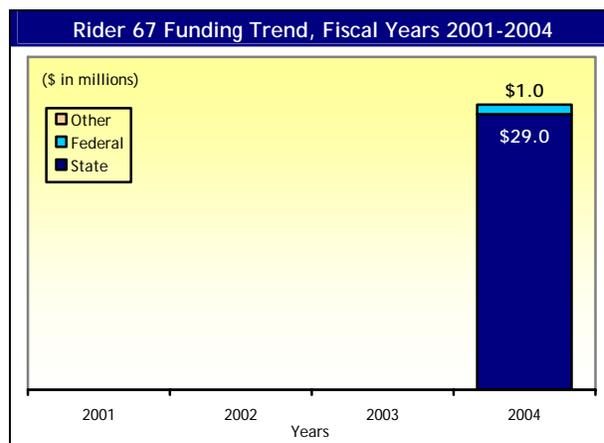


Summary by the Texas State Auditor's Office on:

High School Completion and Success Program (HSCS)

GAA, Page III-19, Rider 67 (78th Legislature)

Funding Sources, Fiscal Year 2004 ^a		
Federal	State Appropriations	Other
\$1,000,000	\$ 29,000,000	\$ 0
Funding Method	Competitive grants	
No. of Grants	128	
Range	\$15,000 - \$600,000	
Eligible Entities	LEAs, ^b SSAs	



Flow of HSCS Program Funds, Fiscal Years 2001-2004							LEAs, Other Entities, Students, and Parents Served	
Year	Appropriated	Budgeted	Awarded	Expended	Deobligated	Lapsed	LEAs	Students
2004	\$ 30,000,000	\$ 22,190,000	\$ 21,792,432	NYA	NYA	NYA	128	NYA ^c
Totals	\$ 30,000,000	\$ 22,190,000	\$ 21,792,432	NYA	NYA	NYA	128	NYA

UA - Unavailable NA - Category does not apply NYA- Not yet available (as of report date)

^a \$30 million, the total amount appropriated by Rider 67 for fiscal year 2004, was intended to fund multiple programs, of which HSCS is the largest, budgeted by TEA at \$22.2 million for school year 2003-04. Rider 67 funds additional initiatives, such as Texas Grants to Reduce Academic Dropouts, an evaluation of these two programs by Texas A&M University, and academic competitions.

^b Eligible LEAs are those that had one or more low-performing schools in school year 2002-03 or one or more underperforming schools for the 2003 TAKS administration.

^c This is a new program, and the data for students served is not yet available. However, detailed data on student participation will be the basis of an evaluation of this program to be performed by Texas A&M University, beginning in fall 2004.

Targeted Students and Grade Levels

Students in grades 9-12 who are deficient in credits and in danger of not graduating in 4 years and students in grade 11 who have not passed the exit TAKS.

Program Components

Program Component	Required/Recommended/Allowed
Counseling/Case Management	✓
Diagnostics-Based Intervention	✓
Academic Intervention	✓
Small Group Instruction/Limited Class Size	
School-Day or Out-of-School Activity	School-Day and Out-of-School
Computer Assisted Instruction	✓
Literacy/ESL/Bilingual Instruction	✓
College Preparation	✓

Program Component	Required/Recommended/Allowed
Career Preparation	✓
Mentoring	✓
Professional Development	
Parental Involvement/Education	✓
Community Involvement/Services/Enrichment	✓
Pregnancy and Parenting Services	
Children's Day Care	
Safe Environment	

The information in these program summaries has been compiled from multiple sources of varying reliability and is unaudited. Sources include the Texas Education Agency, the U.S. Department of Education, the Texas Department of Family and Protective Services, universities, colleges, and other nonprofit organizations.

Comments

The HSCS Program allows LEAs to provide high school students with many different types of academic support and requires an individualized graduation plan (IGP) for all students on funded campuses. Its intent is to (1) increase student achievement, such as TAKS scores and credit accrual, (2) increase the number of students who graduate within four years after entering ninth grade, (3) increase the number of students who graduate college-ready, and (4) decrease the number of criminal and non-criminal incidents on campus. The 78th Legislature rolled the Ninth Grade Student Success Initiative (Basic Skills Program for High School Students), funded in previous years, into this expanded for all high school students.

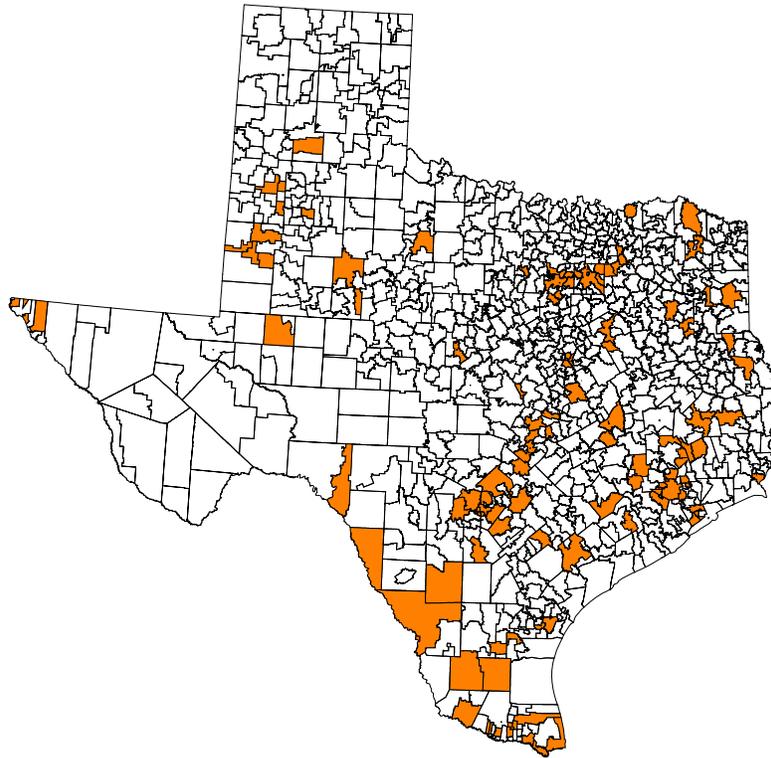
Evaluation*

School year 2003-04 is the first year of this program. TEA has contracted with Texas A&M University (TAMU) to evaluate program implementation as it occurs at the 128 schools awarded grants and also across a broad range of performance outcomes that reflect the legislative intent for the program. TAMU will use individual student data for a randomly selected group of students and total numbers and percentages of students served to evaluate improvements in the four targeted performance areas listed above. The interim report is due February 2005, and the final report is due in April 2006.

* In most cases it is not possible to isolate the effects of funding for a single program on students' performance because districts applying for state funding for at-risk students are required to combine local, state, and federal resources to maximize services to at-risk students. For the same reason, a single program's cost does not provide a meaningful basis for determining the cost per student of a desired or achieved outcome.

High School Completion and Success Program (HSHC)

Statewide Distribution, School Year 2003-04
(Divided by LEA jurisdictions)



The information in these program summaries has been compiled from multiple sources of varying reliability and is unaudited. Sources include the Texas Education Agency, the U.S. Department of Education, the Texas Department of Family and Protective Services, universities, colleges, and other nonprofit organizations.