If you have any questions about this survey or the evaluation, you can contact Yvette Lamb, Ed.D., at ICF (703-383-3351 or ylamb@icfi.com) or Allen Seay, Ph.D., at TEA (512-463-9101 or programeval@tea.state.tx.us).

GETTING STARTED

Your Title/Position: _____

Years in Position: _____

Name of Campus: _____

Name of District: _____

County-District-Campus Number: _____

How long has CIS been implemented at your campus? _____(in years)

PART I. OPERATIONS OF THE CIS PROGRAM AT YOUR CAMPUS

Think about the way CIS works at your campus and how effective you think CIS is in the following ways. Please rate each item from 1 [not effective] to 4 [very effective] by circling the number which *best* describes your position. Circle 9 if you are uncertain or cannot answer.

1. How effective is your CIS program in…	Not Effective	Somewhat Effective	Effective	Very Effective	Don't Know
a) building a vision shared by CIS staff and school personnel?	1	2	3	4	9
b) securing adequate resources so that CIS can operate effectively within your school?	1	2	3	4	9
c) identifying and using partner resources provide services to students?	1	2	3	4	9
d) developing capacity to sustain efforts within your school?	1	2	3	4	9
e) communicating the message of CIS with school personnel?	1	2	3	4	9
f) bringing together within the school partners with an interest in preventing dropout and other problem behaviors among youth?	1	2	3	4	9
g) having staff which reflect the racial/ethnic makeup of the community?	1	2	3	4	9
h) providing well-trained staff to provide services to students?	1	2	3	4	9
i) creating mutual respect, understanding, and trust across CIS staff and school personnel?	1	2	3	4	9
j) providing effective leadership for the program within the school?	1	2	3	4	9
k) conducting a needs assessments for the school?	1	2	3	4	9
l) conducting needs assessments of students?	1	2	3	4	9
m) delivering/coordinating services for students?	1	2	3	4	9
n) reporting to school personnel on progress and results?	1	2	3	4	9

PART II: IMPACT OF THE CIS PROGRAM AT YOUR CAMPUS

Listed below are possible impacts of your CIS program. For each item, circle the response that best represents your level of agreement or disagreement with each statement from 1 [strongly disagree] to 4 [strongly agree]. Circle 9 if you are uncertain or cannot answer.

As a result of the CIS program at our school...	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) there is increased funding/grants to support programs/services to address dropout within our school.	1	2	3	4	9
b) new/improved networks and relationships have been built among organizations, agencies, and our school.	1	2	3	4	9
c) organizations, agencies, and our school are working together more effectively on dropout prevention and other youth issues.	1	2	3	4	9
d) campus awareness of dropout and other youth issues has increased.	1	2	3	4	9
e) there is an increased understanding of the needs of our school and students related to dropout prevention.	1	2	3	4	9
f) there is increased responsibility among CIS staff and school personnel for the student dropout problem.	1	2	3	4	9
g) services/programs within our school to address dropout have been improved.	1	2	3	4	9
h) accessibility to services and programs within our school to address dropout has improved.	1	2	3	4	9
i) underserved groups have increased their use of programs/services within our school.	1	2	3	4	9
j) there is less duplication of programs/services for students within our school.	1	2	3	4	9

PART III: ADDRESSING RISK FOR DROPOUT

Research has identified several factors that place students at risk for dropping out of school. For each of the risk factors listed below, please indicate the level of risk on each factor for students at your campus and how well a job you think CIS is doing at addressing each risk factor.

Additionally, we are interested in learning how CIS is addressing these risk factors. To the extent possible, please identify any specific program/service offered through CIS (either provided directly by CIS or coordinated through CIS but offered by a partner organization) that you think is addressing a specific risk factor.

Risk Category and Risk Factor	Level of Risk for Students	How Well CIS is Addressing Risk Factor	Specific CIS Program/Service Addressing Risk Factor
Early Adult Responsibilities*			
High number of work hours (mouse over providing definition/example of each risk factor)	1 = Low 2 = Medium 3 = High 9 = Don't Know	1 = Poor 4 = Very Good 2 = Fair 5 = Excellent 3 = Good 9 = Don't Know	LIST, IF KNOWN
Parenthood			
Social Attitudes, Values, and Behaviors*			
High-risk peer group			
High-risk social behavior			
Highly socially active outside of school			
School Performance			
Low achievement			
Retention/over-age for grade			
School Engagement			
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Low educational expectations*			
Lack of effort			
Low commitment to school*			
No extracurricular participation*			
School Behavior			

Misbehavior			
Early aggression**			
Family Engagement/Commitment to Education			
Low educational expectations*			
Low contact with school*			
Lack of conversation about school*			

*Asked only for middle and high school campuses

**Asked only of elementary and middle school campuses

PART IV: IN YOUR OPINION

What are the greatest strengths of CIS?

What are the greatest limitations of CIS?

Do you have a success story you would like to share with us regarding CIS?

☐ No
☐ Yes

CIS SUCCESS STORY

CIS of Texas Evaluation
Guidance Counselor Stakeholder Survey

As part of the comprehensive evaluation of Communities in Schools (CIS) of Texas being conducted by ICF International under contract with the Texas Education Agency (TEA), we are asking guidance counselors from each campus where CIS is being implemented to participate in an on-line survey. The purpose of this survey is to provide us with information regarding the impact of CIS on schools and students. The survey will take approximately 30 minutes to complete. Your participation in this on-line survey is completely voluntary. If you agree to complete the survey, all of your information will remain confidential. We will not share your individual answers with anyone at the TEA, the CIS State Office, or your local CIS program. All information used for the evaluation will be reported in aggregate and will not be linked to an individual respondent. If you have any questions about this survey or the evaluation, you can contact Yvette Lamb, Ed.D., at ICF (703-383-3351 or ylamb@icfi.com) or Allen Seay, Ph.D., at TEA (512-463-9101 or programeval@tea.state.tx.us).

GETTING STARTED

Your Title/Position: _____

Years in this Position: _____

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PART I. OPERATIONS OF THE CIS PROGRAM AT YOUR CAMPUS

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As a result of the CIS program at our school...	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) there is increased funding/grants to support programs/services to address dropout within our school.	1	2	3	4	9
b) new/improved networks and relationships have been built among organizations, agencies, and our school.	1	2	3	4	9
c) organizations, agencies, and our school are working together more effectively on dropout prevention and other youth issues.	1	2	3	4	9
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Low educational expectations*			
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School Behavior			

Misbehavior			
Early aggression**			
Family Engagement/Commitment to Education			
Low educational expectations*			
Low contact with school*			
Lack of conversation about school*			

*Asked only for middle and high school campuses

**Asked only of elementary and middle school campuses

PART IV: IN YOUR OPINION

What are the greatest strengths of CIS?

What are the greatest limitations of CIS?

Do you have a success story you would like to share with us regarding CIS?

☐ No
☐ Yes

CIS SUCCESS STORY

APPENDIX F:

DESCRIPTIVE STATISTICS FOR WITHIN CIS CASE-MANAGED STUDENTS

Descriptive Statistics for Within CIS Case-Managed Students

Variables	Mean or Percentage	Standard Deviation	Student N	School N	Affiliates N
Student-Level Data Variables					
Elementary School (Grade 3)	28%	n/a	8,692	-----	-----
Middle School (Grade 6)	46%	n/a	8,692	-----	-----
High School (Grade 9)	26%	n/a	8,692	-----	-----
English as a Second Language	17%	n/a	8,692	-----	-----
"At Risk" Students	74%	n/a	8,692	-----	-----
Special Education	18%	n/a	8,692	-----	-----
Gender (1=Female)	56%	n/a	8,692	-----	-----
African American	22%	n/a	8,692	-----	-----
Hispanic	62%	n/a	8,692	-----	-----
White	16%	n/a	8,692	-----	-----
Free Lunch	61%	n/a	8,692	-----	-----
Reduced Lunch	9%	n/a	8,692	-----	-----
Other Economic Disadvantage	10%	n/a	8,692	-----	-----

Data Sources: PEIMS (2003-04).

APPENDIX G:

RESULTS OF THE STUDENT-LEVEL MATCHING

Results of the Student-Level Matching

From the 12,026 students reported being case-managed first time by CIS in 2004-05, 7,821 were from grades third, sixth and ninth. 3,097 of them were selected with the criterion of complete 2003-04 baseline data, being in a school that satisfies the minimum criterion of serving 1 case managed in every 1 comparison student (based on the 2006 CIS TIMS data) and remaining in the same CIS school for three years (baseline, post1 and post2 years).

From the selected 3,097 students 523 were in third grade, 1,136 were sixth graders and 1,438 were in ninth grade.

Table G1. Case-Managed and Non Case-Managed Sample Sizes by Grade (Cohorts)

	Elementary (Grade 3)	Middle (Grade 6)	High (Grade 9)	Total
Original sample of case managed (before restrictions)	2,304	3,247	2,270	7,821
Original sample of comparisons (before restrictions)	20,507	41,303	76,051	137,861
Selected sample of case managed (after restrictions)	523	1,136	1,438	3,097
Sample of comparisons (after restrictions)	4,436	14,028	30,984	49,448
Number of matched cases	146	322	561	1,029

The tables below summarize the characteristics of the resulted matched students for both case managed and non-case managed students. 146 of the 523 third grade case managed students, 322 of the 1,136 sixth grade case managed students and 561 of the 1,438 ninth grade case managed students were matched with comparable non-case managed students on all proposed matching variables. The shaded variables are the ones on which students were exact matched.

Table G2. Baseline Statistics for Matched Pairs of Females, Grade 3

Females, Grade 3	CIS Case-managed (n=84)	Comparison Students (n=84)	Standardized Mean Difference
Average Age	8	8	0.14
LEP	62%	62%	0.00
At_Risk	69%	69%	0.00
Special Education	0	0	0.00
Attendance	97.9%	97.7%	0.13
Average Scale score in Reading	2252	2252	0.00
Met Reading standards	92.8%	92.8%	0.00
Average Scale score in Math	2161	2168	0.03
Met Math standards	85.7%	89.3%	0.10
Economic Disadvantaged	93%	93	0.00
Free Meals	79%	76	0.09
Reduced_Price_Lunch	8%	11	0.13
Other econom. disadv. reasons	6%	6	0.00
Non Economic Disadvantaged	7%	7%	0.00
Asian	-	-	-
Native American	-	-	-
Hispanic	12%	12%	0.00

African American	82%	82%	0.00
White	6%	6%	0.00
Reason for Disciplinary Actions: Violent behavior	0	0	0.00
Reason for Disciplinary Actions: Non Violent behavior	0	0	0.00
Reason for Disciplinary Actions: Truancy	0	0	0.00
Reason for Disciplinary Actions: Substance Abuse	0	0	0.00
Reason for Disciplinary Actions: Felony	0	0	0.00

Table G3. Baseline Statistics for Matched Pairs of Males, Grade 3

Males, Grade 3	CIS Case-managed (n=62)	Comparison Students (n=62)	Standardized Mean Difference
Average Age	8	8	0.11
LEP	48.4%	48.4%	0.00
At_Risk	66%	66%	0.00
Special Education	0	0	0.00
Attendance	98%	97.7%	0.15
Average Scale score in Reading	2281	2281	0.00
Met Reading standards	92%	92%	0.00
Average Scale score in Math	2229	2255	0.14
Met Math standards	90%	92%	0.07
Economic Disadvantaged	90%	90%	0.00
Free Meals	72%	75%	0.07
Reduced_Price_Lunch	13%	10%	0.10
Other econom. disadv. reasons	5%	5%	0.00
Non Economic Disadvantaged	10%	10%	0.00
Asian	-	-	-
Native American	-	-	-
Hispanic	81%	81%	0.00
African American	13%	13%	0.00
White	6%	6%	0.00
Reason for Disciplinary Actions: Violent behavior	0	0	0.00
Reason for Disciplinary Actions: Non Violent behavior	5%	5%	0.00
Reason for Disciplinary Actions: Truancy	0	0	0.00
Reason for Disciplinary Actions: Substance Abuse	0	0	0.00
Reason for Disciplinary Actions: Felony	0	0	0.00

Table G4. Baseline Statistics for Matched Pairs of Females, Grade 6

Females, Grade 6	CIS Case-managed (n=186)	Comparison Students (n=186)	Standardized Mean Difference
Average Age	11	11	0.19
LEP	25.3%	25.3%	0.00
At_Risk	56.5%	56.5%	0.00
Special Education	69.8%	69.8%	0.00
Attendance	96.7	97%	0.12
Average Scale score in Reading	2101	2101	0.00
Met Reading standards	75.3%	75.3%	0.00
Average Scale score in Math	2055	2052	0.01
Met Math standards	61%	61.8%	0.02
Economic Disadvantaged	89%	89%	0.00
Free Meals	74%	75%	0.03
Reduced_Price_Lunch	10%	10%	0.01
Other econom. disadv. reasons	5%	4%	0.11
Non Economic Disadvantaged	11%	11%	0.00
Asian	-	-	-
Native American	–	–	–
Hispanic	75%	75%	0.00
African American	16%	16%	0.00

White	8%	8%	0.00
Reason for Disciplinary Actions: Violent behavior	0.5	0.5	0.00
Reason for Disciplinary Actions: Non Violent behavior	14%	14%	0.00
Reason for Disciplinary Actions: Truancy	0	0	0.00
Reason for Disciplinary Actions: Substance Abuse	0	0	0.00
Reason for Disciplinary Actions: Felony	0	0	0.00

Table G5. Baseline Statistics for Matched Pairs of Males, Grade 6

Males, Grade 6	CIS Case-managed (n=136)	Comparison Students (n=136)	Standardized Mean Difference
Average Age	11	11	0.10
LEP	31%	31%	0.00
At_Risk	58%	58%	0.00
Special Education	14%	14%	0.00
Attendance	95.7%	96.7%	0.25
Average Scale score in Reading	1957	1957	0.00
Met Reading standards	66%	66%	0.00
Average Scale score in Math	1930	1935	0.01
Met Math standards	47.8%	55.8%	0.16
Economic Disadvantaged	89%	89%	0.00
Free Meals	73%	77	0.10
Reduced_Price_Lunch	10%	6	0.16
Other econom. disadv. reasons	6%	6	0.00
Non Economic Disadvantaged	11%	11%	0.00
Asian	-	-	-
Native American	-	-	-
Hispanic	82%	82%	0.00
African American	13%	13%	0.00
White	5%	5%	0.00
Reason for Disciplinary Actions: Violent behavior	0	0	0.00
Reason for Disciplinary Actions: Non Violent behavior	26.5%	26.5%	0.00
Reason for Disciplinary Actions: Truancy	0	0	0.00
Reason for Disciplinary Actions: Substance Abuse	0	0	0.00
Reason for Disciplinary Actions: Felony	0	0	0.00

Table G6. Baseline Statistics for Matched Pairs of Females, Grade 9

Females, Grade 9	CIS Case-managed (n=364)	Comparison Students (n=364)	Standardized Mean Difference
Average Age	14	14	0.04
LEP	10%	10%	0.00
At_Risk	50%	50%	0.00
Special Education	9%	9%	0.00
Attendance	95.5%	96%	0.16
Average Scale score in Reading	2090	2090	0.00
Met Reading standards	78%	78%	0.00
Average Scale score in Math	1950	1943	0.02
Met Math standards	46%	46%	0.00
Economic Disadvantaged	81%	81%	0.00

Free Meals	61%	60%	0.02
Reduced_Price_Lunch	11%	11%	0.01
Other econom. disadv. reasons	9%	10%	0.03
Non Economic Disadvantaged	19%	19%	0.00
Asian	-	-	-
Native American	-	-	-
Hispanic	75%	75%	0.00
African American	17%	17%	0.00
White	8%	8%	0.00
Reason for Disciplinary Actions: Violent behavior	0.3%	0.3%	0.00
Reason for Disciplinary Actions: Non Violent behavior	18%	18%	0.00
Reason for Disciplinary Actions: Truancy	1%	1%	0.00
Reason for Disciplinary Actions: Substance Abuse	0	0	0.00
Reason for Disciplinary Actions: Felony	0	0	0.00

Table G7: Baseline Statistics for Matched Pairs of Males, Grade 9

Males, Grade 9	CIS Case-managed (n=197)	Comparison Students (n=197)	Standardized Mean Difference
Average Age	14	14	0.03
LEP	16%	16%	0.00
At_Risk	60%	60%	0.00
Special Education	30%	30%	0.00
Attendance	95.4%	95.7%	0.09
Average Scale score in Reading	1940	1940	0.00
Met Reading standards	63%	63%	0.00
Average Scale score in Math	1801	1786	0.03
Met Math standards	38%	37%	0.02
Economic Disadvantaged	78%	78%	0.00
Free Meals	60%	61%	0.02
Reduced_Price_Lunch	8%	9%	0.04
Other econom. disadv. reasons	10%	8%	0.07
Non Economic Disadvantaged	22%	22%	0.00
Asian	-	-	-
Native American	-	-	-
Hispanic	73%	73%	0.00
African American	12%	12%	0.00
White	15%	15%	0.00
Reason for Disciplinary Actions: Violent behavior	0.5%	0.5%	0.00
Reason for Disciplinary Actions: Non Violent behavior	31.5%	31.5%	0.00
Reason for Disciplinary Actions: Truancy	3%	3%	0.00
Reason for Disciplinary Actions: Substance Abuse	0	0	0.00
Reason for Disciplinary Actions: Felony	0	0	0.00

APPENDIX H:

RESULTS OF SCHOOL-LEVEL MATCHING

Results of School-Level Matching

The school-level study examined the overall difference between schools that implemented the CIS model and schools that did not but were comparable on several characteristics across a range of outcomes over a four-year period, from the year prior to the beginning of the program in each school until 3 years post-implementation.

With respect to the number of years of implementation, Fullan (2001) suggests that implementation of school reform occurs developmentally over time and that significant change in the form of implementing specific innovations can be expected to take a minimum of two or three years. In addition, the meta-analysis of the comprehensive school reform evaluation literature by Borman, Hewes, Overman, & Brown (2003) suggested that effects of 29 widely used reform models were somewhat strong during the first year of implementation and that during the second, third, and fourth years of implementation, though, the effects declined slightly but, essentially, remained the same. They also suggest that many schools may experience performance lags during the early years of implementing innovations.

Originally, 446 schools were selected from a larger sample of 905 schools served by CIS based on internal records from TEA's office. This sample covered schools started being in operation from 1997 to 2005. 391 of them satisfied the criterion of three full years of CIS implementation and 53 did not. CIS schools in operation before 1997-98 were examined separately, and schools with a starting year after 2004-05 were not included in this study.

Table H1. Sample of CIS Schools with Three Full Years of implementation

Years of CIS Implementation	Pre Year 1996-97 First Year 1997-98	Pre Year 1997-98 First Year 1998-99	Pre Year 1998-99 First Year 1999-00	Pre Year 1999-00 First Year 2000-01	Pre Year 2000-01 First Year 2001-02	Pre Year 2001-02 First Year 2002-03	Pre Year 2002-03 First Year 2003-04	Pre Year 2003-04 First Year 2004-05	TOTAL sites
	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Cohort 8	
3 consecutive years	35	47	66	54	57	54	40	38	391
Regular schools	33	44	61	53	48	52	36	30	357
Regular/alternative	-	1	-	-	4	1	1	2	9
Other/alternative	2	2	5	1	5	1	3	6	25

From those 391 schools, 357 were identified as 'regular' type of schools based on the Common Core of Data public-use database. Each CIS school was matched to a non-CIS school on several pre-implementation, or baseline, characteristics. The logic behind the matching process was to find non-CIS schools that, based on their characteristics, would have had a similar chance of implementing CIS. As a result, 296 CIS schools based on their year of CIS implementation, locality, and school type were matched to other schools. The table below shows the number of matched CIS schools for each school type and by location.

Table H2. Matched CIS Schools by School Type and Location

	Urban	Suburban	Rural	Total
Elementary	120 (40.5%)	32 (10.8%)	10 (3.4%)	162 (54.7%)
Middle	47 (15.9%)	21 (7.1%)	9 (3%)	77 (26%)
High	39 (13.2%)	11 (3.7%)	7 (2.4%)	57 (19.3%)
Total	206 (69.6%)	64 (21.6%)	26 (8.8%)	296

There were eight cohorts of CIS schools studied depending on the baseline year of CIS implementation: Cohort 1, Cohort 2, Cohort 3, Cohort 4, Cohort 5, Cohort 6, Cohort 7 and Cohort 8 CIS schools. All Cohort 1 CIS schools started implementing their programs during 1997-1998; Cohort 2 CIS schools began during 1998-1999; Cohort 3 CIS schools began their implementation during 1999-2000; Cohort 4 CIS schools started in 2000-2001; Cohort 5 CIS schools started implementing their programs during 2001-2002; Cohort 6 CIS schools began during 2002-2003; Cohort 7 CIS schools began their implementation during 2003-2004, and Cohort 8 CIS schools started in 2004-2005.

Table H3. CIS Baseline and Implementation Years by Cohort

Cohort	Pre-CIS implementation School Year	CIS implementation School Year
Cohort 1	1996-1997	1997-1998
Cohort 2	1997-1998	1998-1999
Cohort 3	1998-1999	1999-2000
Cohort 4	1999-2000	2000-2001
Cohort 5	2000-2001	2001-2002
Cohort 6	2001-2002	2002-2003
Cohort 7	2002-2003	2003-2004
Cohort 8	2003-2004	2004-2005

Before matching, elementary, middle, and high schools were divided into subsets of data based on their location. In particular, the Common Core of Data school locale code was used to sample schools and form the following three categories: urban, suburban and rural schools. Because the matching was performed without school replacement, none of the matched non-CIS schools were duplicated in the analyses. Finally, we could not get any matches for alternative CIS schools due to lack of complete data over a four-year period (baseline and three years of implementation), and for schools with complete data we could not get good matches on the seven-eight matching variables.

Table H4. Information Used for Matching in Elementary, Middle, and High Schools

BASELINE INFORMATION	
ELEMENTARY – MIDDLE SCHOOLS	HIGH SCHOOLS
• Attendance Rates	• Attendance Rates
• Number of students receiving free and reduced lunch	• Number of students receiving free and reduced lunch
• Number of students with special needs	• Number of students with special needs
• Total number of students	• Total number of students
• Percentage of students passing the state Math test	• Percentage of students passing the state Math test
• Percentage of students passing the state ELA test	• Percentage of students passing the state ELA test
• Racial Composition	• Racial Composition
	• Dropout Rate

Schools were matched on seven baseline variables: the number of students eligible for free and reduced lunch, the total number of students as a measure of school size, the student racial composition, academic performance of schools (percentage of students who perform at or above a passing proficiency level), attendance rates, and number of students with special needs. High schools were matched on eight variables; the eighth matching variable used for high schools was the dropout rate.

To examine how well the one-to-one optimal matching procedure worked, we obtained balance statistics for the matched pairs on all variables included in the procedure. T-tests were used to compare means for the two groups of schools, CIS and non-CIS, on their characteristics. The matched Non-CIS schools came from a larger pool of 3,642 elementary, 1,428 middle and 1,347 high schools in Texas. With propensity score analysis we were able to adjust for baseline information for the matched pairs of schools for all matching variables. In the tables below the balance results indicate that in the resulting matches, the key matching variables were well balanced and there were no systematic or significant (mean) differences between the matched CIS and non-CIS schools. Specifically, matching on most of the variables resulted in improved balance for the matched pairs of schools, revealing accuracy to within a quarter of a standard deviation across all variables.

Table H5. Baseline Statistics for Matched Pairs of Elementary Schools in Texas (n=324)

	CIS ELEMENTARY	NON CIS ELEMENTARY	Standardized Mean Difference
• Attendance	96.4%	96.5%	0.12
• Passing rates in Grade 4 Math	83.3%	83.5%	0.01
• Passing rates in Grade 4 ELA	84.6%	84.5%	0.01
• % special education	10.5%	10%	0.12
• % free lunch	79%	79.4%	0.02
• Average total enrollment	604	574	0.13
• % White	18.4%	17.4%	0.04
• % African American	21%	21.4%	0.01
• % Hispanic	59%	60%	0.02

Table H6. Baseline Statistics for Matched Pairs of Middle Schools in Texas (n=154)

	CIS MIDDLE	NON CIS MIDDLE	Standardized Mean Difference
• Attendance	95.1%	95.2%	0.07
• Passing rates in Grade 8 Math	80.7%	80.5%	0.02
• Passing rates in Grade 8 ELA	86%	86%	0.01
• % special education	14.2%	14%	0.05
• % free lunch	63.4%	59.8%	0.14
• Average total enrollment	807	805	0.01
• % White	27.7%	29.5%	0.07
• % African American	16%	18%	0.11
• % Hispanic	54.6%	50.2%	0.13
• State annual dropout rate	.34	.31	0.06

Table H7. Baseline Statistics for Matched Pairs of High Schools in Texas (n=114)

	CIS HIGH	NON CIS HIGH	Standardized Mean Difference
• Attendance	93.3%	93.7%	0.17
• Passing rates in Grade 10 Math	78%	79%	0.02
• Passing rates in Grade 10 ELA	83.7%	84%	0.06
• % special education	12.4%	12%	0.14
• % free lunch	48.6%	47.8%	0.03
• Average total enrollment	1704	1698	0.01
• % White	33%	31.4%	0.05
• % African American	9.7%	10.2%	0.04
• % Hispanic	55%	56%	0.08
• State annual dropout rate	1.4	1.17	0.22
• State 4 year dropout rate	5.7	5.8	0.02
• Promoting power	50%	54%	0.17

References

Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. *Review of Educational Research, 73*, 125-230.

Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). New York: Teachers College Press.

Appendix I:

School-Level Trends in Outcomes among CIS and Non-CIS Schools: 1996-97 through 2006-07

School-Level Trends in Outcomes among CIS and Non-CIS Schools: 1996-97 through 2006-07

The school-level analyses presented within the technical report represent a subset of CIS sites in Texas. Because the school-level quasi-experimental study required the use of pre-implementation baseline data to establish comparisons, some long-running CIS programs had to be excluded. In this appendix, we compare trends in school-level outcomes among CIS schools not included in the quasi-experimental study (i.e., schools implementing CIS prior to the 1996-1997 school year) to other schools. Although the data presented below do not provide a rigorous scientific test of these long-running programs' success, they nonetheless provided preliminary information to address questions specific to long-standing CIS programs. Specific questions include:

- Do long-running CIS programs show growth in outcomes that outpaces other CIS programs, or do outcomes plateau over time?
- Do the longest-running CIS programs operate in the most needy communities (as defined by poor academics and high dropout/graduation rates)?
- How do these long-running programs compare to state averages?

Here we present trend plots for all major outcomes covered by the CIS of Texas evaluation.

Trends in Outcomes Over Time

Table I1 presents sample sizes for each trend plot included in the analyses. Overall, 267 schools that were in operation before the 1996-97 school year are included in the trend plots. Separate trend lines are presented for CIS schools participating in the quasi-experimental study, as well as for other non-CIS schools within the state. The values for each data point presented in the figures that follow are provided in Tables I2 – I18 at the end of this Appendix.

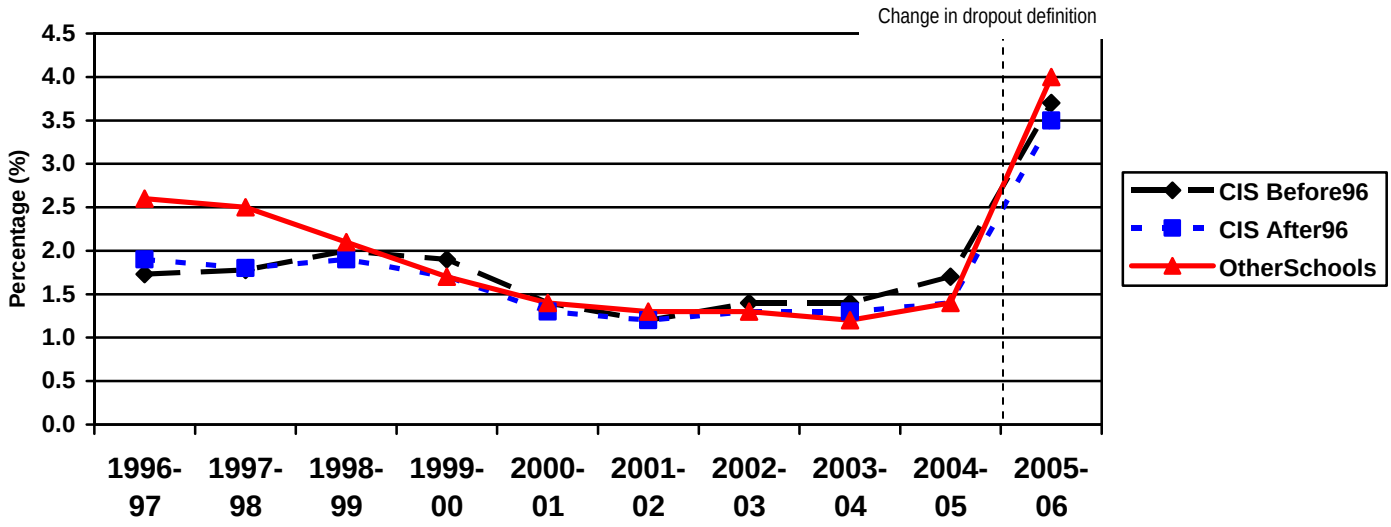
Table I1. Trend Plot Sample Sizes

	CIS Schools in Operation Before 1996-97 SY	CIS Schools in Operation from 1996-97 to 2005-06 SY	Other (Non-CIS) Schools
Grade 4 Math & Reading	66	166	1,845
Grade 8 Math & Reading	51	71	422
Grade 10 Math & Reading	60	106	830
Attendance (all grades)	244	485	5155
Attendance (elementary)	90	222	2837
Attendance (middle)	86	140	1024
Attendance (high)	60	103	850
Annual Dropout Rate	71	113	496
4-Year Dropout Rate	49	72	377
Promoting Power	57	97	948
Graduation Rate	55	82	655
SAT/ACT Test Takers	53	97	811
SAT Mean Score	58	95	602
ACT Mean Score	51	95	753

Data Source: PEIMS School-Level Data, 1996-97 through 2006-07

CIS schools reported slightly lower annual dropout rates than non-CIS schools in the late 1990's; however, these rates converged during the 1998-99 school year and have followed each other closely since (Figure I1). All schools reported a sharp increase in annual dropout rates between the 2004-05 and 2005-06 school years, which is due to Texas's adoption of the National Center for Education Statistics' guidance on measuring dropout rates. During this time, non-CIS schools reported the largest increase in annual dropout, moving up 2.6 percent from 1.4 percent in 2004-05 to 4.0 percent in 2005-06. CIS schools implemented before 1996-97 reported a 2 percent increase during this same period, and CIS schools implemented after 1996-97 reported a 2.1 percent increase in annual dropout.

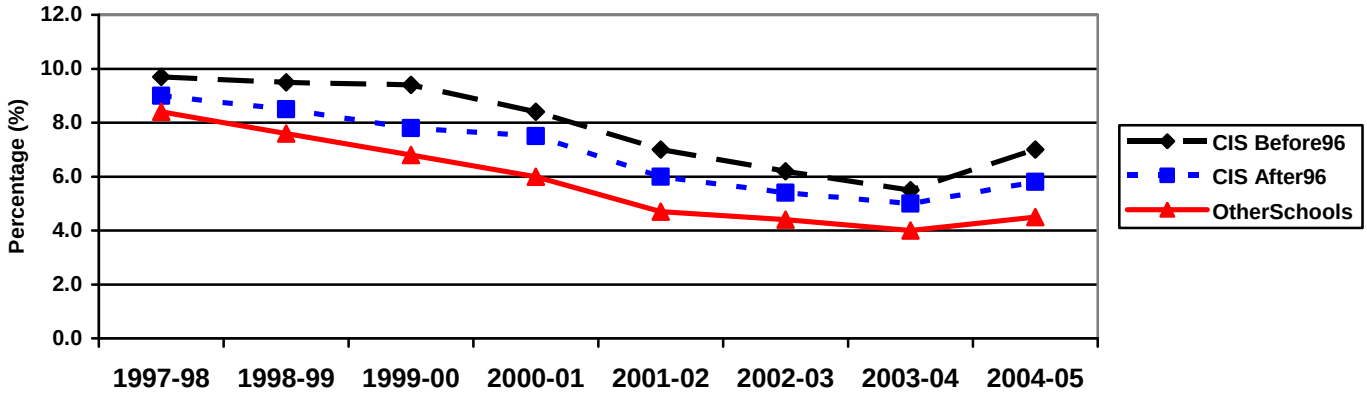
Figure I1. Annual Dropout



Data Source: PEIMS School-Level Data, 1996-97 through 2005-06

Four-year dropout rates have been on a steady decline from 1997-98 through 2003-04, although they did trend higher in 2004-05 (Figure I2). Unlike annual dropout rates, the four-year dropout rate trended higher for CIS programs in 2004-05 compared to other schools in the State of Texas. Four year dropout rates have remained higher among CIS schools than other schools in the state, and rates were converging with state averages in the early 2000's; however, rates have diverged in more recent years

Figure I2. 4-Year Dropout

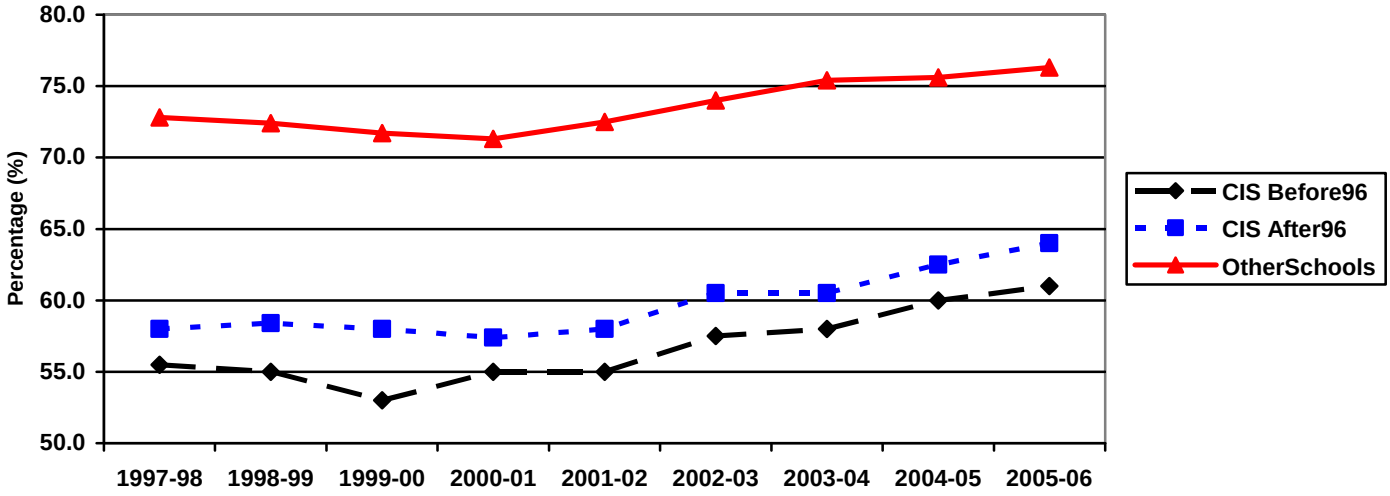


Data Source: PEIMS School-Level Data, 1997-98 through 2004-05

Promoting power, which is the ratio of twelfth graders to ninth graders four years earlier, is a commonly-accepted proxy for dropout rates. Using this metric, it is evident that CIS schools are located in areas that experience much higher dropout rates[1] than other schools in the state (Figure I3). In the 1997-98 school year, long-running CIS programs reported 55.5 percent promoting power, meaning that the 12th grade class was a little over half the size of the ninth grade class four years earlier. By contrast, non-CIS schools reported 72.8 percent promoting power in 1997-1998. Trends in promoting power indicate that CIS schools are converging with promoting power results from other schools in the state. Although this is a positive sign for CIS, long-running CIS programs still trail other schools in the state by 15 percent on promoting power. CIS schools implemented after 1996-97 trail other schools in the state by 12 percent on promoting power. The upshot of these results is that CIS appears to be located in areas of highest need, and that some, albeit small, successes are being reported at the school level.

[1] An alternative, but not very likely, explanation is that CIS is located in areas with higher net migration. If there is net migration out of the community, it would count against a school's promoting power. Although we have no reason to believe that CIS programs are systematically located in areas with declining population, it should remain a consideration in the interpretation of these numbers.

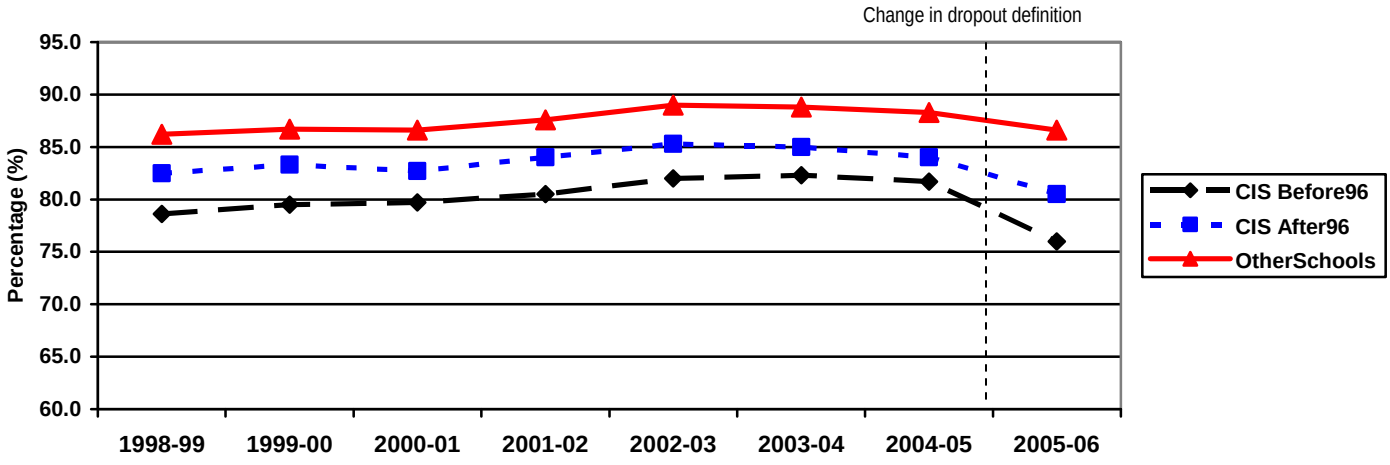
Figure I3. Promoting Power



Data Source: National Center for Education Statistics, Common Core of Data, 1997-98 through 2005-06

In line with other trends, CIS schools trail other schools in the state on graduation rates. Because CIS schools are ostensibly in the neediest areas, these disparities make sense (Figure I4). Still, the slight convergence in graduation rates among CIS and non-CIS schools between 1998-99 disappeared in the 2005-06 school year. Before 2005-06, however, both CIS and non-CIS schools were trending higher at a slightly faster rate than other schools in the state. CIS schools implemented before 1996-97 demonstrated the fastest rate of improvement in graduation during this time; however, it should be noted that the switch to the NCES dropout definition starting in the 2005-06 school year interferes with our ability to make longitudinal comparisons.

Figure I4. Graduation Rate

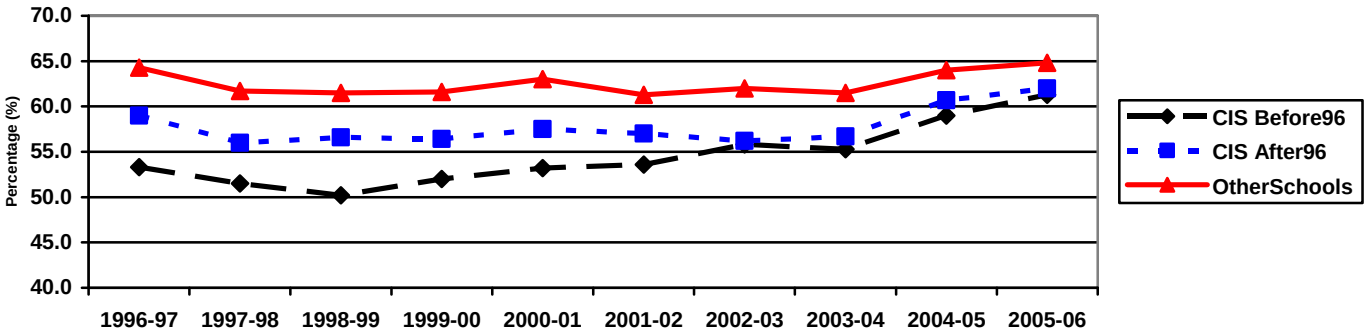


Data Source: PEIMS School-Level Data, 1998-99 through 2005-06

Statewide, roughly two-thirds of high school students take the SAT or ACT in preparation for college admissions (Figure I5). Among CIS schools implemented prior to 1996-97, slightly over half of students

were taking the SAT or ACT in the late 1990's. By contrast, between 55 percent and 60 percent of students in CIS schools implemented after 1996-97 took the SAT or ACT. In recent years, these rates have converged. Between 1996-97 and 2005-06, the number of students taking the SAT or ACT has increased 8 percent among long-running CIS programs, 3 percent among CIS schools implemented after 1996-97, and 0.5 percent among non-CIS schools in Texas. Clearly, progress is being made at CIS schools in preparing students for the future. Although we cannot say for certain whether CIS is solely responsible for this increase in SAT/ACT participation, the mission of the CIS program certainly is congruent with fostering these types of improvements.

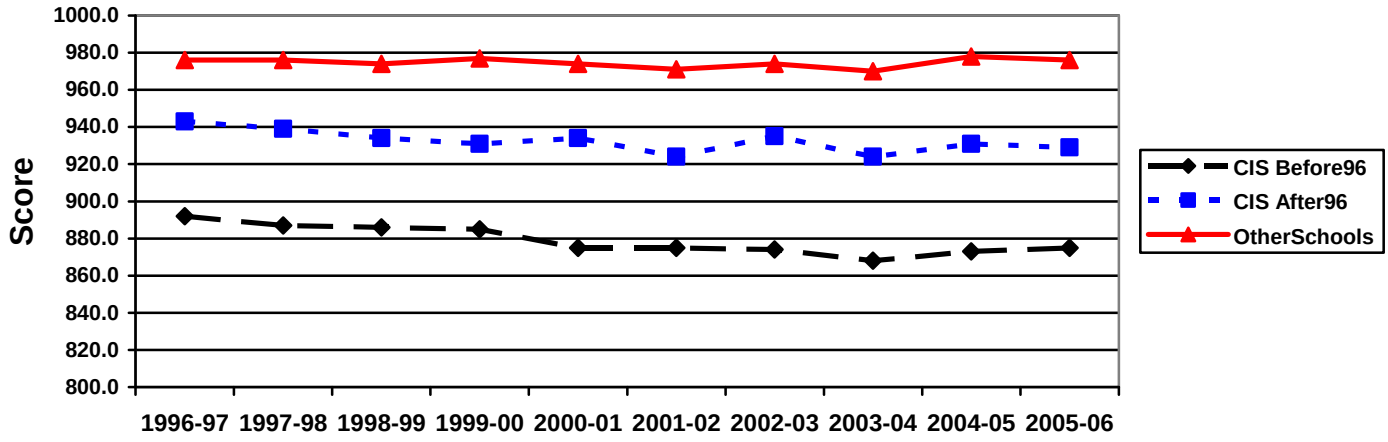
Figure I5. SAT/ACT Test Takers



Data Source: PEIMS School-Level Data, 1996-97 through 2005-06

Figure I6 presents the mean SAT score among CIS and non-CIS schools. Average SAT scores declined among long-running CIS schools, from 892 in 1996-97 to 875 in 2005-06. Among schools implementing CIS after 1996-97, average SAT scores also declined from 943 to 929 while non-CIS schools held steady at 976 during the same period. Although a decline in SAT scores may seem at first to be a negative finding, they can also be viewed in a very positive light, since these declines are likely a function of more students within the school taking the test. If students who would not otherwise take the SAT do so, we would expect them to be at the lower end of the achievement scale, which would in turn indicate that many students who previously did not have expectations to go to college are now taking the SAT. Although these trend plots do not provide definitive proof that CIS is improving college expectations and awareness, the data provide a promising indication that CIS may be helping more students prepare for college.

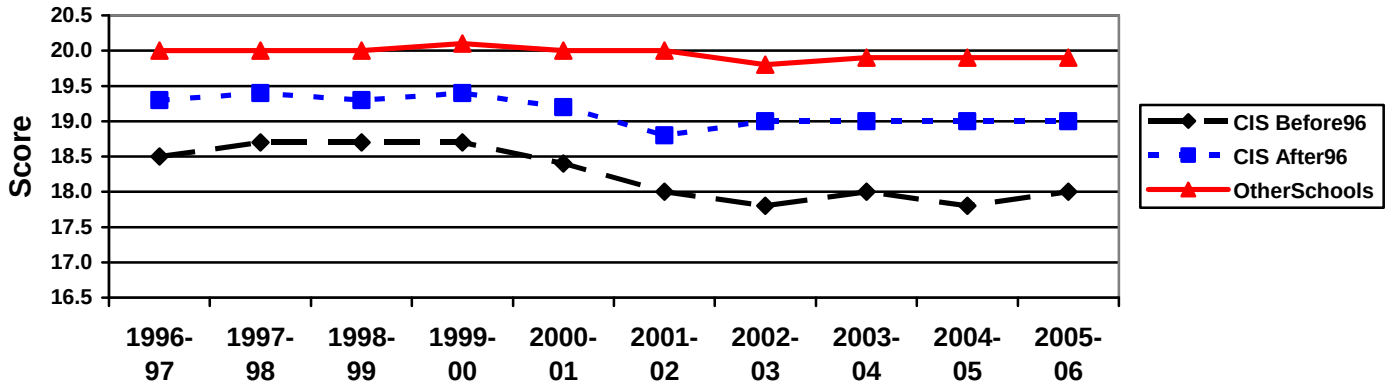
Figure I6. SAT Mean Score



Data Source: PEIMS School-Level Data, 1996-97 through 2005-06

As with SAT scores, mean ACT scores declined among CIS schools from 1996-97 through 2005-06 (Figure I7). The decline in ACT scores was not as pronounced as with SAT scores. Mean ACT scores declined 0.5 points among long-running CIS programs, 0.3 points among CIS schools implemented after 1996-97, and 0.1 points among non-CIS schools in Texas. As with the trends among SAT scores, the relative decline in ACT scores among CIS schools may very well be attributable to more students taking the test.

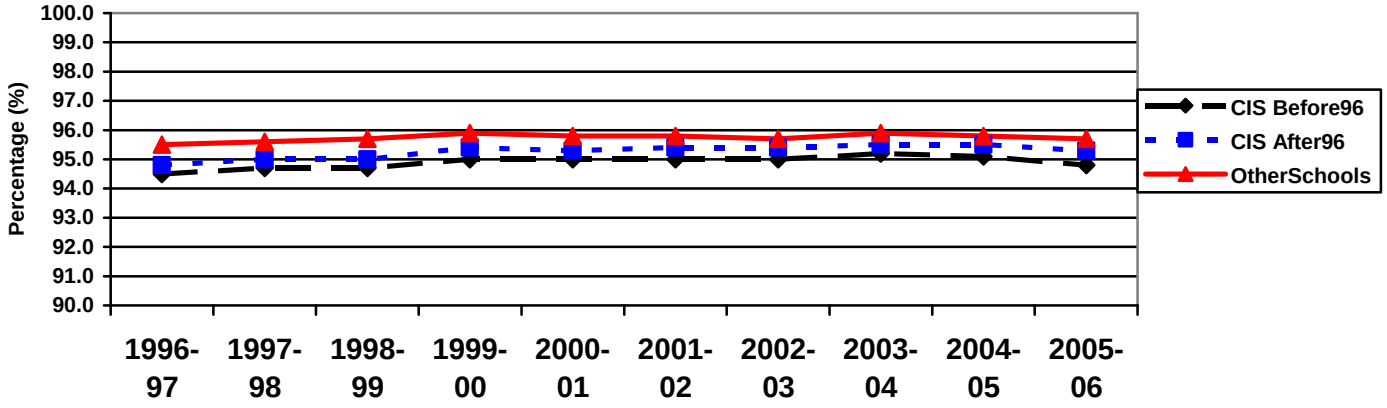
Figure I7. ACT Mean Score



Data Source: PEIMS School-Level Data, 1996-97 through 2005-06

Overall attendance remained steady at 95 to 96 percent among all three groups from 1996-97 through 2005-06 (Figure I8). Because overall attendance is quite high, this leaves very little room for improvement (this is called a ceiling effect). Still, even given these small differences in attendance, CIS schools still had slightly lower rates of attendance than non-CIS schools.

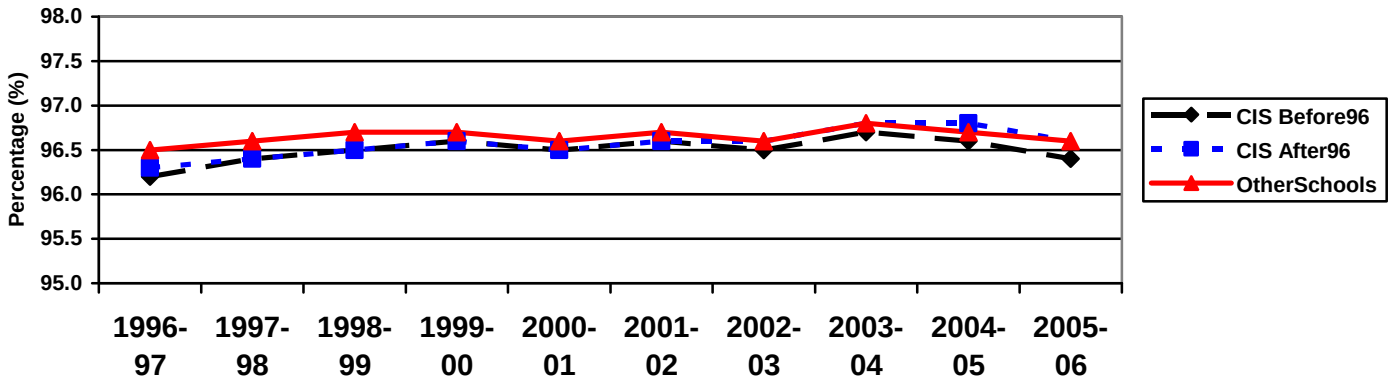
Figure I8. Overall Attendance



Data Source: PEIMS School-Level Data, 1996-97 through 2005-06

Elementary school attendance trended slightly upward between 1996-97 and 2005-06 (Figure I9). Overall attendance improved during this period by 0.2 percent among CIS schools implemented prior to 1996-97, by 0.3 percent among CIS schools implemented during or after 1996-97, and by 0.1 percent among non-CIS schools. Elementary school attendance in recent years has been almost exactly the same among CIS and non-CIS schools.

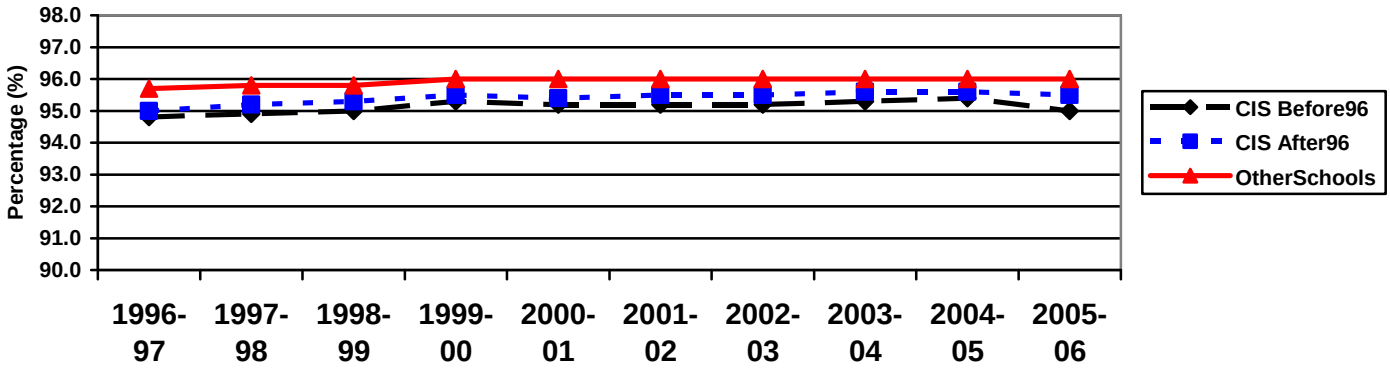
Figure I9. Attendance -- Elementary Schools



Data Source: PEIMS School-Level Data, 1996-97 through 2005-06

At the middle school level, attendance has been slightly higher among non-CIS schools (Figure I10). Still, trends show slight improvement among all three groups. Non-CIS schools reported 0.3 percent improvements in middle school attendance over the ten-year period, while CIS schools implemented after 1996 reported average improvements of 0.5 percent. CIS schools implemented before 1996-197 reported 0.2 percent improvements in middle school attendance over the same period.

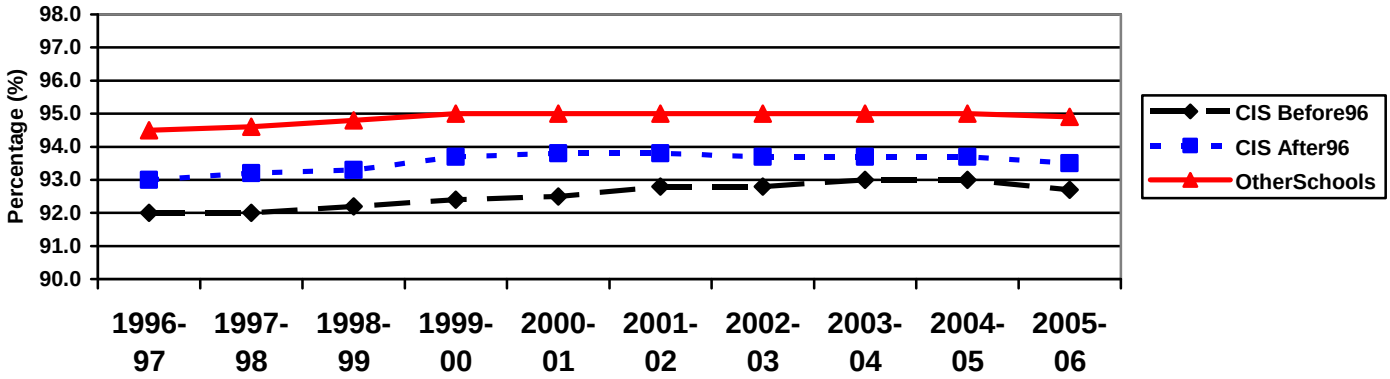
Figure I10. Attendance -- Middle Schools



Data Source: PEIMS School-Level Data, 1996-97 through 2005-06

Differences in high school attendance were more marked among CIS and non-CIS schools (Figure I11). Non-CIS schools reported the highest attendance rates while CIS schools implemented prior to 1996-97 reported the lowest attendance rates. Attendance rates at the high school level improved slightly more among CIS schools over the ten-year period. While non-CIS schools reported a 0.4 percent improvement in high school attendance from 1996-97 through 2005-06, long-running CIS schools reported a 0.7 percent improvement and CIS schools implemented after 1996 reported a 0.5 percent improvement in attendance.

Figure I11. Attendance -- High Schools

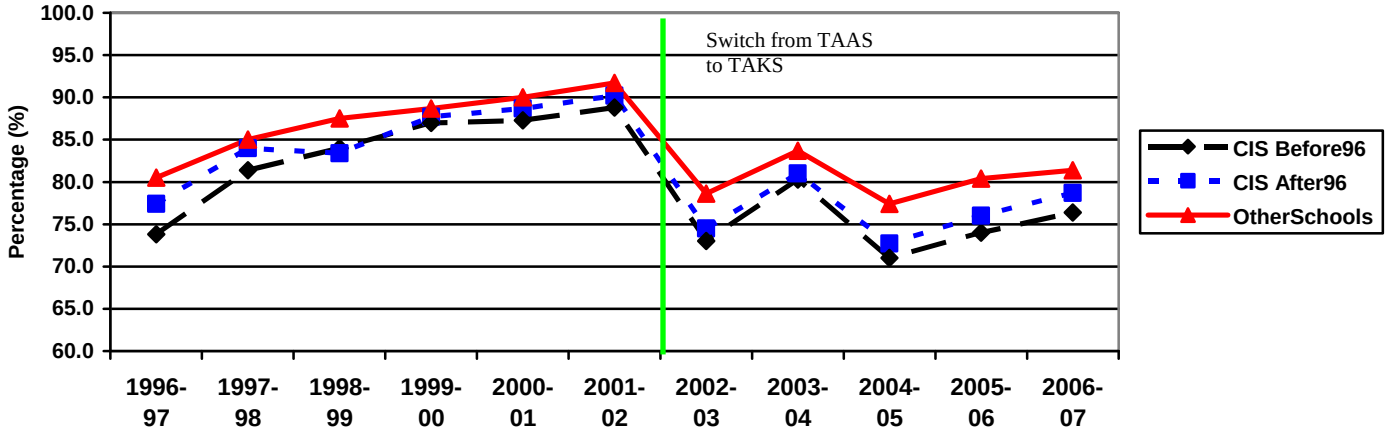


Data Source: PEIMS School-Level Data, 1996-97 through 2005-06

As with most other trends, Grade 4 academics among CIS schools follows state trends closely, albeit at a slightly lower level (Figures I12 and I13). Grade 4 reading and math were both converging between CIS and non-CIS schools from 1996-97 through 2001-02 – the last year the TAAS was administered. With the TAKS being implemented in 2002-03, scores began to diverge slightly, although CIS schools have returned closer to state averages in recent years.

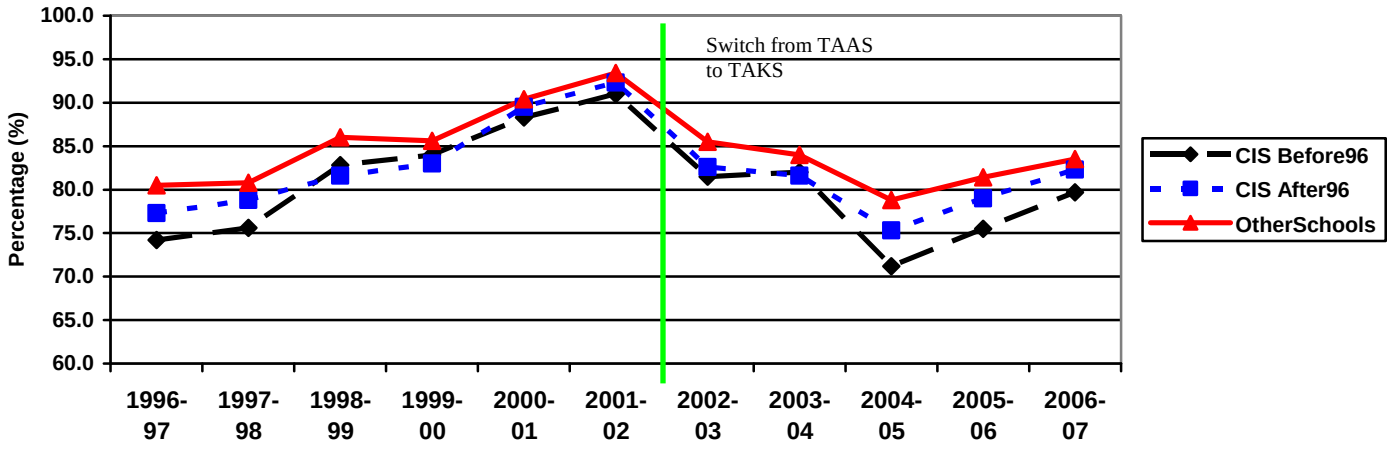
Although the inclusion of TAAS and TAKS results in the same table represents an "apples to oranges" comparison – and should not be used for making inferences about the effectiveness of the CIS program – these trend plots are still instructive, especially regarding the differential impact that the TAKS and TAAS had on CIS students. Recent improvements in TAKS among CIS schools indicate that the implementation of the TAKS only had a temporary, albeit negative, effect on CIS schools relative to other schools in the state.

Figure I12. Grade 4 Reading Achievement



Data Source: TAAS and TAKS data files, 1996-97 through 2006-07

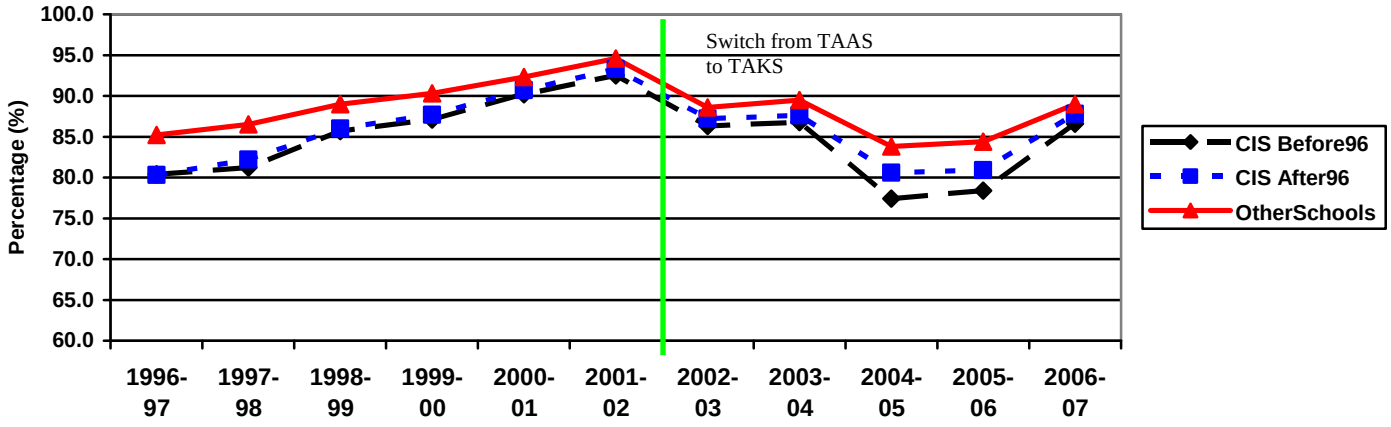
Figure I13. Grade 4 Math Achievement



Data Source: TAAS and TAKS data files, 1996-97 through 2006-07

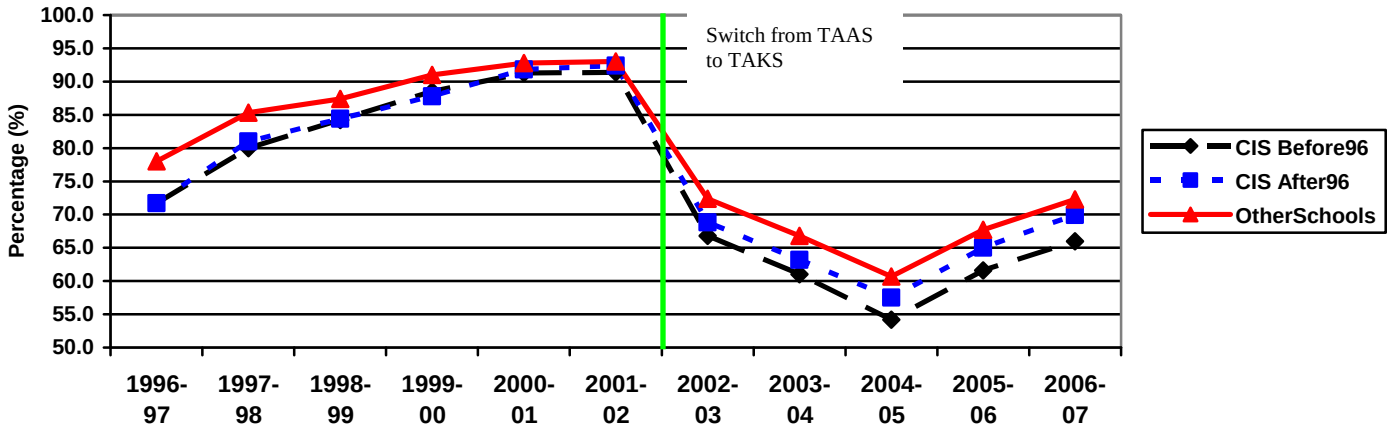
Again, eight grade reading and math achievement among CIS schools showed signs of convergence with state averages between 1996-97 and 2001-02, and diverged slightly after implementation of the TAKS (Figures I14 and I15). In reading achievement, there has been a closing of the gap between CIS and non-CIS schools in recent years, especially among CIS schools implemented prior to 1996-97. Disparities between CIS and non-CIS schools on middle school math achievement have remained steady since the implementation of the TAKS in 2002-03.

Figure I14. Grade 8 Reading Achievement



Data Source: TAAS and TAKS data files, 1996-97 through 2006-07

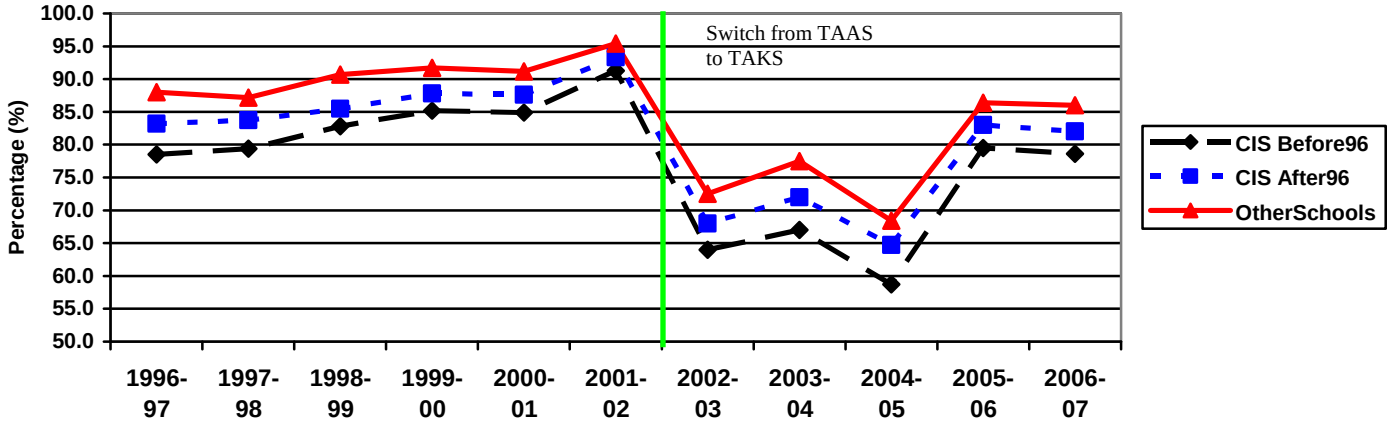
Figure I15. Grade 8 Math Achievement



Data Source: TAAS and TAKS data files, 1996-97 through 2006-07

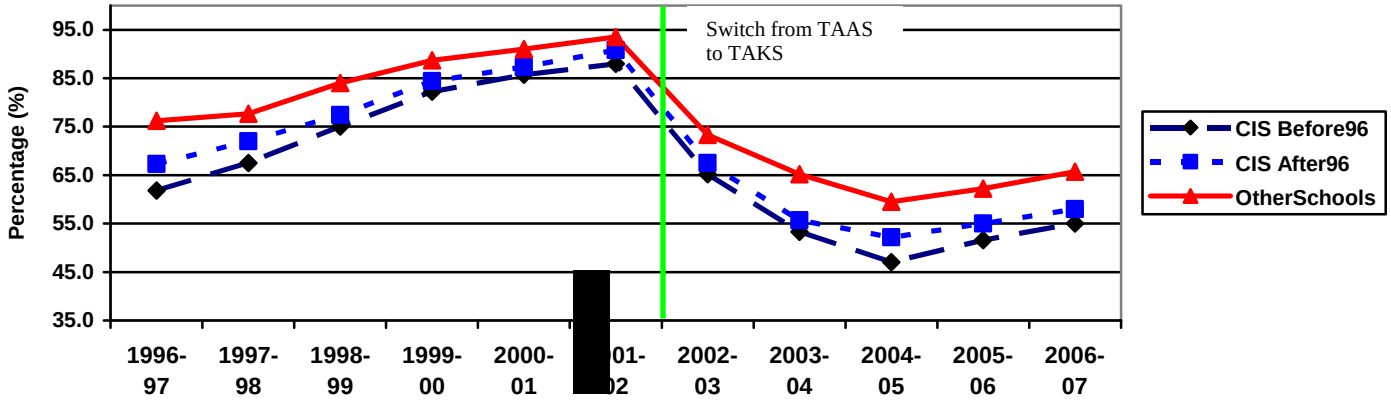
At the high school level, there was also convergence between CIS and non-CIS schools in reading and math achievement between 1996-97 and 2001-02 (Figures I16 and I17). After TAKS implementation in 2002-03, differences between CIS and non-CIS schools in math and reading achievement became more pronounced. In recent years, there has been a slight reconvergence between CIS and non-CIS schools; however, disparities between CIS and non-CIS schools remain more pronounced at the high school level then at elementary or middle school.

Figure I16. Grade 10 Reading Achievement



Data Source: TAAS and TAKS data files, 1996-97 through 2006-07

Figure I17. Grade 10 Math Achievement



Data Source: TAAS and TAKS data files, 1996-97 through 2006-07

Taken together, these trend plots indicate some interesting trends and additional areas of inquiry for the CIS evaluation:

- Among almost all outcomes and all years, CIS schools underperformed non-CIS schools; however, given that CIS targets areas of highest need, these disparities are not surprising and are even expected. Moreover, CIS schools are catching up to state averages over time.

- CIS schools are reporting increases in participation in SAT and ACT tests that outpace the state average. Although average SAT and ACT scores are dropping among CIS schools, this could be an indication that CIS schools are improving preparation for college, especially among students who are at the lower end of the academic scale.

- CIS schools that have been in place the longest (i.e., for 12 years or more) appear to improve outcomes at roughly the same pace as newer CIS programs. However, given that these schools are in areas of relatively higher need, just keeping pace with other schools may be an accomplishment in its own right.

These findings are not meant to provide inferences on the overall effectiveness of older CIS sites. Rather, they are intended to present additional context for the quasi-experimental findings presented in the technical report.

Trend Plot Tables

Table I2. Annual Dropout (%)

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
CIS Before96	1.7	1.8	2	1.9	1.4	1.2	1.4	1.4	1.7	3.7
CIS After96	1.9	1.8	1.9	1.7	1.3	1.2	1.3	1.3	1.4	3.5
Other Schools	2.6	2.5	2.1	1.7	1.4	1.3	1.3	1.2	1.4	4

Data Source: PEIMS data, 1996-97 through 2005-06

Table I3. 4-Year Dropout (%)

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
CIS Before96	9.7	9.5	9.4	8.4	7	6.2	5.5	7
CIS After96	9	8.5	7.8	7.5	6	5.4	5	5.8
Other Schools	8.4	7.6	6.8	6	4.7	4.4	4	4.5

Data Source: PEIMS data, 1997-98 through 2004-05

Table I4. Promoting Power

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
CIS Before96	55.5	55	53	55	55	57.5	58	60	61
CIS After96	58	58.4	58	57.4	58	60.5	60.5	62.5	64
Other Schools	72.8	72.4	71.7	71.3	72.5	74	75.4	75.6	76.3

Data Source: National Center for Education Statistics, Common Core of Data, 1997-98 through 2005-06

Table I5. Graduation Rate

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
CIS Before96	78.6	79.5	79.7	80.5	82	82.3	81.7	76
CIS After96	82.5	83.3	82.7	84	85.3	85	84	80.5
Other Schools	86.2	86.7	86.6	87.6	89	88.8	88.3	86.6

Data Source: PEIMS data, 1998-99 through 2005-06

Table I6. SAT/ACT Test Takers

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
CIS Before96	53.3	51.5	50.2	52	53.2	53.6	55.8	55.3	59	61.3
CIS After96	59	56	56.6	56.4	57.5	57	56.2	56.7	60.7	62
Other Schools	64.3	61.7	61.5	61.6	63	61.3	62	61.5	64	64.8

Data Source: PEIMS data, 1996-97 through 2005-06

Table I7. SAT Mean Score

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
CIS Before96	892	887	886	885	875	875	874	868	873	875
CIS After96	943	939	934	931	934	924	935	924	931	929
Other Schools	976	976	974	977	974	971	974	970	978	976

Data Source: PEIMS data, 1996-97 through 2005-06

Table I8. ACT Mean Score

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
CIS Before96	18.5	18.7	18.7	18.7	18.4	18	17.8	18	17.8	18
CIS After96	19.3	19.4	19.3	19.4	19.2	18.8	19	19	19	19
Other Schools	20	20	20	20.1	20	20	19.8	19.9	19.9	19.9

Data Source: PEIMS data, 1996-97 through 2005-06

Table I9. Overall Attendance

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
CIS Before96	94.5	94.7	94.7	95	95	95	95	95.2	95.1	94.8
CIS After96	94.8	95	95	95.4	95.3	95.4	95.4	95.5	95.5	95.3
Other Schools	95.5	95.6	95.7	95.9	95.8	95.8	95.7	95.9	95.8	95.7

Data Source: PEIMS data, 1996-97 through 2005-06

Table I10. Attendance – Elementary Schools

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
CIS Before96	96.2	96.4	96.5	96.6	96.5	96.6	96.5	96.7	96.6	96.4
CIS After96	96.3	96.4	96.5	96.6	96.5	96.6	96.6	96.8	96.8	96.6
Other Schools	96.5	96.6	96.7	96.7	96.6	96.7	96.6	96.8	96.7	96.6

Data Source: PEIMS data, 1996-97 through 2005-06

Table I11. Attendance – Middle Schools

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
CIS Before96	94.8	94.9	95	95.3	95.2	95.2	95.2	95.3	95.4	95
CIS After96	95	95.2	95.3	95.5	95.4	95.5	95.5	95.6	95.6	95.5
Other Schools	95.7	95.8	95.8	96	96	96	96	96	96	96

Data Source: PEIMS data, 1996-97 through 2005-06

Table I12. Attendance – High Schools

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
CIS Before96	92	92	92.2	92.4	92.5	92.8	92.8	93	93	92.7
CIS After96	93	93.2	93.3	93.7	93.8	93.8	93.7	93.7	93.7	93.5
Other Schools	94.5	94.6	94.8	95	95	95	95	95	95	94.9

Data Source: PEIMS data, 1996-97 through 2005-06

Table I13. Grade 4 Reading Achievement

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
CIS Before96	73.8	81.4	84	87	87.3	88.8	73	80.3	71	74	76.4
CIS After96	77.4	84	83.4	87.7	88.7	90.2	74.5	81	72.7	76	78.7
Other Schools	80.5	85	87.5	88.7	90	91.7	78.6	83.7	77.4	80.4	81.4

Data Source: TAAS and TAKS data files, 1996-97 through 2006-07

Table I14. Grade 4 Math Achievement

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
CIS Before96	74.2	75.6	82.8	84	88.3	91	81.5	82	71.2	75.5	79.7
CIS After96	77.3	78.8	81.6	83	89.5	92.3	82.6	81.6	75.3	79	82.3
Other Schools	80.5	80.8	86	85.6	90.4	93.4	85.5	84	78.8	81.4	83.5

Data Source: TAAS and TAKS data files, 1996-97 through 2006-07

Table I15. Grade 8 Math Achievement

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
CIS Before96	71.7	80	84.2	88.5	91.3	91.4	66.8	61	54.2	61.6	66
CIS After96	71.7	81	84.4	87.8	91.8	92.4	68.8	63.2	57.5	65	69.9
Other Schools	78	85.3	87.4	91	92.8	93	72.4	66.8	60.7	67.7	72.3

Data Source: TAAS and TAKS data files, 1996-97 through 2006-07

Table I16. Grade 8 Reading Achievement

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
CIS Before96	80.4	81.2	85.7	87.1	90.2	92.5	86.3	86.8	77.4	78.4	86.6
CIS After96	80.3	82.2	86	87.7	90.7	93.3	87.2	87.6	80.6	80.9	87.8
Other Schools	85.2	86.5	89	90.3	92.3	94.6	88.6	89.5	83.8	84.4	89

Data Source: TAAS and TAKS data files, 1996-97 through 2006-07

Table I17. Grade 10 Math Achievement

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
CIS Before96	61.8	67.5	75	82.2	85.7	88	65.2	53.3	47	51.6	55
CIS After96	67.3	72	77.4	84.4	87.3	90.8	67.5	55.7	52.2	55	58
Other Schools	76.2	77.7	84	88.7	91	93.5	73.3	65.2	59.5	62.2	65.7

Data Source: TAAS and TAKS data files, 1996-97 through 2006-07

Table I18. Grade 10 Reading Achievement

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
CIS Before96	78.5	79.4	82.8	85.2	84.9	91.3	64	67	58.7	79.5	78.6
CIS After96	83.2	83.7	85.5	87.8	87.6	93.3	68	72	64.7	83	82
Other Schools	88	87.2	90.7	91.7	91.2	95.4	72.5	77.5	68.4	86.4	86

Data Source: TAAS and TAKS data files, 1996-97 through 2006-07

Appendix J:

Case Study Profile Reports

Communities In Schools of Texas:
Case Study Profile Report

CIS of the Big Country

December 2008

TABLE OF CONTENTS

1. OVERVIEW

1.1 Communities In Schools of Texas

Communities In Schools (CIS) champions connecting community resources with schools to help young people successfully learn, stay in school, and prepare for life. Founded in 1977, CIS has grown into the nation's largest stay-in-school network, serving just over 1 million youths in the District of Columbia and 27 States, including Texas.

In Texas, CIS helps young people stay in school, learn, and prepare for life by coordinating community resources in local schools. The Texas CIS program is managed by the Texas Education Agency. Through 28 local programs (affiliates) across the State, including CIS of the Big Country, CIS of Texas provides services in more than 761 schools in 123 school districts, serving more than 82,000 students.[1]

1.2 Texas Education Agency Evaluation of CIS of Texas

As part of a comprehensive evaluation of the Texas Education Agency's CIS program, ICF International conducted five case studies to understand how local CIS affiliates operate; the services provided by CIS to students within each school or campus; the benefits of CIS for schools, students, and families; and the factors that contribute to or hinder the success of CIS in meeting student needs. The cross-affiliate results are presented in the Communities In Schools of Texas Evaluation Technical Report. The aggregated findings specific to each CIS affiliate are included in individual profile reports.

1.3 Approach to the Case Studies

Five local CIS affiliates were selected by the Texas Education Agency for inclusion in the case study component of the evaluation. The local CIS affiliates selected were CIS of El Paso, CIS of Northeast Texas, CIS of Houston, CIS of North Texas, and CIS of the Big Country (Abilene). The local CIS affiliates represent the wide range of diversity in terms of geographic location and program operation across the CIS Texas network.

Multiday site visits were conducted at each CIS affiliate. During the site visits, ICF staff conducted interviews with key CIS staff, such as the executive directors, board members, program directors/coordinators, program trainers, data specialists, program financial officers, and campus/case managers. Individuals were asked questions about their roles and responsibilities, working relationships, implementation of CIS at the affiliate and school or campus level, challenges and successes, and goals and recommendations for the future. Interviews were also conducted with principals, teachers, guidance counselors, and other service providers working with CIS at each of the schools visited as part of the evaluation. Specifically, an elementary, middle, and high school representing a feeder pattern within the same district served by CIS was identified for each case study visit. These individuals were asked questions about their level of involvement with CIS, the benefits of CIS, challenges and limitations, and recommendations for improvement. In addition to interviews with CIS and non-CIS personnel, the ICF staff conducted focus groups with students receiving services from CIS and parents of these students. Students and parents were asked what they liked and/or disliked about CIS, the benefits of CIS, and recommendations for improvement.

[1] TEA, Fiscal Year 2007.

Information from the interviews and focus groups was examined using content analysis. This involved searching for patterns and data saturation (recognized by redundancy in responses), then identifying common themes across respondent groups as well as perceptions unique to individuals or subgroups. Results are presented in aggregate form to protect the confidentiality of the respondents.

2. CIS OF THE BIG COUNTRY

2.1 Description of CIS of the Big Country

CIS of the Big Country has been operating in Abilene for seven years. It currently serves six schools in the Abilene Independent School District (ISD). Each campus has a full-time campus coordinator who provides individual and group case management services to students. During the 2006-07 academic year, CIS of the Big Country provided case management services to 862 students. Of these case-managed students, 88.6 percent were promoted the following school year. Another 2,500 students and their families received other widely accessible services from CIS of the Big Country, such as health screenings, health and career fairs, school supply assistance, etc. The annual budget for providing these services was $372,423; which includes in-kind donations. Most (90.4%) of the funding came from Texas Education Agency.

2.2 Description of Case Study Schools Served by CIS of the Big Country

All three public schools visited as part of the case study for CIS of the Big Country were from the Abilene ISD. The schools included Ortiz Elementary School, Mann Middle School, and Abilene High School. The schools represent a feeder pattern for CIS within Abilene ISD. The demographics for Abilene ISD and each of the three schools are presented in Table 1.

Table 1. 2006-07 Demographics of Abilene ISD and Case Study Schools

	Abilene ISD	Ortiz Elementary School	Mann Middle School	Abilene High School
Number of students 2006-07	16,622	549	524	2,280
Did the district/school meet Adequate Yearly Progress in 2006-07?	Yes	Yes	Yes	No
Economically Disadvantaged	58.2%	91.1%	76.0%	44.5%
English Language Learners/Limited English Proficiency	2.9%	8.4%	0.2%	1.7%
Students per Teacher	13	12	11	15
Reading Proficiency*	91.5%	91.0%	88.6%	91.2%
Math Proficiency*	80.0%	89.2%	75.9%	68.4%

Data Source: SchoolDataDirect for 2006-07

*Represents the percentage of students proficient in subject based on TAKS

Based on data maintained by CIS of the Big Country, 306 students were case-managed across the three schools in 2006-07. The demographics of the case-managed students as reported in CISTMS (the data tracking and management system for the entire CIS of Texas network) are presented in Table 2. In 2006-07, CIS of the Big Country provided documented case management services to 28.8 percent of the Ortiz Elementary student population and 28.2 percent of the Mann Middle School student population. Only one student was case-managed in

2006-07 at Abilene High School At least one-third or more of the case-managed students were considered at-risk according to the Texas Legislature criteria. When comparing the demographics of the student population with the case-managed students, economically disadvantaged and minority students appear to be more represented in the case-managed group. That is, CIS of the Big Country is serving the higher risk population of students within each school.

Table 2. 2006-07 Demographics of Case Managed Students in Case Study Schools

	Ortiz Elementary School	Mann Middle School	Abilene High School*
Number of Case-Managed Students	158 (28.8%)	148 (28.2%)	-
Economically Disadvantaged	98.7%	87.2%	-
Special Education	21.5%	23.0%	-
At Risk	36.7%	64.2%	-
English Language Learners	0.6%	0.0%	-
White	19.6%	15.5%	-
Black	14.6%	19.0%	-
American Indian	0.0%	0.7%	-
Asian	0.0%	0.0%	-
Hispanic	65.8%	64.8%	-

Data Source: CIS End of Year (EOY) Report for 2006-07

*Data were only available for one case-managed student at Abilene High School for the 2006-07 school year.

3. CASE STUDY FINDINGS FOR CIS OF THE BIG COUNTRY

Between May 13 and May 16, 2008, 18 interviews were conducted at CIS of the Big Country. Interviews were conducted with program staff (i.e., the board of directors, executive director, financial officer, and program coordinator) and the school administrators (i.e., principals/vice-principals), support staff, and teachers at the elementary, middle, and high schools selected for the case study. Finally, five student focus groups and one parent focus group were conducted. Table 3 presents the number of interview participants by their roles in CIS.

Table 3. Interviews and Focus Groups With Key Stakeholders

CIS Affiliate/Campus Staff	4
School Personnel	12
Community Partners	2
Students and Parents	68
Total	**86**

Data Source: Site visits during May 2008

3.1 Implementation of CIS Within Schools

Before understanding how CIS is being implemented within schools, it was important to obtain a definition or interpretation of what CIS means for key stakeholders. CIS of the Big Country was described as a dropout prevention program that brings the community into the schools. By connecting students in need with as many resources as are available, CIS removes barriers to student success. Further, by providing students with a broader range of activities than they would otherwise experience (e.g., job fairs, college visits, and out-of-town sporting events), CIS changes students' visions of their futures.

CIS Process

Several processes were described as making up the CIS model across the schools visited as part of the case study

Needs Assessment. Needs assessment is a collaborative process that includes campus coordinators, students, teachers, principals, and other school staff. Needs assessment surveys are administered at the beginning of the year to all students and teachers. Campus coordinators use the information to determine topics for group counseling sessions at each campus (e.g., Ladies Only, Gentlemen's Quarters, Anger Management). In addition, coordinators receive input from school principals, guidance counselors, and students.

Students and school staff commented on their ability to approach campus coordinators regarding any of their concerns, needs, or worries. Coordinators stated that their school staff, parents, and students know to come to CIS if they need anything. In some cases, the CIS office has become the "go to" location or agency for addressing student needs.

Identification and Referral. Campus coordinators and school staff reported that the flexible identification and referral systems were working well. Students are identified and referred by teachers, parents, counselors, and other school staff. In addition, students may also self-refer or be referred by another student. Everyone who comes in contact with students has the opportunity to refer them for services. School support staff noted that they collaborate with their campus coordinator on a regular basis to update records, maintain databases, and provide reports to identify student needs.

Programs and Services. The programs and services provided by CIS of the Big Country reflected the six components of all CIS of Texas programs: supportive guidance, health and human services, parental and family involvement, career awareness/employment, enrichment, and educational enhancement.

- **Supportive Guidance.** Campus coordinators provide students with one-on-one counseling, weekly group sessions, and club activities. Guidance activities help students become more self-assured and self-confident, and provide students with strategies for making good choices in and out of the classroom.

> ***"He's [Campus Coordinator] not a threatening person. He's very open. He gives his advice sometimes. They may not want to hear it, but they know he's speaking from his heart."***
>
> *-- School Personnel*

- **Health and Human Services.** Campus coordinators were praised by all school staff for their efforts to care for whole families through multiple pathways, including basic needs. CIS staff report maintaining emergency clothing closets and organizing trips to a local partner organization, Christian Services, for school clothes and school supplies. One school staff member said, "To get a child ready to learn, you have to make sure their tummy is full, their clothes are OK, and their self-esteem is high. I take them to [CIS to] get clothes, feed them, [provide] emergency care for family catastrophes—whatever it takes!"

  Campus coordinators are often key contacts at the schools for donations from the community. For example, at one school the coordinator received hygiene products from the Junior League, backpacks of food from the Food Bank, holiday gifts from

churches and universities, small gifts from sororities, and holiday gifts from a group of physicians' wives. These donations were routed to needy CIS families.

- **Parental and Family Involvement.** Family involvement is strongly encouraged by CIS staff. Some relationships with families are established through donation programs such as the backpack program mentioned above. Throughout the school year, backpacks from the food bank are filled with food and sent home on Fridays with students who otherwise might not eat. CIS staff pointed out that this was especially important on long holiday weekends. This ongoing resource provided for students, and their families, helps establish a bond between the family and CIS staff. CIS staff are also appreciated by school staff for the periodic home visits they perform. Parents appreciate the fact that CIS staff are accessible and available to talk with students even after school hours.

- **Career Awareness/Employment.** CIS of the Big Country coordinates with school staff beginning in middle school to start an ongoing conversation with students about their future work life. Students are encouraged to see the benefits of good career choices, as well as the academic preparation required to have those careers.

- **Educational Enhancement.** School staff appreciate the fact that CIS staff are able to provide tutoring before or after school hours—"on the students' schedules." Parents of younger children stated that their children were trying harder in order to receive small rewards and praise from the campus coordinators. Parents of high school students were excited that their children had taken college trips, and felt the trips encouraged higher academic achievement and better behavior.

> ***"He improved so much last year; he got to pick something out of the prize box. He was so excited!"***
>
> *-- School Personnel*

Monitoring and Adjustment. Formal evaluations are completed at each school at the end of the year to monitor the success of the current programs. This includes anonymous online evaluations from all staff in participating schools. Informal monitoring and adjustment are ongoing. Campus coordinators say they measure success by the positive changes in a student and/or the family.

Relationships

> ***"I don't have a dad, but the CIS campus coordinator is like a dad to me."***
>
> *-- Student*

Without exception, relationships were identified as the cornerstone of CIS success in the schools. The relationships between campus coordinators and students were characterized as close and trusting by principals, teachers, counselors, parents, and students themselves. School staff reported that consistent and strong relationships help foster a sense of security among students and a desire to succeed. In many cases, relationships are initiated when campus coordinators provide students with material support (e.g., school supplies, backpacks). This early contact paves the way for additional basic needs (e.g., food, eyeglasses, and school supplies), tutoring, and case management, as needed.

Relationships between CIS staff and school personnel are a critical component of success. Campus coordinators and school personnel alike stressed the importance of collaborative relationships and clear and consistent lines of communication. One of the only frustrations with CIS implementation occurred when school staff felt they had inadequate information about CIS activities and programs. Campus coordinators who reported efforts to involve the entire school community in activities also reported high levels of support from school staff. For example, one coordinator implemented a teacher appreciation event; another invited school personnel to join students and their families in a campus beautification project, with very positive results.

Benefits of CIS Within the Schools

CIS successes were acknowledged on individual, family, school, and community levels. Academic successes included better grades, attendance, and improved attitudes in students. These positive changes were noted by all stakeholders.

Students enthusiastically stated that CIS is a positive influence in their lives. For them, CIS is the place to go for help with school work, to meet friends who want to stay out of trouble, share new experiences, and learn to try harder. In the five focus groups that were conducted with students at CIS of the Big Country, all students said they would recommend CIS to other students. In fact, all of them already had.

> ***"It keeps you from doing bad things because it keeps you doing good, fun activities."***
>
> *-- Student*

Successes were also counted when valuable life lessons were learned. For example, one school experienced a cafeteria-wide "food fight" that negatively affected the entire school community. CIS staff organized a school beautification project that included many of the students who had been involved in the earlier incident. School staff believed that through the work on the project, students learned the obvious lesson of valuing *their* school property. In addition, they learned to work cooperatively with school staff and stick with a project they had begun. Pride in the results of their hard work was noted.

Family involvement was also counted as a major success. When a family enters the positive and supportive community provided by the CIS organization, the wider community benefits. Specifically, school staff felt strongly that CIS helps students and their parents understand that education is a way out of a difficult situation, that it is a doorway to a better life.

> ***"My daughter spends time with groups of girls that treat her well—that's because of CIS. They got her involved in positive groups."***
>
> *-- Parent*

Parents acknowledged the value of having an additional adult to encourage and praise students for good work, thereby reinforcing positive changes. One mother noted that her daughter is more selective about the friends she makes. She attributed this to the improved self-esteem her daughter had developed as she participated in CIS programs. Other parents mentioned sports involvement and increased school/team spirit as positive results of CIS participation.

In addition, parents offered overwhelming praise for CIS staff and the opportunities they bring to students. They felt that the relationships established by campus coordinators with CIS students was very positive, and they asked for more of the same—more of the activities (school visits, job shadowing) that show their children a path to a more positive future, more tutoring and

academic assistance during the school year, and more summer programs so the students do not lose momentum between school years. These positive sentiments were reiterated by students and school staff.

Challenges to CIS Implementation Within the Schools

According to stakeholders, funding and time are major challenges to implementation of CIS. Funding was further identified as the primary challenge to retention of qualified and experienced CIS staff. Also, the number of students in need of assistance greatly outnumbered the spaces available. Many families in the area lack the basics, and hardships that accompany lack of resources were said to be common.

Inadequate time was the second most often mentioned challenge. Students wanted more time in CIS activities, and teachers wanted less time with students outside their classes. Campus coordinators also noted time management as one of their biggest challenges, pointing out the difficulty involved in coordinating numerous volunteers and community partners as well as the disappointment in their students when an appointment is canceled or rescheduled.

Despite these challenges, when asked to give suggestions to improve CIS, most stakeholders had difficulty providing a response. One said, “I’ll have to dig for a criticism!” Overall, only a few issues were raised in terms of CIS implementation. The first was distribution of school supplies to students in need. Some school staff were concerned over the idea that at times CIS had stores of school supplies reserved for CIS participants when the general supply at the school was depleted, leaving non-CIS students in need. A second concern was that, at times, the school schedules maintained by CIS staff did not coincide with student arrivals. Therefore, if parents dropping off their children at school were interested in speaking with CIS staff, in many cases CIS staff had not arrived yet. A third concern was distribution of rewards to students. Although most school staff members acknowledged the importance of encouraging students with praise and rewards for their successes, students visiting CIS staff and requesting rewards without merit was noted several times.

3.2 Key Features of CIS of the Big Country: Strengths and Limitations

Several characteristics of CIS of the Big Country were identified as contributing to its strengths as a local CIS affiliate. In addition, CIS of the Big Country faces several limitations or challenges.

Leadership

In 2005, the executive director and several members of the board of directors left CIS of the Big Country. The current director has served in this position for the last 2 years and has used his training, experience, and personal commitment in the task of rebuilding the organization. Before taking on the role of executive director, he spent a year as a campus coordinator (case manager). His commitment to providing needed support systems for the youth of Abilene, along with his training and experience, enable him to provide the leadership needed for this growing CIS program.

Planning and Development

Planning and development depends on close coordination between the school district and board of directors. At this time, funding is a large part of the decision. School feeder

patterns were said to be a top priority because when students stay with CIS for extended periods of time, they benefit from the stability.

Board of Directors

The board of directors provides governance and legal oversight for CIS of the Big Country. The board has been in a period of redevelopment since 2005 and continues to grow in levels of engagement. A now-stable board and consistent promotion of the CIS mission by its members have facilitated growth of CIS's positive image in the community.

Community involvement by board members is an integral component of CIS's success. The current 10-member team has strong connections within the city. In fact, one board member is on the school board and another is on the city council. CIS of the Big Country's executive director praised the current 10-member group for their partnership and guidance.

Resources/Funding

With expenses close to $350,000 and local competition for nonprofit dollars, funding is a key concern. In addition to funding from the Texas Education Agency, CIS of the Big Country solicits local contributions and grants, and partners with other departments at the Region 14 Education Service Center and other partner organizations to deliver needed services. Members of the board and program staff stressed the importance of good communication and strong relationships where funding sources are concerned.

In contrast to many CIS programs, CIS of the Big Country does not receive funding from the local school district. Therefore, it relies heavily on local contributions and grants. HEB and WTU/Direct Energy have been important local partners in providing much needed materials. For example, WTU gave CIS $5,000 to partner with a retailer to give 100 students $50 to purchase clothing.

In another example of creative teaming, CIS partnered with a department at the Education Service Center that had a grant for helping homeless teens, but had not connected with an adequate number of kids to show effective use of their funding. CIS had knowledge of homeless teens in great need of support; the department had the funding. Together, these separate organizations brought much needed help to the community.

> ***"There are many nonprofits in this area of the State, which means there is a lot of competition for donations and resources. Right now, the board is trying to see if there are places where we can partner more between nonprofits."***
>
> *-- Board Member*

Partner organizations are a key source of funding and resources. Efforts to get and keep good partners fall on campus coordinators and the program coordinator, as well as the executive staff and Board of Directors. Current partners include providers of basic needs, such as the Abilene Food Bank, Junior League of Abilene, and Christian Service Center (e.g., food, hygiene products, clothing, school supplies, etc.), and organizations that provide training on social development including Serenity House and ARCADA (e.g., anger management, substance abuse, etc.). A summer camp with the Boys and Girls Club is planned, as is Junior Achievement involvement.

Marketing

During redevelopment of CIS in the Big Country, the focus has been on rebuilding it through successful implementation of the core CIS mission. However, the need to develop stronger marketing materials was recognized by CIS staff. Currently, marketing materials include general brochures provided by the State Office and a Web site that is under development. A marketing committee on the board of directors has been established, and goals include growing the CIS brand name within the community, increasing the number of media contacts, and tailoring marketing materials for specific events and projects. In the schools, campus coordinators market their availability to students and families at back-to-school nights and during classroom presentations at the start of the school year. Coordinators also attend staff meetings to familiarize school personnel with the program.

Partnerships and Key Stakeholder Development

Without the time, materials, and funding contributed by community partners, the range of activities and programs available to CIS students would be greatly reduced. CIS staff stressed the value of these partnerships. Partners and CIS staff stated that developing and maintaining relationships require good scheduling skills, open communication, and clear expectations by both CIS staff and partner staff regarding what and when specific services will be provided.

Partnerships are established in response to needs within a school as reported by students, parents, and/or school staff. In addition, partnerships are established when community organizations have programs available that CIS staff believe will benefit their students. For example, Serenity House provided a 15-week curriculum that was taught in the health classes at a CIS high school. Community partners stated that their involvement was mutually beneficial—they had the program and CIS provided the students.

> ***"CIS is the connecting point with a lot of clients that we might otherwise not service. They connect us with the students who need us."***
>
> *-- Community Partner*

Recruitment/Retention

The invaluable role played by the people who implement the CIS program was a common theme throughout the Abilene site visit. Staff members hold degrees in a wide array of disciplines including social work, psychology, sociology, family studies, biology, multidisciplinary studies, and human communication. Many hold graduate degrees.

> ***"… one staff member has a daughter graduating and we are giving her some time that week even though that's one of our busiest weeks."***
>
> *-- CIS Staff*

As mentioned earlier, CIS of the Big Country has experienced significant leadership change over the last several years. The executive director has been in the role for two years, and the program coordinator is new this year. In contrast, retention of campus coordinators has been strong, allowing great stability for the students served. Most of the current coordinators have been with CIS more than 4 years, and many have served at multiple schools. Although several members of the board of directors are new since the 2005 reorganization, others have given more than 6 years of service.

Program staff expressed a desire to increase CIS staff salaries. Until that is possible, the primary incentives are job satisfaction and work flexibility.

Training

Training for campus coordinators is provided through the Region 14 Education Service Center and by the CIS program coordinator on monthly and annual bases. Training on relevant topics (e.g., Forty Assets, the Poverty Stricken Child) was especially helpful for the experienced campus coordinators who were interviewed. Suggestions from coordinators for further training included additional topics on life skills for students and stress reduction and burnout classes for staff. Providing separate classes for new and experienced staff members was also suggested.

> ***"The relationships formed with the staff at the State level and with other executive directors have been as helpful as any training provided."***
>
> ***-- CIS Staff***

Monitoring, Evaluation, and Reporting

The program director is responsible for monitoring the activities at all schools, coordinating community resources for schools, and working with the State office. Student successes are determined by improved academic performance (i.e., better grades, fewer absences), fewer disciplinary referrals (i.e., trips to the office), and better interpersonal interactions (i.e., respectful communication). To monitor and evaluate these areas, student information is collected and evaluated (e.g., intake forms, service logs, grades, etc.) every 6 weeks.

Campus coordinators provide reports to school administration monthly on the number of students being served and the activities they are involved in. Weekly visits between the program director and campus coordinators also allows for ongoing collaboration.

Relationships with State and National Offices

CIS is sponsored by the Texas Legislature and administered by the Texas Education Agency. Relationships with staff at the State level were characterized as very positive. Staff praised the "accessibility" of the State personnel. The executive director credits the CIS State organization with helping him in his role. When he was new at the job, staff from the State office came to Abilene to provide training. They continue to support his efforts with information about materials that are available and with opportunities to network with other CIS executive staff.

4. Future Direction for CIS of the Big Country

4.1 Future Vision for CIS of the Big Country

Without exception, every interview at CIS of the Big Country included three ideas: that the CIS program benefits students, CIS implemented at more schools would benefit more students, and additional staff and funding are needed to implement CIS at more schools. All stakeholders wished to see CIS expand in the area.

The importance of a shared vision for CIS was noted by several stakeholders. Program staff stated their concern that the school district had yet to embrace CIS and recognize the critical part it plays in the Abilene schools. Board members plan to discuss vision issues and strategy for continuing to develop CIS of the Big Country at an upcoming board retreat.

4.2 Recommendations and Advice

> ***"To have someone else have those kids [that I can't help] on their caseload would be above and beyond a fantasy."***
>
> *-- CIS Staff*

In addition to changing the number of hours in the day to more than 24, campus coordinators asked for help with data entry. Although they strongly agreed that documenting what they are doing is very important, they reported that time spent entering data is time not available for helping students. Providing assistance to coordinators with administrative responsibilities was strongly recommended. In addition, looking for ways to provide transportation for students to and from CIS programs and services was also a significant need and recommendation for the program. School personnel in particular thought students would benefit if CIS staff could provide transportation.

Going beyond recommendations, several words of wisdom were offered for future CIS staff and stakeholders. Campus coordinators and school staff stressed the importance of close and consistent collaboration during the early stages of CIS involvement at a school. Coordinators felt strongly that the first task at a new school is to develop relationships with all school personnel. A good relationship with the school principal or the principal's designee and clear explanations for teachers and other school staff regarding the CIS program and the campus coordinator's role as a support person must be the first priority. Program staff advised others in leadership roles to manage their people well, and to understand that "sometimes your people can be your biggest problem or your biggest blessing." Perhaps the best advice was offered by students who strongly advised that CIS be kept in their schools.

> ***"If you get the principal, staff, and teachers on board, the students will come easily."***
>
> *-- CIS Staff*

Communities In Schools of Texas:
Case Study Profile Report

CIS of El Paso

December 2008

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1. OVERVIEW

1.1 Communities In Schools of Texas

Communities In Schools (CIS) champions the connection of needed community resources with schools to help young people successfully learn, stay in school, and prepare for life. Founded in 1977, CIS has now grown into the Nation's largest stay-in-school network, serving just over one million youth in the District of Columbia and 27 States across the United States, including Texas.

CIS of Texas helps young people stay in school, successfully learn, and prepare for life by coordinating community resources in local schools. The Texas CIS program (CIS State office) is managed by the Texas Education Agency. Through 28 local programs (affiliates) across the State, including CIS of El Paso, CIS Texas provides services in more than 761 schools in 123 school districts, serving more than 82,000 students.[1]

1.2 Texas Education Agency Evaluation of CIS of Texas

As part of a comprehensive evaluation of the Texas Education Agency's CIS program, ICF International conducted five case studies to understand how local CIS affiliates operate; the services provided by CIS to students within each school or campus; the benefits of CIS for schools, students, and families; and the factors that contribute to or hinder the success of CIS in meeting student needs. The cross-affiliate results are presented in the Communities In Schools of Texas Evaluation Technical Report. The aggregated findings specific to each local CIS affiliate are included in individual profile reports.

1.3 Approach to the Case Studies

Five local CIS affiliates were selected by the Texas Education Agency for inclusion in the case study component of the evaluation. The local CIS affiliates selected were CIS of El Paso, CIS of Northeast Texas, CIS of Houston, CIS of North Texas, and CIS of the Big Country (Abilene). The local CIS affiliates represent widely diverse geographic locations and program operations across the CIS of Texas network.

Multi-day site visits were conducted to each local CIS affiliate. During the site visits, ICF staff conducted interviews with key CIS staff, such as the executive director, board members, program director/coordinators, program trainer, data specialists, program financial officers, and campus/case managers. Individuals were asked questions regarding their roles and responsibilities, working relationships, implementation of CIS at the affiliate and school or campus level, challenges and successes, and future goals and recommendations for the future. Interviews were also conducted with principals, teachers, guidance counselors, and other service providers working with CIS at each of the schools visited as part of the evaluation. Specifically, an elementary, middle, and high school representing a feeder pattern within the same district served by CIS was identified for the case study visits. These individuals were asked questions regarding their level of involvement with CIS, the benefits of CIS, challenges, limitations, and recommendations for improvement. In addition to interviews with CIS and non-CIS personnel, the ICF staff conducted focus groups with students receiving services from CIS

[1] TEA, Fiscal Year 2007.

and parents of these students. Students and parents were asked what they liked and/or disliked about CIS, the benefits of CIS, and recommendations for improvement.

Information from the interviews and focus groups were analyzed using content analysis. This involved searching for and analyzing patterns and data saturation (recognized by redundancy in responses) that were then used to identify common themes across respondent groups, as well as perceptions unique to individuals or subgroups. Results are presented in aggregate form to protect the confidentiality of the respondents.

2. CIS OF EL PASO

2.1 Description of CIS of El Paso

CIS of El Paso has been providing services for over 22 years to help students stay in school and successfully prepare for life. During the 2006-07 academic school year, 8,408 students received case-managed services from CIS of El Paso across 55 schools/campuses, including alternative schools and academies and across 5 school districts. Of the case-managed students, 74.7 percent were successfully promoted to the next grade the following school year. Additionally, of 536 case-managed students eligible for graduation in 2006-07, 75.9 percent graduated high school or received their GED. In addition to the case-managed services, other resources and services, such as clothing assistance and school supplies, health screenings, and career fairs were widely accessibly to more than 40,000 students and their families. According to the 2006-07 financial report, CIS of El Paso had total revenue, including in-kind resources, of $4,035,238, 57.2 percent of which came from State grants, 39.7 percent from school districts, and the remaining funds from local support.

2.2 Description of Case Study Schools Served by CIS of El Paso

All three public schools visited as part of the case study for CIS of El Paso were from the Ysleta Independent School District (ISD). The schools were LeBarron Park Elementary School, Camino Real Middle School, and Del Valle High School. These three schools represent a feeder pattern for CIS within Ysleta ISD. The demographics for Ysleta ISD and each of the three schools are presented in Table 1.

Table 1. 2006-07 Demographics of Ysleta ISD and Case Study Schools

	Ysleta ISD	LeBarron Park Elementary School	Camino Real Middle School	Del Valle High School
Number of students 2006-07	46,115	1,065	704	1,952
Did the district/school meet Adequate Yearly Progress in 2006-07?	Yes	Yes	Yes	Yes
Economically Disadvantaged	79.2%	91.6%	93.0%	83.7%
English Language Learners/Limited English Proficiency	24.4%	51.4%	26.1%	10.7%
Students per Teacher	16	16	15	17
Reading Proficiency*	86.4%	85.3%	81.3%	85.2%
Math Proficiency*	73.9%	86.3%	73.9%	66.2%

Data Source: SchoolDataDirect for 2006-07

*Represents the percentage of students proficient in subject based on TAKS

Based on data maintained by CIS of El Paso, 510 students were case-managed across the three schools in 2006-07. The demographics of the case-managed students as reported in CISTMS (the data tracking and management system for the entire CIS of Texas network) are presented in Table 2. In 2006-07, CIS of El Paso provided documented case-managed services to 13.2 percent of the LeBarron Park Elementary student population, 27.3 percent of the Camino Real Middle School student population, and 9.1 percent of the Del Valle High School population. Approximately 80 percent or more of the case-managed students across the three schools were considered at risk according to the Texas Legislature criteria. When comparing the demographics of the student population with the case-managed students, it appears economically disadvantaged and minority students are more represented in the case-managed group. That is, CIS of El Paso is serving the higher risk population of students within these three schools.

Table 2. 2006-07 Demographics of Case-Managed Students in Case Study Schools

	LeBarron Park Elementary School	Camino Real Middle School	Del Valle High School
Number of Case-Managed Students	140	192	178
Economically Disadvantaged	95.7%	96.8%	89.8%
Special Education	14.3%	13.5%	13.5%
At Risk	83.5%	79.0%	91.5%
English Language Learners	61.4%	26.0%	13.0%
White	1.4%	2.1%	0.6%
Black	0.7%	0.5%	0.0%
American Indian	0.0%	5.2%	0.6%
Asian	0.7%	0.0%	0.0%
Hispanic	97.1%	92.2%	98.8%

Data Source: CIS End of Year (EOY) Report for 2006-07

3. CASE STUDY FINDINGS FOR CIS OF EL PASO

Between May 5 and May 7, 2008, interviews and focus groups were conducted at CIS of El Paso by ICF staff. Interviews were conducted with affiliate staff (i.e., board of directors, executive director, financial officer, program director, and campus managers) and the school administrators (i.e., principals/vice principals), support staff, and teachers of the feeder pattern schools participating in CIS. One parent focus group with parents from elementary, middle, and high school CIS participants was conducted and three student focus groups were also conducted for CIS of El Paso. The number of interviewees by role is reported in Table 3.

Table 3. Interviews and Focus Groups with Key Stakeholders

CIS Affiliate/Campus Staff	10
School Personnel	13
Community Partners	0
Students and Parents	76
Total	**99**

Data Source: Site visit during May 2008

3.1 Implementation of CIS Within Schools

Before understanding how CIS is being implemented within schools, it was important to obtain a definition or interpretation of what CIS means for key stakeholders. According to a range of stakeholders, CIS is considered a program that provides support for students, their families, and for school personnel, with the goal of keeping students in school and motivating them to have successful careers and lives. The program provides a safe place for students to work through difficult issues, whether academic or social. The program serves as a bridge between students and their families, the school, the community, and the State. CIS brings resources into the school through its outreach efforts in the community.

Relationships are important in the successful operation of the CIS program. CIS of El Paso places a great deal of importance on the relationships that are developed through this program: relationships with students; parents; school personnel; the community, including the board of directors and community partners; CIS staff; and the State CIS office. At the heart of this leadership philosophy is the belief that just one caring relationship can make a powerful difference in the lives of children and youth. CIS's efforts are geared toward making a difference.

The next step was to understand how CIS was implemented within schools.

CIS Process

Several processes were described as making up the CIS model across the schools visited as part of the case study of CIS of El Paso.

Needs Assessment. Formal needs assessments are conducted annually on most campuses in the CIS of El Paso affiliate. CIS case managers play an active role in this process. On one campus, the principal focuses the needs assessment on academic needs in the content areas but is building in a parental involvement component with the assistance of the case manager. The CIS campus plans and program activities described in the Planning and Development section are always developed in collaboration with school administrators. Case managers seek input from the faculty and other school personnel to identify student and family needs.

Informally, specific student and family needs are identified by school personnel, including administrators, counselors, teachers, cafeteria workers, and custodians. Either through self-reports or out of concern for another student, students serve as a resource to identify individual student needs. After a formal needs assessment process, case managers implement needed services and monitor students' progress, re-assessing individual student needs at intervals throughout the year.

Identification and Referral. A student becomes a participant in CIS of El Paso because a specific need has been identified and the parent or guardian has agreed to the student's participation. The specific need that leads to participation in CIS can be academic, such as poor grades or performance on the statewide assessment; a family issue, such as a death in the family, that has been brought to the school's attention; a medical, dental, or psychological situation that requires attention; or any of a number of other social or academic situations that CIS case managers help to address. The specific issue can be brought to the attention of the CIS case manager, teacher, guidance counselor, school nurse, school administrator, any school

staff member, or fellow student, and each of these individuals may make the recommendation (referral) that the student be considered for the CIS program.

A common scenario is that a teacher will notice that a student is dealing with a personal or family problem and is in need of special attention and assistance. Depending on the process established at the campus, the teacher may go to the guidance counselor, to the school administrator, or directly to the CIS case manager in order to seek assistance for the student. Although all campuses have a form for making recommendations, many recommendations from teachers or other school personnel come in the form of a telephone call or a personal visit to the CIS office. The case manager is responsible for determining whether the student is eligible for CIS, and for contacting the parent or guardian to explain the CIS program and obtain consent for the student to participate.

The process that CIS has in place allows almost anyone to bring a problem to CIS's attention, encourages early detection of problems, and provides opportunities to deal with issues at an early stage rather than at a stage when finding a solution is more difficult. Most students know who made the referral to CIS and they are aware of the reasons for their participation. Students interviewed believe that the program is making a difference in their lives.

Programs and Services. The six components of CIS—supportive guidance, health and human services, parental and family involvement, career awareness/employment, enrichment, and educational enhancement—form the basis of the service plans that are developed by case managers in collaboration with the school administration.

- **Supportive Guidance.** CIS of El Paso provides supportive guidance for students in multiple ways, including personal counseling on family matters such as death or incarceration of a parent or other close relative. In small groups, the CIS campus manager helps students with issues of self-esteem, coping skills, anger management, drug and alcohol prevention, violence, bullying, gang avoidance, and many other issues. Personal issues that are not appropriate for discussion in the group activities are dealt with individually or by connecting students and their families with representatives of other agencies or community partners. Crises can also arise in students' lives that require immediate action and, on occasion, intervention by local or State authorities. CIS campus managers work with appropriate school personnel to ensure that students involved in crises are connected with needed services. One school has started a peer mediation program in which approximately 15 students learned the mediation process and began working with other students to help develop solutions to their problems.

- **Health and Human Services**. On-campus activities such as blood banks and immunization clinics are regular activities that CIS of El Paso coordinates in collaboration with school officials. Case managers assist students and families to acquire glasses, get medical and dental care, and arrange for psychological assessment and treatment with issues outside the expertise of guidance counselors and case managers. CIS of El Paso arranges visits by representatives of the police department to present information on the dangers associated with using methamphetamines and other harmful drugs. The program also acquaints young parents with services available to them, such as Women, Infants, and Children program food vouchers.

- **Parental and Family Involvement.** Parents are active in health fairs and participate in some CIS-sponsored activities such as parenting classes and nutrition classes. They call on case managers regularly to discuss their students' progress. Case managers admit, however, to difficulty gaining parent participation in other school-related activities. They cite numerous reasons to explain this, including parents having to work late or lack of a babysitter. Case managers make home visits regularly to inform parents of the services offered by CIS and to invite them to become more active in their children's education. Principals share in the desire to increase parental involvement in the schools and work with case managers to plan activities that will interest parents and increase their involvement.

- **Career Awareness/Employment.** CIS of El Paso provides opportunities for students to participate in a job training program in the summer. The program also arranges for students to work on campus when the resources and opportunities are available. Representatives from a range of careers, including the military, police, and fire departments, as well as trade school representatives participate in CIS-sponsored career awareness activities.

- **Enrichment.** CIS of El Paso provides after-school educational and enrichment activities, including karate, baking, and dancing classes. CIS sponsors after-school educational games and offers students the opportunity to participate in student council and field trips to the zoo, and symphony. The case manager at the elementary school has been designated as the unofficial student activities director and coordinates CIS and whole school student activities designed for enrichment and education.

- **Educational Enhancement.** Case managers monitor attendance and grades, discuss student progress with teachers and parents, assist with testing activities, and coordinate tutoring and mentoring activities. They also coordinate after-school activities designed to help students with homework and provide students with additional reading and enrichment opportunities. Students also participate in whole school activities designed to motivate students to succeed in school and consider post-secondary education. Students visit colleges and universities, hear from college officials about admission requirements, and get a glimpse of what life as a college student will be like. This direct on-campus experience was cited by students as one of the favorite and most meaningful CIS activities.

Feeder Patterns. Feeder patterns are important considerations in CIS case management. Because not all elementary and middle schools with CIS on campus feed into middle schools and high schools with CIS on campus, CIS student services can be disrupted when a student is promoted or transfers to another school. The most beneficial arrangement for a soon-to-be middle or high school student, previously in CIS and still in need of CIS services, would be progression into a middle or high school with CIS on campus.

In situations where the CIS of El Paso case manager at the elementary or middle school is aware that the middle or high school in the feeder pattern also participates in CIS, the case manager will call the other case manager and let him or her know that the student is moving to that school. If a student is transferring to another school district, the case manager will call the school district to ask if CIS is on campus. Because most of the case managers have been with CIS for 10 or more years, they usually know which school districts and campuses participate in

CIS. All have had years of networking opportunities with other CIS case managers and staff. If the new campus does not have a CIS program, the case manager will usually contact the school guidance counselor and inform him or her that the student has been a participant in the CIS program and provide information about the student that is appropriate and allowed under the program's regulations.

To maximize continuity in services, the case managers receive lists of students who are currently being served in CIS and lists of students going into middle and high school. The case managers contact the students going into middle and high school to ask whether they are interested in continuing their participation in CIS. They provide information about the CIS program at their new school and ask them to discuss their participation with their parents or guardian. Case managers believe that this process is critical for students going into high school because it is during the transition from eighth grade to ninth grade when students need the most support and when many of their students drop out of school. Case managers have started orientation sessions for students who move on to a middle or high school, have participated in CIS, and are eligible to continue in CIS at their new campus.

Monitoring and Adjustment. When a student is recommended for CIS, case managers conduct an intake interview with the student, speak with parents to discuss goals, conduct an assessment, and develop a service plan to address the student's needs. The plan is reviewed by the case manager's supervisor to ensure that the assessment was accurate and that the services offered are aligned properly with the student's needs. The approved service plan undergoes regular review to ensure the services and needs match throughout the school year. If there is a need to adjust services or make other changes to the service plan, the case manager will discuss the recommended changes with a supervisor and with the appropriate school personnel. A conference is arranged in which the parent, student, teacher, administrator, and CIS case manager discuss the reasons for the change in services. This conference provides an opportunity for all concerned to discuss the revised service plan, the desired outcomes, and the student's progress in meeting the goals that were established.

Relationships

Across all stakeholders and campuses, relationships were identified as critical to the implementation of CIS within the schools and communities.

Case Managers and Students. The relationships that case managers in CIS of El Paso have with students can be described as close, nurturing, and caring. Case managers view themselves more as friends to students than as authority figures. Some can understand and even identify with students' problems because they have seen similar problems over the years that they have served as case managers, or because they or someone they know has had a similar experience.

> ***"[Relationships] are a key to the success of the program. If the students didn't trust me, I don't know if I could motivate them and get them to come to my support groups."***
>
> *-- CIS Staff*

Building the effective relationships with students that case managers now have did not come easily or automatically. Case managers must earn students' trust, particularly at the middle school. There must be consistency and follow-up before students will actively participate in the group sessions and before they realize that the case manager is available when needed. Having the time to build trusting relationships can be even more challenging when the

student is so far behind academically that the only time the case manager and student can talk is during lunch or after school. Students realize, however, that the case manager will take every possible step to address a need as promptly as possible. CIS of El Paso case managers have built relationships with students based on patience, trust, confidentiality, and understanding.

> ***"I consult with my support staff for everything. CIS is part of the support staff."***
>
> *-- School Staff*

Case Managers and School Personnel. Case managers must develop effective relationships with school personnel. The school principal makes the budgetary decisions that keep CIS operating on the campus. School guidance counselors work with CIS campus managers to complement their goals. Teachers play a primary role in identifying and recommending students for the CIS program. Teachers must agree to release a student from class to visit the CIS office or to participate in a CIS activity. Defining and marketing the CIS program, therefore, are important aspects of building effective relationships within the school.

Case managers are flexible. If school administrators change, it is the case manager who ensures that the new administrator understands the program, has input into CIS's plans for the campus, and feels comfortable that the case manager respects the campus policies, including new ones that he or she introduces. Case managers are willing to take on new roles or make reasonable changes in their job descriptions based on the expectations of new administrators.

School personnel, including school guidance counselors, teachers, and administrators, believe that CIS of El Paso's case managers are successful because they understand the school's academic goals and work collaboratively with all staff to achieve those goals. In turn, the school staff understand the goals of the CIS program. They view the CIS program as a safe place for students to go and where needs and problems can be addressed; needs that go beyond what can be addressed by the classroom teacher, school guidance counselor, or school administrators. They believe that CIS can connect students, school staff, parents, and community partners effectively for the benefit of students. Case manager understanding of the school's academic goals and willingness to work on shared goals and staff understanding and appreciation of CIS's goals exemplify the relationship building that is part of CIS of El Paso.

Case Managers and Parents. Parents are important stakeholders in CIS of El Paso. Case managers meet with parents of students who are recommended for CIS to explain the planned activities and obtain consent for participation in the program. An important part of the relationships that they must build with parents centers on the service plans and the students' progress in the program. Case managers also spend a great deal of time making home visits in order to interest parents in taking a more active role in the students' education and in other school activities. Case managers and school administrators admit that the level of parental involvement is not as high as they would like it to be but there are numerous ongoing activities designed to bring more parents into the schools. The desire for increased parental involvement is a campus-wide concern with a campus-wide effort to address it. Additionally, case managers recognize the need for training on how to better engage parents in the schools.

Case Managers and Community Partners. CIS of El Paso's case managers have built effective relationships with many community partners and service providers. They know the resources that are available in the community and personally know the individuals within service organizations who can assist with specific needs such as medical and dental needs. Those

relationships have been nurtured over the years to provide continuity of services. As people within the service organizations and providers have changed, case managers have built new relationships with them.

Case Managers and CIS Central Office Staff. No less important than the case manager's relationships within a school are the relationships they must maintain with their supervisors and central office staff. Case managers participate in training and identify training needs from their experiences in the field. Central office staff and the supervisors must be sensitive to the needs of case managers and design appropriate training activities. In CIS of El Paso, most senior staff have had direct experiences in the schools, with parents, and with students, and are very sensitive to the experiences, training needs, and support that case managers require.

CIS of El Paso was described by a key stakeholder in the program as being all about relationships. CIS of El Paso's case managers have developed effective, caring relationships with the students they serve directly as well as with the general school population. Because they operate in a school environment, often described as a small community, case managers have also developed effective relationships with the personnel within that community, including school administrators, guidance counselors, teachers, the school nurse, cafeteria staff, and custodians. In addition to the on-campus relationships that case managers have developed and now maintain, they continuously work to involve parents in school activities and maintain effective relationships with CIS's community partners and service providers as well as with CIS central office staff.

CIS and Board of Directors; CIS State Office. The positive relationships that CIS senior management has built throughout the program's history are critical to the success of the program. The board of directors includes community leaders who can be instrumental in marketing CIS and assisting with resource development. CIS of El Paso depends on grants from foundations and corporations, and CIS leadership keeps the board, community partners, school districts, and other stakeholders informed of the program's successes and makes a continuous effort to maintain and enhance the relationships that are so important to the program's continued operations. In addition to the relationships with the board of directors, school districts, foundations, service providers, case managers, and other CIS staff, CIS of El Paso maintains an excellent working relationship with the CIS State office and looks to that agency for support, training materials, and other resources that enable CIS of El Paso to complete its mission.

> ***"Good communication with the board and the counselors in the schools is important."***
>
> *-- CIS Staff*

Benefits of CIS Within the Schools

Students participating in CIS recognize the program's purpose and know that it helps them and their families. They cite very specific reasons why they like the program. Students indicated that CIS helped them stay in school by assisting them with homework, helped them with their grades and with TAKS testing, helped them make better decisions/choices, and helped them set goals for their future. Additionally, students noted that CIS helped them improve their relationships with their parents and teachers. Perhaps most notable, students indicated that CIS made them feel good and proud of themselves for their performance in school.

> ***"CIS helped me work on bad relationships."***
>
> *-- Student*

Students appreciated their case managers and enjoyed the interactions that they had with them. They also liked meeting in small groups where they built friendships with others in the program. Students of all grades also appreciated that CIS gave them a place to go that was safe, where they can express themselves and feel confident that their discussions would not go beyond the room.

3.2 Key Features of CIS of El Paso: Strengths and Limitations

Several characteristics of CIS of El Paso were identified as contributing to its strengths as a local CIS affiliate. Additionally, CIS of El Paso faces several limitations or challenges.

Leadership

CIS of El Paso has had one executive director in its 24-year history. Interviews with other affiliate staff confirm the director's leadership philosophy of carefully recruiting staff who demonstrate a passion for working with children and adults. He ensures that new employees are provided with meaningful, effective training, and he places his trust in their professionalism and good judgment as they carry out the responsibilities of their positions. He seeks input from all staff. A guiding leadership principle is the belief that respect for one another, in the workplace as well as outside the workplace, plays a central role in retaining good employees.

Communication is also at the core of the affiliate's leadership philosophy. Senior management maintain continuous communication with school administrators throughout the school year, informing them of staff changes, changes in the events calendars, and general progress on meeting objectives. Case managers understand that students' needs can be met more effectively by building and maintaining solid relationships with key stakeholders: school administration and staff, parents, and community partners.

> ***"You respect and trust people to let them do their job. You thank people constantly for doing a good job."***
>
> *-- CIS Staff*

CIS of El Paso's leadership has generated excellent retention rates among senior staff and case managers and length of time CIS has been in the schools it now serves. The director of operations has been employed by CIS of El Paso in numerous positions over the past 20 years; the chief financial officer has been with CIS of El Paso for 22 years. The case managers for the elementary, middle, and high school campuses have served in those positions for 10 years, 10 years, and 13 years, respectively. All three were employed by CIS in other positions prior to assuming their case manager positions.

The Ysleta ISD has been actively involved with CIS of El Paso for at least 20 years. LeBarron Park Elementary School has been a CIS of El Paso campus for 10 years. Camino Real Middle School has had CIS on campus for 16 years. Del Valle High School recently celebrated its 20th anniversary. CIS has been on that campus since the school opened.

Planning and Development

The executive director believes in full staff participation in program planning and development. Training needs are identified annually using a comprehensive needs assessment. Throughout the year, as specific training needs arise, they are identified and addressed as resources permit. Following each training session, participants provide direct feedback to the trainer. The evaluation includes recommendations for modifying or tailoring the training to meet

more specific needs in the central office or in the field. All program activities are monitored carefully throughout the year to determine whether modifications are needed.

The program activities that case managers coordinate may differ from campus to campus depending on the direction the school administrators wish to take and the case manager's knowledge of the students' needs and community resources. Some case managers may take an active part in academically related activities and professional development seminars at the request of the school principal while others focus more on health and human services and parental involvement. Campus plans and program activities may also differ depending on whether the school administrator blurs the lines between the roles of the school guidance counselors and case managers or insists on a strict separation of duties. Regardless of the specific program activities, case managers' plans are always based on the six key CIS components: supportive guidance and counseling, health and human services, parental and family involvement, pre-employment and employment, enrichment activities, and educational enhancement.

Board of Directors

The board of directors includes members of the El Paso community who understand the goals of the CIS program and take an active interest in the program's success. The board meets to consider the program's progress and challenges and approve expenditures that are presented to them by the executive director. There is a nominating process in which new candidates for board membership are considered. They are considered in light of the board's goals to maintain gender and ethnic diversity among members. Two members of the board are employees of school districts in El Paso.

The CIS of El Paso board of directors was described as being successful because they represent a wide range of people and views and understand how school districts operate. Members have a business mindset, provide a voice of experience and leadership, and have a good working relationship with the executive director and CIS staff.

Resources/Funding

Approximately half of CIS of El Paso's funding comes from the Texas Education Agency. Other sources of revenue include funds from the participating school districts, the Texas Department of State Health Services, local banks, private foundations, a local electric company, and an assortment of corporate contributions. The organization recently hired a director of development who works with the executive director, the director of operations, and the chief financial officer to identify revenue sources, develop proposals, and write letters seeking financial support. The organization has a fundraising committee.

CIS of El Paso tries to identify funding sources with goals that relate to dropout prevention. For example, if a funding source is seeking a provider of English language instruction, that funding organization becomes a potential funding source for CIS of El Paso because of the strong relationship of English language proficiency and academic performance.

Staff involved in identifying and securing funding for CIS of El Paso believe that consistent and effective communication with members of the board of directors and school administrators is important in securing and maintaining revenue. Accountability, including

progress reports and being on schedule with commitments, is also a key to funding stability over time.

Marketing

At the affiliate level, CIS of El Paso uses a variety of marketing tools to inform the public and potential funding organizations about its services. Public service announcements and newspaper articles about CIS and individuals associated with the program help maintain recognition in the community. For example, when a parent from El Paso was named Parent of the Year by the Texas Education Agency, the event generated a newspaper article which CIS of El Paso hopes will encourage more parental participation in school activities.

CIS of El Paso also publishes a newsletter each quarter. According to staff, however, the most effective marketing tool is maintaining effective relationships with participating campus and school district administrators. School administrators are kept informed through newsletters, progress reports, and personal efforts made by CIS management to meet, develop, and maintain effective relationships with the top campus and district administrators.

Partnerships and Key Stakeholder Development

In its 24-year history, CIS of El Paso has formed partnerships with a wide range of organizations to provide services for participating campuses. Although many of the partnerships were formed through the efforts of central office staff, services are primarily delivered at the campus level and most of the communication between CIS and the partners is the responsibility of the campus case managers. Such services include services for teenage parents and parents-to-be, career fairs, and higher education activities for middle and high school students. Dental, medical, and off-campus counseling services are available as needed, as are nutrition classes for parents and students participating in CIS. Partners are instrumental in bringing in role models from the military and other service organizations to work directly with students interested in these careers.

CIS of El Paso has maintained relationships with key stakeholders, including community partners and participating school districts, by developing an effective and consistent communication network and a mutual understanding of the students' needs. Case managers and central office staff maintain an open door policy for school personnel and other key stakeholders, including parents. Because of the case managers' longevity in the schools and community, they are familiar with resources that are available to parents and students and the individuals within the organizations that can assist in providing services. Case managers communicate frequently with service providers to learn about any new resources that have become available. In turn, the partners keep case managers informed of new services and changes in service delivery processes. When agreement is reached on a medical, dental, or counseling appointment, case managers make certain that students and parents follow through on appointments and other commitments. When community organizations schedule an event on a campus, the case managers are responsible for organizing the facility, providing the necessary technology or other equipment, and having available any appropriate student information that can be helpful to the service provider.

CIS of El Paso has built solid collaborations among numerous stakeholders, including schools and service providers throughout the community. One school administrator is so committed to the goal of building partnerships that the administrator, the case manager, and other school personnel walked through the school's neighborhood to meet business owners and

invite them to participate in school activities. CIS's outreach efforts have resulted in the CIS name and mission being recognized throughout the community, as is the program's reputation for having dedicated staff committed to the students in El Paso.

Recruitment/Retention

> ***"If you are not passionate about working with people, you are not going to make it. It's hard work."***
>
> *-- CIS Staff*

CIS of El Paso has been successful in retaining senior managers and case managers.

When vacancies occur, hiring managers look for experience working in a social setting or in schools and a passion for working with people. Ideally, candidates for case manager positions have at least a bachelor's degree, preferably in social work, education, or the social sciences. The ideal candidate would have knowledge of the community and an ability to establish rapport with a variety of stakeholders. In addition, the candidate should be comfortable in a school setting and understand the dynamics of a school's operations. CIS is not averse, however, to making occasional exceptions to these qualifications for specific positions and hires individuals right out of colleges or universities. New graduates, with enthusiasm and a desire to do a good job, sometimes are a perfect fit for a CIS position.

Senior management believes that the key to successful retention of staff lies in the relationships that are built within the organization. The leadership philosophy can be described as one that trusts individuals to do their jobs with supervisors expressing appreciation consistently and genuinely for work well done. The relationships among CIS staff members were described by more than one senior staff member as being "like family, with differences of opinion at times, but all working toward a common goal."

Training

CIS of El Paso staff participate in affiliate-sponsored training sessions on a regular basis, usually at the beginning, middle, and end of the school year. Training needs are identified through a formal needs assessment conducted annually by the central office training coordinator. Additional training needs are identified throughout the school year. All sessions conducted by affiliate trainers are evaluated by participants in an effort to improve the training and ensure its relevance in the field.

At the campus level, some case managers participate in CIS-sponsored training activities as members of the school support staff, training sessions sponsored by community partners and service providers, and professional development and other training activities required by the school administrators (e.g., required training on the new dual language curriculum). Case managers also provide training in their areas of expertise such as addressing problems of sexual harassment, bullying, and gang-related issues.

> ***"I need more training in parental involvement. It's hard to get them involved."***
>
> *-- CIS Staff*

There are limitations to the training program that are beyond the control of the affiliate. For example, in El Paso County, training resources for drug and alcohol dependency are very limited. These needs, however, are considered by case managers as being among the most important. Professional development, participation in conferences, and other networking opportunities are also viewed as being important but limited by funding. These opportunities would provide participants with new ideas and techniques for addressing important topics

through training. They would also provide an avenue to discuss and compare effective practices among trainers from other CIS affiliates. Work is underway to address these training needs and expand the training in other areas such as parental involvement, another area identified by case managers as one of the most important. There is considerable interest in plans to develop training related to making optimum use of school district feeder patterns. The planning for these expanded training activities requires diligent collaboration with school personnel, in order to minimize case managers' time away from the campus during the school year, and coordination of school and CIS calendars to avoid duplication of effort. Plans to extend the beginning-of-year training is ongoing in hopes that providing additional tools early in the year will bring about improved results in serving students.

Monitoring, Evaluation, and Reporting

At the CIS of El Paso central office, training activities are evaluated by the participants and adjusted as needed to better meet the needs of the target audiences. For program activities, input is sought from all staff and adjustments are made as needed.

Case managers work with school administrators to monitor program activities and progress. Careful monitoring is required to ensure that students participating in CIS are qualified to participate. If a student does not qualify for CIS participation, case managers work with other providers to address the student's needs. School administrators receive an annual report on the number of students served throughout the year in the variety of programs established at the campus.

CISTMS Data

In addition to the required reports generated by the data specialist, data from CISTMS is used in El Paso to assist grant writers. Users describe the system as easy to use.

Relationship with State Office

CIS of El Paso describes the CIS State office as responsive to the affiliate's requests for information and resources, and considers the CIS State office staff helpful and informed. Staff at the State office have returned telephone calls and e-mail messages in a timely manner. They communicate with all affiliates on a regular basis.

In addition to funding, CIS of El Paso staff look to the State office for support, guidance, and clarification on reporting requirements and many other issues. The State office provides many much-appreciated training tools that are directly applicable to the work in the schools. The relationship between CIS of El Paso and the CIS State office has developed into a strong relationship with effective communication between the two.

4. Future Direction for CIS of El Paso

> ***"Success is a journey. You can never say, 'We were successful.' You go along and do everything you can to jump the next hurdle to be better. We are good here but we are not done. Success is striving to reach your goal. Then you set another goal. You up your goals. Same with CIS."***
>
> *-- CIS Staff*

4.1 Future Vision for CIS of El Paso

Program continuity, financial stability, and expansion into additional schools are among the long-term goals of CIS of El Paso. Financial stability would enable the program to attract and retain skilled employees. It would also enable more schools to serve

more students without the current annual concern that the program would no longer be funded. It would provide the opportunity to enhance the programs that have been started and make them more effective. It would enable case managers and other school staff to expand their outreach efforts to involve more parents and bring in additional corporate and government resources. It would lower case manager-student ratios and provide greater opportunity for work with individual students.

4.2 Recommendations and Advice

Stakeholders provided several recommendations for improving and enhancing CIS of El Paso. The most common suggestions were:

- Training in drug and alcohol dependency. Resources for these topics are limited in the El Paso area.
- Training in specific techniques and activities that will increase parental involvement in the schools.
- Additional opportunities for professional development and networking with other CIS staff.
- Additional funding without increasing the case loads or documentation requirements.
- Assistance in publicizing CIS effectiveness and the work that CIS staff perform on behalf of students and their parents.
- New ideas, new ways of reaching students.

In addition to offering recommendations, several stakeholders also provided advice for new CIS personnel. They suggested new case managers should make every effort to be visible in the schools and available to students, teachers, other school personnel, and parents. They should ask the CIS of El Paso central office to provide a work buddy and shadow that person as an orientation to the work that follows. New case managers should always be flexible and willing to carry out tasks that are not in his or her job description. They should keep in mind that they are part of the campus community and the school administrator can ask them to perform tasks such as lunch duty or front desk work. They should keep the principal and teachers informed and always give them feedback. If the case managers make a home visit, the teachers and other appropriate school personnel should know about it. They should keep the students in mind at all times.

> ***"Follow through. If you say you are going to do something, do it."***
>
> *-- CIS Staff*

New executive directors and other senior staff should understand that good relationships within the schools contribute to CIS's future in the schools. New directors should work hard to keep campus and school district administrators informed. They should meet with them regularly, consider them for their board of directors, and always provide them with documentation that shows that the program is working.

New CIS staff, on campus or in the central office, should take time to learn the program's mission and how the relationships among students, families, schools, and community partners

are keys to its success. They should be patient and understand that their jobs are complex and success comes with time and hard work. They should enjoy working and interacting with people.

Communities In Schools of Texas:
Case Study Profile Report

CIS of Houston

December 2008

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1. OVERVIEW

1.1 Communities In Schools of Texas

Communities In Schools (CIS) champions the connection of needed community resources with schools to help young people successfully learn, stay in school, and prepare for life. Founded in 1977, CIS has now grown into the Nation's largest stay-in-school network, serving just over one million youth in the District of Columbia and 27 States across the United States, including Texas.

CIS of Texas helps young Texans stay in school, successfully learn, and prepare for life by coordinating community resources in local schools. The Texas CIS program (CIS State office) is managed by the Texas Education Agency. Through 28 local programs (affiliates) across the State, including CIS of Houston, CIS Texas provides services in more than 761 schools in 123 school districts, serving more than 82,000 students.[1]

1.2 Texas Education Agency Evaluation of CIS of Texas

As part of a comprehensive evaluation of the Texas Education Agency's CIS program, ICF International conducted five case studies to understand how local CIS affiliates operate; the services provided by CIS to students within each school or campus; the benefits of CIS for schools, students, and families; and the factors that contribute to or hinder the success of CIS in meeting student needs. The cross-affiliate results are presented in the Communities In Schools of Texas Evaluation Technical Report. The aggregated findings specific to each local CIS affiliate are included in individual profile reports.

1.3 Approach to the Case Studies

Five local CIS affiliates were selected by the Texas Education Agency for inclusion in the case study component of the evaluation. The local CIS affiliates selected were CIS of El Paso, CIS of Northeast Texas, CIS of Houston, CIS of North Texas, and CIS of the Big Country (Abilene). The local CIS affiliates represent widely diverse geographic locations and program operations across the CIS of Texas network.

Multi-day site visits were conducted to each local CIS affiliate. During the site visits, ICF staff conducted interviews with key CIS staff, such as the executive director, board members, program director/coordinators, program trainer, data specialists, program financial officers, and campus/case managers. Individuals were asked questions regarding their roles and responsibilities, working relationships, implementation of CIS at the affiliate and school or campus level, challenges and successes, and future goals and recommendations for the future. Interviews were also conducted with principals, teachers, guidance counselors, and other service providers working with CIS at each of the schools visited as part of the evaluation. Specifically, an elementary, middle, and high school representing a feeder pattern within the same district served by CIS was identified for the case study visits. These individuals were asked questions regarding their level of involvement with CIS, the benefits of CIS, challenges, limitations, and recommendations for improvement. In addition to interviews with CIS and non-CIS personnel, ICF staff conducted focus groups with students receiving services from CIS and

[1] TEA, Fiscal Year 2007.

parents of these students. Students and parents were asked what they liked and/or disliked about CIS, the benefits of CIS, and recommendations for improvement.

Information from the interviews and focus groups were analyzed using content analysis. This involved searching for and analyzing patterns and data saturation (recognized by redundancy in responses) that were then used to identify common themes across respondent groups, as well as perceptions unique to individuals or subgroups. Results are presented in aggregate form to protect the confidentiality of the respondents.

2. CIS OF HOUSTON

2.1 Description of CIS of Houston

Established in 1979 to provide student support services to at-risk youth, CIS of Houston was the first CIS program in Texas. With programs in 90 schools in the Houston, Spring Branch, Alief, Aldine, and Fort Bend school districts, CIS of Houston is able to touch the lives of over 35,000 students and their families annually. Nearly all students served by CIS of Houston are members of ethnic or racial minorities: 58 percent Latino, 38 percent African-American, 2 percent Asian/Pacific Islander/other minority, and 2 percent Caucasian. CIS of Houston is organized and operated as a nonprofit corporation. The total annual revenue for 2007 was $9,860,214, about 60 percent of which came from Federal, State, or local governmental agencies, 15 percent from foundations, and 10 percent from corporations.

2.2 Description of Case Study Schools Served by CIS of Houston

All three public schools visited as part of the case study for CIS of Houston were from the Houston Independent School District (ISD). The schools were Field Elementary School, Hamilton Middle School, and Reagan High School. These three schools represent a feeder pattern for CIS within Houston ISD. The demographics for Houston ISD and each of the three schools are presented in Table 1.

Table 1. 2006-07 Demographics of Houston ISD and Case Study Schools

	Houston ISD	Field Elementary School	Hamilton Middle School	Reagan High School
Number of students 2006-07	202,449	384	1,311	1,707
Did the district/school meet Adequate Yearly Progress in 2006-07?	No	Yes	Yes	Yes
Economically Disadvantaged	78.1%	96.1%	8.3%	73.4%
English Language Learners/Limited English Proficiency	27.4%	44.8%	1.0%	8.6%
Students per Teacher	17	15	16	17
Reading Proficiency*	82.1%	79.8%	98.0%	77.1%
Math Proficiency*	68.2%	74.5%	94.4%	56.3%

Data Source: SchoolDataDirect for 2006-07

*Represents the percentage of students proficient in subject based on TAKS

Based on data maintained by CIS of Houston, 254 students were case-managed across the three schools in 2006-07. The demographics of the case-managed students as reported in CISTMS (the data tracking and management system for the entire CIS of Texas network) are presented in Table 2. In 2006-07, CIS of Houston provided documented case-managed services to 12.2 percent of the Field Elementary student population, 7.9 percent of the Hamilton Middle School student population, and 5.5 percent of the Reagan High School population. More than three-fourths of the case-managed students across the three schools were considered at risk according to the Texas Legislature criteria. When comparing the demographics of the student population with the case-managed students, economically disadvantaged and minority students appear to be more represented in the case-managed group. That is, CIS of Houston is serving the higher risk population of students within these three schools.

Table 2. 2006-07 Demographics of Case-Managed Students in Case Study Schools

	Field Elementary School	Hamilton Middle School	Reagan High School
Number of Case-Managed Students	47	103	104
Economically Disadvantaged	97.8%	89.0%	76.0%
Special Education	38.3%	21.3%	14.4%
At Risk	87.2%	68.0%	89/4%
English Language Learners	27.6%	10.6%	50.5%
White	9.0%	2.9%	29.7%
Black	0.0%	25/-%	12.5%
American Indian	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	1.0%
Hispanic	91.0%	66.0%	83.6%

Data Source: CIS End of Year (EOY) Report for 2006-07

3. CASE STUDY FINDINGS FOR CIS OF HOUSTON

Between May 12 and May 16, 2008, the ICF evaluation team conducted interviews and focus groups with 96 participants associated with CIS of Houston. Interviews were conducted with affiliate staff (i.e., board of directors, executive director, financial officer, program director, and campus managers), and school administrators (i.e., principals/vice principals), support staff, and teachers of the feeder pattern schools participating in CIS of Houston (see Table 3). Additionally, focus groups were conducted with parents and students.

Table 3. Interviews and Focus Groups with Key Stakeholders

CIS Affiliate/Campus Staff	16
School Personnel	15
Community Partners	5
Students and Parents	60
Total	**96**

Data Source: Site visit during May 2008

3.1 Implementation of CIS Within Schools

Before understanding how CIS is being implemented within schools, it was important to obtain a definition or interpretation of what CIS means for key stakeholders. Across all roles and levels of involvement,

> ***"CIS is the heart of the school. They keep all the organs functioning. I can focus on teaching and they can work with students on issues that might be interfering with their studies."***
>
> *-- School Staff*

CIS of Houston stakeholders responded that CIS is a valuable resource for students, schools, and families. CIS provides one-to-one care, offers students a wide array of opportunities, and is there to help and support families. Members of the board of directors describe CIS of Houston as a valuable resource to facilitate services that remove obstacles to success in school. They point to the "Can't Do It Alone" campaign, implemented by CIS of Houston to raise awareness and generate partnerships and resources for CIS in the Houston area, as an example of the impact of the work that the organization is undertaking. Other board members emphasize the role that CIS of Houston plays in helping students stay in school and supporting them with other issues and problems that can hinder their success. School personnel describe CIS as a program that gives students the tools to handle what is going on around them and within them. CIS staff describe their work as building relationships with schools, students, and families by working alongside the school guidance team and operating under district policies to work with at-risk children. As one principal indicated, "CIS assists in helping us fill a void that we can't provide. The students would not be inclined to learn if it was not for CIS services."

CIS Process

Several processes were described as making up the CIS model across the schools visited as part of the case study of CIS of Houston.

> ***"The year we didn't have CIS, our scores went down. We looked at what was missing. We realized that we were not meeting the full needs of the students."***
>
> *-- School Staff*

Needs Assessment. The services and programs offered in the schools participating in CIS of Houston are determined through assessing both campus needs and individual student needs. Campus managers gather data in both of these areas through a variety of sources, including talking with teachers, guidance counselors, and principals. Not performing at grade level is an initial indicator used to identify an at-risk student.

Campus needs assessments examine services, the campus environment, and extracurricular activities. The assessment process solicits information from both students and staff. The results of the assessment serve as the basis for the development of a Campus Service Delivery Plan which becomes the campus agreement between CIS of Houston and the school site. This plan includes a campus profile, campus agreement, a six-component service plan, analysis of the needs assessments provided by school staff and students, and a range of providers and resources to be coordinated by CIS for the school.

Individual plans are developed for students participating in case-managed services. These plans include student-specified goals and a process by which CIS campus managers help the student reach the stated goal. The process is described by CIS staff as intensive and comprehensive, and encompasses both academic and social/emotional assessments. Other needs, like clothing and housing, are determined through a referral process.

> ***"Students are referred by parents, teachers. Sometimes the referral is verbal. One year we had parents who asked that their students be placed back into CIS."***
>
> *-- CIS Staff*

Identification and Referral. Students are referred to CIS by teachers, guidance counselors, parents, and through self-referral. A referral form has been developed for this purpose and is used by CIS campus managers at each of the schools visited. The referral form process is viewed by campus managers as very effective for identification and

referral, particularly at the middle and high school levels. At the high school level, the referral form is called a "recommendation" form and is handed out to students and parents at the beginning of the school year during an orientation to CIS. The forms can be submitted to the campus manager in person or over the phone. Plans are in place to provide for email submission in the future. Forms are entered into an electronic database where the information is used to develop service plans and support case management.

Programs and Services. In determining what programs will be available on their campuses, campus managers must address each of the six components of CIS: supportive guidance, health and human services, parental and family involvement, career awareness/employment, enrichment, and educational enhancement. The flexibility and sensitivity to individual specific needs afforded by the CIS model allows campus managers to focus on those components they find most necessary at their sites.

> ***"CIS takes an interest in students and communicates to me what's going on…this is important for the work I do."***
>
> *-- CIS Partner*

CIS of Houston provides a wide array of services to students that address the six components. These include academic support through tutoring and mentoring; internships with CIS partners in medicine, law, and other corporate settings; parenting classes; and access to dental and medical services. Campus managers use a variety of venues to provide students with needed services (e.g., case management, basic social services, mentors and tutors, individual supportive guidance, Saturday programs and other field trips). Programs and services are tailored to the specific campus and to individual student plans developed through the initial needs assessment process.

The types of programs offered in the feeder pattern examined demonstrate the varied focus of programming across school levels. For example, programs at the elementary level tend to focus on career development. Elementary students also benefit from mentoring by high school students who participate in the CIS program. At the middle school level, programming focuses on working with students in gender-based groups (e.g., girls groups and boys groups). CIS partners work with middle school students in these groups on issues of self-esteem and other social/emotional issues that students face during the middle school years. At the high school, the gender-based groups continue and include groups on teen parenting, GLBT (Gay, Lesbian, Bi-sexual, and Transgender) youth, and co-ed groups that focus on healthy relationships. Across all levels, academic support, tutoring, and mentoring are offered.

Campus managers at each of the school levels indicate that during the school year less than 20 percent of their time is spent developing programs. Service delivery consumes the largest portion of their time—75 to 80 percent at the elementary school level, 50 percent at the middle school level, and 95 percent at the high school level. Between 70 and 95 percent of campus managers' time is spent with case-managed students, with the greatest amount of case management time provided at the high school level. Fifteen to thirty percent of the campus manager time is spent with non-case managed students. A small percentage of time, from 5 to less than 10 percent, is spent on whole school activities. Whole school activities are generally coordinated with other programs within the school.

Feeder Patterns. CIS of Houston endeavors to ensure a continuum of services from elementary to middle through high school for CIS students and their families. CIS staff indicate that a feeder pattern is ideal. Yet, it is not always possible because of the configuration of schools with which CIS contracts. For example, CIS may have contracts for programs and

services with an elementary and a high school that feed students to one another but not have a middle school in the feeder pattern. The goal, however, is to be able to have a continuum of services where CIS participants can "float from campus to campus" and campus managers can "share the information."

> ***"[When] We know that a student is transferring or being promoted… we will email the other case manager and let them know."***
>
> *-- CIS Staff*

Campus managers meet once a month as a group with their field supervisor. This provides them with a familiarity of other programs and campuses in their feeder pattern. In addition to maintaining communication with their feeder school counterparts, campus managers try to keep in touch with students as they move to other schools—this is particularly true if a student is transferring to a school without a CIS program.

Students, families, and CIS programs alike benefit from a feeder pattern. Parents and students interviewed indicated that CIS often serves as a "family" program and siblings often want to participate in CIS program services because of a positive experience that an older sibling had. Transition from middle school to high school includes planned interaction between middle school CIS participants and high school CIS staff. Campus managers can also move across the school levels, which benefits students in feeder schools by having an already established relationship with the CIS campus manager.

Monitoring and Adjustment. Monitoring and adjustment for CIS programs at the school level are the responsibility of the CIS campus manager and are generally independent of school monitoring systems. Several resources are used by campus managers to assess how the program and individual students are progressing and determine any alterations to program direction. The report card is considered a great resource and, when combined with discussions with teachers about student performance, may result in an adjustment to an individual student plan. CIS staff meet regularly with students who are receiving services and solicit their feedback: "talking with kids is the best…they are so honest." Parental input is also obtained. Standing, talking, and listening to students, teachers, and parents is the overall philosophy guiding the monitoring process.

Relationships

According to CIS staff, strong relationships are the key to the success of CIS. Relationships are important at all points of the CIS spectrum—at the school level between staff, students, parents, and partnering organizations, and with CIS affiliate staff. CIS staff and student relationships are built on trust and respect. Students see CIS staff as consistent, caring adults and as role models. The relationships have a great impact on individual student success and help the CIS program grow. Students who have positive experiences with CIS staff tell others—students, teachers, and parents—about these experiences. These students are the best ambassadors for the CIS program.

Other benefits accrue from the efforts that CIS staff put into creating strong relationships, especially with respect to working with school staff. CIS depends on getting good information about students and the impact the program is having within the school setting. CIS staff work to create good relationships with administrators and school personnel so there is open communication fostering a free exchange of information. CIS staff understand the vital role that school staff play in all aspects of their work. For example, principals are the decision-makers on continuing to provide CIS services for their school, assistant principals allocate the space that

CIS programs operate in, and teachers are key referral sources. CIS staff develop strong relationships within schools by being visible, accountable to school rules and regulations, and providing consistent feedback to administrators and teachers about individual and program performance. A significant challenge however, is created by confidentiality restrictions. CIS staff try to balance the need for information with confidentiality regulations by being fair and consistent.

> ***"CIS has blended in and become part of the school. Teachers see that they [CIS staff] are working just as hard; working with us hand-in-hand."***
>
> *-- School Staff*

At the CIS of Houston affiliate level, CIS staff mirror the respect and care for relationships that get implemented in the school setting. For example, the field supervisor is the first point of contact between campus managers and the central office. The field supervisor is always available to the campus managers, who describe this relationship as very comfortable. The field supervisor is readily available either face-to-face or by cell phone; staff can call the field supervisor any time. According to CIS staff, the field supervisor possesses excellent communication skills and endeavors to make it easier for them to do their work.

The relationship between CIS campus managers and the CIS program coordinator is viewed as equally strong and positive. Expectations are clear: be accountable, show up when required, and submit reports on time. CIS campus managers are expected to take care of the details and reserve large issues for interaction with the program coordinator.

> ***"Our company has a commitment to be socially responsible. This relationship engages our employees and is a win for the school and for [our] employees."***
>
> *-- CIS Partner*

Many of the program services provided at the school level, such as gender-based discussion groups, Project GRAD, and internships, are coordinated by CIS staff and provided through partners and volunteers. The relationship between CIS staff and their partner organizations is characterized as great. These relationships contribute to the success of CIS programs through the expertise of partners. CIS staff work to ensure that students are there for the partner organization and that all necessary arrangements are made prior to their arrival to conduct a session. Staff inform partners ahead of time if there are logistical changes and are available after the session in case there is a need to know something that comes out of the group work.

CIS staff are especially mindful of developing strong relationships with parents. Parents indicate that they value their relationship with CIS staff. A good indicator of a strong relationship is parental participation in CIS activities; for example, getting a parent to go on a field trip is considered a sign of a good relationship. Through these types of interactions, CIS staff are able to see and talk with parents about their child in an informal setting. To strengthen communication between the CIS program and parents, CIS staff provides parent with a CIS calendar so they can know what their child is doing in after-school activities. Most important, however, is being available to parents at times that are convenient to the parent's schedule. Additionally, some CIS campus managers are multilingual, which helps with communication.

Benefits of CIS Within the Schools

> ***"Students trust the CIS staff. Teachers bring them to CIS because their problems are interfering with learning."***
>
> *-- School Staff*

Attention is paid to gauging the ways in which programs and services are having an impact on CIS students, particularly what is working and what may not be

working. At the middle and high school levels, CIS staff use progress tracking sheets and outcome surveys, collected from teachers of CIS students, to obtain feedback and gauge student performance both academically and behaviorally. The feedback from teachers is almost always positive and comments from school staff indicate that CIS programs are successful; some school staff mentioned that it would be difficult to function without CIS. The CIS benefit most commonly cited by school staff is the capacity of CIS to address issues that students are having and teachers are not able to attend to because of limited time. CIS reduces the isolation that some students experience by connecting them with both a caring adult and a group of other students trying to cope with similar issues. Other tangible benefits for CIS students mentioned by CIS and school staff include an increased sense of well-being demonstrated by usually troubled students, increased TAKS scores, and an overall sense of confidence exhibited by CIS students as a result of participating in the program.

Increased parental participation is another benefit of CIS from a school staff perspective. Some of this increase is attributed to the types of programs CIS offers families. For example, health programs, coordinated by CIS staff, provide information not readily available to families, such as how to access the State CHIP (Children's Health Insurance Program). Other staff point out that, in many instances, communication with parents about participation in CIS is the only interaction the school may have with that parent.

Feedback from parents and students about the CIS of Houston program was positive and enthusiastic. Parents indicated that the program is successful in addressing the academic and emotional needs that put their child at risk. Parents indicated a great appreciation for how CIS imparts the value and importance of education to students. This is reinforced by the assistance that students get with homework that many parents are not equipped to provide. For many of the parents of CIS students, seeing their child succeed is school has greatly reduced their worry. They are appreciative of the services that campus managers provide, stating that CIS staff "go above and beyond" to make sure that students have what they need as well as someone to go to when a family is in crisis. Like school staff, parents indicate that more CIS staff are needed so that all students have greater access to the services.

For students, CIS of Houston provides safe, meaningful, and enjoyable programs and services. Participation in a CIS program means working on leadership skills, learning about safe relationships, improving communication skills, and most importantly for high school students, working on strategies that help find solutions to problems that a student is experiencing. For example, a high school freshman was recommended to CIS by his teacher because he was "being weird at school." By working with CIS campus managers, he developed coping mechanisms to help modify his behavior. Another student was referred to CIS by her mother because of depression due to the death of a cousin. A CIS campus manager connected her with counseling and continues to work with her to resolve other personal issues. A mother of a middle school student recommended that he participate in CIS programs because the mother was preparing to separate from the student's father. One student summed up the CIS experience in this way: "It [CIS] started to help me break out of my shell."

> ***"CIS should be at every school. Every kid needs an opportunity to achieve what they can achieve. Every kid has different abilities. CIS can push those abilities out and open doors for them."***
>
> *-- Middle School Student*

Regardless of school level, students value the academic support and additional assistance for homework that is available through tutoring resources provided by CIS. CIS staff can access students during the

> ***"They give us courage to say stuff that we couldn't say before."***
>
> *-- Middle School Student*

school day; the campus manager can pull a student out of a nonacademic class to provide assistance in completing difficult class projects.

> ***"[CIS] has taught my child that there are people out there who care."***
>
> *-- Parent*

CIS provides a much needed connection that reduces the stress that students are experiencing, whether the stress is the result of poor academic performance, peer pressure, or family crises. High school students in particular indicate that these types of stressors lead to a desire to drop out of school. CIS serves as a "big family" that helps students work through the stress they are experiencing and focus on future goals like going to college.

Challenges to CIS Implementation Within the Schools

The greatest challenge to CIS of Houston programs, from the perspective of CIS and school staff, is the large caseload that each campus manager handles. Invariably, school staff express a desire to have more campus managers with fewer students to manage in their schools. However, this would require a greater financial investment on the part of a school that already has limited resources to commit to CIS staffing.

3.2 Key Features of a CIS of Houston: Strengths and Limitations

Several features of CIS of Houston were identified as contributing to its strengths as a local CIS affiliate. Additionally, CIS of Houston faces several limitations or challenges.

Leadership

CIS of Houston is led by a strong and effective executive director and an equally experienced and well managed board of directors. Both the executive director and the current board president have long involvement with CIS of Houston.

The executive director has been with CIS since its inception in 1979. She began as the program coordinator for Cities in School (the precursor to CIS of Houston) and, over time, has acquired first-hand knowledge of every facet of the CIS of Houston organization. Her background in both education and social work are well suited to the philosophy and operation of the organization. She has watched the organization grow from one program in an at-risk neighborhood in Houston to a large multimillion dollar operation providing services to 91 campuses in 5 school districts in the Houston area. Her colleagues describe her as an effective leader with an ability to delegate authority, instilling in her staff a sense of ownership of their work. She is respected by staff, the CIS board, and the Houston community at large. Although she does not accept the credit alone, CIS of Houston has developed a strong local and national presence and a solid financial foundation under her guidance. She describes her leadership style as a willingness to "step up to the plate." She has built her staff and the CIS board of directors around this concept—a very activist- and solution-oriented approach. Perhaps her strongest leadership skills lie in an ability to create strong relationships and build networks that connect CIS to valuable resources.

Most of the CIS of Houston affiliate staff have been with the organization for more than 15 years. They come from a range of previous employment experiences including working in large corporate environments, personnel management, criminal justice, and education. Many of the central office staff served as campus managers or in other field positions prior to coming to

the central office. Each staff person indicated a sense of pride in the work, as well as a sense of being valued and recognized for the contributions they make to the success of CIS.

Planning and Development

> ***"We have a plan. We can't be everything to everybody. We sit down and talk with principals and describe our services. We focus on the six components."***
>
> *-- CIS Staff*

Planning for operations and for programs is an integral part of the CIS organization at the affiliate level. The organization's planning is centered in a strategic planning process that is driven by the board of directors. The board recently conducted a strategic analysis of several aspects of the operation of CIS, specifically recruitment and retention of staff, and marketing. The data and discussion resulting from this process will be used as the basis for the future vision for CIS.

Program planning is led by the director of programs who describes her role in the organization as one of ensuring that team members in the field obtain what they need. Two major documents are required by the Texas Education Agency—a campus plan and a campus agreement. The campus agreement is negotiated with the school's principal or project manager. The campus plan outlines the implementation of the six CIS program components—essentially, what will be offered throughout the entire school year. It outlines required deliverables and the space that CIS will have in the school. The campus plan is updated throughout the year and renewed on an annual basis. At the affiliate level, programs are monitored for compliance. In addition to the assessment and planning conducted at the campus level, CIS also has affiliate-wide program planning processes. Expected outcomes must be met, although these outcomes vary from campus to campus. Administrative responsibilities include submitting timesheets, reporting documents, ensuring that management information is complete, and participating in training activities.

Board of Directors

CIS of Houston has a very large and well connected board. The board consists of more than 60 members, all of whom possess skills that can be used to promote the work of CIS. Board members have long involvement with CIS of Houston: the board president has worked with CIS for 20 years, 6 years as president of the board and 14 years as treasurer. Being a board member for CIS of Houston is generally acknowledged to be a highly sought-after position. Board members are expected to be connected to the CIS mission and to allocate an appropriate amount of time to board responsibilities. In addition, board members are expected to have a sincere interest and belief in the public school system and a willingness to interact with CIS clients (i.e., youth). Board members are required to contribute both time and financial resources.

> ***"[CIS is] One of the best-run charitable groups I have ever been associated with. They are passionate. They are not there for the money; they are there for a cause."***
>
> *-- CIS Board Member*

The board has two primary responsibilities: oversight of the operations of CIS and fundraising. The board's goal is to impose business processes on the nonprofit organization in a way that maximizes the potential of CIS to implement its mission. The board plays a major leadership role in the operation of the organization, developing policies that are given to the executive director to implement. The board also reviews the executive director's actions and the actions of the staff to make sure the goals, objectives, and policies of CIS are being met.

The board is organized into seven committees (Executive, Program, Research and Evaluation, Nominating, Development, Finance, and Health Services). Each committee designates a subcommittee to carry out specific activities such as fundraising events or exploring new benefits packages. Each committee has a prescribed meeting schedule to carry out its responsibilities and stay connected to the critical issues facing CIS and its clients (e.g., the board meets every other month; the Executive Committee meets alternating months; the Research and Evaluation Committee meets monthly). Each local CIS program staff member is assigned to a subcommittee and serves as its administrative liaison. For example, the director of quality and standards works with the Research and Evaluation Committee to provide oversight for data collection and evaluation processes.

The other primary responsibility of the board of directors is to raise money. The board gives direction to the CIS executive director regarding efforts in this area. The CIS board faces a huge challenge in this area because of the competition for charitable funding. Board members solicit funding by engaging potential funders with CIS clients. For example, potential funders are invited to lunch at a CIS school to see the program in action. This engagement process has successfully resulted in connecting CIS with resources, including endowments to support CIS's future.

Resources/Funding

Annual revenues for CIS of Houston are approximately $10 million, with average annual expenses totaling approximately $8.6 million. The chief financial officer has been with the organization since 1989. His prior experience in corporate accounting has enabled the CIS of Houston board to both forecast and plan the financial direction of the organization, helping the nonprofit operate in a more corporate fashion. This has enabled CIS of Houston to develop sound financial practices and expand the resources needed to support its work. Funds are solicited from a wide range of sources: individuals, private foundations, government agencies, and surrounding school districts.

Marketing

Marketing CIS of Houston is under the purview of the director of development. The director of development collaborates with the chief financial officer to develop a strategic plan for the organization and raise money to be able to implement this strategic direction. Activities for marketing CIS of Houston include developing a communications plan, writing grants, and hosting events. Board members assist in the organization and implementation of large fundraising events. CIS of Houston also publishes a newsletter that is widely distributed to potential funders, community members, and policymakers.

Partnerships and Key Stakeholder Development

> ***"CIS's support is valuable. All Project Grad students are also in CIS. Our graduation rate for low SES students is 70% higher than the national average. I attribute that to the collaboration between CIS and Project GRAD."***
>
> *-- Community Partner*

The CIS philosophy is based on using everyone's strengths. CIS of Houston has over 200 partners, many of whom come from corporate America into the schools. CIS employs a staff member who serves as a liaison with CIS partner organizations.

Partnerships provide both programmatic resources, such as counseling, mentoring, enrichment activities, and

social services, and connections between CIS students and corporate mentors looking to make a difference in a child's life. Partners are determined based on the campus plan and the needs of CIS students. If a principal wants academic enhancement, CIS identifies a partner for mentoring. Partners go to CIS campuses but only through a connection with the CIS campus manager. According to school staff, CIS staff and the partners they identify allow teachers to be free to teach.

Principals rely on CIS to assist with scheduling, matching partners with kids, and ensuring that all participant needs are addressed. This responsibility, however, increases the workload on CIS campus managers who already have large caseloads. One partner indicated that while CIS staff are resourceful, additional help in reducing the required caseload would free CIS staff time to further promote partnering between the school and other organizations.

Recruitment/Retention

Recruitment and retention of CIS staff has been the focus of the CIS board strategic analysis process over the past year. The importance of recruiting and retaining quality staff has implications for meeting the CIS mission. Board members indicate that compensating performance and providing good benefits packages are crucial to this effort. If CIS of Houston is to operate like a corporate entity, attention to competitive compensation and benefits is paramount.

While passion is a characteristic of an effective campus manager, CIS primarily recruits staff that have experience in working with at-risk kids. CIS provides training to supplement content knowledge. Evidence of the commitment of CIS staff to the organization is demonstrated in the employment longevity of CIS staff, particularly program level staff. Many CIS staff remain with the organization over time and bring to more administrative positions their experiences across a wide range of activities with CIS programs. As staff assume more administrative positions, they are familiar with the realities of practice. CIS administrative staff view hiring from within as an excellent way to ensure quality and consistent implementation at the school level.

Training

CIS provides four in-service trainings per year. In planning these in-service sessions, CIS staff are surveyed to identify their needs. The director of training views the survey process as an important way to ensure the needs of staff in the field are being met.

An annual orientation training is provided for new CIS staff. Those hired in the middle of the year are trained individually. Annual training includes an orientation to all positions so others can take over if someone has to go on leave. There is also mandatory beginning-of-the year training and end-of-the-year outcomes training. Specialized training is provided (e.g., on the Search Institute's 40 developmental aspects or on ethics). Some of the training classes provide continuing education credits that assist campus managers and others in maintaining professional credentials. Staff are also supported to attend training outside the opportunities provided by CIS. The training opportunities are viewed as valuable resources and pertinent to the work of CIS staff.

Monitoring, Evaluation, Reporting, and CISTMS

Monitoring, evaluation, and reporting are conducted at the affiliate level to maintain the quality of the program and provide data for planning. The director of quality and standards has responsibility for coordinating all evaluation activities. CIS services are evaluated in general by the number of students served. Because several funding streams support CIS activities and programs, data are collected for each program to provide information and outcomes to the funding agency according to the specifications of the grant. For example, the dental services program (funded by outside resources) is evaluated by analyzing cost and outcome. Additionally, the board of directors, through the evaluation subcommittee, requests certain evaluation activity. CIS has begun a pilot study to monitor dropout rates to support board activity in this area. In general, however, evaluation data are reported to the Texas Education Agency and other funders and used to make program changes when needed.

CIS staff expressed a need to look beyond simply reporting outcome data on student academic performance and behavioral changes. They hope to be able to capture data that can serve "as building blocks for positive youth development" and promote CIS as a student assistance program rather than a dropout prevention program. One critical aspect of the program that often is difficult to quantify is the impact of exposure to all types of activities, including enrichment, outreach, and relationships. CIS staff acknowledge and value the ability of the director of quality and standards to find ways of quantifying and qualifying intangible program parameters, but point to an increased need to be able to solve this issue.

To support the use of the CISTMS data tracking system, CIS staff participate in monthly data specialist conference calls during which staff questions are answered. While CIS staff enter data into the system, they feel that improving access to a variety of reports based on CISTMS data would benefit program activities and planning. At the time of the site visits, there was a sense that the CISTMS data were not as useful, and provided potentially less than accurate assessments of program activity. CIS staff also indicated that it would be particularly helpful to find a way to tap into PEIMS data to provide information in a quick and efficient manner.

Relationship with State Office

To a certain extent, CIS of Houston views itself as having to develop its own resources to create program and fiscal stability. Relationships with the State office are viewed as supportive, particularly with respect to developing specialized training, providing opportunities to network with other CIS affiliates, and helping to create a brand for CIS within the State.

4. Future Direction for CIS of Houston

4.1 Future Vision for CIS of Houston

CIS staff and stakeholders agree their vision is having a CIS program in every school with graduation rates increasing as a result of the program. To accomplish this vision, everyone points to the need for additional financial and personnel resources. CIS staff, however, realize the hazards of growing too fast, and pay close attention to forecasting and planning so resources are available to meet existing needs and can grow as they seek to expand into other school districts. CIS of Houston

> ***"If I have funding, I would keep CIS the way it is. They work with students, the faculty, the principal, and with the community. All stakeholders are being served by two individuals"***
>
> *-- School Staff*

is approached by many schools and surrounding school districts to provide programs, but in many cases, these opportunities are not yet viable areas for expansion. The need vastly outweighs available resources. Delivery of quality services is central to the work of CIS of Houston.

4.2 Recommendations and Advice

CIS staff and the board of directors have identified specific areas for additional support, beyond a general request for more financial resources. Short-term needs include supporting the data collection process by hiring a research associate to enable the director of quality and standards to devote more time to analysis and reporting. At the school level, in addition to exploring ways to reduce campus manager caseload, there is a need for more technology (e.g., providing a computer room for students). Technology, however, comes under the purview of the school, and requires using school resources to meet this need. Better compensation for CIS staff is also a stated need, particularly from the perspective of the board.

Advice was offered by interviewees in several areas during the CIS of Houston site visit. With regard to affiliate level management, several interviewees indicated that it is important to understand funding sources in light of the required deliverables and the program should not be overextended. Others mentioned the need to stay focused on the organization's mission and goals and look for leadership throughout the network. At the school level, CIS staff encourage new campus managers to be authentic, treat students respectfully, and realize that in many cases, the campus manager is the only adult contact in which the student can confide. At each level, whether engaging students, partners, community members, or school staff, there was overwhelming agreement that establishing strong relationships is vital to CIS success.

Communities In Schools of Texas:
Case Study Profile Report

CIS of Northeast Texas

December 2008

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1. OVERVIEW

1.1 Communities In Schools of Texas

Communities In Schools (CIS) champions the connection of needed community resources with schools to help young people successfully learn, stay in school, and prepare for life. Founded in 1977, CIS has now grown into the Nation's largest stay-in-school network, serving just over one million youth in the District of Columbia and 27 States across the United States, including Texas.

CIS of Texas helps young Texans stay in school, successfully learn, and prepare for life by coordinating community resources in local schools. The Texas CIS program (CIS State office) is managed by the Texas Education Agency. Through 28 local programs (affiliates) across the State, including CIS of Northeast Texas, CIS Texas provides services in more than 761 schools in 123 school districts, serving more than 82,000 students.[1]

1.2 Texas Education Agency Evaluation of CIS of Texas

As part of a comprehensive evaluation of the Texas Education Agency's CIS program, ICF International conducted five case studies to understand how local CIS affiliates operate; the services provided by CIS to students within each school or campus; the benefits of CIS for schools, students, and families; and the factors that contribute to or hinder the success of CIS in meeting student needs. The cross-affiliate results are presented in the Communities In Schools of Texas Evaluation Technical Report. The aggregated findings specific to each local CIS affiliate are included in individual profile reports.

1.3 Approach to the Case Studies

Five local CIS affiliates were selected by the Texas Education Agency for inclusion in the case study component of the evaluation. The local CIS affiliates selected were CIS of El Paso, CIS of Northeast Texas, CIS of Houston, CIS of North Texas, and CIS of the Big Country (Abilene). The local CIS affiliates represent widely diverse geographic locations and program operations across the CIS of Texas network.

Multi-day site visits were conducted to each local CIS affiliate. During the site visits, ICF staff conducted interviews with key CIS staff, such as the executive director, board members, program director/coordinators, program trainer, data specialists, program financial officers, and campus/case managers. Individuals were asked questions regarding their roles and responsibilities, working relationships, implementation of CIS at the affiliate and school or campus level, challenges and successes, and future goals and recommendations for the future. Interviews were also conducted with principals, teachers, guidance counselors, and other service providers working with CIS at each of the schools visited as part of the evaluation. Specifically, an elementary, middle, and high school representing a feeder pattern within the same district served by CIS was identified for the case study visits. These individuals were asked questions regarding their level of involvement with CIS, the benefits of CIS, challenges, limitations, and recommendations for improvement. In addition to interviews with CIS and non-CIS personnel, the ICF staff conducted focus groups with students receiving services from CIS

[1] TEA, Fiscal Year 2007.

and parents of these students. Students and parents were asked what they liked and/or disliked about CIS, the benefits of CIS, and recommendations for improvement.

Information from the interviews and focus groups were analyzed using content analysis. This involved searching for and analyzing patterns and data saturation (recognized by redundancy in responses) that were then used to identify common themes across respondent groups, as well as perceptions unique to individuals or subgroups. Results are presented in aggregate form to protect the confidentiality of the respondents.

2. CIS OF NORTHEAST TEXAS

2.1 Description of CIS of Northeast Texas

The mission of CIS of Northeast Texas is to connect with business and industry, local public schools, Northeast Texas Community College, and families to provide community resources to young people, and help them to successfully learn, stay in school, graduate, and prepare for life. Currently, CIS of Northeast Texas serves 31 schools in 10 school districts across 5 counties in Northeast Texas, and case manages over 2,600 students from prekindergarten to grade 12. Services provided to students include counseling/supportive guidance, educational enhancement, pre-employment training, enrichment activities, and parental involvement activities.

2.2 Description of Case Study Schools Served by CIS of Northeast Texas

All three public schools visited as part of the case study for CIS of Northeast Texas were from the Pewitt Consolidated Independent School District (ISD). The schools were Pewitt Elementary, Pewitt Junior High, and Pewitt High Schools. These three schools represent a feeder pattern for CIS within Pewitt Consolidated ISD. The demographics for Pewitt Consolidated ISD and each of the three schools are presented in Table 1.

Table 1. 2006-07 Demographics of Pewitt Consolidated ISD and Case Study Schools

	Pewitt Consolidated ISD	Pewitt Elementary School	Pewitt Junior High School	Pewitt High School
Number of Students 2006-07	980	463	216	301
Did the District/School Meet Adequate Yearly Progress in 2006-07?	Yes	Yes	Yes	Yes
Economically Disadvantaged	56.8%	61.6%	55.1%	50.8%
English Language Learners/Limited English Proficiency	1.5%	1.1%	1.9%	2.0%
Students per Teacher	13	14	11	12
Reading Proficiency*	92.6%	94.5%	90.5%	92.7%
Math Proficiency*	72.6%	81.3%	76.5%	69.1%

Data Source: SchoolDataDirect for 2006-07

*Represents the percentage of students proficient in subject based on TAKS

Based on data maintained by CIS of Northeast Texas, 260 students were case-managed across the three schools in 2006-07. The demographics of the case-managed students as reported in CISTMS (the data tracking and management system for the entire CIS of Texas network) are presented in Table 2. In 2006-07, CIS of Northeast Texas provided documented case-managed services to 24.4 percent of the Pewitt Elementary student population, 35.7 percent of the Pewitt Junior High student population, and 23.3 percent of the Pewitt High School population. More than half of the case-managed students across the three schools were considered at risk according to the Texas Legislature criteria. When comparing the demographics of the student population with the case-managed students, economically disadvantaged students appear to be more represented in the case-managed group. That is, it appears CIS of Northeast Texas is serving the higher risk population of students within these three schools.

Table 2. 2006-07 Demographics of Case-Managed Students in Case Study Schools

	Pewitt Elementary School	Pewitt Junior High School	Pewitt High School
Number of Case-Managed Students	113 (24.4%)	77 (35.7%)	70 (23.3%)
Economically Disadvantaged	88.5%	65.0%	77.0%
Special Education	12.4%	26.0%	21.4%
At Risk	51.3%	59.7%	74.3%
English Language Learners	0.0%	1.3%	3.0%
White	66.4%	53.2%	32.8%
Black	30.1%	40.3%	57.0%
American Indian	0.0%	0.0%	0.0%
Asian	0.9%	0.0%	1.0%
Hispanic	2.6%	6.5%	1.0%

Data Source: CIS End of Year (EOY) Report for 2006-07

3. CASE STUDY FINDINGS FOR CIS OF NORTH TEXAS

On May 20 to May 21, 2008, ICF staff conducted interviews and focus groups with 112 stakeholders from the local affiliate office and the three case study schools. The number of interviewees by role is reported in Table 3.

Table 3. Interviews and Focus Groups with Key Stakeholders

CIS Affiliate/Campus Staff	8
School Personnel	28
Community Partners	1
Students and Parents	75
Total	**112**

Data Source: Site visit during May 2008.

3.1 Implementation of CIS Within Schools

Before understanding how CIS is being implemented within schools, it was important to obtain a definition or interpretation of what CIS means for key stakeholders. CIS of Northeast Texas was described as a dropout prevention program that works with at-risk students to remove barriers and teach life and social skills. Community partners see CIS as a program that works with parents, helping with the Children's Health Insurance Program and Medicaid. The

program sponsors health and dental fairs and follows up with students' subsequent appointments for treatment. The program is seen by some within the school as an extension of the community college, providing students with opportunities to learn what is required in college. CIS of Northeast Texas is a bridge between the student, the school, parents, community partners, and the community college. It is a resource for all entities involved; some interviewees reported they could not imagine what students' lives would be like without the program.

CIS Process

Several processes were described as making up the CIS model across the schools visited as part of the case study of CIS of Northeast Texas.

Needs Assessment. Needs assessments are conducted by central office staff to determine training needs of field-based case managers. Case managers conduct their own needs assessments within the schools to confirm which needs should be addressed in CIS campus plans. High school students in CIS of Northeast Texas schools identified numerous challenges that they face in their lives, including sex, stress of taking the Texas Assessment of Knowledge and Skills (TAKS), peer pressure, fights/confrontation, racism, teachers choosing favorites, homework, dress requirements, and poor communication between student and teacher. Parents identified similar stressors for their children, including sex, drugs, stress over TAKS tests, teen pregnancy, finances, and one-parent homes. These stressors translate into needs of students and families, which are considered when campus and individual student plans are developed and as CIS activities are implemented in the schools.

Identification and Referral. Most referrals to the CIS program come from teachers, sometimes as an e-mail message. A student is referred when family issues are evident and affect his or her academic performance. A student may also be referred for CIS to participate in tutoring or in a mentoring program. Case managers collaborate with teachers on after-school programs or on special programs such as drug and alcohol awareness. Teachers are usually the first to know whether a student needs glasses and CIS works to find the appropriate resource for that service. Teachers also look to CIS for support in setting up field trips and other enrichment activities. Students reported they learned about CIS from classroom visits by CIS staff and from others in the family or community who knew about the program.

Programs and Services. The programs and services provided by CIS of Northeast Texas reflect the six components of all CIS of Texas programs: supportive guidance, health and human services, parental and family involvement, career awareness/employment, enrichment, and educational enhancement.

- **Supportive Guidance.** CIS provides students with a place to go when they are unable to discuss problems with a parent. Girls participate in a Smart Girls group session, designed to help them make sound choices. Students believe that the supportive guidance received in the CIS program has helped them in several ways, including keeping them out of trouble, helping them make better choices, giving them someone they can talk to in difficult times, and motivating them to succeed.

- **Health and Human Services.** If students need medical assistance, the case manager will contact a parent and take the student to a medical or dental appointment. Many of the services are provided by CIS partner organizations or State agencies such as the Texas Department of State Health Services, which

provides dental care. Flu shots and immunizations are among the medical services that are coordinated by CIS of Northeast Texas.

- **Parental and Family Involvement.** Although the school-community relationships are good, school personnel and CIS staff would like to see more parental involvement in the schools. When asked if they are aware of opportunities to become involved, most parents stated that they knew of such opportunities and had been invited by CIS staff to participate in activities. A person concerned about parents' lack of participation in school activities stated, "This lack of parental involvement doesn't set a good example for the students. If they actually saw their parents being involved in what is going on at school, they would value it more. I think the kids would try harder." CIS will continue to develop plans to interest parents and increase their participation in whole school and CIS activities.

- **Career Awareness/Employment.** CIS sponsors a number of activities designed to increase student awareness of careers available to them. Among the major activities are hosting speakers representing a range of careers, providing students with opportunities to meet and talk with celebrities, visiting career and technical schools, and sponsoring a career fair at the school. Students report that these CIS-sponsored activities have helped them think about going to college and choosing the right job.

> ***"CIS helps you get ready for college."***
>
> *-- Student*

- **Enrichment.** CIS activities designed for enrichment include swimming, camping, and horseback riding available through a partnership with the Salvation Army, college visits, participation in 21st Century project activities, and field trips to the zoo, movie theater, and sporting events.

- **Educational Enhancement.** CIS students participate in a variety of educational enhancement opportunities. Some, such as visits to colleges, can also be considered enrichment activities. Additional educational enhancement activities include participation in Gear Up, a program for college awareness and preparation; assistance with TAKS test preparation; tutoring; visits to trade and technical schools; and participation in academic contests. Students believe that participation in CIS educational enhancement activities have helped them with grades and with their performance on TAKS.

Feeder Patterns. CIS management hopes there is continuity of CIS services from prekindergarten until graduation from high school. CIS staff are familiar with the services offered at all campuses within the school district and in other communities. Campuses communicate when students transfer or are promoted to another campus. In addition, staff have meetings at least twice a month and have opportunities to discuss issues at that time.

Monitoring and Adjustment. Program monitoring and adjustment occur throughout the school year based on changing student needs or training needs that arise. School administrators receive a formal progress report annually. However, more regular information sharing between CIS staff and school administrators takes place informally. Service plans are reviewed regularly and adjusted as needed.

CISTMS. CISTMS is the information management system that is used to maintain CIS student information, track CIS participant progress, and create reports for appropriate managers

and others associated with the program. Several concerns were expressed related to use of the system:

- The system has not been available for data entry until shortly before the deadline for entering data. Data entry duties are then concentrated in a short period of time in which services to students are compromised.
- Much of the data required to be entered into CISTMS appear to be data the Texas Education Agency already collects (e.g., PEIMS and TAKS).
- CISTMS is brought down for maintenance during the time that it is in use in the CIS program rather than after working hours.
- CISTMS cannot be customized to the needs of the individual campus or affiliate.

Relationships

CIS of Northeast Texas maintains excellent relationships on the campuses where it operates. CIS is described by students as a program that helps them and is fun. Teachers and other school personnel recognize the positive relationships that CIS has built with participating students. CIS case managers enjoy positive relationships with community partners who provide services and support the program with enrichment activities. They also maintain good relationships with parents who take an active interest in their students' progress in the program.

> ***"The program has good staff and staff has good relationships in the schools."***
>
> *-- CIS Staff*

The CIS central office has developed an open and supportive relationship with case managers, with credit given to the regular networking opportunities and retreats the central office provides for them. Retreats and networking sessions provide opportunities to discuss successes and challenges in their work with others who share the same goals of helping students stay in school and succeed.

Benefits of CIS Within the Schools

CIS stakeholders cited numerous successes and benefits of the program, particularly positive changes in classroom behavior and academic performance reported by teachers and other school personnel. Additionally, parents and students alike reported positive changes in students' behavior, including increased confidence, a sense of future, and academic performance. Other benefits for students included improved health care as a result of dental fairs and immunization efforts. For families, CIS offered assistance in obtaining medical benefits, financial assistance, and advocacy when dealing with child protective services and other government agencies. Additionally, the establishment of strong relationships with partner organizations in the community, such as Big Brothers Big Sisters, the Salvation Army, and

> ***"The program has had a positive impact on my granddaughter's life. She received college scholarships and will become a social worker, working with underprivileged children."***
>
> *-- Parent*

> ***"[CIS] helps you make better choices."***
>
> *-- Student*

the Housing Authority, was recognized as a key accomplishment of CIS of Northeast Texas.

Challenges to CIS Implementation Within the Schools

The most common challenges CIS of Northeast Texas stakeholders noted were lack of stable funding resulting in inconsistent programming from year to year, limited time to serve students as a result of an increased emphasis on TAKS preparation, and lack of understanding within the schools regarding the role of CIS staff. Lack of parental involvement in the program and in the schools also was cited as a challenge.

3.2 Key Features of CIS of Northeast Texas: Strengths and Limitations

Several features of CIS of Northeast Texas were identified as contributing to its strengths as a local CIS affiliate. Additionally, CIS of Northeast Texas faces several limitations or challenges. .

Leadership

CIS of Northeast Texas is a program within Northeast Texas Community College. The partnership allows CIS management to focus on program goals while the college manages administrative functions such as payroll, resource development assistance, public information, and financial auditing. The executive director serves as a key administrator with the college and as a direct liaison between the program and other administrators. The daily operations, grant writing, and staff supervision are managed by the program's director. The community college is committed to the CIS mission as evidenced by the college president's personal interest and involvement in the program. A member of the CIS advisory committee is also an administrator of the college.

> ***"The program is working well. It is well-managed and orderly."***
>
> *-- CIS Staff*

Management at CIS of Northeast Texas believe that program success is defined as having happy, satisfied employees, good parental involvement, a solid reputation for helping students, continued participation by the school districts, and remaining an intergral part of the college mainstream. People are most important, and it is the leadership philosophy at CIS of Northeast Texas that if competent staff are hired, given the skills they need, and keep the CIS mission foremost in their minds, the program will be successful.

Planning and Development

CIS of Northeast Texas uses data as an integral part of its planning and development efforts. Needs assessment data at the campus is used to develop campus service plans. Grades, attendance, and statewide assessment data are reviewed as part of the planning and development process and regular meetings between case managers and central office staff are designed to determine how best to deliver services to students. CIS of Northeast Texas plays a vital role in the college's strategic planning processes, including staff members serving on various planning and other college committees.

Board of Directors/Advisory Committee

CIS of Northeast Texas has an advisory committee that meets regularly with the Northeast Texas Community College Foundation board. Members are instrumental in writing letters to legislators and potential donors. Efforts are underway to expand the makeup of the committee to include representatives of the Hispanic community in Northeast Texas. Members work on CIS bylaws and consider program issues that are presented to them by CIS management. One member of the committee is also a college administrator, representing the instructional side of the CIS program and bringing to the program an understanding of the needs of students entering higher education and an understanding of the P-16 bridge programs (i.e., college readiness and success initiatives) now in place in public schools and colleges.

Resources/Funding

The director of CIS of Northeast Texas oversees the grant writing process and is responsible for managing resources and funds. The Texas Education Agency is the largest source of funding for CIS of Northeast Texas, with additional funds coming from participating schools, Gear Up, 21st Century, and other Federal sources. The Texas Education Agency provides CIS of Northeast Texas with information about potential funding sources, a process that has expanded and improved over the past few years. CIS of Northeast Texas has retained the services of a lobbyist to assist in acquiring additional funding from the State.

Marketing

Information about CIS of Northeast Texas and its mission is disseminated in numerous ways at several levels. Within the community college setting, the CIS program has a great deal of visibility among faculty and students. The college welcomes field visits from CIS students and opens its doors to students for science fairs and other activities that receive a great deal of publicity throughout the communities. The program's advisory committee members also help spread the word about CIS and its mission throughout the community sectors they represent.

At the campus level, case managers write letters to parents, place notices of events in the newspaper, and make home visits as part of their efforts to expand awareness of CIS among community members. Within the schools, case managers introduce themselves to new teachers and administrators and conduct orientation sessions that spell out the program's goals and services.

Partnerships and Key Stakeholder Development

A key partner of CIS of Northeast Texas is Northeast Texas Community College. The CIS central office staff is located at the college and the college administration strongly supports the program's mission. CIS of Northeast Texas has numerous other partners that provide support to the program as well as direct services to participating students and their families. Among the partners are:

- The Salvation Army, which provides support and assistance to families with financial difficulties, as does the Housing Authority. The Salvation Army also sponsors holiday activities throughout the year and provides

> ***"The CIS program is a bridge between the college and the schools."***
>
> *-- CIS Staff*

opportunities for students to swim and camp during the summer.

- The Housing Authority helps low-income families find affordable housing.
- Big Brothers Big Sisters actively participates in the program.
- Local banks provide support to the CIS program.
- A number of faith-based organizations have expressed an interest in participating in program activities. One church is currently involved in providing support. A Faith-Based Capacity Building Grant from the OneStar Foundation was received to improve community linkages between CIS of Northeast Texas and the faith-based community and to improve the CIS advisory board's fundraising efforts.
- Texas Department of State Health Services provides dental care for students.

Most partners in the community learn about the CIS program through word of mouth. When there is a specific need, such as a student needing glasses, CIS staff seek out the appropriate community resource or agency and work with it to provide the service.
The relationships that are developed between CIS and service providers can be mutually beneficial. For example, CIS helps to inform other school districts about the dental servicesthe State can provide to students. The other school districts enlist the services of the State and more children's dental needs are served as a result.

Building partnerships in small communities can be challenging because of the limited number of big businesses and corporations. In some of the communities served, the school district is the largest employer in the area. The partnerships that CIS of Northeast Texas has built, however, provide consistent support. CIS hopes to develop an Adopt-a-School program in the future and expand the partner base.

Recruitment/Retention

Recruitment and supervising staff are coordinated by the director. For positions dealing directly with students, such as case managers, a background in social work or direct experience working with at-risk students and their families is important. An undergraduate degree is considered a minimum requirement for candidates applying for a position in the central office. Principals have participated in the interview process for hiring case managers.
CIS of Northeast Texas has been successful in retaining key staff, including the director and case managers. Senior management believes that program success, which includes retention of good staff, is based on the ability to empower employees, identify skills that match the job responsibilities, and provide staff with the training needed to acquire and improve those skills.

Training

The training needs of CIS staff are based on the results of a survey. Much of the training is related to data collection. CIS also seeks input regarding training needs from participating schools. If feedback from the schools indicates a consistent problem and a need for training in a specific area, training is developed to address the issue on an as-needed basis. All other general training, such as training on project operating procedures, is delivered twice annually. Staff meetings, which can also include training, are held weekly and CIS staff members have an opportunity to conduct training in their areas of expertise. Through their own needs assessments and interactions with school personnel, the community, and students, field staff also identify training that would assist them with their responsibilities.

The CIS State Office provides technical support and training for CIS of Northeast Texas, as well as materials and networking opportunities for staff from different affiliates. CIS of Northeast Texas also benefits from having a regional education service center located in Mount Pleasant, Texas, where staff can participate in training on autism and other mental health issues. All training conducted by CIS is evaluated using forms that are provided by the State office. Follow-up to training includes monitoring on campus and obtaining feedback on the value of the training.

CIS advisory committee members participate in annual training. Every 2 years, CIS holds a retreat and focuses on special training needs. CIS of Northeast Texas is developing a resource library for staff and plans to use the Internet for training purposes.

Monitoring, Evaluation, and Reporting

Monitoring takes several forms in CIS of Northeast Texas. CIS evaluates its training by monitoring its application in the schools. Data entry at the campuses is also monitored to ensure quality. Program evaluation includes monitoring and a review of all data collected, including grades, attendance, behavior records, and scores on the TAKS statewide assessment. These data are used to prepare progress reports for school administrators and other CIS stakeholders and for developing grant proposals for program funding. Program monitoring is continuous. Data entry is monitored at least monthly to ensure quality and program monitoring regularly help identify training needs in the field.

Relationships with the CIS State Office

The CIS State office provides funding, guidance, regulations, training, training materials, and technical support to CIS of Northeast Texas. The State office provides information on potential funding sources for CIS, a role that has expanded and improved over time. CIS of Northeast Texas considers the affiliate-State office relationship to be good and the State office is viewed as supportive and responsive to requests for information and guidance.

The date that CISTMS becomes available for data entry and its close proximity to the data entry deadline are among concerns that CIS of Northeast Texas hopes will be addressed in the near future. Increased networking opportunities statewide would also be beneficial to affiliate staff.

4. Future Direction for CIS of Northeast Texas

4.1 Future Vision for CIS of Northeast Texas

A stronger funding base, increased funding, and program sustainability are goals for CIS of Northeast Texas. An expansion of staff is planned. Specifically, a case manager per campus is needed, as is a program coordinator to assist with administrative duties.
CIS of Northeast Texas plans to be more visible in the future. The program is planning new principal and teacher orientation sessions and activities, and plans to increase parental involvement in the schools. The future vision of CIS program staff is to strengthen the partnership with Northeast Texas Community College and continue to provide valuable services to students and their families.

4.2 Recommendations and Advice

Personnel involved with CIS of Northeast Texas expressed few areas of additional support needed. Resolving problems associated with the information management system would enhance the program greatly. Additional funding would enable the program to add a case manager so each campus would have one. Funding would also enable the program to add a program coordinator, a position that is needed because of the number of participating school districts and their geographic locations.

> ***"Success is having happy, satisfied employees; good parental involvement; community participation in the program; good name recognition; superintendent willing to help pay for the services; longevity of the program; not losing schools; and other schools inquiring about CIS."***
>
> *-- CIS Staff*

Individuals associated with CIS of Northeast Texas were asked their advice for those who were new to the program. A new member of the advisory committee would be advised to get to know CIS staff, participate in outreach in the community, attend the retreats, read about CIS and learn the goals of the program, and become familiar with other programs across the country.

Advice for case managers included recognizing that the job is tough. The focus of a case manager's efforts needs to be on the students. Case managers were strongly encouraged to get to know the principal and work with him or her to gain input into the development of the campus service plan. Additionally, showing respect for students was considered critical.

> ***"In terms of working with students, if you give them respect, they will respect you."***
>
> *-- CIS Staff*

Data entry specialists would be advised to learn Microsoft Access or Excel in order to extract needed data from CISTMS. Program trainers were advised to share and obtain new and innovative ideas with other trainers in the network. Trainers also were advised to take full advantage of the training opportunities offered through the CIS State Office.

Advice for a new executive director was to understand that the work of CIS is never complete, and the executive director is responsible for empowering staff by giving them the skills they need so they can empower students.

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Communities In Schools (CIS) champions the connection of needed community resources with schools to help young people successfully learn, stay in school, and prepare for life. Founded in 1977, CIS has now grown into the Nation's largest stay-in-school network, serving just over one million youth in the District of Columbia and 27 States across the United States, including Texas.

CIS of Texas helps young Texans stay in school, successfully learn, and prepare for life by coordinating community resources in local schools. The Texas CIS program (CIS State office) is managed by the Texas Education Agency. Through 28 local programs (affiliates) across the State, including CIS of North Texas, CIS Texas provides services in more than 761 schools in 123 school districts, serving more than 82,000 students.[1]

1.2 Texas Education Agency Evaluation of CIS of Texas

As part of a comprehensive evaluation of the Texas Education Agency's CIS program, ICF International conducted five case studies to understand how local CIS affiliates operate; the services provided by CIS to students within each school or campus; the benefits of CIS for schools, students, and families; and the factors that contribute to or hinder the success of CIS in meeting student needs. The cross-affiliate results are presented in the Communities In Schools of Texas Evaluation Technical Report. The aggregated findings specific to each local CIS affiliate are included in individual profile reports.

1.3 Approach to the Case Studies

Five local CIS affiliates were selected by the Texas Education Agency for inclusion in the case study component of the evaluation. The local CIS affiliates selected were CIS of El Paso, CIS of Northeast Texas, CIS of Houston, CIS of North Texas, and CIS of the Big Country (Abilene). The local CIS affiliates represent widely diverse geographic locations and program operations across the CIS of Texas network.

Multi-day site visits were conducted to each local CIS affiliate. During the site visits, ICF staff conducted interviews with key CIS staff, such as the executive director, board members, program director/coordinators, program trainer, data specialists, program financial officers, and campus/case managers. Individuals were asked questions regarding their roles and responsibilities, working relationships, implementation of CIS at the affiliate and school or campus level, challenges and successes, and future goals and recommendations for the future. Interviews were also conducted with principals, teachers, guidance counselors, and other service providers working with CIS at each of the schools visited as part of the evaluation. Specifically, an elementary, middle, and high school representing a feeder pattern within the same district served by CIS was identified for the case study visits. These individuals were asked questions regarding their level of involvement with CIS, the benefits of CIS, challenges, limitations, and recommendations for improvement. In addition to interviews with CIS and non-CIS personnel, the ICF staff conducted focus groups with students receiving services from CIS

[1] TEA, Fiscal Year 2007.

and parents of these students. Students and parents were asked what they liked and/or disliked about CIS, the benefits of CIS, and recommendations for improvement.

Information from the interviews and focus groups were analyzed using content analysis. This involved searching for and analyzing patterns and data saturation (recognized by redundancy in responses) that were then used to identify common themes across respondent groups, as well as perceptions unique to individuals or subgroups. Results are presented in aggregate form to protect the confidentiality of the respondents.

2. CIS OF NORTH TEXAS

2.1 Description of CIS of North Texas

In response to the growing dropout problem in Denton and surrounding counties, CIS of North Texas was founded in 1994. Serving 19 schools in four school districts,[2] CIS of North Texas provides mentoring, one-on-one tutoring, summer programs, community service activities, career awareness activities, and other programs to students in elementary, middle, and high school. During the 2006-07 academic school year, 2,206 children and their family members had received case-managed services from CIS of North Texas. Of the case-managed students, 99.3 percent of the students in grades 7–12 stayed in school, 92.8 percent were promoted, and 95.3 percent showed improvement in attendance, behavior, academics, or social service needs according to CIS of North Texas campus/case managers. The average annual cost for providing services to a single case-managed student was estimated at $544.74.[3] According to the 2006 annual financial report, CIS of North Texas had total revenues of $1,324,811, of which 56.7 percent came from Federal and State grants and the balance from local support. Over 80 percent of the revenues were spent on programs, 12 percent on administration, and 1.5 percent on fundraising.

2.2 Description of Case Study Schools Served by CIS of North Texas

All three public schools visited as part of the case study for CIS of North Texas were from the Denton ISD. The schools were Borman Elementary School, Calhoun Middle School, and Denton High School. These three schools represent a feeder pattern for CIS within Denton ISD. The demographics for Denton ISD and each of the three schools are presented in Table 1.

Table 1. 2006-07 Demographics of Denton ISD and Case Study Schools

	Denton ISD	Borman Elementary School	Calhoun Middle School	Denton High School
Number of Students 2006-07	19,661	607	771	1,528
Did the District/School Meet Adequate Yearly Progress in 2006-07?	Yes	Yes	Yes	No
Economically Disadvantaged	38.0%	70.5%	61.6%	39.7%
English Language Learners/Limited English Proficiency	15.5%	47.9%	18.2%	10.9%
Students per Teacher	13	12	13	12

[2] The four school districts are Denton Independent School District (ISD), Lewisville ISD, Little Elm ISD, and Northwest ISD.
[3] Source: CIS of North Texas.

Reading Proficiency*	90.4%	81.1%	85.9%	85.4%
Math Proficiency*	77.4%	73.9%	61.9%	64.3%

Data Source: SchoolDataDirect for 2006-07

*Represents the percentage of students proficient in subject based on TAKS

Based on data maintained by CIS of North Texas, 268 students were case-managed across the three schools in 2006-07. The demographics of the case-managed students as reported in CISTMS (the data tracking and management system for the entire CIS of Texas network) are presented in Table 2. In 2006-07, CIS of North Texas provided documented case-managed services to 15 percent of the Borman Elementary student population, 11 percent of the Calhoun Middle School student population, and 5 percent of the Denton High School population. Eighty percent or more of the case-managed students across the three schools were considered at risk according to the Texas Legislature criteria. When comparing the demographics of the student population with the case-managed students, economically disadvantaged and minority students appear to be more represented in the case-managed group. That is, CIS of North Texas is serving the higher risk population of students within these three schools.

Table 2. 2006-07 Demographics of Case-Managed Students in Case Study Schools

	Borman Elementary	Calhoun Middle School	Denton High School
Number of Case-Managed Students	91	83	94
Economically Disadvantaged	82.4%	86.7%	78.7%
Special Education	4.4%	15.6%	16%
At Risk	83.5%	79.5%	79.8%
English Language Learners	50.5%	44.6%	37%
White	29.7%	6%	19.2%
Black	11%	8.5%	25.5%
American Indian	0%	0%	0%
Asian	4.3%	85.5%	55.3%
Hispanic	55%	0%	0%

Data Source: CIS End of Year (EOY) Report for 2006-07

3. CASE STUDY FINDINGS FOR CIS OF NORTH TEXAS

From May 12 to May 15, 2008, ICF staff conducted 163 interviews with stakeholders from the local affiliate office and the three case study schools. The number of interviewees by role is reported in Table 3.

Table 3. Interviews and Focus Groups with Key Stakeholders

CIS Affiliate/Campus Staff	6
School Personnel	20
Community Partners	11
Students and Parents	126
Total	**163**

Data Source: Site visit during May 2008

3.1 Implementation of CIS Within Schools

> ***"They help you with goal setting and finding what you want. They help you make it possible when you think it's not possible. They'll take away the rocks in your path."***
>
> *-- Former Student*

Before understanding how CIS is being implemented within schools, it was important to obtain a definition or interpretation of what CIS means for key stakeholders. Across all roles and levels of involvement, CIS of North Texas stakeholders suggested that CIS helps students with many kinds of problems, both in and out of school, that stand in the way of graduation and success in life. Many acknowledged that CIS supports not only students but also their families. CIS was described as a resource; a support system; a source of hope; a one-to-one relationship; a link between schools, families, and the community; and an inviting place where youth can trust and feel safe.

The next step was to understand how CIS was implemented within schools.

CIS Process

Several processes were described as making up the CIS model across the schools visited as part of the case study of CIS of North Texas.

Needs Assessment. Campus managers determine the needs within each school on a campus-by-campus and student-by-student (case-managed) level. They use feedback from principals and counselors to create their campus plans, which can be modified at any point if new needs arise or take priority over old ones. While campus managers have the freedom to use their own personal philosophies in interpreting needs assessment results, principals and CIS affiliate staff must approve their final plans. Specific needs for students in the CIS of North Texas community include academics and grades, peer relationships, access to social services, and parent involvement.

Identification and Referral. School counselors, teachers, and other students such as friends and siblings make most of the student referrals to CIS. Some students also learn about CIS through other school staff (e.g., secretaries) and well-informed parents, but most parents were not aware of CIS until their children were already having problems in school and referred to CIS for services. As students must re-register each school year, the majority of case-managed students are those who have returned from the previous year. Students are primarily referred for tutors and mentors based on academic need, but many students choose to participate in CIS activities because they have heard from their friends that CIS is fun and they can receive help with their problems.

> ***"CIS lets you mix academics and social aspects and I think meshing the two works a lot better. That's what makes CIS different because CIS intertwines with a lot of things kids have to deal with in and out of school."***
>
> *-- Community Partner*

Programs and Services. Based on the results of the needs assessment, campus managers identify services that will meet the needs of their schools and students. These services represent the six components of CIS: supportive guidance, health and human services, parental and family involvement, career awareness/employment, enrichment, and educational enhancement. Specific services provided by CIS of North Texas include:

- **Case Management.** Some students participating in CIS are case-managed, meaning that their goals and progress are tracked individually in the monitoring database (CISTMS). Students must receive CIS services for at least 2 months before being considered for case management.

- **Social Services.** The CIS campus manager sometimes acts as a school social worker by maintaining a closet stocked with school uniforms if students violate the dress code. CIS also provides school supplies, such as binders or pencils, to students in need. CIS can assist with financial barriers to success, which may involve helping pay a late fee to raising funds for a student to take a summer course and graduate in time to enroll in college in the fall. In general, the campus manager serves as a resource and, if necessary can direct students and families to other agencies and services offering assistance with housing, medical needs, and employment.

> ***"We cannot survive without [the campus manager] and CIS. Because she has the resources."***
>
> *-- School Staff*

- **Mentoring and Tutoring.** Campus managers spend most of their day managing volunteer mentors and tutors from around the community. Most of the mentors are residents of a local retirement community and retirees from a nearby university. Mentors are matched carefully to students and help them with their homework, read with them, ask questions and give advice, eat and play with them, and discuss life.

> ***"[Our mentors] are like our family."***
>
> *-- Elementary Student*

- **Individual Supportive Guidance.** Campus managers provide supportive guidance, a form of counseling that can be conducted with students who are having trouble getting through the day. With teachers' permission, students may speak with the CIS campus manager when they have problems that they need to talk about in order to participate effectively in classroom activities.

- **Saturdays/Field Trips.** Students may participate in CIS of North Texas enrichment activities outside of school hours. Saturday and summer activities include trips to the university to experience college life, participation in painting and reconstruction activities to improve the school building, and working in the environmental station in the school courtyard.

> ***"Nine o'clock Saturday morning, what kid would want to go to school? This room is full of kids every time. They love the program."***
>
> *-- Community Partner*

Feeder Patterns. Students, families, and CIS programs alike benefit from the feeder pattern through the school system in Denton. Campus managers stay in close communication with each other and have at least a general understanding of each other's programs, which facilitates students' transition between schools, particularly between middle and high school CIS.

Campus managers reap the benefits of an established base of incoming students who are already seeking out CIS on their own. Parents may have the most to gain from the feeder patterns because a connection with CIS in elementary school ensures that parents will be more

> ***"I believe a lot of our parents are informed because our feeder middle school has CIS too. A lot of our parents already know about it."***
>
> *-- School Staff*

involved in their children's education from the outset of middle school. Consequently, a feeder pattern connection results in more parent involvement in CIS and students' school lives.

In a large area such as Denton, not all schools have CIS. While some students will be able to proceed through each CIS school in turn, others may not be able to maintain CIS enrollment throughout their schooling.

Monitoring and Adjustment. Monitoring of CIS services occurs both formally and informally at the site level. CIS campus managers provide written status reports to the principal one to two times per month and present them at periodic meetings, in addition to providing monthly and end-of-year reports on their programs. Informally, principals and campus managers work together to meet and communicate if there is a need. Other monitoring at the school level takes the form of measuring whether basic student needs are met, parent involvement has increased, and student performance, especially on the Texas Assessment of Knowledge and Skills test, has improved.

Campus plans are made at the beginning of each year, including goals and a mission statement. These plans are upgraded annually, but they can also be adjusted throughout the year to add programs and events as new needs become apparent. For example, if gang violence in the community increases sharply, a campus manager could schedule a speaker on the dangers of gang membership.

Relationships

Across all stakeholders and campuses, relationships were identified as critical to the implementation of CIS within the schools and communities.

> ***"If you're capable of building a relationship with a student, that in itself is a success."***
>
> *-- CIS Staff*

CIS Staff and Students. The relationship between on-site CIS staff (and volunteers) and their students has been described as very positive, open, caring, loving, mutually respectful, and non-judgmental. This relationship is strengthened by the fact that CIS staff are not employed by the school and can consequently engage in a direct relationship with students without first passing through school authorities. The CIS staff-student relationship has also been explained as the core of a larger network of relationships, including parents, teachers, and counselors, that work together to help students succeed. A potential drawback of this relationship is that students, and sometimes parents, can become too reliant on the campus manager or take advantage of his or her kindness; however, CIS staff are aware of these tendencies and are taking steps to prevent them.

> ***"[CIS] is helping teachers by helping the students."***
>
> *-- School Staff*

CIS Staff and School Personnel. CIS staff and school personnel generally have strong relationships characterized by good communication, clarity, and collaboration. While principals have specific goals they want CIS to help them meet, they are flexible in how campus managers choose to meet these goals. Most teachers and campus managers have a mutual respect for the efforts each is making to help students succeed, and both parties communicate well to ensure that they have their needs met. For example, campus managers remind teachers

when mentors will be present at school, and are respectful of teachers' requests should a certain class period be inconvenient for a student to miss. Campus managers also facilitate communication between teachers and mentors by providing folders of current class work with which mentors can help their students. Campus managers send weekly e-mails to teachers and monthly newsletters to school staff, and are generally regarded as very accessible for communication by phone and e-mail, or in person.

Good communication can always be improved, and some staff have suggested that the campus managers make more effort to attend teacher meetings and reach out to each teacher at the school; this can be difficult in schools where turnover rates are high and new teachers comprise large percentages of the staff. Campus managers also face the challenge of reporting to two supervisors who may have competing interests: CIS affiliate staff and school principals.

CIS Staff and Partner Organizations. CIS of North Texas staff have secured enough community partners that the resources available through them are almost limitless; however, increasing community awareness of what CIS does is an important goal in North Texas. More community partners mean more resources to which campus managers may refer families in need, such as health services, mentors, and agencies providing financial assistance. CIS of North Texas hopes to build partnerships in particular with the Hispanic community, which has been challenging in the past. CIS hopes to show successful Hispanic role models in the community to provide encouragement and hope for the large Hispanic student population in the schools.

Another challenge to the relationship between CIS of North Texas and community members is the quick turnaround for processing volunteer mentors. Mentors must be processed, placed, and matched within 2 weeks, which is difficult for one campus manager who may receive 40 volunteers to process at once. Consequently, many good mentors may lose interest while waiting and CIS could lose credibility in the community. This issue could be rectified by adding part-time staff to help process volunteers when necessary.

CIS Staff and Parents. CIS staff have proven to be an important resource for parents, helping bridge the gap between parents and the school and increasing parent involvement. Campus managers are honest with parents about the fact that they may need to report certain information to other agencies, which contributes to a relationship characterized by trust. Parents feel comfortable contacting the campus manager to help them and are grateful for all the campus managers have done for their children.

> ***"[The campus manager] cares about everybody. It didn't say anything in the book about having to stop and talk to the parents in the halls."***
>
> *-- Parent*

Benefits of CIS Within the Schools

From all perspectives, CIS of North Texas has been a great success with room for more growth. On-site CIS and school staff have noticed countless changes in their students, both tangible and immeasurable. Staff report that more students are graduating specifically because of CIS, and many are going to college and even earning scholarships. Students have better grades and are more focused on academics and their futures. They have more confidence, less trouble with peers, and better behavior in school. While some

> ***"There are [some] girls paired with mentors, and two of them particularly I've seen bragging when they get a 90 on a test and I hear them saying things that give me hope."***
>
> *-- School Staff*

students come around more easily than others, CIS has even helped some of the very toughest cases "come out of their shells" and make the commitment to attend CIS events.

Parents and students have also enumerated many positive changes in their children and themselves. Parents note that CIS is not just a program for kids, but for whole families. Family life is more pleasant as children have more respectful attitudes, better behavior, and help out more around the house. Youth are more relaxed when they get home from school because they have had an opportunity to organize their lives with a caring and trustworthy adult.

> ***"Through volunteering with the programs...I've learned English and I've learned to play a role in the school and see what my children are doing in school."***
>
> *-- Parent*

The CIS campus manager functions as a liaison between parent and child, and encourages dialog, especially when parents are unsure how to relate to their children in certain ways (e.g., single fathers and daughters, parents who do not understand their children's schoolwork). Parents appreciate that CIS has encouraged them to participate more in their children's schooling; kept them up to date on events at the school; and provided a comfortable, welcoming channel for communication.

> ***"I think if it wasn't for [my campus manager] I wouldn't be in college."***
>
> *-- Former Student*

Students recognize many of the same changes in themselves that their parents, teachers, counselors, and campus managers noticed: more confidence, a concept of future, better relationships with their families, better grades, improved academic skills, increased motivation, and respect for others. They also cite honesty, self-control, openness, thinking before acting, making new friends, conflict resolution, and making better choices as skills and attributes they have developed as a result of participation in CIS.

Students overwhelmingly enjoy participation in CIS and spending time with their mentors, and often the only "complaints" from students are that they want more: more time with campus managers and mentors, more field trips and activities, and more time being with friends at CIS. They appreciate that they can have a good time at CIS without getting in trouble and feel comfortable being themselves, without spending money beyond their means. Some students enjoyed their experiences so much that they even expressed interest in overnight lockins with their CIS friends and campus manager.

Especially at the elementary level, many of the activities students described as their favorites were the activities they engage in with their mentors and campus manager: reading, playing computer games, spending time with people they care about, and playing sports or other games. Students at all grade levels enjoyed building relationships with adults and having a trustworthy, caring source of advice, conversation, or just a listening ear.

Challenges to CIS Implementation Within the Schools

According to stakeholders, several challenges existed for implementing CIS within the schools. Securing funding and resources was a primary challenge. Given limitations to funding and resources, some students who need help from CIS do not receive it. Time constraints also limit the services students can receive. Teachers want their students in class, lunches are too short to spend meaningful time with students, after-school transportation is limited or unavailable, and mentors are only present in the school at specific times.

For students and parents, visibility or knowledge of CIS within the school can be a challenge. While parents appreciate what CIS has done for their children, they wish they had known about it earlier or known to seek it out before their child was having significant problems. Many parents indicated that their children's enrollment in CIS, and consequently their own introduction to the program, was a reaction to a problem; that is, students did not know about CIS until something was already going wrong academically, financially, behaviorally, or emotionally. Ideally, CIS would have the funding to be more proactive and enroll all students who wanted to participate before they had any problems.

3.2 Key Features of CIS of North Texas: Strengths and Limitations

Several features of CIS of North Texas were identified as contributing to its strengths as a local CIS affiliate. Additionally, CIS of North Texas faces several limitations or challenges.

Leadership

The current executive director of CIS of North Texas has held his position for 6 years. His past career in the corporate sphere has allowed him to lead CIS of North Texas from a business perspective, as well as to communicate with business partners in a way that indicates he understands their concerns and interests. Several stakeholders have described the executive director as a powerful speaker and noted the impact of his presentations. While he is a powerful, outward-focused business leader, the executive director of CIS of North Texas spends 2 hours every weekend volunteering with students in the Saturday program. He says this experience allows him to truly understand the challenges his campus managers face, and reminds him why he and his staff are really there. Leadership is a strength of CIS of North Texas.

> ***"He's such a great speaker that people are starting to ask for him more and more."***
>
> *-- Community Partner*

Board of Directors

Since CIS of North Texas was founded in 1994, the board of directors has shifted from a primarily education-oriented body to primarily business-oriented. This shift has been necessary to promote the growth of CIS and awareness in the community, and the shift is still in progress. Board members are encouraged to discuss CIS and spread the word in their individual spheres of influence; but CIS is already well-known within the school and United Way community, which underscores the need for members whose influence targets the business community. Board members "advocate, open doors, and generate leads;" therefore, networks in diverse vocational areas and diverse geographical areas are necessary. CIS of North Texas could benefit from more board members in the smaller, more rural parts of the affiliate.

Resources/Funding

CIS of North Texas keeps a very specific, organized log of all revenues and expenses, as well as volunteer hours and in-kind donations received, students served, trainings provided, grant opportunities in the pipeline, and resource development events both completed and planned. The affiliate always exceeds what has been promised in the number of students served and volunteer hours received. At the time of the

> ***"One young man…wrote to his mentor, 'I'm really going to miss you. You're the closest thing I've ever had to a father.' You can't put a price tag on something like that."***
>
> *-- Community Partner*

site visit, CIS of North Texas projected $1,409,393 in revenues and $1,422,127 in expenses for fiscal year 2007-08.

Primary funders for CIS of North Texas include the Texas Education Agency, the school districts, United Way of Denton County, and the U.S. Department of Education Mentor. Other major sources of funding include fundraising efforts, the LISD 21st Century grant, General Electric, TRS On-Behalf, Northwest High School, Denton County Juvenile Probation, CapitalOne, the City of Lewisville, LEISD Even Start, Denton Benefit League, EDS, in addition to funding from other grants and foundations.

Marketing

Because of its limited marketing budget and consistent with its grassroots beginnings, CIS of North Texas implements a viral marketing plan, characterized by technology-based word-of-mouth awareness building. An attractive Web site, executive director's blog, direct e-mails to partners' inboxes, and social and networking groups (Facebook and MySpace) help spread the word about CIS of North Texas work in the community. CIS of North Texas also issues press releases and has produced an emotional video, which it uploaded to its website and presented at the annual sponsor gala. CIS of North Texas prepares colorful, easy-to-read marketing materials with photographs of actual students and mentors, targeted to current partners, prospective donors, and prospective mentors. Community awareness and an understanding of the necessity for CIS in the area continue to be major goals for CIS of North Texas.

> ***"United way has found that creating groups in MySpace and Facebook attracts a lot of interest and volunteers."***
>
> *-- CIS Staff*

Partnerships and Key Stakeholder Development

Developing new partnerships and increasing the availability of community resources are primary goals for CIS of North Texas. They have already secured several strong community partnerships with local organizations: United Way of Denton County, the Village Church, and several other sources of mentors, including the local university and retirement community.

> ***"You come to give and serve and think you'll be doing this to help somebody else, but really you get a benefit for you."***
>
> *-- Community Partner*

These organizations collaborate with CIS for many reasons. They consider CIS of North Texas to be a forward-thinking, innovative organization that is making a real impact on graduation rates. Funding cuts in the district necessitate an alternative means for connecting the community with the school, and partners see CIS as the perfect link. Volunteers choose CIS because many of them felt comfortable working in a school environment and see CIS as a way they can make a difference. They hear how rewarding it is to mentor a child and choose to work with CIS because these schools are close to home and part of their own community.

Partners characterize their relationships with CIS as a "two-way street;" they provide financial or volunteer services to CIS, and CIS recognizes them through plaques, public awards, and participating in community events in support of volunteers. For example, CIS of North Texas staff attended a choir performance at the retirement community to show their support and strengthen their relationship with the elementary school mentors. Partners also agree that there is strong communication between their organizations and CIS of North Texas.

> ***"You sense an authentic spirit [in CIS]. There's not just sizzle, there's steak there."***
>
> *-- Community Partner*

Community partners are proud to work with CIS because of the many strengths they see in the organization. They observe that CIS of North Texas has a real impact in the community, provides an opportunity for retired citizens to give back through mentoring, and gives youth a caring adult with whom they can talk. They see support for CIS in the community and district administration, and note that awareness of CIS has increased within the last 5 years. Volunteers have noticed that some students come to school just to see their mentors, which underscores the importance of the placement of CIS within the school. Volunteers note commitment and passion from the CIS staff they work with; appreciate the effort campus managers put into matching and training volunteers; and view CIS as an overall well-coordinated, inviting, well-run program.

The limitations most commonly cited by community partners are lack of funding for CIS, limited time with mentees, and issues with communication and reporting. Partners would like to see a CIS campus manager in every school and more grant opportunities for funding CIS. They suggest that if CIS were to collaborate with other local organizations (e.g., Big Brothers Big Sisters, Younglife, Boy Scouts, programs in Dallas), they could pool their resources more efficiently instead of competing for funding. Mentors are also disappointed that they can only see students during school hours and only during the school year; they are afraid that any progress made might be lost during the summer, and they hope that efforts to put a summer program in place will come to fruition. Some mentors would like the link with teachers to be stronger, and suggest mentors sit in classroom sessions with students and teachers. They would also appreciate weekly feedback from teachers on how their student is doing and what they need to address. Organizations would appreciate a more consistent reporting system whereby they can receive updates on how their help is improving student outcomes, as well as success stories to share with other members of the organization to bolster support and encourage participation. Most partners agree that CIS needs to continue its efforts to build awareness in the community.

> ***"You need the community in the school, but you need the school in the community."***
>
> *-- Community Partner*

CIS of North Texas staff note that partnerships with businesses at local, regional, and community levels, especially those in the oil and gas industry, are currently priority targets. They find that the best way to develop partnerships with businesses is to make compromises, show them they understand their position, and work with them to determine how both organizations can best meet each other's needs. Economic changes and mergers make secure business partnerships difficult and provide unstable funding, which can lead to employee turnover. Striking a balance between public and corporate funding can also be challenging when working with community partners.

Recruitment/Retention

Staff have worked at CIS of North Texas for anywhere from 2 to 7 years. Affiliate staff recognize that the primary contributor to turnover among campus managers is burnout, so they constantly look for ways to help campus managers "recharge their batteries," including stress management activities such as trainings, opportunities to complete paperwork on staff meeting days, and a chance to discuss best practices with each other. CIS of North Texas also has a fiscal agent agreement with Little Elm School District that allows CIS to offer benefits to its employees, which may be a significant factor in employee retention.

CIS of North Texas affiliate staff agree that the most important characteristic they look for when hiring campus managers is passion for helping youth. While potential campus managers must have college degrees, the specific degree is not important. A CIS background or some experience working with similar types of youth is preferred, therefore recent college graduates are not always a good fit. CIS of North Texas staff also look for a campus manager who intends to stay with CIS for at least 3 years.

> ***"The entire staff is so hardworking and so dedicated; it's really a pleasure to work with people who share the same passion and are interested in helping kids."***
>
> *-- Board Member*

While CIS staff conduct the interviews and make the primary choices for campus managers, they then refer their top three choices to the school principal, who makes the final decision after discussion with CIS staff. CIS of North Texas maintains a pipeline of potential employees and keeps aware of leads in the community. CIS of North Texas Affiliate staff are honest with potential and new employees about open positions and the high risk for burnout.

The main limitation for staffing in North Texas is insufficient funding resources to maintain enough staff. Ideally, CIS would be present in more schools and have both a full-time campus manager and a case manager, who would serve as an assistant to the campus manager.

Monitoring, Evaluation, Reporting, and CISTMS

Monitoring CIS at the affiliate level is performed mostly through CISTMS, which tracks case-managed student information and whole school information separately. Tracked student information includes the amount of time spent participating in CIS services and individual student goals. CISTMS tracks improvement in goal areas and total volunteer hours provided to CIS of North Texas and provides cost-benefit analyses.

In general, reporting guidelines are stringent. CIS of North Texas hopes to transmit all its reporting correspondence electronically. The program creates an online monthly report that is automatically forwarded to all a staff and sends "Did you know?" highlights to schools. Data contained in the "Did you know?" reports, as well as caseloads, numbers of hours provided, and services provided also can be tracked with CISTMS.

CISTMS data are used in marketing materials, end-of-year reports, grant reports, and executive director reports. They are valuable to school principals and as a tool for determining campus manager pay increases. Challenges associated with CISTMS include its late availability in the school year for data entry and the limited detail of reports it can produce. Local CIS affiliates could benefit from the ability to produce custom reports, such as student rosters or service levels by funding source. A suggestion has been made for CISTMS to automatically populate with Texas Education Agency data to eliminate this time-consuming responsibility from campus managers' workloads.

Relationship with the State Office

Affiliate staff at CIS of North Texas appreciate State Office help in managing community partners, identifying funding opportunities, and providing training. The State Office also helps identify local funding opportunities and ensures affiliates are aware of newly available funding.

The State Office could provide local affiliates with more technical training and assistance through more training sessions, workshops, and classes, and by helping affiliates set up their computerized network systems. The State office could also provide annual trainings at more flexible times; while these trainings are beneficial, many affiliate staff members have several roles and cannot attend all relevant sessions because of overlapping timing.

4. Future Direction for CIS of North Texas

4.1 Future Vision for CIS of North Texas

Stakeholders in CIS of North Texas envision their organization serving twice as many students as it does now. They hope to place more campus managers in more schools, expand the types of services and programs available, and provide more after-school programs as well. Affiliate staff hope to create a replicable process that can be successfully placed anywhere. All stakeholders would like to see more assistance for the campus manager (potentially with the addition of a part-time staff member), more funds for CIS, and more community awareness of CIS. They want CIS to be viewed as a resource for all students, not just the economically disadvantaged.

> ***"We feel like we have a scalable model, but you have to fund the model."***
>
> *-- CIS Staff*

4.2 Recommendations and Advice

> ***"To have someone else have those kids [that I can't help] on their caseload would be above and beyond a fantasy."***
>
> *-- CIS Staff*

Most stakeholders feel they are supported by CIS and know where to obtain help if necessary. However, across all roles, stakeholders agree that campus managers require more support: training opportunities (e.g., group play therapy), help with paperwork and filing, someone to cover for the campus manager if he or she is unavailable, funding for programs, and a higher salary.

Parents feel they need more specific information about what CIS can do for their children and would like to receive this information before their children are referred to CIS as a result of a problem in school. They suggest that weekly flyers and monthly phone calls or parent group meetings would be helpful, and note that an added benefit of this communication would be a larger pool of parent volunteers.

CIS staff advise others who plan to implement a similar program to expect long hours and limited paychecks, be honest with themselves about their limits, and ask for help when they need it. They encourage stakeholders to be active in their communities and be aware of needs and resources. Working with CIS requires passion, patience, understanding, openness to change, confidence to make decisions, and flexibility to change them when necessary.

APPENDIX K:

WITHIN CIS CASE-MANAGED STUDENT HLM/HGLM DESCRIPTIVES AND DETAILS

WITHIN CIS CASE-MANAGED STUDENT HLM/HGLM DESCRIPTIVES AND DETAILS

To address all of our quantitative study aims we used HLM 6 software developed by Raudenbush, Bryk, Cheong, and Congdon (2004). HLM provides a conceptual framework and a flexible set of analytic tools to analyze the special requirements of our data. HLM is the appropriate technique for analyzing our study data because students are nested within schools which are then nested within CIS affiliates. Therefore, our analyses will explore the direct effect of student-level, school-level, and affiliate-level explanatory variables on student outcomes, to determine the extent to which the explanatory variables at the school and affiliate levels serve as moderators of the student-level relationships.

Variables at the student-level and school level are likely to be correlated and are not independent. In the past, hierarchical data were analyzed using conventional regression techniques, but these techniques yield biased standard errors and potentially spurious results (Hox, 2002). In addition, analyzing only at the aggregate level will lead to a loss of information and power. HLM is able to overcome these limitations by performing the following three tasks. First (and most importantly), HLM can partial out the variance and covariance into within and between variance components, which HLM does by having error terms at both the individual, school and affiliate levels. In this way, problems of dependence will be solved because the neighborhood error term will take away the correlated school and affiliate errors of similar students by shunting that "likeness" into the level 2 and 3 error terms. Secondly, HLM can also borrow predictive power from similar cases in order to estimate cases that are similarly grouped. Finally, HLM also solves the problem of heteroscedasticity by keeping all of the errors at level one constant, meaning that the variance around individuals no longer fans out.

Our HLM models have three levels of data – students are nested within schools nested within CIS affiliates. The first level contains explanatory variables of interest on individuals (e.g., demographics, CIS dosage data), the second level contains explanatory variables describing schools (e.g., pupil per student ratio, Title 1 school), and the third level contains only one variable measuring the number of years the affiliate has been in operation.[1]

Table K1 presents the descriptive analyses of the affiliate, school and student level variables. Since there are three-levels of analyses, there will be three different sample sizes represented. Tables K2 and K3 present the descriptive analyses for the dichotomous and continuous outcome variables respectively. Listwise deletion was used for missing data, which is one of the best methods for handling missing data (Allison, 2002). The sample sizes change for each dependent variable. Some of the dependent variables had complete information for almost all of the students (e.g., promotion N=10,454), while other dependent variables have incomplete information (e.g., Reading TAKS N=4,996). In order to preserve as much of the complete sample as possible, HLM models analyzed dependent variables separately, resulting in different sample sizes when listwise deletion was applied.

Table K1. Descriptive Statistics for Affiliate-, School- and Student- Level Variables

Variables	Mean or Percentage	Standard Deviation	Student N	School N	Affiliates N
Affiliate-Level Variables					
Mean No. of Years in Operation (3yrs)	16.89	5.42	-----	-----	28
School-Level Data Variables					
Rural	16%	n/a	-----	790	-----
Suburban	20%	n/a	-----	790	-----

[1] We also attempted to analyze the amount of average funding affiliates received, however this variable was too highly correlated with other variables in the analyses and needed to be excluded.

Variables	Mean or Percentage	Standard Deviation	Student N	School N	Affiliates N
Urban	64%	n/a	-----	790	-----
Title 1	75%	n/a	-----	790	-----
Number of Students (Logged)	2.75	.44	-----	790	-----
Pupil to Teacher Ratio	14.98	22.02	-----	787	-----
Alternative Schools	9%	n/a	-----	790	-----
Number of Case Managed Students	167.67	127.77	-----	448	-----
Student-Level Data Variables					
Elementary School (Grade 3)	28%	n/a	8,692	-----	-----
Middle School (Grade 6)	46%	n/a	8,692	-----	-----
High School (Grade 9)	26%	n/a	8,692	-----	-----
English as a Second Language	17%	n/a	8,692	-----	-----
"At Risk" Students	74%	n/a	8,692	-----	-----
Special Education	18%	n/a	8,692	-----	-----
Gender (1=Female)	56%	n/a	8,692	-----	-----
African American	22%	n/a	8,692	-----	-----
Hispanic	62%	n/a	8,692	-----	-----
White	16%	n/a	8,692	-----	-----
Free Lunch	61%	n/a	8,692	-----	-----
Reduced Lunch	9%	n/a	8,692	-----	-----
Other Economic Disadvantage	10%	n/a	8,692	-----	-----
Dosage 1 – Supportive Guidance	8.21	9.78	8,649	-----	-----
Dosage 2 – Health & Human Services	2.43	5.42	8,649	-----	-----
Dosage 3 – Parental Involvement	1.87	4.15	8,649	-----	-----
Dosage 4 – Career Awareness	1.19	4.09	8,649	-----	-----
Dosage 5 – Enrichment	8.44	18.61	8,649	-----	-----
Dosage 6 – Educational Enrichment	9.01	25.50	8,649	-----	-----
Identified for CIS Service -- Attendance	14%	35%	8,581	-----	-----
Identified for CIS Service – Achievement	60%	49%	8,581	-----	-----

Data Sources: CISTMS, 2005-06; PEIMS 2003-04; Common Core of Data 2003-04; CIS website (www.cisnet.org), accessed 2008.

Table K2. Descriptive Statistics for Dichotomous Outcome Variables

Variables		Percentage	Student N	School N	Affiliates N
Drop Out					
	2004-05	0%	2,801	208	25
	2005-06	9%	2,801	208	25
	2006-07	9%	2,801	208	25
Graduation					
	2004-05	0%	2,801	208	25
	2005-06	7%	2,801	208	25
	2006-07	39%	2,801	208	25
Promotion					
	2003-04	93%	10,454	755	27
	2004-05	94%	10,454	755	27
	2005-06	95%	10,454	755	27
	2006-07	95%	10,454	755	27

Stay in School					
	2005-06	90%	4,826	349	17
Reading TAKS Score					
	2003-04	75%	4,996	501	27
	2004-05	64%	4,996	501	27
	2005-06	68%	4,996	501	27
	2006-07	77%	4,996	501	27
Math TAKS Score					
	2003-04	70%	6,505	571	27
	2004-05	54%	6,505	571	27
	2005-06	56%	6,505	571	27
	2006-07	52%	6,505	571	27

Data Sources: CISTMS, 2005-06; PEIMS 2003-04, 2004-05, 2005-06, 2006-07; TAKS 2003-04, 2004-05, 2005-06, 2006-07.

Table K3. Descriptive Statistics for Continuous Outcome Variables

Variables	Mean	Standard Deviation	Student N	School N	Affiliates N
Attendance					
2003-04	.96	.04	6,792	587	27
2004-05	.96	.05	6,792	587	27
2005-06	.95	.06	6,792	587	27
2006-07	.92	.13	6,792	587	27
Number of Out of School Suspension					
2003-04	.24	.88	8,646	636	27
2004-05	.33	1.08	8,646	636	27
2005-06	.42	1.29	8,646	636	27
2006-07	.35	1.22	8,646	636	27
Number of In School Suspension					
2003-04	.74	2.01	8,646	636	27
2004-05	.88	2.07	8,646	636	27
2005-06	.89	1.97	8,646	636	27
2006-07	.78	1.88	8,646	636	27
Number of Other Disciplinary Actions					
2003-04	.20	.96	8,646	636	27
2004-05	.33	1.22	8,646	636	27
2005-06	.39	1.22	8,646	636	27
2006-07	.37	1.20	8,646	636	27

Data Sources: PEIMS 2003-04, 2004-05, 2005-06, 2006-07.

Student-Level HLM/HGLM Models

In total, we estimated 31 HLM and HGLM[2] (hierarchical generalized linear models) models that examined student, school and affiliate level predictors of 11 student outcomes: (1) drop out, (2) graduation, (3) grade promotion, (4) CIS defined stay in school, (5) met the reading TAKS standard, (6) met the math TAKS

[2] HGLM models were used for dependent variables that are unable to assume a linear relationship with its predictors (e.g., dichotomous or count variables).

standard, (7) attendance, (8) expulsion[3], (9) number of out of school suspensions, (10) number of in school suspensions, and (11) other disciplinary actions.
At level 1 of an HLM the analysis an outcome variable is predicted as a function of a linear combination of one or more level 1 variables, plus an intercept, as so:

$$Y_{tij} = \pi_{0ij} + \pi_{1,2ij}(grade3,9)_{tij} + \pi_{3-11ij}(demographics)_{tij} + \pi_{12ij}(pretest)_{tij} + \pi_{13-18ij}(CISdosage1-6)_{tij} + e_{tij}$$

Where, Y_{tij} represents the outcome for student *t* in school *i* in affiliate *j*. π_{0ij} represents the initial status of school *ij*, π_{1ij} represents the slope of variable grade 3 of school *i* in affiliate *j*, and e_{tij} represents the residual for student *t* in school *i* in affiliate *j*. On subsequent levels, the level 1 (student-level) slopes and intercept become dependent variables for level 2 (school-level):

$$\pi_{0ij} = \beta_{00j} + \beta_{01j}(suburban)_{ij} + \beta_{02j}(urban)_{ij} + \beta_{03j}(Title1)_{ij} + \beta_{04j}(no.students)_{ij} + \beta_{05j}(pupil:teacher)_{ij} + \beta_{06j}(alternative)_{ij} + r_{0ij}$$

$$\pi_{1ij} = \beta_{10j}$$

.....

$$\pi_{18ij} = \beta_{180j}$$

In the above equations, β_{00j} and β_{10j} are intercepts for π_{0ij} and π_{1ij}, and the coefficients β_{01j} through β_{06j} represent their variables' slopes predicting β_{00j}. Through this process, we accurately model the effects of level 1 and level 2 variables on the outcome.

$$\beta_{00j} = \gamma_{000} + \gamma_{001}(affiliate\ years)_j + u_{00j}$$

$$\beta_{01j} = \gamma_{010}$$

...

$$\beta_{180j} = \gamma_{1800}$$

In the above equations, γ_{000} and γ_{010} are the intercepts for β_{00j} and β_{01j}. The coefficient γ_{001} represents the effect of affiliate years.

Our HLM/ HGLM models also include two cross level interactions between urban schools and African American and Hispanic students. Due to the dummy variable coding for all three of these variables, these cross level interactions measure whether African Americans and Hispanic students in urban schools performed differently on assorted outcomes than other students.[4]

Centering

In multilevel modeling, it is important to consider whether or not to center your independent variables and which type of centering method to use. There are three popular centering options – uncentered, group mean centering and grand mean centering. The uncentered option leaves the variables untransformed.

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[3] Although expulsion outcomes were examined, the models were unable to run due to a lack of variance. The expulsion results therefore are unable to be reported here.

[4] The comparison group is composed of African American or Hispanic students in either suburban or rural schools and students of other races in all three geographical settings (i.e., rural, suburban, and urban).

With grand mean centering each explanatory variable is centered around its overall sample mean. With grand-mean centering, only-the intercept values are affected, leaving everything else, such as other coefficients, predicted values, overall model fit, residual terms to remain the same. Generally, grand mean centering is the recommended centering technique (Raudenbush and Bryk, 2002; Hox, 2002) because it eases translation of intercept values. Group-mean centering is a more specialized application, as each variable is composed of the difference between its value and the group mean's value (e.g., individual school). Grand-mean centering for dichotomous variables changes the way one should interpret the intercepts. Specifically, if one was examining the effect of gender (females=1) on an outcome, the intercept would be the outcome value that is adjusted for the gender proportion (it is no longer an outcome value for the omitted category alone, i.e., males). This adjustment makes the meaning of intercept more general and thus easier to discuss.

Error Terms

Multilevel modeling allows for separate error terms to be estimated at each level of analyses, which in our case is student, school, and CIS affiliate-levels. The model employed in this analysis was a random intercept model. The model treated intercepts as random effects, so the variation of outcomes by group unit (i.e., schools and CIS affiliates) is taken into consideration. Technically it is also possible to allow coefficients to randomly vary by group unit (i.e., random coefficient model), however, the study did not have a theoretical reason for expecting student characteristics to vary by school or expecting school characteristics to vary by affiliates. Therefore, a simpler random-intercept model was chosen over a computationally more challenging random coefficient model.

Multicollinearity

Examinations for multicollinearity were conducted using bivariate correlations and Variance Inflation Factors (VIFs). Cohen (1988) suggested that correlations higher than .50 (or lower than -.50) are large, although he cautioned that this categorization was somewhat arbitrary and one should always consider the nature of the relationships examined. Among our variables, there was only one bivariate relationship that was consistently higher than .50 – between African Americans and Hispanics (approximately r = -.67). This finding is not surprising given that it was only possible to examine three racial groups – Caucasians, African Americans, and Hispanics – and with only three racial groups, a high bivariate is likely. In order to ensure that these interrelationships will not introduce multicollinearity, VIFs were also calculated for each of the 31 models examined in this report. VIFs are a ratio of coefficients that assess the predictability of an independent variable by another independent variable. The generally acceptable cutoff point for VIF scores is above a 4.0 (Fox, 1991). None of the VIF scores for any of our models was above 4, and indeed almost all VIFs fell below a 2. Results are presented in Tables K4 – K6.

Table K4. Variance Inflation Factors for Outcomes 2004-2005

	Drop Out	Graduation	Promotion	Stay in School	Reading TAKS	Math TAKS	Attendance	In School Suspension	Out of School Suspension	Other Disciplinary Action
Elementary School	-----	-----	1.26	-----	1.31	1.34	1.28	1.29	1.28	1.27
High School	-----	-----	1.39	-----	1.24	1.28	1.29	1.23	1.23	1.23
English as a Second Language	-----	-----	1.29	-----	1.33	1.33	1.30	1.30	1.30	1.30
"At Risk" Students	-----	-----	1.19	-----	1.28	1.25	1.19	1.19	1.18	1.18
Special Education	-----	-----	1.04	-----	1.15	1.27	1.05	1.05	1.05	1.04
Gender (1=female)	-----	-----	1.03	-----	1.03	1.03	1.03	1.05	1.04	1.04
African American	-----	-----	1.92	-----	1.97	1.93	1.99	1.98	1.99	1.98
Hispanic	-----	-----	2.17	-----	2.19	2.16	2.25	2.24	2.24	2.24
Free Lunch	-----	-----	1.82	-----	1.83	1.81	1.86	1.86	1.86	1.86
Reduced Lunch	-----	-----	1.36	-----	1.38	1.36	1.38	1.38	1.38	1.38
Other Economic Disadvantage	-----	-----	1.53	-----	1.52	1.50	1.56	1.55	1.55	1.55
Pretest	-----	-----	1.16	-----	1.42	1.57	1.14	1.09	1.07	1.03
Dosage 1 – Supportive Guidance	-----	-----	1.20	-----	1.22	1.23	1.21	1.25	1.25	1.25
Dosage 2 – Health & Human Services	-----	-----	1.39	-----	1.44	1.38	1.41	1.41	1.41	1.41
Dosage 3 – Parental Involvement	-----	-----	1.26	-----	1.41	1.24	1.28	1.28	1.28	1.28
Dosage 4 – Career Awareness	-----	-----	1.06	-----	1.06	1.05	1.07	1.07	1.07	1.07
Dosage 5 – Enrichment	-----	-----	1.55	-----	1.58	1.57	1.61	1.61	1.61	1.61
Dosage 6 – Educational Enrichment	-----	-----	1.47	-----	1.48	1.51	1.51	1.53	1.53	1.53
Identified for this CIS Service	-----	-----	-----	-----	1.10	1.09	1.13	1.06	1.06	1.06

Data Sources: CISTMS, 2005-06; PEIMS 2003-04, 2004-05; TAKS 2003-04, 2004-05.

Table K5. Variance Inflation Factors for Outcomes 2005-2006

	Drop Out	Graduation	Promotion	Stay in School	Reading TAKS	Math TAKS	Attendance	In School Suspension	Out of School Suspension	Other Disciplinary Action
Elementary School	-----	-----	1.26	1.26	1.33	1.33	1.28	1.29	1.28	1.27
High School	-----	-----	1.39	1.23	1.25	1.26	1.29	1.23	1.23	1.23
English as a Second Language	1.11	1.11	1.29	1.29	1.37	1.32	1.30	1.30	1.30	1.30
"At Risk" Students	1.05	1.05	1.19	1.18	1.26	1.28	1.19	1.19	1.18	1.18
Special Education	1.04	1.04	1.03	1.04	1.30	1.21	1.05	1.05	1.05	1.04
Gender (1=female)	1.04	1.04	1.03	1.03	1.03	1.02	1.03	1.05	1.04	1.04
African American	1.83	1.83	1.92	1.98	1.98	1.93	1.99	1.98	1.99	1.98
Hispanic	1.98	1.98	2.17	2.23	2.22	2.17	2.25	2.24	2.24	2.24
Free Lunch	1.50	1.50	1.82	1.86	1.87	1.85	1.86	1.86	1.86	1.86
Reduced Lunch	1.21	1.21	1.36	1.38	1.40	1.39	1.38	1.38	1.38	1.38
Other Economic Disadvantage	1.34	1.34	1.53	1.54	1.54	1.53	1.56	1.55	1.55	1.55
Pretest	-----	-----	1.16	-----	1.54	1.51	1.14	1.09	1.07	1.03
Dosage 1 – Supportive Guidance	1.12	1.12	1.20	1.21	1.24	1.23	1.21	1.25	1.25	1.25
Dosage 2 – Health & Human Services	1.14	1.14	1.39	1.41	1.42	1.38	1.41	1.41	1.41	1.41
Dosage 3 – Parental Involvement	1.07	1.07	1.26	1.28	1.28	1.24	1.28	1.28	1.28	1.28
Dosage 4 – Career Awareness	1.07	1.07	1.06	1.07	1.06	1.05	1.07	1.07	1.07	1.07
Dosage 5 – Enrichment	1.30	1.30	1.55	1.59	1.62	1.56	1.61	1.61	1.61	1.61
Dosage 6 – Educational Enrichment	1.26	1.26	1.47	1.50	1.55	1.52	1.51	1.53	1.53	1.53
Identified for this CIS Service	-----	-----	-----	-----	1.09	1.10	1.13	1.06	1.06	1.06

Data Sources: CISTMS, 2005-06; PEIMS 2003-04, 2005-06; TAKS 2003-04, 2005-06.

Table K6. Variance Inflation Factors for Outcomes 2006-2007

	Drop Out	Graduation	Promotion	Stay in School	Reading TAKS	Math TAKS	Attendance	In School Suspension	Out of School Suspension	Other Disciplinary Action
Elementary School	-----	-----	1.23	-----	1.19	1.19	1.27	1.29	1.28	.127
High School	-----	-----	1.27	-----	1.06	1.07	1.24	1.23	1.23	1.23
English as a Second Language	1.11	1.11	1.29	-----	1.38	1.36	1.33	1.30	1.30	1.30
"At Risk" Students	1.05	1.05	1.18	-----	1.30	1.32	1.19	1.19	1.18	1.18
Special Education	1.04	1.04	1.03	-----	1.14	1.07	1.05	1.05	1.05	1.04
Gender (1=female)	1.04	1.04	1.03	-----	1.02	1.02	1.03	1.05	1.04	1.04
African American	1.83	1.83	1.97	-----	2.07	2.01	2.01	1.98	1.99	1.98
Hispanic	1.98	1.98	2.22	-----	2.33	2.27	2.29	2.24	2.24	2.24
Free Lunch	1.50	1.50	1.88	-----	2.02	1.95	1.89	1.86	1.86	1.86
Reduced Lunch	1.21	1.21	1.39	-----	1.46	1.43	1.41	1.38	1.38	1.38
Other Economic Disadvantage	1.34	1.34	1.56	-----	1.64	1.62	1.54	1.55	1.55	1.55
Pretest	-----	-----	1.09	-----	1.40	1.39	1.11	1.09	1.07	1.03
Dosage 1 – Supportive Guidance	1.12	1.12	1.21	-----	1.24	1.23	1.24	1.25	1.25	1.25
Dosage 2 – Health & Human Services	1.14	1.14	1.41	-----	1.47	1.42	1.44	1.41	1.41	1.41
Dosage 3 – Parental Involvement	1.07	1.07	1.27	-----	1.29	1.25	1.29	1.28	1.28	1.28
Dosage 4 – Career Awareness	1.07	1.07	1.07	-----	1.14	1.12	1.07	1.07	1.07	1.07
Dosage 5 – Enrichment	1.30	1.30	1.55	-----	1.62	1.56	1.62	1.61	1.61	1.61
Dosage 6 – Educational Enrichment	1.26	1.26	1.47	-----	1.55	1.52	1.51	1.53	1.53	1.53
Identified for this CIS Service	-----	-----	-----	-----	1.11	1.11	1.10	1.06	1.06	1.06

Data Sources: CISTMS, 2005-06; PEIMS 2003-04, 2006-07; TAKS 2003-04, 2006-07.

APPENDIX L:

DESCRIPTIVE STATISTICS FOR CASE-MANAGED AND NON CASE-MANAGED STUDENTS

Descriptive Statistics for Case-Managed and Non Case-Managed Students

Of the 12,026 CIS case-managed students enrolled in 2005-2006, 7,821 were from third, sixth and ninth grades. Of these students, 3,097 were selected according to the following criteria: (1) complete 2003-04 baseline data (e.g., demographics, "at risk" measures, etc.) and (2) the student remained in the same CIS school for three years (baseline, post1 and post2 years). After the propensity score matching, 1,029 pairs of CIS and non-CIS students (2,058 in total) remained. Table 1 illustrates the number of students during each phase of the data selection process.

Table L1. Data Selection Filters

	Elementary School (Grade 3 Cohort)		Middle School (Grade 6 Cohort)		High School (Grade 9 Cohort)	
	CIS	Non-CIS	CIS	Non-CIS	CIS	Non-CIS
Original sample (before restrictions)	2,304	20,507	3,247	41,303	2,270	76,051
Selected sample (after restrictions)	523	4,436	1,136	14,028	1,438	30,984
Number of matched cases	146		322		561	

Data Sources: CISTMS (2005-06) to identify CIS case-managed students and PEIMS (2003-04) for matching variables.

The percentage of CIS case-managed and non case-managed students for each dichotomous outcome variable is illustrated in Table L2. The mean and standard deviations for the interval scale variable (attendance) is illustrated in Table 3. The results from base year (2003-04) suggest that matching was successful as CIS case-managed students and non case-managed students were quite similar on all of these variables.

Table L2. Descriptive Statistics for Dichotomous Outcome Variables

	N of Cases	CIS Students	Non-CIS Students
Dropout			
2003-04	2058	0.00%	0.00%
2004-05	2058	0.00%	0.00%
2005-06*	2058	1.94%	0.97%
2006-07	2058	4.47%	3.50%
Graduation (only high school students)			
2006-07	1122	56.68%	68.09%
Promotion			
2004-05	2058	93.20%	94.46%
2005-06	2058	95.04%	96.21%
2006-07	2058	68.12%	72.30%
Math Achievement			
2003-04	2058	53.26%	54.62%
2004-05	1688	48.22%	54.15%
2005-06	1508	61.14%	67.64%
2006-07	410	54.15%	65.37%
Reading Achievement			
2003-04	2058	75.12%	75.12%

	N of Cases	CIS Students	Non-CIS Students
2004-05	1586	68.35%	68.10%
2005-06	1528	76.83%	77.75%
2006-07	408	84.31%	84.80%
Disciplinary Action: Expulsion			
2003-04	2058	0.10%	0.00%
2004-05	2058	0.10%	0.19%
2005-06	2058	0.00%	0.29%
2006-07	2058	0.49%	0.10%
Disciplinary Action: Out of School Suspension			
2003-04	2058	7.29%	6.03%
2004-05	2058	13.31%	9.23%
2005-06	2058	13.70%	8.45%
2006-07	2058	9.52%	6.90%
Disciplinary Action: In School Suspensions			
2003-04	2058	15.84%	15.26%
2004-05	2058	24.30%	19.24%
2005-06	2058	25.17%	19.05%
2006-07	2058	14.29%	11.76%
Disciplinary Action: Other Disciplinary Actions			
2003-04	2058	5.35%	4.28%
2004-05	2058	12.73%	8.55%
2005-06	2058	14.87%	9.82%
2006-07	2058	10.88%	7.97%
Disciplinary Action: All Types			
2003-04	2058	19.34%	19.24%
2004-05	2058	31.58%	24.98%
2005-06	2058	34.50%	24.88%
2006-07	2058	22.45%	17.49%
Math Course Passing			
2003-04	948	72.15%	76.58%
2004-05	968	65.29%	71.90%
2005-06	834	67.39%	68.35%
2006-07	144	79.17%	79.17%
Reading Course Passing			
2003-04	1034	77.37%	83.75%
2004-05	996	72.89%	77.31%
2005-06	816	71.08%	78.19%
2006-07	514	85.60%	86.77%

* In 2003, the Texas Legislature amended the Texas Education Code (TEC) to define dropouts for state accountability according to the National Center for Education Statistics (NCES) definition. Specifically, statute states that the Academic Excellence Indicators (TEC §39.051) include: (b)(2) dropout rates, including dropout rates and district completion rates for grade levels 9 through 12, computed in accordance with standards and definitions adopted by the National Center for Education Statistics of the United States Department of Education; Students who dropped out during the 2005-06 school year were the first to be reported according to the new definition. The 2006-07 school year and beyond continues use of the new definition.

Data Sources: PEIMS 2003-04, 2004-05, 2005-06, and 2006-07; TAKS 2003-04, 2004-05, 2005-06, and 2006-07.

Table L3. Descriptive Statistics for Continuous Outcome Variables

	N of Cases	Case-Managed		Non Case-Managed	
		Mean	SD	Mean	SD
Attendance					
2003-04	2058	0.96	0.04	0.97	0.04
2004-05	2054	0.95	0.06	0.96	0.05
2005-06	2058	0.93	0.09	0.94	0.08
2006-07	1338	0.91	0.11	0.93	0.09

Data Sources: PEIMS 2003-04, 2004-05, 2005-06, and 2006-07

Table L4 describes student-level variables used as level-1 covariates in the HLM models and Table 5 describes school-level variables used as level-2 covariates in the HLM models. The results for level-1 variables illustrate how exact the matching technique was in assuring equivalence between the case-managed and non case-managed groups.

Table L4. Descriptive Statistics for Student-level Covariates

	Case-Managed (n=1029)	Non Case Managed (n=1029)
Sex (Male)	38.39%	38.39%
Economic Status	15.65%	15.65%
Not disadvantaged	67.64%	66.96%
Eligible for free meals	9.52%	9.72%
Eligible for reduced-price meals	7.19%	7.68%
Race/Ethnicity		
Native American	n/a	n/a
Asian	n/a	n/a
Black	14.87%	14.87%
Hispanic	76.38%	76.38%
White	8.75%	8.75%
LEP	23.42%	23.42%
At Risk	56.66%	56.66%
Special Education	11.66%	11.66%
Grade		
Grade 3 in 2004	14.19%	14.19%
Grade 6 in 2004	31.29%	31.29%
Grade 9 in 2004	54.52%	54.52%

Data Source: PEIMS 2003-04

Table L5. Descriptive Statistics for School-level Covariates (n=214)

	Mean or Percentage	SD
Pupil Teacher Ratio	14.92	2.34
TITLE I	84.23%	n/a
Location		
Rural	9.54%	n/a
Urban	75.93%	n/a
Suburban	14.52%	n/a

Data Sources: PEIMS and the Common Core of Data (CCD), 2003-04.

APPENDIX M:

FREQUENCY TABLES FOR STAKEHOLDER SURVEYS

CIS of Texas Evaluation
Executive Director Stakeholder Survey

As part of the comprehensive evaluation of Communities in Schools (CIS) of Texas being conducted by ICF International under contract with the Texas Education Agency (TEA), we are asking Executive Directors from each local CIS program to participate in an on-line survey. The purpose of this survey is to provide us with information regarding the impact of CIS on schools and students. The survey will take approximately 30 minutes to complete. Your participation in this on-line survey is completely voluntary. If you agree to complete the survey, all of your individual information will remain confidential. We will not share your answers with anyone at the TEA, the CIS State Office, or your local CIS program. All information used for the evaluation will be reported in aggregate and will not be linked to an individual respondent. If you have any questions about this survey or the evaluation, you can contact Yvette Lamb, Ed.D., at ICF (1-866-924-7728 or ylamb@icfi.com), Allen Seay, Ph.D., at TEA (512-463-9101 or programeval@tea.state.tx.us), or Rob Calderon, Ph.D., with ICF's Institutional Review Board (1-866-924-7728 or rcalderon@icfi.com).

PART I. OPERATIONS OF YOUR LOCAL CIS PROGRAM

Think about the way your local CIS program works and how effective you think CIS is in the following ways. Please rate each item from 1 [not effective] to 4 [very effective] by circling the number which *best* describes your position. Circle 9 if you are uncertain or cannot answer.

1. How effective is your <u>local CIS program</u> in… (n=27)*	**Not Effective**	**Somewhat Effective**	**Effective**	**Very Effective**	**Don't Know**
a) building a vision shared by all stakeholders?	0.0%	11.1%	48.1%	40.7%	0.0%
b) securing adequate resources so that CIS can do its work?	0.0%	25.9%	37.0%	37.0%	0.0%
c) identifying and using partner resources?	0.0%	14.8%	33.3%	48.1%	3.7%
d) developing capacity to sustain efforts?	0.0%	22.2%	51.9%	25.9%	
e) communicating the message of CIS with external agencies (outside of CIS)?	0.0%	14.8%	40.7%	40.7%	3.7%
f) bringing together partners with an interest in preventing dropout and other problem behaviors among youth?	7.4%	14.8%	29.6%	48.1%	0.0%
g) having board members, staff, and partners which reflect the racial/ethnic makeup of the community?	3.7%	14.8%	37.0%	40.7%	3.7%
h) involving volunteers?	0.0%	11.1%	44.4%	40.7%	3.7%
i) recruiting and orienting new board members?	0.0%	22.2%	40.7%	37.0%	0.0%
j) providing for training of staff?	0.0%	11.1%	14.8%	74.1%	0.0%
k) creating mutual respect, understanding, and trust across partners?	0.0%	3.7%	48.1%	44.4%	3.7%
l) providing effective leadership?	0.0%	7.4%	33.3%	59.3%	0.0%
m) conducting needs assessments?	3.7%	7.4%	40.7%	44.4%	0.0%
n) using needs assessment data to set priorities and allocate resources?	0.0%	11.1%	44.4%	40.7%	3.7%
o) carrying out planned action?	0.0%	7.4%	37.0%	55.6%	0.0%
p) monitoring and evaluating to assure progress and results?	3.7%	7.4%	33.3%	51.9%	3.7%

**Note: Not all percentages equal 100% because some respondents didn't answer every question.*

PART II: IMPACT OF YOUR LOCAL CIS PROGRAM

Listed below are possible impacts of your local CIS program. For each item, circle the response that best represents your level of agreement or disagreement with each statement from 1 [strongly disagree] to 4 [strongly agree]. Circle 9 if you are uncertain or cannot answer.

<u>2. As a result of</u> the local CIS program... (n=27)*	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Don't Know**
a) there is increased funding/grants in the community to support programs/services to address dropout.	3.7%	18.5%	44.4%	22.2%	3.7%
b) we are able to influence budget/funding decisions related to dropout prevention programming.	7.4%	18.5%	51.9%	18.5%	0.0%
c) policies, rules, or laws have been changed or	3.7%	11.1%	55.6%	14.8%	11.1%

implemented.					
d) new/improved networks and relationships have been built among organizations, agencies, and schools.	0.0%	0.0%	55.6%	40.7%	0.0%
e) organizations, agencies, and schools are working together more effectively on dropout prevention and other youth issues.	3.7%	3.7%	44.4%	44.4%	0.0%
f) new programs/services have been developed to meet the needs of schools and students.	0.0%	7.4%	29.6%	55.6%	3.7%
g) community-wide awareness of dropout and other youth issues has increased.	0.0%	18.5%	48.1%	29.6%	0.0%
h) there is greater public support for the issue of dropout prevention.	0.0%	22.2%	44.4%	29.6%	0.0%
i) there is an increased understanding of school/student needs related to dropout prevention.	0.0%	18.5%	40.7%	37.0%	0.0%
j) there is increased local responsibility for the student dropout problem.	3.7%	18.5%	51.9%	22.2%	0.0%
k) services/programs within the schools/community have been improved.	0.0%	3.7%	51.9%	37.0%	3.7%
l) accessibility to services and programs within the schools/community has improved.	0.0%	7.4%	44.4%	44.4%	0.0%
m) underserved groups have increased their use of programs/services.	0.0%	11.1%	33.3%	48.1%	3.7%
n) there is less duplication of programs/services within the schools/community.	0.0%	22.2%	48.1%	25.9%	0.0%

**Note: Not all percentages equal 100% because some respondents didn't answer every question.*

CIS of Texas Evaluation
Program Coordinator Stakeholder Survey

As part of the comprehensive evaluation of Communities in Schools (CIS) of Texas being conducted by ICF International under contract with the Texas Education Agency (TEA), we are asking program coordinators from each local CIS program to participate in an on-line survey. The purpose of this survey is to provide us with information regarding the impact of CIS on schools and students. The survey will take approximately 30 minutes to complete. Your participation in this on-line survey is completely voluntary. If you agree to complete the survey, all of your individual information will remain confidential. We will not share your answers with anyone at the TEA, the CIS State Office, or your local CIS program. All information used for the evaluation will be reported in aggregate and will not be linked to an individual respondent. If you have any questions about this survey or the evaluation, you can contact Yvette Lamb, Ed.D., at ICF (1-866-924-7728 or ylamb@icfi.com), Allen Seay, Ph.D., at TEA (512-463-9101 or programeval@tea.state.tx.us), or Rob Calderon with ICF's Institutional Review Board (1-866-924-7728 or rcalderon@icfi.com).

PART I. OPERATIONS OF YOUR LOCAL CIS PROGRAM

Think about the way your local CIS program works and how effective you think CIS is in the following ways. Please rate each item from 1 [not effective] to 4 [very effective] by circling the number which *best* describes your position. Circle 9 if you are uncertain or cannot answer.

1. How effective is your <u>local CIS program</u> in… (n=18)*	**Not Effective**	**Somewhat Effective**	**Effective**	**Very Effective**	**Don't Know**
a) building a vision shared by all stakeholders?	0%	16.7%	44.4%	38.9%	0%
b) securing adequate resources so that CIS can do its work?	5.6%	5.6%	55.6%	33.3%	0%
c) identifying and using partner resources?	5.6%	0%	44.4%	50%	0%
d) developing capacity to sustain efforts?	0%	16.7%	44.4%	33.3%	5.6%
e) communicating the message of CIS with external agencies (outside of CIS)?	0%	5.6%	33.3%	55.6%	0%
f) bringing together partners with an interest in preventing dropout and other problem behaviors among youth?	0%	5.6%	38.9%	50%	0%
g) having board members, staff, and partners which reflect the racial/ethnic makeup of the community?	0%	22.2%	33.3%	33.3%	5.6%
h) involving volunteers?	5.6%	22.2%	27.8%	38.9%	0%
i) recruiting and orienting new board members?	0%	11.1%	27.8%	50%	5.6%
j) providing for training of staff?	0%	5.6%	38.9%	50%	0%
k) creating mutual respect, understanding, and trust across partners?	0%	5.6%	38.9%	50%	0%
l) providing effective leadership?	0%	5.6%	50%	38.9%	0%
m) conducting needs assessments?	0%	16.7%	33.3%	44.4%	0%
n) using needs assessment data to set priorities and allocate resources?	0%	22.2%	38.9%	33.3%	0%
o) carrying out planned action?	0%	0%	61.1%	33.3%	0%
p) monitoring and evaluating to assure progress and results?	0%	22.2%	44.4%	27.8%	0%

**Note: Not all percentages equal 100% because some respondents didn't answer every question.*

PART II: IMPACT OF YOUR LOCAL CIS PROGRAM

Listed below are possible impacts of your local CIS program. For each item, circle the response that best represents your level of agreement or disagreement with each statement from 1 [strongly disagree] to 4 [strongly agree]. Circle 9 if you are uncertain or cannot answer.

2. As a result of the local CIS program... (n=18)*	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Don't Know**
a) there is increased funding/grants in the community to support programs/services to address dropout.	0%	16.7%	44.4%	22.2%	5.6%
b) we are able to influence budget/funding decisions related to dropout prevention programming.	0%	5.6%	50%	11.1%	22.2%
c) policies, rules, or laws have been changed or implemented.	0%	16.7%	33.3%	16.7%	16.7%
d) new/improved networks and relationships have been built among organizations, agencies, and schools.	0%	5.6%	33.3%	50%	0%
e) organizations, agencies, and schools are working together more effectively on dropout prevention and other youth issues.	0%	0%	50%	38.9%	0%
f) new programs/services have been developed to meet the needs of schools and students.	5.6%	0%	27.8%	55.6%	0%
g) community-wide awareness of dropout and other youth issues has increased.	0%	0%	66.7%	11.1%	11.1%
h) there is greater public support for the issue of dropout prevention.	0%	22.2%	38.9%	16.7%	11.1%
i) there is an increased understanding of school/student needs related to dropout prevention.	0%	5.6%	61.1%	16.7%	5.6%
j) there is increased local responsibility for the student dropout problem.	0%	22.2%	44.4%	22.2%	0%
k) services/programs within the schools/community have been improved.	0%	0%	44.4%	44.4%	0%
l) accessibility to services and programs within the schools/community has improved.	0%	11.1%	44.4%	27.8%	5.6%
m) underserved groups have increased their use of programs/services.	0%	5.6%	38.9%	33.3%	11.1%
n) there is less duplication of programs/services within the schools/community.	0%	11.1%	55.6%	16.7%	5.6%

*Note: Not all percentages equal 100% because some respondents didn't answer every question.

CIS of Texas Evaluation
Principal/Designee Stakeholder Survey

As part of the comprehensive evaluation of Communities in Schools (CIS) of Texas being conducted by ICF International under contract with the Texas Education Agency (TEA), we are asking principals/vice principals from each campus where CIS is being implemented to participate in an on-line survey. The purpose of this survey is to provide us with information regarding the impact of CIS on schools and students. The survey will take approximately 30 minutes to complete. Your participation in this on-line survey is completely voluntary. If you agree to complete the survey, all of your information will remain confidential. We will not share your individual answers with anyone at the TEA, the CIS State Office, or your local CIS program. All information used for the evaluation will be reported in aggregate and will not be linked to an individual respondent. If you have any questions about this survey or the evaluation, you can contact Yvette Lamb, Ed.D., at ICF (1-866-924-7728 or ylamb@icfi.com), Allen Seay, Ph.D., at TEA (512-463-9101 or programeval@tea.state.tx.us), or Rob Calderon, Ph.D., with ICF's Institutional Review Board (1-866-924-7728 or rcalderon@icfi.com).

PART I. OPERATIONS OF THE CIS PROGRAM AT YOUR CAMPUS

Think about the way CIS works at your campus and how effective you think CIS is in the following ways. Please rate each item from 1 [not effective] to 4 [very effective] by circling the number which *best* describes your position. Circle 9 if you are uncertain or cannot answer.

1. How effective is your <u>CIS program</u> in… (n=365)*	**Not Effective**	**Somewhat Effective**	**Effective**	**Very Effective**	**Don't Know**
a) building a vision shared by CIS staff and school personnel?	1.1%	9.3%	33.7%	52.3%	0.8%
b) securing adequate resources so that CIS can operate effectively within your school?	0.0%	7.4%	33.4%	53.7%	2.2%
c) identifying and using partner resources provide services to students?	0.0%	8.8%	27.9%	59.2%	1.4%
d) developing capacity to sustain efforts within your school?	0.3%	10.7%	35.6%	48.8%	1.6%
e) communicating the message of CIS with school personnel?	0.8%	9.9%	30.7%	55.6%	0.0%
f) bringing together within the school partners with an interest in preventing dropout and other problem behaviors among youth?	0.8%	12.6%	34.2%	47.4%	2.2%
g) having staff which reflect the racial/ethnic makeup of the community?	2.2%	10.7%	30.4%	51.8%	1.9%
h) providing well-trained staff to provide services to students?	0.3%	6.6%	27.9%	61.4%	1.1%
i) creating mutual respect, understanding, and trust across CIS staff and school personnel?	0.8%	6.0%	22.5%	66.6%	0.8%
j) providing effective leadership for the program within the school?	1.1%	9.6%	26.8%	58.9%	0.8%
k) conducting a needs assessments for the school?	2.7%	11.5%	31.5%	47.4%	4.4%
l) conducting needs assessments of students?	1.6%	10.4%	33.7%	46.6%	4.7%
m) delivering/coordinating services for students?	0.0%	7.7%	24.1%	63.8%	1.4%
n) reporting to school personnel on progress and results?	1.9%	12.6%	27.9%	54.8%	0.3%

**Note: Not all percentages equal 100% because some respondents didn't answer every question.*

PART II: IMPACT OF THE CIS PROGRAM AT YOUR CAMPUS

Listed below are possible impacts of your CIS program. For each item, circle the response that best represents your level of agreement or disagreement with each statement from 1 [strongly disagree] to 4 [strongly agree]. Circle 9 if you are uncertain or cannot answer.

2. <u>As a result of</u> the CIS program at our school... (n=365)*	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Don't Know**
a) there is increased funding/grants to support programs/services to address dropout within our school.	2.5%	20.5%	32.3%	14.0%	26.6%
b) new/improved networks and relationships have been built among organizations, agencies, and our school.	1.1%	6.0%	44.9%	39.5%	4.4%
c) organizations, agencies, and our school are working together more effectively on dropout prevention and other youth issues.	0.8%	7.7%	45.5%	35.6%	6.6%
d) campus awareness of dropout and other youth issues has increased.	0.8%	9.9%	46.3%	29.6%	9.0%
e) there is an increased understanding of the needs of our school and students related to dropout prevention.	0.8%	8.8%	46.8%	30.1%	9.6%
f) there is increased responsibility among CIS staff and school personnel for the student dropout problem.	0.8%	8.5%	42.5%	36.2%	8.2%
g) services/programs within our school to address dropout have been improved.	1.1%	7.9%	41.1%	31.8%	13.4%
h) accessibility to services and programs within our school to address dropout has improved.	0.8%	8.2%	43.3%	30.1%	12.9%
i) underserved groups have increased their use of programs/services within our school.	0.5%	5.5%	43.0%	40.5%	6.6%
j) there is less duplication of programs/services for students within our school.	0.8%	5.5%	47.9%	30.1%	11.5%

**Note: Not all percentages equal 100% because some respondents didn't answer every question.*

PART III: ADDRESSING RISK FOR DROPOUT

Research has identified several factors that place students at risk for dropping out of school. For each of the risk factors listed below, please indicate the level of risk on each factor for students at your campus and how well a job you think CIS is doing at addressing each risk factor.

Question: Level of risk for students

Risk Factor (n=365)*:	Low (Risk)	Medium (Risk)	High (Risk)	Don't Know
High number of work hours	29.6%	20.0%	20.0%	12.1%
Parenthood	30.7%	18.1%	18.4%	10.7%
High-risk peer group	6.0%	29.3%	40.8%	1.6%
High-risk social behavior	6.6%	29.3%	40.3%	1.6%
Highly socially active outside of school	12.9%	28.2%	31.0%	5.5%
Low achievement	6.6%	29.3%	38.9%	0.5%
Retention/over-age for grade	21.1%	32.3%	21.1%	0.5%
Poor attendance	15.9%	28.8%	29.6%	0.0%
Low educational expectations	15.1%	32.9%	26.3%	0.5%
Lack of effort	11.2%	34.5%	28.2%	0.5%
Low commitment to school	15.3%	34.8%	23.0%	0.5%
No extracurricular participation	21.6%	28.5%	15.3%	6.8%
Misbehavior	14.5%	32.3%	24.1%	0.5%
Early aggression	22.2%	29.3%	18.1%	2.2%
Low educational expectations	13.7%	31.0%	25.8%	0.0%
Low contact with school	11.0%	31.8%	27.9%	0.3%
Lack of conversation about school	14.2%	33.2%	21.6%	1.4%

**Note: Not all percentages equal 100% because some respondents didn't answer every question.*

Question: How well CIS is addressing the risk factor

Risk Factor (n=365)*:	Poor	Fair	Good	Very Good	Excellent	Don't Know
High number of work hours	1.1%	7.4%	18.1%	16.4%	7.4%	7.7%
Parenthood	1.4%	7.1%	15.1%	13.4%	11.0%	6.6%
High-risk peer group	0.8%	7.9%	24.1%	24.1%	17.0%	1.6%
High-risk social behavior	1.1%	7.7%	24.4%	21.1%	19.7%	1.6%
Highly socially active outside of school	1.9%	8.8%	22.5%	21.4%	17.3%	1.6%
Low achievement	1.9%	9.6%	23.6%	17.8%	15.9%	1.9%
Retention/over-age for grade	2.5%	11.2%	25.2%	15.1%	17.0%	1.1%
Poor attendance	1.4%	8.2%	26.3%	20.3%	12.9%	1.9%
Low educational expectations	1.4%	10.4%	24.4%	21.6%	13.4%	1.6%
Lack of effort	2.2%	10.1%	24.4%	18.1%	15.1%	1.9%
Low commitment to school	2.7%	9.0%	19.5%	13.2%	9.6%	5.8%
No extracurricular participation	1.4%	10.1%	22.5%	16.2%	16.7%	1.9%
Misbehavior	1.4%	8.2%	21.4%	17.5%	14.5%	2.5%
Early aggression	1.4%	8.2%	6.0%	17.5%	14.5%	2.5%
Low educational expectations	2.2%	9.6%	23.3%	17.8%	13.7%	3.0%
Low contact with school	0.8%	9.6%	22.5%	19.5%	13.7%	2.5%
Lack of conversation about school	1.6%	10.4%	22.2%	14.8%	12.1%	5.5%

**Note: Not all percentages equal 100% because some respondents didn't answer every question.*

CIS of Texas Evaluation
Guidance Counselor Stakeholder Survey

As part of the comprehensive evaluation of Communities in Schools (CIS) of Texas being conducted by ICF International under contract with the Texas Education Agency (TEA), we are asking guidance counselors from each campus where CIS is being implemented to participate in an on-line survey. The purpose of this survey is to provide us with information regarding the impact of CIS on schools and students. The survey will take approximately 30 minutes to complete. Your participation in this on-line survey is completely voluntary. If you agree to complete the survey, all of your information will remain confidential. We will not share your individual answers with anyone at the TEA, the CIS State Office, or your local CIS program. All information used for the evaluation will be reported in aggregate and will not be linked to an individual respondent. If you have any questions about this survey or the evaluation, you can contact Yvette Lamb, Ed.D., at ICF (1-866-924-7728 or ylamb@icfi.com), Allen Seay, Ph.D., at TEA (512-463-9101 or programeval@tea.state.tx.us), or Rob Calderon, Ph.D., with ICF's Institutional Review Board (1-866-924-7728 or rcalderon@icfi.com).

PART I. OPERATIONS OF THE CIS PROGRAM AT YOUR CAMPUS

Think about the way CIS works at your campus and how effective you think CIS is in the following ways. Please rate each item from 1 [not effective] to 4 [very effective] by circling the number which *best* describes your position. Circle 9 if you are uncertain or cannot answer.

1. How effective is your <u>CIS program</u> in… (n=127)*	**Not Effective**	**Somewhat Effective**	**Effective**	**Very Effective**	**Don't Know**
a) building a vision shared by CIS staff and school personnel?	3.1%	8.7%	29.9%	48.0%	1.6%
b) securing adequate resources so that CIS can operate effectively within your school?	3.1%	7.9%	29.1%	49.6%	1.6%
c) identifying and using partner resources provide services to students?	2.4%	7.9%	21.3%	59.1%	0.0%
d) developing capacity to sustain efforts within your school?	3.9%	7.1%	27.6%	48.0%	3.9%
e) communicating the message of CIS with school personnel?	4.7%	5.5%	29.1%	51.2%	0.8%
f) bringing together within the school partners with an interest in preventing dropout and other problem behaviors among youth?	3.1%	13.4%	22.0%	50.4%	2.4%
g) having staff which reflect the racial/ethnic makeup of the community?	2.4%	10.2%	29.9%	44.9%	3.9%
h) providing well-trained staff to provide services to students?	2.4%	6.3%	22.0%	59.1%	0.8%
i) creating mutual respect, understanding, and trust across CIS staff and school personnel?	3.1%	7.9%	19.7%	59.8%	0.0%
j) providing effective leadership for the program within the school?	4.7%	7.1%	22.8%	55.1%	1.6%
k) conducting a needs assessments for the school?	5.5%	11.0%	25.2%	37.8%	11.0%
l) conducting needs assessments of students?	4.7%	10.2%	21.3%	45.7%	8.7%
m) delivering/coordinating services for students?	2.4%	7.9%	22.8%	57.5%	0.8%
n) reporting to school personnel on progress and results?	3.9%	14.2%	26.0%	44.1%	3.1%

**Note: Not all percentages equal 100% because some respondents didn't answer every question.*

PART II: IMPACT OF THE CIS PROGRAM AT YOUR CAMPUS

Listed below are possible impacts of your CIS program. For each item, circle the response that best represents your level of agreement or disagreement with each statement from 1 [strongly disagree] to 4 [strongly agree]. Circle 9 if you are uncertain or cannot answer.

As a result of the CIS program at our school... (n=127)*	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Don't Know**
a) there is increased funding/grants to support programs/services to address dropout within our school.	2.4%	13.4%	17.3%	9.4%	46.5%
b) new/improved networks and relationships have been built among organizations, agencies, and our school.	0.8%	3.1%	38.6%	32.3%	14.2%
c) organizations, agencies, and our school are working together more effectively on dropout prevention and other youth issues.	2.4%	11.8%	36.2%	28.3%	10.2%
d) campus awareness of dropout and other youth issues has increased.	2.4%	12.6%	41.7%	22.0%	10.2%
e) there is an increased understanding of the needs of our school and students related to dropout prevention.	2.4%	11.0%	43.3%	24.4%	7.1%
f) there is increased responsibility among CIS staff and school personnel for the student dropout problem.	3.1%	11.8%	38.6%	28.3%	7.1%
g) services/programs within our school to address dropout have been improved.	3.1%	11.0%	39.4%	22.0%	12.6%
h) accessibility to services and programs within our school to address dropout has improved.	3.9%	8.7%	39.4%	23.6%	11.8%
i) underserved groups have increased their use of programs/services within our school.	1.6%	5.5%	46.5%	29.9%	5.5%
j) there is less duplication of programs/services for students within our school.	2.4%	8.7%	40.9%	20.5%	16.5%

**Note: Not all percentages equal 100% because some respondents didn't answer every question.*

PART III: ADDRESSING RISK FOR DROPOUT

Research has identified several factors that place students at risk for dropping out of school. For each of the risk factors listed below, please indicate the level of risk on each factor for students at your campus and how well a job you think CIS is doing at addressing each risk factor.

Level of risk for students:

Risk Factor (n=127)*:	Low (Risk)	Medium (Risk)	High (Risk)	Don't Know
High number of work hours	15.0%	11.0%	17.3%	8.7%
Parenthood	16.5%	7.9%	18.1%	6.3%
High-risk peer group	2.4%	15.7%	29.1%	0.0%
High-risk social behavior	3.1%	15.0%	26.8%	0.8%
Highly socially active outside of school	5.5%	18.1%	18.1%	4.7%
Low achievement	3.9%	12.6%	30.7%	0.0%
Retention/over-age for grade	12.6%	15.0%	18.9%	0.8%
Poor attendance	7.9%	18.1%	19.7%	0.0%
Low educational expectations	9.4%	16.5%	19.7%	0.0%
Lack of effort	3.9%	18.1%	23.6%	0.0%
Low commitment to school	6.3%	17.3%	21.3%	0.8%
No extracurricular participation	10.2%	16.5%	15.0%	3.1%
Misbehavior	5.5%	21.3%	18.9%	1.6%
Early aggression	12.6%	18.9%	14.2%	1.6%
Low educational expectations	6.3%	15.0%	23.6%	0.8%
Low contact with school	3.1%	18.1%	23.6%	0.8%
Lack of conversation about school	5.5%	13.4%	21.3%	5.5%

**Note: Not all percentages equal 100% because some respondents didn't answer every question.*

How well CIS is addressing the risk factor:

Risk Factor (n=127)*:	Poor	Fair	Good	Very Good	Excellent	Don't Know
High number of work hours	0.8%	6.3%	10.2%	8.7%	6.3%	9.4%
Parenthood	0.8%	3.9%	8.7%	8.7%	6.3%	8.7%
High-risk peer group	0.8%	3.1%	15.0%	11.0%	12.6%	3.9%
High-risk social behavior	2.4%	5.5%	13.4%	8.7%	11.8%	3.9%
Highly socially active outside of school	1.6%	3.1%	9.4%	7.9%	10.2%	7.9%
Low achievement	1.6%	4.7%	13.4%	13.4%	9.4%	4.7%
Retention/over-age for grade	1.6%	7.1%	10.2%	11.0%	10.2%	5.5%
Poor attendance	3.1%	4.7%	12.6%	11.0%	9.4%	4.7%
Low educational expectations	1.6%	4.7%	15.0%	10.2%	10.2%	3.9%
Lack of effort	0.8%	5.5%	13.4%	13.4%	9.4%	3.1%
Low commitment to school	0.8%	5.5%	14.2%	12.6%	8.7%	3.1%
No extracurricular participation	0.8%	5.5%	10.2%	10.2%	6.3%	7.1%
Misbehavior	3.1%	3.9%	12.6%	11.8%	7.9%	5.5%
Early aggression	1.6%	4.7%	11.8%	10.2%	7.9%	7.1%
Low educational expectations	2.4%	4.7%	15.7%	7.1%	7.9%	6.3%
Low contact with school	2.4%	7.1%	10.2%	9.4%	9.4%	5.5%
Lack of conversation about school	1.6%	7.1%	10.2%	9.4%	7.1%	8.7%

**Note: Not all percentages equal 100% because some respondents didn't answer every question.*

CIS of Texas Evaluation
Case Manager Survey

As part of the comprehensive evaluation of Communities in Schools (CIS) of Texas being conducted by ICF International under contract with the Texas Education Agency (TEA), we are asking case managers from each CIS campus to participate in an on-line survey. The purpose of this survey is to provide us with information regarding the impact of CIS on schools and students. The survey will take approximately 30 minutes to complete. Your participation in this on-line survey is completely voluntary. If you agree to complete the survey, all of your information will remain confidential. We will not share your individual answers with anyone at the TEA, the CIS State Office, or your local CIS program. All information used for the evaluation will be reported in aggregate and will not be linked to an individual respondent. If you have any questions about this survey or the evaluation, you can contact Yvette Lamb, Ed.D., at ICF (1-866-924-7728 or ylamb@icfi.com), Allen Seay, Ph.D., at TEA (512-463-9101 or programeval@tea.state.tx.us), or Rob Calderon, Ph.D., with ICF's Institutional Review Board (1-866-924-7728 or rcalderon@icfi.com).

PART I. CIS AT YOUR CAMPUS

Needs Assessments (n=541)

	Yes	No	Unknown
1a. Does your **school** conduct a campus needs assessment?	84.1%	3.9%	11.3%
1b. Does **CIS** conduct a campus needs assessment?	98.2%	0.6%	0.9%

	Less than once a year	Once a year	More than once a year	Unknown
1c. How often does CIS conduct a campus needs assessment?	1.5%	73.9%	20.7%	0.9%

	School or school district information (e.g., school needs assessments, graduation rates)	Community-level information (e.g., local crime data, U.S. Census data)	School staff surveys/ discussions (e.g., with teachers, administrators)	Parent surveys	Student input
1d. What types of information are considered when CIS conducts the campus needs assessment? (*check all that apply*)	89.6%	41.2%	89.5%	51.9%	62.1%

	Consultations with school administrators	Consultations with school district staff	Consultations with community partners	Consultations with funders	Feedback from parents
1e. How does CIS prioritize delivery of whole school services based on the overall student needs at your campus? (*check all that apply*)	95%	56.2%	55.3%	19.4%	61.9%

	Yes	No	No opinion/ Unknown
1f. In your opinion, do CIS's and the school's leadership work well together to prioritize service needs for your campus?	89.1%	3.9%	3.7%

	Yes	No	Unknown
2a. Does your **school** conduct assessments of each individual student's needs?	49.4%	20.9%	27.7%
2b. Does **CIS** conduct an assessment of individual student needs when a student is referred for services at your campus?	97.2%	0.7%	0.4%

	Students	Teachers	Parents	School administrators	Other school faculty (e.g., guidance counselors)	Community service providers or government agencies (e.g., juvenile justice)
2c. What sources of information are considered when CIS conducts individual student needs assessments at your campus? (*check all that apply*)	92.6%	94.8%	92.4%	88.9%	90.6%	53.8%

	Consultations with school administrators	Consultations with school district staff	Consultations with community partners	Consultations with teachers	Feedback from parents
2d. How does CIS prioritize delivery of services based on individual students' needs at your campus? (*check all that apply*)	88.2%	45.5%	34.9%	90.4%	81.5%

	Yes	No	No opinion/ Unknown
2e. In your opinion, do CIS and the school's staff/faculty work well together to prioritize individual student needs?	91.3%	3.3%	2.0%

<u>Service Delivery</u> (n=541)

	1 Not at all familiar	2	3 Somewhat familiar	4	5 Very familiar
3. How familiar are you with CIS's Service Delivery Plan for your campus?	0.4%	0%	5.7%	0%	74.7%

4. What percentage of your work week is spent:	0%	1% to 25%	26% to 50%	51% to 75%	76% to 100%
a. Developing CIS services **at this campus**?	0%	57.9%	22.7%	7.2%	9.4%
b. Coordinating CIS services **at this campus**?	0%	38.1%	32.7%	15.2%	11.5%
c. Delivering CIS services **at this campus**?	0%	5%	22.7%	34%	35.9%

5. What percentage of your work week is spent delivering the following CIS services at this campus:	0%	1% to 25%	26% to 50%	51% to 75%	76% to 100%
a. Whole-school services?	0%	54.7%	24.6%	8.5%	8.3%
b. Case-managed services?	0%	2%	8.1%	37.2%	49.7%

6. Over the past three years, how would you describe the annual delivery of the following services at this campus:	More Times Per Year	Less Times Per Year	Same Number of Times Per Year	Unknown
a. Whole-school services *provided* by CIS have been delivered:	40.3%	5.2%	27.4%	23.1%
b. Whole-school services *coordinated* by CIS have been delivered:	39.9%	5%	27.4%	23.5%
c. Case-managed services *provided* by CIS have been delivered:	51.9%	2.8%	19.6%	21.1%
d. Case-managed services *coordinated* by CIS have been delivered:	48.6%	3.1%	21.8%	21.6%

7. Over the past three years, how would you describe the hourly delivery of the following services at this campus:	More Hours Per Year	Less Hours Per Year	Same Number of Hours Per Year	Unknown
a. Whole-school services *provided* by CIS have been delivered:	38.4%	5.2%	26.8%	25%
b. Whole-school services *coordinated* through CIS have been delivered:	38.3%	4.6%	26.8%	25.7%
c. Whole-school services *provided by an agency not connected to CIS* have been delivered:	25.7%	10.5%	26.1%	32.7%
d. Case-managed services *provided* by CIS have been delivered:	50.6%	2.8%	18.7%	22.6%
e. Case-managed services *coordinated* through CIS have been delivered:	47.9%	3.5%	20.9%	22.9%
f. Case-managed services *provided by an agency not connected to CIS* have been delivered:	24.4%	12.6%	24.4%	33.8%

8. Does CIS have a plan in place to monitor the delivery of:	Yes	No	Unknown
a. Whole-school services?	80.6%	7.2%	7.6%
b. Case-managed services?	93.7%	0.2%	1.7%

9. How often does CIS monitor:	Never/Less than once per year	Once per year	Once per semester	Once per grading period	Once per month	After each service is delivered	Other (please specify)	Unknown
a. Whole-school services?	4.1%	6.3%	20.7%	8.1%	20.3%	23.5%	5.2%	7.6%
b. Case-managed services?	0.6%	0.9%	4.4%	18.9%	27.5%	34.2%	6.5%	2.8%

General Context (n=541)

	One semester	One school year	Two school years	As long as the student is in school	Other (please specify)
12. How long do students typically stay enrolled in CIS?	0.9%	32.7%	5.9%	37.3%	17.6%

	1 Not at all Recognizable	2	3 Somewhat Recognizable	4	5 Very Recognizable
13. How recognizable do you think the "brand" CIS is on your campus? That is, do students know what CIS means?	0%	9.3%	0%	90.7%	0%

14. How often do you think students are aware when they are receiving:	1 Never	2	3 Some of the time	4	5 Always
a. Whole-school services that are provided directly from or coordinated by CIS?	0%	23.2%	0%	76.8%	0%
b. Case-managed services that are provided directly from or coordinated by CIS?	1.1%	0%	10.4%	0%	54.7%

	I have never received training	Once per year	Twice per year	Once a quarter	Other (specify frequency)
15. How often do you receive training from your local CIS program?	0.2%	13.7%	12.9%	25.7%	41.6%

	1 Not at all useful	2	3 Somewhat useful	4	5 Very useful
16. How useful is the training you received from your local CIS program to your work with students?	2.2%	0%	18.9%	0%	36.6%

18. Over the past year, how involved were the following CIS stakeholders been in CIS on your campus?	Not at all involved	Somewhat involved	Very much involved	Unknown
a. School board	24.8%	28.8%	11.1%	27%
b. School principal/vice principal	1.3%	21.3%	69.1%	1.1%
c. Teachers	0.2%	34.8%	56.7%	1.1%
d. Guidance counselor(s)	3%	24.8%	61.2%	2%
e. Partner agencies	2.2%	44.5%	40.3%	5%
f. Parents	4.6%	67.3%	19%	1.5%
g. Students	0%	9.2%	82.6%	0.9%

19. Has the involvement of the following CIS stakeholders changed over the past three years?	Increased	Stayed the same	Decreased	Unknown
a. School board	8.3%	29.8%	1.5%	44.5%
b. School principal/vice principal	30.1%	29.4%	2.2%	23.5%
c. Teachers	32.2%	28.3%	2.2%	22.6%
d. Guidance counselor(s)	27.5%	30.3%	2.4%	23.1%
e. Partner agencies	25%	30.1%	4.3%	25.3%
f. Parents	24.8%	33.5%	3.5%	23.1%
g. Students	36.6%	25.1%	0.9%	22.6%

APPENDIX N:

SIGNIFICANT RISK FACTORS FOR DROPOUT BY SCHOOL LEVEL

Significant Risk Factors for Dropout By School Level[1]

	Elementary School	Middle School	High School
Early Adult Responsibilities			
High number of work hours		✓	✓★
Parenthood			✓★
Social Attitudes, Values, and Behaviors			
High-risk peer group		✓★	✓
High-risk social behavior		✓★	✓
Highly socially active outside of school			✓
School Performance			
Low achievement	✓★	✓★	✓★
Retention/over-age for grade	✓★	✓★	✓★
School Engagement			
Poor attendance	✓★	✓★	✓★
Low educational expectations		✓★	✓★
Lack of effort		✓	✓
Low commitment to school		✓	✓★
No extracurricular participation		✓	✓★
School Behavior			
Misbehavior	✓	✓	✓★
Early aggression	✓	✓	
Family Engagement/Commitment to Education			
Low educational expectations		✓★	
Low contact with school		✓★	✓
Lack of conversation about school		✓★	✓

✓ indicates the risk factor was found to be significantly related to dropout at the school level in one study
✓★ indicates the risk factor was found to be significantly related to dropout at the school level in two or more studies

[1] These 17 risk factors represent a subset of the risk factors identified through a review of the research by the National Dropout Prevention Center at Clemson University to be linked to dropout.

APPENDIX O:

TESTS OF SIGNIFICANCE AND EFFECT SIZES FOR WITHIN CIS CASE-MANAGED STUDENT COMPARISONS OVER TIME

Tests of Significance and Effect Sizes for Within CIS Case-Managed Student Comparisons Over Time

Table O1. Promotion by Grade and Overall

Group	Comparison Period	Significance (p)	Effect Size
Elementary	2004-05 vs 2005-06	0.0005	0.1145
	2004-05 vs 2006-07	0.4930	0.0225
	2005-06 vs 2006-07	0.0049	-0.0925
Middle	2004-05 vs 2005-06	<.0001	-0.1177
	2004-05 vs 2006-07	0.1025	-0.0456
	2005-06 vs 2006-07	0.0102	-0.0718
High	2004-05 vs 2005-06	<.0001	0.233
	2004-05 vs 2006-07	<.0001	0.3867
	2005-06 vs 2006-07	<.0001	0.1838
All	2004-05 vs 2005-06	<.0001	0.0759
	2004-05 vs 2006-07	<.0001	0.1646
	2005-06 vs 2006-07	<.0001	0.0925

Data Source: PEIMS 2004-05 to 2006-07

Table O2. Reading (% Met Standard) by Grade and Overall

Group	Comparison Period	Significance	Effect Size
Elementary	2003-04 vs 2004-05	<.0001	-0.4675
	2003-04 vs 2005-06	<.0001	-0.6383
	2003-04 vs 2006-07	0.8822	-0.006
	2004-05 vs 2005-06	0.0005	-0.1418
	2004-05 vs 2006-07	<.0001	0.4567
	2005-06 vs 2006-07	<.0001	0.6245
Middle	2003-04 vs 2004-05	<.0001	-0.3292
	2003-04 vs 2005-06	<.0001	-0.1321
	2003-04 vs 2006-07	0.0002	0.1215
	2004-05 vs 2005-06	<.0001	0.1977
	2004-05 vs 2006-07	<.0001	0.4554
	2005-06 vs 2006-07	<.0001	0.2553
High	2003-04 vs 2004-05	<.0001	-0.2145
	2003-04 vs 2005-06	0.0315	0.0907
	2003-04 vs 2006-07	<.0001	-0.1773
	2004-05 vs 2005-06	<.0001	0.2938
	2004-05 vs 2006-07	0.0171	0.1006
	2005-06 vs 2006-07	<.0001	-0.21
All	2003-04 vs 2004-05	<.0001	-0.3311
	2003-04 vs 2005-06	<.0001	-0.2105
	2003-04 vs 2006-07	<.0001	0.1302
	2004-05 vs 2005-06	<.0001	0.1194
	2004-05 vs 2006-07	<.0001	0.4309
	2005-06 vs 2006-07	<.0001	0.3215

Data Source: PEIMS 2003-04 to 2006-07

Table O3. Math (% Met Standard) by Grade and Overall

Group	Comparison Period	Significance	Effect Size
Elementary	2003-04 vs 2004-05	<.0001	-0.5249
	2003-04 vs 2005-06	<.0001	-0.6646
	2003-04 vs 2006-07	<.0001	-0.5016
	2004-05 vs 2005-06	0.0001	0.1288
	2004-05 vs 2006-07	0.5715	-0.0187
	2005-06 vs 2006-07	<.0001	-0.1446
Middle	2003-04 vs 2004-05	<.0001	-0.4609
	2003-04 vs 2005-06	<.0001	-0.3145
	2003-04 vs 2006-07	<.0001	-0.3998
	2004-05 vs 2005-06	<.0001	0.1338
	2004-05 vs 2006-07	0.1170	-0.0451
	2005-06 vs 2006-07	0.0030	-0.0854
High	2003-04 vs 2004-05	<.0001	0.149
	2003-04 vs 2005-06	<.0001	0.2467
	2003-04 vs 2006-07	<.0001	0.1563
	2004-05 vs 2005-06	<.0001	-0.3821
	2004-05 vs 2006-07	0.0030	0.1131
	2005-06 vs 2006-07	<.0001	0.227
All	2003-04 vs 2004-05	<.0001	-0.3706
	2003-04 vs 2005-06	<.0001	-0.2323
	2003-04 vs 2006-07	<.0001	-0.1823
	2004-05 vs 2005-06	<.0001	0.1289
	2004-05 vs 2006-07	<.0001	-0.1532
	2005-06 vs 2006-07	0.0831	-0.0327

Data Source: PEIMS 2003-04 to 2006-07

Table O4. Attendance by Grade and Overall

Group	Comparison Period	Significance	Effect Size
Elementary	2003-04 vs 2004-05	.258	-0.0234
	2003-04 vs 2005-06	.077	-0.0419
	2003-04 vs 2006-07	.000	-0.2709
	2004-05 vs 2005-06	.001	-0.0675
	2004-05 vs 2006-07	.000	-0.2942
	2005-06 vs 2006-07	.000	-0.2416
Middle	2003-04 vs 2004-05	.000	-0.0188
	2003-04 vs 2005-06	.000	-0.3091
	2003-04 vs 2006-07	.000	-0.1227
	2004-05 vs 2005-06	.000	-0.161
	2004-05 vs 2006-07	.000	-0.0862
	2005-06 vs 2006-07	.000	-0.1898
High	2003-04 vs 2004-05	.000	-0.1853
	2003-04 vs 2005-06	.000	-0.4561
	2003-04 vs 2006-07	.000	-0.3985
	2004-05 vs 2005-06	.000	-0.2876
	2004-05 vs 2006-07	.000	-0.3625
	2005-06 vs 2006-07	.000	-0.2903
All	2003-04 vs 2004-05	.000	-0.1158
	2003-04 vs 2005-06	.000	-0.2793
	2003-04 vs 2006-07	.000	-0.2789
	2004-05 vs 2005-06	.000	-0.168

	2004-05 vs 2006-07	.000	-0.2503
	2005-06 vs 2006-07	.000	-0.2009

Data Source: PEIMS 2003-04 to 2006-07

Table O5. In School Suspensions by Grade and Overall

Group	Comparison Period	Significance	Effect Size
Elementary	2003-04 vs 2004-05	<.0001	-0.2104
	2003-04 vs 2005-06	<.0001	0.3252
	2003-04 vs 2006-07	<.0001	1.4904
	2004-05 vs 2005-06	0.0043	0.116
	2004-05 vs 2006-07	<.0001	1.288
	2005-06 vs 2006-07	<.0001	1.1622
Middle	2003-04 vs 2004-05	<.0001	0.3689
	2003-04 vs 2005-06	<.0001	0.5368
	2003-04 vs 2006-07	0.0013	0.1023
	2004-05 vs 2005-06	<.0001	0.1593
	2004-05 vs 2006-07	<.0001	0.2638
	2005-06 vs 2006-07	<.0001	-0.4283
High	2003-04 vs 2004-05	0.6539	0.0189
	2003-04 vs 2005-06	<.0001	-0.3545
	2003-04 vs 2006-07	<.0001	-1.3576
	2004-05 vs 2005-06	<.0001	-0.335
	2004-05 vs 2006-07	<.0001	-1.3314
	2005-06 vs 2006-07	<.0001	-0.9157
All	2003-04 vs 2004-05	<.0001	0.2172
	2003-04 vs 2005-06	<.0001	0.2364
	2003-04 vs 2006-07	0.0018	0.0672
	2004-05 vs 2005-06	0.3780	-0.019
	2004-05 vs 2006-07	<.0001	-0.1493
	2005-06 vs 2006-07	<.0001	-0.1684

Data Source: PEIMS 2003-04 to 2006-07

Table O6. Out of School Suspensions by Grade and Overall

Group	Comparison Period	Significance	Effect Size
Elementary	2003-04 vs 2004-05	<.0001	0.2685
	2003-04 vs 2005-06	<.0001	0.4643
	2003-04 vs 2006-07	<.0001	0.9345
	2004-05 vs 2005-06	<.0001	0.2154
	2004-05 vs 2006-07	<.0001	0.7727
	2005-06 vs 2006-07	<.0001	0.579
Middle	2003-04 vs 2004-05	<.0001	0.32
	2003-04 vs 2005-06	<.0001	0.6564
	2003-04 vs 2006-07	<.0001	0.3328
	2004-05 vs 2005-06	<.0001	0.3279
	2004-05 vs 2006-07	0.6890	-0.0127
	2005-06 vs 2006-07	<.0001	-0.3194
High	2003-04 vs 2004-05	0.0073	0.1134
	2003-04 vs 2005-06	0.2884	-0.0448
	2003-04 vs 2006-07	<.0001	-0.496
	2004-05 vs 2005-06	0.1039	-0.0686
	2004-05 vs 2006-07	<.0001	-0.6074

	2005-06 vs 2006-07	<.0001	-0.54
All	2003-04 vs 2004-05	<.0001	0.2417
	2003-04 vs 2005-06	<.0001	0.44
	2003-04 vs 2006-07	<.0001	0.2946
	2004-05 vs 2005-06	<.0001	0.1977
	2004-05 vs 2006-07	0.0139	0.0529
	2005-06 vs 2006-07	<.0001	-0.1447

Data Source: PEIMS 2003-04 to 2006-07

Table O7. Other Disciplinary Actions by Grade and Overall

Group	Comparison Period	Significance	Effect Size
Elementary	2003-04 vs 2004-05	<.0001	-0.2063
	2003-04 vs 2005-06	<.0001	-0.2026
	2003-04 vs 2006-07	<.0001	0.8307
	2004-05 vs 2005-06	0.9237	-0.0039
	2004-05 vs 2006-07	<.0001	0.7089
	2005-06 vs 2006-07	<.0001	0.7118
Middle	2003-04 vs 2004-05	<.0001	0.4535
	2003-04 vs 2005-06	<.0001	0.6663
	2003-04 vs 2006-07	<.0001	0.5995
	2004-05 vs 2005-06	<.0001	0.2074
	2004-05 vs 2006-07	<.0001	0.1428
	2005-06 vs 2006-07	0.0431	-0.0643
High	2003-04 vs 2004-05	<.0001	0.2995
	2003-04 vs 2005-06	<.0001	0.4054
	2003-04 vs 2006-07	<.0001	-0.271
	2004-05 vs 2005-06	0.0130	0.1048
	2004-05 vs 2006-07	<.0001	-0.5691
	2005-06 vs 2006-07	<.0001	-0.675
All	2003-04 vs 2004-05	<.0001	0.3531
	2003-04 vs 2005-06	<.0001	0.4926
	2003-04 vs 2006-07	<.0001	0.4479
	2004-05 vs 2005-06	<.0001	0.1396
	2004-05 vs 2006-07	<.0001	0.0949
	2005-06 vs 2006-07	0.0380	-0.0446

Data Source: PEIMS 2003-04 to 2006-07

Table O8. Expulsions by Grade and Overall

Group	Comparison Period	Significance	Effect Size
Elementary	2003-04 vs 2004-05	0.9998	-
	2003-04 vs 2005-06	0.9998	-1E-05
	2003-04 vs 2006-07	0.9998	1E-05
	2004-05 vs 2005-06	1.0000	-5E-11
	2004-05 vs 2006-07	0.0497	0.0797
	2005-06 vs 2006-07	0.0497	0.0797
Middle	2003-04 vs 2004-05	0.6177	0.0159
	2003-04 vs 2005-06	0.0007	0.1078
	2003-04 vs 2006-07	<.0001	0.1576
	2004-05 vs 2005-06	0.0021	0.0978

	2004-05 vs 2006-07	<.0001	0.1534
	2005-06 vs 2006-07	0.0147	0.0775
High	2003-04 vs 2004-05	0.8470	0.0084
	2003-04 vs 2005-06	0.7048	0.016
	2003-04 vs 2006-07	0.5317	-0.0264
	2004-05 vs 2005-06	0.8522	0.0079
	2004-05 vs 2006-07	0.4152	-0.0344
	2005-06 vs 2006-07	0.3193	-0.042
All	2003-04 vs 2004-05	0.5465	0.0129
	2003-04 vs 2005-06	0.0025	0.0651
	2003-04 vs 2006-07	<.0001	0.1053
	2004-05 vs 2005-06	0.0127	0.0536
	2004-05 vs 2006-07	<.0001	0.0962
	2005-06 vs 2006-07	0.0252	0.0481

Data Source: PEIMS 2003-04 to 2006-07

APPENDIX P:

HLM/HGLM RESULTS FOR WITHIN CIS CASE-MANAGED STUDENT COMPARISONS OVER TIME

HLM/HGLM Results for WIthin CIS Case-Managed Student Comparisons Over Time

Table P1. CIS Student Dropout[1]

Variables	Dropout 2005-2006	2005-2006 Odds Ratios	Dropout 2006-2007	2006-2007 Odds Ratios
Student-Level				
Limited English Proficiency	.270 (.235)	1.31	.647 (.208) **	1.91
"At Risk" Students	.414 (.274)	1.51	.912 (.281) **	2.49
Special Education	.067 (.186)	1.07	-.273 (.189)	0.76
Gender (1=female)	.026 (.149)	1.03	-.034 (.139)	0.97
African American	.124 (.275)	1.13	.359 (.251)	1.43
Hispanic	.273 (.240)	1.31	.084 (.228)	1.09
Free Lunch	-.197 (.172)	0.82	.232 (.171)	1.26
Reduced Lunch	-.500 (.316)	0.61	.192 (.268)	1.21
Other Economic Disadvantage	-.245 (.283)	0.78	.317 (.268)	1.37
Dosage 1 – Supportive Guidance	-.052 (.018) **	0.95	.001 (.011)	1.00
Dosage 2 – Health & Human Serv.	-.035 (.033)	0.97	.002 (.023)	1.00
Dosage 3 – Parental Involvement	.012 (.048)	1.01	-.013 (.039)	0.99
Dosage 4 – Career Awareness	-.024 (.027)	0.98	-.018 (.020)	0.98
Dosage 5 – Enrichment	-.084 (.027) **	0.92	-.016 (.016)	0.98
Dosage 6 – Educational Enrichment	.007 (.018)	1.01	-.001 (.014)	1.00
Intercept	-2.445 (.122) ***	0.09	-2.387 (.098) ***	0.09
Cross-Level Interaction				
Urban * African American	-.456 (.559)	0.63	-.559 (.495)	0.57
Urban * Hispanic	-.829 (.463)	0.44	-.058 (.428)	0.94
School-Level				
Suburban	.222 (.365)	1.25	.331 (.298)	1.39
Urban	.317 (.312)	1.37	.506 (.252) *	1.66
Title 1 School	.348 (.235)	1.42	-.290 (.183)	0.75
Total Students	-.069 (.455)	0.93	-.217 (.368)	0.80
Pupil Teacher Ratio	-.000 (.039)	1.00	.050 (.033)	1.05
Affiliate-Level				
Years in Operation	-.031 (.025)	0.97	-.021 (.018)	0.98
Variance Component				
Student & School, r0	.51134		.11937	
Affiliate, u00	.03580		.00542	

*p<.05; **p<.01; ***p<.001 – Bolded findings represent statistically significant findings.

Data Sources: CISTMS, 2005-06; PEIMS 2003-04, 2005-06, 2006-07; Common Core of Data 2003-04; CIS website (www.cisnet.org), accessed 2008.

[1] No students dropped out in 2004-05.

Table P2. CIS Student Graduation[2]

Variables	Graduation 2005-2006	2005-2006 Odds Ratios	Graduation 2006-2007	2006-2007 Odds Ratios
Student-Level				
Limited English Proficiency	-.358 (.298)	0.70	-.639 (.173) ***	0.53
"At Risk" Students	.141 (.253)	1.15	-1.188 (.134) ***	0.30
Special Education	.441 (.193) *	1.55	.459 (.115) ***	1.58
Gender (1=female)	.294 (.165)	1.34	.130 (.091)	1.14
African American	.219 (.308)	1.24	-.063 (.171)	0.94
Hispanic	.358 (.266)	1.43	.027 (.148)	1.03
Free Lunch	.020 (.191)	1.02	-.120 (.107)	0.89
Reduced Lunch	-.532 (.355)	0.59	.357 (.165) *	1.43
Other Economic Disadvantage	-.353 (.330)	0.70	-.148 (.185)	0.86
Dosage 1 – Supportive Guidance	.010 (.010)	1.01	.016 (.007) *	1.02
Dosage 2 – Health & Human Serv.	.017 (.021)	1.02	.027 (.014)	1.03
Dosage 3 – Parental Involvement	-.008 (.038)	0.99	.004 (.024)	1.00
Dosage 4 – Career Awareness	.007 (.010)	1.01	-.003 (.007)	1.00
Dosage 5 – Enrichment	.005 (.014)	1.01	.005 (.009)	1.01
Dosage 6 – Educational Enrichment	.019 (.014)	1.02	.005 (.010)	1.01
Intercept	-2.707 (.127) ***	0.07	-.737 (.097) ***	0.48
Cross-Level Interaction				
Urban * African American	-.224 (.610)	0.80	.507 (.336)	1.66
Urban * Hispanic	-.264 (.493)	0.77	.457 (.280)	1.58
School-Level				
Suburban	.270 (.369)	1.31	-.318 (.265)	0.73
Urban	.104 (.324)	1.11	-.202 (.227)	0.82
Title 1 School	.080 (.241)	1.08	.178 (.184)	1.19
Total Students	.498 (.473)	1.65	.153 (.348)	1.17
Pupil Teacher Ratio	.016 (.039)	1.02	-.012 (.035)	0.99
Affiliate-Level				
Years in Operation	.023 (.025)	1.02	-.016 (.019)	0.98
Variance Component				
Student & School, r0	.32653		.48075	
Affiliate, u00	.05712		.03920	

*p<.05; **p<.01; ***p<.001 – Bolded findings represent statistically significant findings.
Data Sources: CISTMS, 2005-06; PEIMS 2003-04, 2005-06, 2006-07; Common Core of Data 2003-04; CIS website (www.cisnet.org), accessed 2008.

[2] No students graduated in 2005.

Table P3. CIS Student Grade Promotion[3]

Variables	Promotion 2005-2006	2005-2006 Odds Ratios	Promotion 2006-2007	2006-2007 Odds Ratios
Student-Level				
Elementary	.028 (.170)	1.03	-.428 (.156) **	0.65
High School	-.998 (.179) ***	0.37	-.913 (.176) ***	0.40
Limited English Proficiency	.169 (.150)	1.18	-.009 (.142)	0.99
"At Risk" Students	-1.629 (.198) ***	0.20	-.977 (.158) ***	0.38
Special Education	.413 (.135) **	1.51	.529 (.140) ***	1.70
Gender (1=female)	.441 (.098) ***	1.55	.221 (.096) *	1.25
African American	-.179 (.198)	0.84	-.095 (.188)	0.91
Hispanic	-.197 (.181)	0.82	-.044 (.172)	0.96
Free Lunch	-.165 (.138)	0.85	-.141 (.138)	0.87
Reduced Lunch	-.015 (.209)	0.99	.125 (.212)	1.13
Other Economic Disadvantage	.042 (.221)	1.04	-.058 (.207)	0.94
Promotion Pretest	.242 (.143)	1.27	.796 (.133) ***	2.22
Dosage 1 – Supportive Guidance	.002 (.007)	1.00	.006 (.007)	1.01
Dosage 2 – Health & Human Serv.	.017 (.016)	1.02	-.019 (.011)	0.98
Dosage 3 – Parental Involvement	-.010 (.010)	0.99	-.005 (.010)	1.00
Dosage 4 – Career Awareness	.011 (.015)	1.01	.048 (.024) *	1.05
Dosage 5 – Enrichment	.015 (.006) *	1.02	.017 (.006) **	1.02
Dosage 6 – Educational Enrichment	.005 (.005)	1.01	-.002 (.004)	1.00
Intercept	3.510 (.116) ***	33.45	3.362 (.091) ***	28.85
Cross-Level Interaction				
Urban * African American	-.036 (.386)	0.96	.335 (.374)	1.40
Urban * Hispanic	-.326 (.327)	0.72	.603 (.317)	1.83
School-Level				
Suburban	-.499 (.265)	0.61	.334 (.232)	1.40
Urban	-.572 (.234) *	0.56	-.054 (.193)	0.95
Title 1 School	.530 (.182) **	1.70	.321 (.174)	1.38
Total Students	.206 (.273)	1.23	-.111 (.259)	0.89
Pupil Teacher Ratio	.000 (.008)	1.00	-.009 (.008)	0.99
Affiliate-Level				
Years in Operation	-.026 (.020)	0.97	-.032 (.016)	0.97
Variance Component				
Student & School, r0	.66284		.48265	
Affiliate, u00	.10937		.03551	

*p<.05; **p<.01; ***p<.001 – Bolded findings represent statistically significant findings.
Data Sources: CISTMS, 2005-06; PEIMS 2003-04, 2005-06, 2006-07; Common Core of Data 2003-04; CIS website (www.cisnet.org), accessed 2008.

[3] Not enough variance to run the 2005 model.

Table P4. CIS-Defined Student Stay in School Outcome

Variables	Stay in School 2005-2006	2005-2006 Odds Ratios
Student-Level		
Elementary	.243 (.351)	1.28
High School	-.613 (.377)	0.54
Limited English Proficiency	.125 (.230)	1.13
"At Risk" Students	.258 (.169)	1.29
Special Education	.088 (.177)	1.09
Gender (1=female)	.155 (.134)	1.17
African American	.042 (.271)	1.04
Hispanic	.169 (.243)	1.18
Free Lunch	.104 (.180)	1.11
Reduced Lunch	.418 (.270)	1.52
Other Economic Disadvantage	.430 (.306)	1.54
Dosage 1 – Supportive Guidance	**.051 (.012) *** **	**1.05**
Dosage 2 – Health & Human Serv.	**-.036 (.017) ***	**0.96**
Dosage 3 – Parental Involvement	.005 (.026)	1.01
Dosage 4 – Career Awareness	.013 (.017)	1.01
Dosage 5 – Enrichment	-.004 (.004)	1.00
Dosage 6 – Educational Enrichment	.008 (.007)	1.01
Intercept	3.206 (.315) ***	24.68
Cross-Level Interaction		
Urban * African American	-.457 (.539)	0.63
Urban * Hispanic	-.318 (.448)	0.73
School-Level		
Suburban	-.489 (.602)	0.61
Urban	-.562 (.447)	0.57
Title 1 School	.492 (.413)	1.64
Total Students	.504 (.719)	1.66
Pupil Teacher Ratio	-.090 (.076)	0.91
Affiliate-Level		
Years in Operation	-.038 (.054)	0.96
Variance Component		
Student & School, r0	2.61474	
Affiliate, u00	1.01864	

*p<.05; **p<.01; ***p<.001 – Bolded findings represent statistically significant findings.
Data Sources: CISTMS, 2005-06; PEIMS 2003-04; Common Core of Data 2003-04; CIS website (www.cisnet.org), accessed 2008.

Table P5. CIS Student Met Reading TAKS Achievement Standard

Variables	Reading TAKS 2004-2005	2004-2005 Odds Ratios	Reading TAKS 2005-2006	2005-2006 Odds Ratios	Reading TAKS 2006-07	2006-2007 Odds Ratios
Student-Level						
Elementary	-.414 (.114) ***	0.66	-.697 (.104) ***	0.50	-.086 (.110)	0.92
High School	.082 (.261)	1.09	-.044 (.251)	0.96	-.785 (.250) **	0.46
Limited English Proficiency	-.648 (.113) ***	0.52	-.264 (.106) *	0.77	-.299 (.110) **	0.74
"At Risk" Students	-2.482 (.146) ***	0.08	-1.503 (.113) ***	0.22	-1.409 (.126) ***	0.24
Special Education	-.330 (.190)	0.72	-.398 (.179) *	0.67	-.502 (.170) **	0.61
Gender (1=female)	.188 (.077) *	1.21	.130 (.073)	1.14	.384 (.077) ***	1.47
African American	-.459 (.165) **	0.63	-.573 (.162) ***	0.56	-.659 (.177) ***	0.52
Hispanic	-.162 (.155)	0.85	-.259 (.152)	0.77	-.314 (.169)	0.73
Free Lunch	.021 (.117)	1.02	-.438 (.116) ***	0.65	-.153 (.122)	0.86
Reduced Lunch	-.013 (.162)	0.99	-.062 (.163)	0.94	-.041 (.171)	0.96
Other Economic Disadvantage	-.122 (.176)	0.89	-.556 (.166) ***	0.57	-.403 (.173) *	0.67
Reading TAKS Achievement Pretest	.005 (.000) ***	1.01	.004 (.000) ***	1.00	.002 (.000) ***	1.00
Dosage 1 – Supportive Guidance	-.001 (.004)	1.00	-.006 (.004)	0.99	-.002 (.004)	1.00
Dosage 2 – Health & Human Serv.	-.004 (.009)	1.00	-.002 (.008)	1.00	.009 (.009)	1.01
Dosage 3 – Parental Involvement	.001 (.012)	1.00	-.000 (.012)	1.00	.003 (.013)	1.00
Dosage 4 – Career Awareness	.005 (.016)	1.01	.014 (.015)	1.01	.023 (.017)	1.02
Dosage 5 – Enrichment	.004 (.003)	1.00	.006 (.003) *	1.01	.002 (.003)	1.00
Dosage 6 – Educational Enrichment	-.003 (.002)	1.00	.000 (.002)	1.00	.001 (.002)	1.00
Targeted for this Service by CIS	-.273 (.091) **	0.76	-.342 (.086) ***	0.71	-.282 (.092) **	0.75
Intercept	1.031 (.084) ***	2.80	.979 (.067) ***	2.66	1.519 (.070) ***	4.57
Cross-Level Interaction						
Urban * African American	-.448 (.301)	0.64	-.218 (.297)	0.80	.027 (.318)	1.03
Urban * Hispanic	-.349 (.267)	0.71	-.270 (.263)	0.76	-.238 (.287)	0.79
School-Level						
Suburban	.248	1.28	-.346	0.71	-.143	0.87

Variables	Reading TAKS 2004-2005	2004-2005 Odds Ratios	Reading TAKS 2005-2006	2005-2006 Odds Ratios	Reading TAKS 2006-07	2006-2007 Odds Ratios
	(.199)		(.181)		(.191)	
Urban	-.042 (.170)	0.96	-.383 (.155) *	0.68	-.084 (.162)	0.92
Title 1 School	-.127 (.165)	0.88	-.123 (.152)	0.88	-.374 (.163) *	0.69
Total Students	-.109 (.281)	0.90	-.204 (.257)	0.82	-.211 (.271)	0.81
Pupil Teacher Ratio	-.007 (.027)	0.99	.006 (.024)	1.01	.002 (.026)	1.00
Affiliate-Level						
Years in Operation	.017 (.015)	1.02	.029 (.012) *	1.03	.027 (.012) *	1.03
Variance Component						
Student & School, r0	.17891		.11491		.14805	
Affiliate, u00	.06092		.30320		.02385	

*p<.05; **p<.01; ***p<.001 – Bolded findings represent statistically significant findings.
Data Sources: CISTMS, 2005-06; PEIMS 2003-04; TAKS 2003-04, 2004-05, 2005-06, 2006-07; Common Core of Data 2003-04; CIS website (www.cisnet.org), accessed 2008.

Table P6. CIS Student Met Math TAKS Achievement Standard

Variables	Math TAKS 2004-2005	2004-2005 Odds Ratios	Math TAKS 2005-2006	2005-2006 Odds Ratios	Math TAKS 2006-2007	2006-2007 Odds Ratios
Student-Level						
Elementary	.659 (.098) ***	1.93	DNC	-----	.774 (.097) ***	2.17
High School	.287 (.356)	1.33	DNC		.420 (.308)	1.52
Limited English Proficiency	.297 (.103) **	1.35	DNC	-----	.361 (.096) ***	1.43
"At Risk" Students	-2.486 (.101) ***	0.08	DNC		-1.155 (.078) ***	0.32
Special Education	-.525 (.173) **	0.59	DNC	-----	-.446 (.155) **	0.64
Gender (1=female)	-.264 (.070) ***	0.77	DNC		.019 (.062)	1.02
African American	-.424 (.149) **	0.65	DNC	-----	-.548 (.128) ***	0.58
Hispanic	.080 (.139)	1.08	DNC		-.223 (.120)	0.80
Free Lunch	.224 (.106) *	1.25	DNC	-----	.016 (.091)	1.02
Reduced Lunch	.162 (.146)	1.18	DNC		.189 (.127)	1.21
Other Economic Disadvantage	.210 (.167)	1.23	DNC	-----	-.197 (.148)	0.82
Math TAKS Achievement Pretest	.006 (.000) ***	1.01	DNC		.004 (.000) ***	1.00
Dosage 1 – Supportive Guidance	-.002 (.004)	1.00	DNC	-----	-.008 (.004) *	0.99
Dosage 2 – Health & Human Serv.	.006 (.008)	1.01	DNC	-----	.001 (.007)	1.00
Dosage 3 – Parental Involvement	-.002 (.008)	1.00	DNC	-----	.007 (.009)	1.01
Dosage 4 – Career Awareness	.015 (.014)	1.02	DNC	-----	.014 (.013)	1.01
Dosage 5 – Enrichment	.007 (.002) **	1.01	DNC	-----	.007 (.002) **	1.01
Dosage 6 – Educational Enrichment	.001 (.002)	1.00	DNC	-----	-.000 (.002)	1.00
Targeted for this Service by CIS	-.402 (.083) ***	0.67	DNC	-----	-.439 (.073)	0.64
Intercept	.268 (.084) **	1.31	DNC	-----	-.024 (.078)	0.98
Cross-Level Interaction						
Urban * African American	-.164 (.268)	0.85	DNC	-----	.025 (.231)	1.03
Urban * Hispanic	.007 (.232)	1.01	DNC	-----	-.363 (.202)	0.70
School-Level						
Suburban	.017	1.02	DNC	-----	-.169	0.84

	(.179)				(.165)	
Urban	-.155 (.159)	0.86	DNC	-----	-.260 (.146)	0.77
Title 1 School	-.262 (.154)	0.77	DNC	-----	**-.294 (.144) ***	**0.75**
Total Students	.002 (.219)	1.00	DNC	-----	.328 (.245)	1.39
Pupil Teacher Ratio	.001 (.006)	1.00	DNC	-----	-.029 (.024)	0.97
Affiliate-Level						
Years in Operation	.007 (.016)	1.01	DNC	-----	.010 (.014)	1.01
Variance Component						
Student & School, r0	.19535		DNC		.23652	
Affiliate, u00	.09743		DNC		.06310	

*p<.05; **p<.01; ***p<.001 – Bolded findings represent statistically significant findings.
**DNC means that the model did not converge.
Data Sources: CISTMS, 2005-06; PEIMS 2003-04; TAKS 2003-04, 2004-05, 2005-06, 2006-07; Common Core of Data 2003-04; CIS website (www.cisnet.org), accessed 2008.

Table P7. CIS Student Attendance

Variables	Atten-dance 2004-2005	2004-2005 Odds Ratios	Atten-dance 2005-2006	2005-2006 Odds Ratios	Atten-dance 2006-2007	2006-2007 Odds Ratios
Student-Level						
Elementary	.009 (.001) ***	1.01	.016 (.002) ***	1.02	.028 (.005) ***	1.03
High School	-.002 (.002)	1.00	-.011 (.003) ***	0.99	-.040 (.006) ***	0.96
Limited English Proficiency	.002 (.001)	1.00	.002 (.002)	1.00	.005 (.005)	1.01
"At Risk" Students	-.006 (.001) ***	0.99	-.007 (.001) ***	0.99	-.019 (.004) ***	0.98
Special Education	-.002 (.001)	1.00	-.004 (.002) *	1.00	-.007 (.004)	0.99
Gender (1=female)	-.000 (.001)	1.00	-.003 (.001) *	1.00	-.002 (.003)	1.00
African American	.005 (.002) *	1.01	.008 (.002) ***	1.01	.009 (.006)	1.01
Hispanic	.001 (.002)	1.00	.002 (.002)	1.00	-.004 (.005)	1.00
Free Lunch	-.003 (.001) *	1.00	-.005 (.002) **	1.00	-.010 (.004) *	0.99
Reduced Lunch	.002 (.002)	1.00	.003 (.002)	1.00	.001 (.006)	1.00
Other Economic Disadvantage	-.005 (.002) *	1.00	-.006 (.003) *	0.99	-.016 (.007) *	0.98
Attendance Pretest	.627 (.012) ***	1.87	.595 (.015) ***	1.81	.922 (.039) ***	2.51
Dosage 1 – Supportive Guidance	.000 (.000) *	1.00	.000 (.000) **	1.00	.000 (.000)	1.00
Dosage 2 – Health & Human Serv.	-.000 (.000)	1.00	-.000 (.000)	1.00	.000 (.000)	1.00
Dosage 3 – Parental Involvement	.000 (.000)	1.00	-.000 (.000)	1.00	-.000 (.000)	1.00
Dosage 4 – Career Awareness	-.000 (.000)	1.00	.000 (.000)	1.00	-.000 (.000)	1.00
Dosage 5 – Enrichment	.000 (.000)	1.00	.000 (.000) **	1.00	.000 (.000)	1.00
Dosage 6 – Educational Enrichment	.000 (.000)	1.00	-.000 (.000)	1.00	-.000 (.000)	1.00
Targeted for this Service by CIS	-.021 (.002) ***	0.98	-.033 (.002) ***	0.97	-.050 (.005) ***	0.95
Intercept	.959 (.001) ***	2.61	.950 (.001) ***	2.59	.920 (.003) ***	2.51
Cross-Level Interaction						
Urban * African American	-.002 (.003)	1.00	-.003 (.004)	1.00	-.012 (.011)	0.99
Urban * Hispanic	-.003 (.003)	1.00	-.002 (.004)	1.00	-.002 (.009)	1.00
School-Level						
Suburban	-.000	1.00	-.001	1.00	.001	1.00

Variables	Attendance 2004-2005	2004-2005 Odds Ratios	Attendance 2005-2006	2005-2006 Odds Ratios	Attendance 2006-2007	2006-2007 Odds Ratios
	(.002)		(.003)		(.007)	
Urban	.002 (.002)	1.00	.001 (.003)	1.00	-.008 (.006)	0.99
Title 1 School	-.003 (.002) *	1.00	.001 (.002)	1.00	.003 (.006)	1.00
Total Students	-.009 (.003) **	0.99	-.005 (.004)	1.00	-.008 (.011)	0.99
Pupil Teacher Ratio	.001 (.000) *	1.00	.000 (.000)	1.00	-.000 (.001)	1.00
Affiliate-Level						
Years in Operation	-.000 (.000)	1.00	-.001 (.000) *	1.00	-.001 (.001)	1.00
Variance Component						
Student, e	.00003		.00011		.00052	
School, r0	.00133		.00220		.01396	
Affiliate, u00	.00000		.00001		.00007	

*p<.05; **p<.01; ***p<.001 – Bolded findings represent statistically significant findings.
Data Sources: CISTMS, 2005-06; PEIMS 2003-04, 2004-05, 2005-06, 2006-07; Common Core of Data 2003-04; CIS website (www.cisnet.org), accessed 2008.

Table P8. Number of CIS Student In School Suspensions

Variables	In School Suspension 2004-2005	2004-2005 Odds Ratios	In School Suspension 2005-06	2005-2006 Odds Ratios	In School Suspension 2006-07	2006-2007 Odds Ratios
Student-Level						
Elementary	-1.811 (.131) ***	0.16	-1.408 (.114) ***	0.24	-.316 (.102) **	0.73
High School	-.573 (.132) ***	0.56	-.693 (.126) ***	0.50	-1.398 (.135) ***	0.25
Limited English Proficiency	-.127 (.041) **	0.88	-.047 (.039)	0.95	-.200 (.041) ***	0.82
"At Risk" Students	.559 (.039) ***	1.75	.557 (.037) ***	1.75	.509 (.036) ***	1.66
Special Education	.157 (.029) ***	1.17	.162 (.029) ***	1.18	.188 (.032) ***	1.21
Gender (1=female)	-.423 (.026) ***	0.66	-.447 (.026) ***	0.64	-.450 (.027) ***	0.64
African American	.093 (.048)	1.10	.135 (.048) **	1.14	.326 (.053) ***	1.39
Hispanic	.049 (.045)	1.05	.146 (.045) ***	1.16	.228 (.050) ***	1.26
Free Lunch	.071 (.035) *	1.07	.115 (.035) ***	1.12	.226 (.040) ***	1.25
Reduced Lunch	-.027 (.052)	0.97	-.009 (.053)	0.99	-.025 (.058)	0.98
Other Economic Disadvantage	.240 (.065) ***	1.27	.098 (.064)	1.10	.273 (.074) ***	1.31
In School Suspension Pretest	.133 (.004) ***	1.14	.104 (.004) ***	1.11	.083 (.005) ***	1.09
Dosage 1 – Supportive Guidance	.006 (.002) ***	1.01	.006 (.002) **	1.01	.000 (.002)	1.00
Dosage 2 – Health & Human Serv.	-.004 (.005)	1.00	-.010 (.005) *	0.99	-.004 (.004)	1.00
Dosage 3 – Parental Involvement	-.001 (.007)	1.00	.011 (.005) *	1.01	-.003 (.006)	1.00
Dosage 4 – Career Awareness	.006 (.004)	1.01	-.020 (.006) ***	0.98	-.006 (.005)	0.99
Dosage 5 – Enrichment	-.008 (.001) ***	0.99	-.013 (.001) ***	0.99	-.003 (.001) **	1.00
Dosage 6 – Educational Enrichment	-.000 (.001)	1.00	.003 (.001) ***	1.00	.001 (.001)	1.00
Targeted for this Service by CIS	.425 (.036) ***	1.53	.420 (.036) ***	1.52	.207 (.037) ***	1.23
Intercept	-.972 (.107) ***	0.38	-.761 (.084) ***	0.47	-.730 (.082) ***	0.48
Cross-Level Interaction						
Urban * African American	-.128 (.095)	0.88	-.025 (.094)	0.98	-.138 (.101)	0.87
Urban * Hispanic	-.126 (.085)	0.88	.123 (.083)	1.13	-.169 (.092)	0.84
School-Level						

Variables	In School Suspension 2004-2005	2004-2005 Odds Ratios	In School Suspension 2005-06	2005-2006 Odds Ratios	In School Suspension 2006-07	2006-2007 Odds Ratios
Suburban	-.101 (.181)	0.90	-.033 (.162)	0.97	.086 (.162)	1.09
Urban	-.362 (.162) *	0.70	-.285 (.144) *	0.75	-.255 (.144)	0.77
Title 1 School	-.019 (.143)	0.98	-.065 (.129)	0.94	-.321 (.133) *	0.73
Total Students	.895 (.266) ***	2.45	.637 (.242) **	1.89	.042 (.240)	1.04
Pupil Teacher Ratio	-.088 (.028) **	0.92	-.046 (.025)	0.96	.009 (.025)	1.01
Affiliate-Level						
Years in Operation	.006 (.021)	1.01	-.024 (.016)	0.98	-.007 (.016)	0.99
Variance Component						
Student & School, r0	.89891		.74343		.75302	
Affiliate, u00	.20701		.11096		.10230	

*p<.05; **p<.01; ***p<.001 – Bolded findings represent statistically significant findings.
Data Sources: CISTMS, 2005-06; PEIMS 2003-04, 2004-05, 2005-06, 2006-07; Common Core of Data 2003-04; CIS website (www.cisnet.org), accessed 2008.

Table P9. Number of CIS Student Out of School Suspensions

Variables	Out of School Suspension 2004-2005	2004-2005 Odds Ratios	Out of School Suspension 2005-2006	2005-2006 Odds Ratios	Out of School Suspension 2006-2007	2006-2007 Odds Ratios
Student-Level						
Elementary	-1.251 (.142) ***	0.29	-1.046 (.126) ***	0.35	-.130 (.120)	0.88
High School	-.450 (.155) **	0.64	-.546 (.141) ***	0.58	-1.151 (.158) ***	0.32
Limited English Proficiency	-.045 (.061)	0.96	-.003 (.053)	1.00	-.182 (.057) **	0.83
"At Risk" Students	.734 (.069) ***	2.08	.712 (.060) ***	2.04	.678 (.060) ***	1.97
Special Education	.155 (.047) ***	1.17	.236 (.042) ***	1.27	.242 (.047) ***	1.27
Gender (1=female)	-.571 (.042) ***	0.56	-.683 (.038) ***	0.51	-.768 (.042) ***	0.46
African American	.152 (.088)	1.16	.385 (.079) ***	1.47	.375 (.094) ***	1.45
Hispanic	.096 (.081)	1.10	.224 (.073) **	1.25	.258 (.087) **	1.29
Free Lunch	.103 (.061)	1.11	.130 (.055) *	1.14	.286 (.067) ***	1.33
Reduced Lunch	.142 (.089)	1.15	.058 (.084)	1.06	.029 (.101)	1.03
Other Economic Disadvantage	.348 (.096) ***	1.42	.123 (.089)	1.13	.277 (.100) **	1.32
Out of School Suspension Pretest	.237 (.010) ***	1.27	.224 (.010) ***	1.25	.195 (.011) ***	1.22
Dosage 1 – Supportive Guidance	-.003 (.003)	1.00	.004 (.003)	1.00	.006 (.003) *	1.01
Dosage 2 – Health & Human Serv.	.014 (.008)	1.01	-.005 (.007)	1.00	.003 (.007)	1.00
Dosage 3 – Parental Involvement	.006 (.007)	1.01	.015 (.005) **	1.02	.006 (.006)	1.01
Dosage 4 – Career Awareness	-.007 (.006)	0.99	.008 (.006)	1.01	-.002 (.008)	1.00
Dosage 5 – Enrichment	-.017 (.003) ***	0.98	-.019 (.002) ***	0.98	-.014 (.002) ***	0.99
Dosage 6 – Educational Enrichment	-.001 (.002)	1.00	-.000 (.002)	1.00	.002 (.001)	1.00
Targeted for this Service by CIS	.541 (.058) ***	1.72	.718 (.055) ***	2.05	.613 (.057) ***	1.85
Intercept	-1.964 (.109) ***	0.14	-1.681 (.108) ***	0.19	-1.705 (.101) ***	0.18
Cross-Level Interaction						
Urban * African American	-.212 (.190)	0.81	-.203 (.164)	0.82	.459 (.192) *	1.58
Urban * Hispanic	-.372 (.162) *	0.69	-.072 (.142)	0.93	.032 (.164)	1.03
School-Level						

Variables	Out of School Suspension 2004-2005	2004-2005 Odds Ratios	Out of School Suspension 2005-2006	2005-2006 Odds Ratios	Out of School Suspension 2006-2007	2006-2007 Odds Ratios
Suburban	-.039 (.212)	0.96	.143 (193)	1.15	-.027 (.198)	0.97
Urban	-.016 (.185)	0.98	.127 (.170)	1.14	.223 (.174)	1.25
Title 1 School	.098 (.161)	1.10	-.082 (.148)	0.92	-.150 (.157)	0.86
Total Students	.567 (.299)	1.76	.253 (.273)	1.29	.028 (.280)	1.03
Pupil Teacher Ratio	-.044 (.031)	0.96	.000 (.028)	1.00	.019 (.028)	1.02
Affiliate-Level						
Years in Operation	.045 (.021) *	1.05	.019 (.021)	1.02	-.002 (.019)	1.00
Variance Component						
Student & School, r0	.90795		.76554		.78053	
Affiliate, u00	.18310		.20535		.16770	

*p<.05; **p<.01; ***p<.001 – Bolded findings represent statistically significant findings.

Data Sources: CISTMS, 2005-06; PEIMS 2003-04, 2004-05, 2005-06, 2006-07; Common Core of Data 2003-04; CIS website (www.cisnet.org), accessed 2008.

Table P10. Number of CIS Student Other Disciplinary Actions

Variables	Other Disciplinary Actions 2004-2005	2004-2005 Odds Ratios	Other Disciplinary Actions 2005-2006	2005-2006 Odds Ratios	Other Disciplinary Actions 2006-2007	2006-2007 Odds Ratios
Student-Level						
Elementary	-1.192 (.166) ***	0.30	-1.721 (.159) ***	0.18	-.552 (.124) ***	0.58
High School	-.155 (.180)	0.86	-.266 (.162)	0.77	-1.199 (.154) ***	0.30
Limited English Proficiency	-.112 (.068)	0.89	-.234 (.063) ***	0.79	-.255 (.060) ***	0.77
"At Risk" Students	.706 (.065) ***	2.03	.663 (.060) ***	1.94	.572 (.053) ***	1.77
Special Education	.165 (.049) ***	1.18	.185 (.045) ***	1.20	.155 (.047) ***	1.17
Gender (1=female)	-.507 (.043) ***	0.60	-.578 (.039) ***	0.56	-.574 (.039) ***	0.56
African American	.166 (.084) *	1.18	.197 (.073) **	1.22	.245 (.080) **	1.28
Hispanic	.252 (.073) ***	1.29	.159 (.066) *	1.17	.142 (.075)	1.15
Free Lunch	.114 (.059)	1.12	.099 (.053)	1.10	.275 (.060) ***	1.32
Reduced Lunch	-.102 (.089)	0.90	-.008 (.078)	0.99	.040 (.091)	1.04
Other Economic Disadvantage	.228 (.114) *	1.26	.035 (.103)	1.04	.303 (.102) **	1.35
Other Disciplinary Action Pretest	.159 (.008) ***	1.17	.140 (.009) ***	1.15	.140 (.010) ***	1.15
Dosage 1 – Supportive Guidance	-.002 (.004)	1.00	.002 (.003)	1.00	-.000 (.003)	1.00
Dosage 2 – Health & Human Serv.	-.007 (.009)	0.99	-.011 (.009)	0.99	-.005 (.008)	1.00
Dosage 3 – Parental Involvement	.019 (.007) **	1.02	.021 (.007) **	1.02	.001 (.009)	1.00
Dosage 4 – Career Awareness	-.007 (.006)	0.99	-.010 (.007)	0.99	-.003 (.008)	1.00
Dosage 5 – Enrichment	-.007 (.002) ***	0.99	-.022 (.003) ***	0.98	-.015 (.002) ***	0.99
Dosage 6 – Educational Enrichment	-.007 (.002) ***	0.99	-.003 (.002)	1.00	-.001 (.002)	1.00
Targeted for this Service by CIS	.605 (.060) ***	1.83	.571 (.054) ***	1.77	.343 (.054) ***	1.41
Intercept	-2.150 (.155) ***	0.12	-1.844 (.126) ***	0.16	-1.541 (.109) ***	0.21
Cross-Level Interaction						
Urban * African American	-.553 (.188) **	0.58	-.386 (.153) *	0.68	.112 (.157)	1.12
Urban * Hispanic	-.332 (.149) *	0.72	-.081 (.132)	0.92	-.042 (.137)	0.96
School-Level						

Variables	Other Disciplinary Actions 2004-2005	2004-2005 Odds Ratios	Other Disciplinary Actions 2005-2006	2005-2006 Odds Ratios	Other Disciplinary Actions 2006-2007	2006-2007 Odds Ratios
Suburban	-.055 (.251)	0.95	.318 (.229)	1.37	-.110 (.196)	0.90
Urban	.008 (.222)	1.01	.312 (.202)	1.37	-.221 (.170)	0.80
Title 1 School	-.032 (.192)	0.97	.140 (.171)	1.15	-.104 (.155)	0.90
Total Students	1.096 (.361) **	2.99	.529 (.322)	1.70	.458 (.284)	1.58
Pupil Teacher Ratio	-.108 (.038) **	0.90	-.033 (.034)	0.97	-.014 (.028)	0.99
Affiliate-Level						
Years in Operation	.004 (.030)	1.00	-.017 (.024)	0.98	-.013 (.021)	0.99
Variance Component						
Student & School, r0	1.29965		1.10508		.83167	
Affiliate, u00	.45802		.28295		.21472	

*p<.05; **p<.01; ***p<.001 – Bolded findings represent statistically significant findings.

Data Sources: CISTMS, 2005-06; PEIMS 2003-04, 2004-05, 2005-06, 2006-07; Common Core of Data 2003-04; CIS website (www.cisnet.org), accessed 2008.

APPENDIX Q:

DETAILED RESULTS OF THE BETWEEN CASE-MANAGED AND NON-CASE MANAGED COMPARISONS

Detailed Results of the Between Case-Managed and Non Case-Managed Comparisons

Table Q1. Changes in Dropout Rates Over Time (Within and Between Group Comparisons)

Within Group	Comparison Period	Significance	
Case-managed	2005-06 vs 2006-07	<.01	
Non case-managed	2005-06 vs 2006-07	<.001	
Between Group	**Comparison Period**	**Significance of the CIS Effect**	**Bias-Corrected Effect Size (g)**
Case-managed vs non case-managed	2005-06	NS	0.43
Case-managed vs non case-managed	2006-07	NS	0.15

Data Source: PEIMS 2005-06 to 2006-07

Table Q2. Changes in Promotion Rates Over Time (Within and Between Group Comparisons)

Within Groups	Comparison Period	Significance	
Case-managed	2004-05 vs 2005-06	NS	
Case-managed	2004-05 vs 2006-07	<.001	
Case-managed	2005-06 vs 2006-07	<.001	
Non case-managed	2004-05 vs 2005-06	<.05	
Non case-managed	2004-05 vs 2006-07	<.001	
Non-case managed	2005-06 vs 2006-07	<.001	
Between Groups	**Comparison Period**	**Significance**	**Bias-Corrected Effect Size (g)**
Case-managed vs non case-managed	2004-05	NS	-0.13
Case-managed vs non case-managed	2005-06	NS	-0.24
Case-managed vs non case-managed	2006-07	<.05	-0.12

Data Source: PEIMS 2004-05 to 2006-07

Table Q3. Changes in Attendance Rates Over Time (Within and Between Group Comparisons)

Group	Comparison Period	Significance	
Case-managed	2003-04 vs 2004-05	<.001	
Case-managed	2003-04 vs 2005-06	<.001	
Case-managed	2003-04 vs 2006-07	<.001	
Case-managed	2004-05 vs 2005-06	<.001	
Case-managed	2004-05 vs 2006-07	<.001	
Case-managed	2005-06 vs 2006-07	<.001	
Non case-managed	2003-04 vs 2004-05	<.001	
Non case-managed	2003-04 vs 2005-06	<.001	
Non case-managed	2003-04 vs 2006-07	<.001	
Non case-managed	2004-05 vs 2005-06	<.001	
Non case-managed	2004-05 vs 2006-07	<.001	
Non case-managed	2005-06 vs 2006-07	<.001	
Between Groups	**Comparison Period**	**Significance**	**Bias-Corrected Effect Size (g)**
Case-managed vs non case-managed	2003-04	<.05	-0.14
Case-managed vs non case-managed	2004-05	<.001	-0.17
Case-managed vs non case-managed	2005-06	<.05	-0.12
Case-managed vs non case-managed	2006-07	<.001	-0.21

Data Source: PEIMS 2003-04 to 2006-07

Table Q4. Changes in Percentage of Students Meeting TAKS Math Standard Over Time (Within and Between Group Comparisons)

Group	Comparison Period	Significance	
Case-managed	2003-04 vs 2004-05	<.001	
Case-managed	2003-04 vs 2005-06	<.001	
Case-managed	2003-04 vs 2006-07	<.001	
Case-managed	2004-05 vs 2005-06	<.05	
Case-managed	2004-05 vs 2006-07	NS	
Case-managed	2005-06 vs 2006-07	<.05	
Non case-managed	2003-04 vs 2004-05	<.001	
Non case-managed	2003-04 vs 2005-06	NS	
Non case-managed	2003-04 vs 2006-07	<.001	
Non case-managed	2004-05 vs 2005-06	NS	
Non case-managed	2004-05 vs 2006-07	NS	
Non case-managed	2005-06 vs 2006-07	<.05	
Between Groups	**Comparison Period**	**Significance**	**Bias-Corrected Effect Size (g)**
Case-managed vs non case-managed	2003-04	NS	-0.15
Case-managed vs non case-managed	2004-05	<.001	-0.37
Case-managed vs non case-managed	2005-06	<.05	-0.34
Case-managed vs non case-managed	2006-07	<.05	-0.30

Data Source: PEIMS 2003-04 to 2006-07

Table Q5. Changes in Percentage of High School Students Passing Math Courses Over Time (Within and Between Group Comparisons)

Group	Comparison Period	Significance	
Case-managed	2003-04 vs 2004-05	NS	
Case-managed	2003-04 vs 2005-06	NS	
Case-managed	2003-04 vs 2006-07	<.05	
Case-managed	2004-05 vs 2005-06	NS	
Case-managed	2004-05 vs 2006-07	<.001	
Case-managed	2005-06 vs 2006-07	<.001	
Non case-managed	2003-04 vs 2004-05	NS	
Non case-managed	2003-04 vs 2005-06	NS	
Non case-managed	2003-04 vs 2006-07	NS	
Non case-managed	2004-05 vs 2005-06	NS	
Non case-managed	2004-05 vs 2006-07	NS	
Non case-managed	2005-06 vs 2006-07	<.05	
Between Groups	**Comparison Period**	**Significance**	**Bias-Corrected Effect Size (g)**
Case-managed vs non case-managed	2003-04	NS	-0.04
Case-managed vs non case-managed	2004-05	NS	-0.20
Case-managed vs non case-managed	2005-06	NS	-0.08
Case-managed vs non case-managed	2006-07	NS	0.12

Data Source: PEIMS 2003-04 to 2006-07

Table Q6. Change in Percentage of Students Meeting TAKS Reading Standard Over Time (Within and Between Group Comparisons)

Group	Comparison Period	Significance	
Case-managed	2003-04 vs 2004-05	<.001	
Case-managed	2003-04 vs 2005-06	<.001	
Case-managed	2003-04 vs 2006-07	NS	
Case-managed	2004-05 vs 2005-06	NS	
Case-managed	2004-05 vs 2006-07	NS	
Case-managed	2005-06 vs 2006-07	<.05	
Non case-managed	2003-04 vs 2004-05	<.001	
Non case-managed	2003-04 vs 2005-06	<.001	
Non case-managed	2003-04 vs 2006-07	NS	
Non case-managed	2004-05 vs 2005-06	NS	
Non case-managed	2004-05 vs 2006-07	<.05	
Non case-managed	2005-06 vs 2006-07	<.05	
Between Groups	**Comparison Period**	**Significance**	**Bias-Corrected Effect Size (g)**
Case-managed vs non case-managed	2003-04	NS	0.00
Case-managed vs non case-managed	2004-05	NS	-0.20
Case-managed vs non case-managed	2005-06	NS	-0.08
Case-managed vs non case-managed	2006-07	NS	0.12

Data Source: PEIMS 2003-04 to 2006-07

Table Q7. Changes in Percentage of High School Students Passing English/Language Arts Courses Over Time (Within and Between Group Comparisons)

Group	Comparison Period	Significance	
Case-managed	2003-04 vs 2004-05	<.05	
Case-managed	2003-04 vs 2005-06	NS	
Case-managed	2003-04 vs 2006-07	NS	
Case-managed	2004-05 vs 2005-06	NS	
Case-managed	2004-05 vs 2006-07	<.001	
Case-managed	2005-06 vs 2006-07	<.001	
Non case-managed	2003-04 vs 2004-05	<.05	
Non case-managed	2003-04 vs 2005-06	NS	
Non case-managed	2003-04 vs 2006-07	NS	
Non case-managed	2004-05 vs 2005-06	NS	
Non case-managed	2004-05 vs 2006-07	NS	
Non case-managed	2005-06 vs 2006-07	NS	
Between Groups	**Comparison Period**	**Significance**	**Bias-Corrected Effect Size (g)**
Case-managed vs non case-managed	2003-04	<.05	-0.33
Case-managed vs non case-managed	2004-05	NS	-0.27
Case-managed vs non case-managed	2005-06	NS	-0.27
Case-managed vs non case-managed	2006-07	NS	-0.11

Data Source: PEIMS 2003-04 to 2006-07

Table Q8. Changes in Percentage of Students with Out of School Suspensions Over Time (Within and Between Group Comparisons)

Group	Comparison Period	Significance	
Case-managed	2003-04 vs 2004-05	<.001	
Case-managed	2003-04 vs 2005-06	<.001	
Case-managed	2003-04 vs 2006-07	<.05	
Case-managed	2004-05 vs 2005-06	NS	
Case-managed	2004-05 vs 2006-07	<.01	
Case-managed	2005-06 vs 2006-07	<.001	
Non case-managed	2003-04 vs 2004-05	<.01	
Non case-managed	2003-04 vs 2005-06	<.05	
Non case-managed	2003-04 vs 2006-07	NS	
Non case-managed	2004-05 vs 2005-06	NS	
Non case-managed	2004-05 vs 2006-07	<.05	
Non case-managed	2005-06 vs 2006-07	NS	
Between Groups	**Comparison Period**	**Significance**	**Bias-Corrected Effect Size (g)**
Case-managed vs non case-managed	2003-04	NS	0.12
Case-managed vs non case-managed	2004-05	<.001	0.25
Case-managed vs non case-managed	2005-06	<.001	0.33
Case-managed vs non case-managed	2006-07	<.05	0.21

Data Source: PEIMS 2003-04 to 2006-07

Table Q9. Changes in Percentage of Students with In School Suspensions Over Time (Within and Between Group Comparisons)

Group	Comparison Period	Significance	
Case-managed	2003-04 vs 2004-05	<.001	
Case-managed	2003-04 vs 2005-06	<.001	
Case-managed	2003-04 vs 2006-07	NS	
Case-managed	2004-05 vs 2005-06	NS	
Case-managed	2004-05 vs 2006-07	<.001	
Case-managed	2005-06 vs 2006-07	<.001	
Non case-managed	2003-04 vs 2004-05	<.01	
Non case-managed	2003-04 vs 2005-06	<.01	
Non case-managed	2003-04 vs 2006-07	<.01	
Non case-managed	2004-05 vs 2005-06	NS	
Non case-managed	2004-05 vs 2006-07	<.001	
Non case-managed	2005-06 vs 2006-07	<.001	
Between Groups	**Comparison Period**	**Significance**	**Bias-Corrected Effect Size (g)**
Case-managed vs non case-managed	2003-04	NS	0.03
Case-managed vs non case-managed	2004-05	<.001	0.18
Case-managed vs non case-managed	2005-06	<.001	0.22
Case-managed vs non case-managed	2006-07	NS	0.14

Data Source: PEIMS 2003-04 to 2006-07

Table Q10. Changes in Percentage of Students with Other Disciplinary Actions Over Time (Within and Between Group Comparisons)

Group	Comparison Period	Significance	
Case-managed	2003-04 vs 2004-05	<.001	
Case-managed	2003-04 vs 2005-06	<.001	
Case-managed	2003-04 vs 2006-07	<.001	
Case-managed	2004-05 vs 2005-06	NS	
Case-managed	2004-05 vs 2006-07	NS	
Case-managed	2005-06 vs 2006-07	<.01	
Non case-managed	2003-04 vs 2004-05	<.001	
Non case-managed	2003-04 vs 2005-06	<.001	
Non case-managed	2003-04 vs 2006-07	<.001	
Non case-managed	2004-05 vs 2005-06	NS	
Non case-managed	2004-05 vs 2006-07	NS	
Non case-managed	2005-06 vs 2006-07	NS	
Between Groups	**Comparison Period**	**Significance**	**Bias-Corrected Effect Size (g)**
Case-managed vs non case-managed	2003-04	NS	0.14
Case-managed vs non case-managed	2004-05	<.001	0.27
Case-managed vs non case-managed	2005-06	<.001	0.29
Case-managed vs non case-managed	2006-07	NS	0.21

Data Source: PEIMS 2003-04 to 2006-07

Table Q11. Results of Multilevel Logistic Regression Model Analysis Comparing Case-Managed to Non Case Managed Students[1]

Outcome	CIS Student Effect Logit (Standard Error)	Odds Ratio
Graduation (only high school seniors)		
2006-07	-0.55 (0.13)***	0.58
Promotion		
2006-07	-0.20 (0.10)*	0.82
Math Met Standard		
2004-05	-0.42 (0.14)**	0.66
2005-06	-0.43 (0.14)**	0.65
2006-07	-0.71 (0.27)*	0.49
Reading Met Standard		
2004-05	0.02 (0.13)	1.02
2005-06	-0.08 (0.15)	0.92
2006-07	-0.05 (0.30)	0.95
Disciplinary Action (all types)		
2004-05	0.37 (0.10)***	1.45
2005-06	0.52 (0.10)***	1.68
2006-07	0.33 (0.11)**	1.39
Passed Math Course		
2004-05	-.34 (0.14) *	0.71
2005-06	-0.05 (0.15)	0.95
2006-07	-0.03 (.43)	0.97
Passed Reading Course		
2004-05	-0.25 (0.15)	0.78
2005-06	-0.41 (0.17)*	0.67
2006-07	-0.11 (0.26)	9.90

Significance level: *p<.05; **p<.01; ***p<.001

Data Source: PEIMS 2004-05 to 2006-07

Table Q12. Results of HLM Analysis for Attendance Comparing Case-Managed to Non Case Managed Students

Outcome	CIS Student Effect (Standard Error)	Standardized Coefficient[2]
Attendance		
2004-05	-0.0051 (0.00)**	-0.13
2005-06	-0.0076 (0.00)**	-0.13
2006-07	-0.0127 (0.00)***	-0.15

Significance level:: *p<.05; **p<.01; ***p<.001

Data Source: PEIMS 2003-04 to 2006-07

[1] No random effect was estimated for Graduation (small N problem), Disciplinary Action 2004-05 and 2006-07 (lack of between-school variance).

[2] Standardized Coefficients were derived by rerunning the same HLM models after the outcome were standardized by a sample mean and SD.

APPENDIX R:

TESTS OF SIGNIFICANCE AND EFFECT SIZES FOR SCHOOL-LEVEL COMPARISONS

Tests of Significance and Effect Sizes for School-level Comparisons

Table R1. Within-Group Comparisons Over Time (Main Effects)

Outcomes	CIS schools			Non-CIS schools		
	F-value statistic	P-value	Partial Eta Squared (h2)	F-value statistic	P-value	Partial Eta Squared (h2)
Annual Dropout	F (1, 43) = 0.24	.879	.001	F (1, 43) = 1.91	.174	.043
Promoting Power	F (1, 37) = 2.35	.134	.060	F (1, 37) = .81	.371	.022
4-year Dropout	F (1, 38) = 12.6	.001	.249*	F (1, 38) = 3.89	.056	.093
Graduation Rate	F (1, 39) = .425	.518	.011	F (1, 39) = .567	.456	.014
Attendance Rate	F (1, 266) = 18.2	.000	.064*	F (1, 266) = 5.6	.181	.021
Attendance (Elementary)	F (1, 148) = 15.3	.000	.094*	F (1, 148) = 2.42	.124	.015
Attendance (Middle)	F (1, 65) = 5.4	.023	.077*	F (1, 65) = 2.28	.133	.036
Attendance (High)	F (1, 51) = 2.44	.124	.046	F (1, 51) = 1.36	.247	.026
SAT/ACT Test Takers	F (1, 45) = .00	.964	0	F (1, 45) = .04	.835	0
SAT Mean Scores	F (1, 39) = 1.72	.197	.042	F (1, 39) = .43	.513	.011
ACT Mean Scores	F (1, 44) = .97	.329	.022	F (1, 44) = .01	.938	0
Math 4 (TAAS)	F (1, 62) = 52.2	.000	.457*	F (1, 62) = 27.8	.000	.310*
Math 4 (TAKS)	F (1, 23) = .413	.527	.018	F (1, 23) = 11.5	.002	.335*
Read 4 (TAAS)	F (1, 64) = 19.7	.000	.235*	F (1, 64) = 2.9	.09	.044
Read 4 (TAKS)	F (1, 27) = .058	.811	.002	F (1, 27) = 3.3	.078	.110
Math 8 (TAAS)	F (1, 26) = 37.8	.000	.593*	F (1, 26) = 41.8	.000	.617*
Math 8 (TAKS)	F (1, 14) = 2.5	.136	.152	F (1, 14) = .457	.510	.032
Read 8 (TAAS)	F (1, 26) = 47.6	.000	.647*	F (1, 26) = 38.6	.000	.598*
Read 8 (TAKS)	F (1, 14) = 5.3	.038	.274*	F (1, 14) = 3.8	.07	.214
Math 10 (TAAS)	F (1, 20) = 83.5	.000	.807	F (1, 20) = 51.2	.000	.719*
Math 10 (TAKS)	F (1, 13) = 9.1	.010	.412*	F (1, 13) = 15.4	.002	.542*
Read 10 (TAAS)	F (1, 20) = 27.9	.000	.583*	F (1, 20) = 34.7	.000	.635*
Read 10 (TAKS)	F (1, 13) = 7.1	.019	.354*	F (1, 13) = .124	.730	.009
All suspensions (Elementary)	F (1, 33) = 2.37	.133	.067	F (1, 33) = 1.64	.209	.047
All suspensions (Middle)	F (1, 23) = 3.83	.063	.143	F (1, 23) = 6.54	.018	.221*
All suspensions (High)	F (1, 24) = 16.6	.000	.410*	F (1, 24) = 3.24	.084	.119
Drug Suspensions	F (1, 12) = 7.51	.018	.385*	F (1, 12) = 7.56	.018	.387*
Expulsions	F (1, 5) = 2.49	.175	.333	F (1, 5) = .153	.712	.030

*Sig. ($p<.05$).

Data Source: AEIS 1999-2000 – 2006-07

Table R2. Between-Group Comparisons at Each Time Point (significance of t-tests from pairwise comparisons & standardized effect sizes)

Outcomes	Pre	Post1	Post2	Post3
Annual Dropout	.161 (ES=0.29)	.451 (ES=0.19)	.588 (ES=-0.11)	.744 (ES=0.06)
4-Year Dropout	.960 (ES=-0.02)	.441 (ES=0.15)	.688 (ES=0.10)	.534 (ES=0.00)
Graduation Rate	.684 (ES=-0.10)	.578 (ES=-0.12)	.622 (ES=-0.12)	.541 (ES=-0.14)
Promoting Power	.851 (ES=-0.05)	.847 (ES=0.05)	.907 (ES=-0.06)	.824 (ES=0.07)
Attendance	.305 (ES=-0.56)	.244 (ES=-0.12)	.359 (ES=-0.06)	.770 (ES=0.00)
Attendance elementary	.466 (ES=-0.12)	.193 (ES=-0.13)	.561 (ES=-0.12)	.565 (ES=-0.12)
Attendance middle	.496 (ES=-0.14)	.372 (ES=-0.17)	.453 (ES=-0.08)	.710 (ES=-0.08)
Attendance high	.390 (ES=-0.24)	.515 (ES=-0.18)	.448 (ES=-0.15)	.479 (ES=-0.1)
Math 4 (TAAS)	.783 (ES=0.05)	.938 (ES=0.02)	.393 (ES= 0.15)	.006* (ES=0.53)
Math 4 (TAKS)	.409 (ES=-0.24)	.905 (ES=0.03)	.093 (ES=0.5)	.346 (ES=0.28)
Read 4 (TAAS)	.864 (ES=0.03)	.153 (ES=0.25)	.050* (ES=0.35)	.064 (ES=0.33)
Read 4 (TAKS)	.509 (ES=-0.17)	.382 (ES=0.23)	.719 (ES=0.11)	.674 (ES=0.11)
Math 8 (TAAS)	.394 (ES=0.21)	.620 (ES=0.14)	.766 (ES=0.09)	.474 (ES=0.19)
Math 8 (TAKS)	.647 (ES=-0.14)	.626 (ES=-0.18)	.284 (ES=-0.39)	.116 (ES=-0.59)
Read 8 (TAAS)	.456 (ES=0.19)	.791 (ES=-0.06)	.613 (ES=0.14)	.852 (ES=0.05)
Read 8 (TAKS)	.930 (ES=0.03)	.478 (ES=0.26)	.543 (ES=0.23)	.982 (ES=0.01)
Math 10 (TAAS)	.808 (ES=0.08)	.557 (ES= 0.18)	.730 (ES=0.1)	.962 (ES=0.02)
Math 10 (TAKS)	.850 (ES=-0.07)	.950 (ES=-0.03)	.796 (ES=0.10)	.684 (ES=-0.16)
Read 10 (TAAS)	.856 (ES=0.05)	.773 (ES=0.1)	.577 (ES=0.17)	.957 (ES=0.02)
Read 10 (TAKS)	.916 (ES=-0.04)	.111 (ES=0.64)	.340 (ES=0.37)	.090 (ES=0.67)
SAT/ACT Test Takers	.387 (ES=-0.17)	.834 (ES=0.03)	.825 (ES=-0.05)	.444 (ES=-0.16)
SAT Mean Scores	.981 (ES=-0.05)	.977 (ES=-0.21)	.933 (ES=0.00)	.789 (ES=0.00)
ACT Mean Scores	.864 (ES=0.00)	.619 (ES=-0.01)	.950 (ES=0.02)	.962 (ES=0.06)
All suspensions (Elementary)	.948 (ES=-0.02)	.484 (ES=-0.26)	.824 (ES=-0.05)	.764 (ES=-0.07)
All suspensions (Middle)	.115 (ES=0.46)	.039* (ES=0.61)	.395 (ES=0.25)	.180 (ES=0.39)
All suspensions (High)	.943 (ES= 0.02)	.703 (ES=-0.11)	.974 (ES=0.01)	.554 (ES=0.17)
Drug Suspensions	.176 (ES=0.55)	.192 (ES=0.54)	.325 (ES=0.39)	.924 (ES=-0.04)
Expulsions	1.00 (ES=0.00)	1.00 (ES=0.00)	.845 (ES=-0.12)	.341 (ES=-0.58)

* Sig. ($p<.05$)

Data Source: AEIS 1999-2000 – 2006-07