

Students Training for Academic Readiness (STAR)

Year One Evaluation Report

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CHAPTER 1

INTRODUCTION

The federal Gaining Early Awareness and Readiness for Undergraduate Programs, or GEAR UP, strives to equalize low-income students' access to higher education by increasing their participation in rigorous coursework, providing expanded opportunities for low-income students and parents to learn about postsecondary educational opportunities and financing options, and forging strong partnerships between school districts, colleges, and community support groups. Created as part of the reauthorization of the Higher Education Act of 1965, GEAR UP began in 1998 as a system of federally funded grants targeted to schools in which at least 50% of students are designated as low income by their eligibility for free- or reduced-price lunches. GEAR UP grants extend across six school years and require that districts begin providing services to students no later than the seventh grade and that service continue until students graduate from high school.

The Texas Education Agency (TEA) participated in the first implementation of GEAR UP state grants through the Texans Getting Academically Prepared (TGAP) project, which extended from the 1999-00 school year through 2004-05. The Texas Center for Educational Research (TCER) conducted the evaluation of the TGAP project and was included as the TEA's evaluation partner for the Agency's second GEAR UP grant, Students Training for Academic Readiness (STAR). In addition, to awarding grants to state agencies such as the TEA, GEAR UP also provides grants to partnerships of school districts, colleges, and other organizations. Approximately 20 such partnership grants operated in Texas during the 2006-07 school year.

The STAR project began providing services to students in six south Texas school districts in 2006-07, and services will continue through the 2011-12 school year. Each STAR district is eligible to receive funding ranging from \$125,000 to \$250,000 annually for each year of the grant and must provide matching funds equivalent to at least 101.55% of the federal contribution. The TEA selected STAR districts in disadvantaged areas of the Gulf Coast region in which "a college education seems almost impossible" for many at-risk students (TEA, GEAR UP grant application, 2006). In addition to these factors, TEA noted that the leaders in the mostly rural STAR districts demonstrated "a keen interest in promoting systemic change using GEAR UP intervention strategies" (TEA, GEAR UP grant application, 2006).

The six STAR districts include:

1. Alice Independent School District, Alice, Texas;
2. Brooks County Independent School District, Falfurrias, Texas;
3. Corpus Christi Independent School District, Corpus Christi, Texas;
4. Kingsville Independent School District, Kingsville, Texas;
5. Mathis Independent School District, Mathis, Texas; and
6. Odem-Edroy Independent School District, Odem, Texas.

STAR districts exceed state averages in the proportion of low-income and minority students they serve and lag state averages in terms of their testing outcomes and graduation rates. In addition, the TEA determined that the STAR districts exhibit a lack of family and community resources

critical to supporting participation in higher education and demonstrate a variety of challenges with respect to preparing students for successful postsecondary experiences. Each STAR district includes a high school and its associated feeder pattern middle school in the project.

In addressing these challenges, STAR seeks to:

1. Increase information provided to students and their families regarding postsecondary activities (Information Access and Early Intervention);
2. Increase student access to advanced academic programs (Advanced Academics);
3. Increase training for teachers and counselors regarding the assessment of student abilities and the means for assisting students in postsecondary choices (Educator Preparation); and
4. Increase parent involvement and community and family support in a student's decision to go to college (Family and Community Participation and Support).

BACKGROUND

A growing body of recent research linking students' high school experiences to postsecondary enrollment and performance indicates that students are most likely to be successful in college if they have experienced rigorous academic preparation combined with strong family and community supports (Adelman, 1999, 2006; Levin, Belfield, Muennig, Rouse, 2007; Roderick, Nagaoka, & Allensworth, 2006).

According to Adelman (1999), a high quality and rigorous high school curriculum trumps test scores, class ranks, and grade point averages as the most important determinant in the likelihood of a student completing a bachelor's degree. In addition, providing access to a rigorous high school curriculum is "the most important objective" in preparing students for postsecondary educational opportunities. Adelman notes that the effect of a rigorous academic curriculum is considerably stronger for African American and Latino students than for Whites (pp. 84-86), and that the combined effect of a student's academic resources (i.e., strength of high school curriculum, test scores, and class rank) is stronger than socio-economic status in determining whether a student will earn a bachelor's degree (pp. 19-20).

But access to rigorous coursework is not particularly meaningful unless students take advantage of the opportunity. Thus, it is necessary to create supportive student structures anchored in school, parent, and community environments that foster educational goals and encourage academic achievement (Adelman, 1999). In their 2007 review of high school intervention strategies designed to improve graduation rates, Levin et al. concluded that "The strongest programs for increasing high school graduation rates and subsequent college participation will combine interventions in the school with those in the family, neighborhood, and community" (p. 22).

In alignment with these findings, STAR combines the energies of the TEA, local school districts, and partner organizations drawn from colleges and universities as well as community groups in addressing the project's goals.

STAR Partners

The TEA identified four project partners in its GEAR UP grant application: (1) P-16 Partnership for Student Success through the College of Education at Texas A&M University at Corpus Christi (P²S²), (2) the College Board, (3) the National Hispanic Institute (NHI), and (4) Fathers Active in Communities and Education (FACE).

STAR partners were selected because of their “established record of providing services, support, and increased opportunities to prepare targeted students for successful postsecondary experiences” (TEA, GEAR UP Grant Application, 2006). Each STAR partner organization shares the common goal of preparing students to obtain a college education, and ultimately to work in a career that will offer long-term financial and personal rewards. At the same time, each partner brings a unique approach to achieving this goal—from providing informational services to strengthening specific skill sets for students, parents, and teachers to engaging community support.

Texas Education Agency (TEA). The TEA acts as the fiscal agent for the GEAR UP/STAR grant, and as such, disburses grant funds to STAR districts and project partners, as well as other organizations that participate in the project. The TEA also provides a program manager who serves as the agency liaison for the STAR project, as well as for statewide P-16 initiatives. TEA coordinates the development of the P-16 Rigorous Education Plan (PREP) and the design of supporting collaborative team training for staff in STAR districts. TEA also extends PREP training to educators throughout the state.

During the first year of the project, the TEA worked closely with project partners and facilitated information exchange among STAR partners and participating school districts through regular project meetings. While meetings were originally scheduled on a quarterly basis, partner organizations and school staff met almost monthly during the first year of the project. In addition to facilitating communication among partners and schools, TEA staff coordinated the grant application process for STAR districts and the contract negotiation process for project partners.

In addition to its role in the STAR project, the TEA coordinated a statewide network of GEAR UP grants, including all Texas partnership grants. The TEA organized meetings for partnership grant directors and staff and planned the distribution of College Planning Portfolios to all Texas GEAR UP partnership grantees.

P-16 Partnership for Student Success through the College of Education at Texas A&M University at Corpus Christi (P²S²). In its role as a STAR partner, the P²S² office supports GEAR UP primarily through its Pre-College Outreach Center. The Pre-College Outreach Center develops activities for students, educators, and parents and acts as a liaison between students, parents, and colleges. The center promotes academic rigor, particularly in the areas of science and math, by training teachers in vertical teaming and other strategies designed to support the goals of GEAR UP. The center offers sessions designed to assist parents with financial aid and strives to build local community and business sponsorship of academics. The Pre-College Outreach Center also coordinates the University Faculty Fellows mentoring program.

The STAR Implementation Director housed at the P²S² Pre-College Outreach Center assists districts in implementing the project and works with P²S² staff to develop activities for students, parents, and educators in the six STAR districts. During the first year of the project, P²S² staff members supported the STAR districts with assistance in planning and executing college awareness activities. P²S² representatives worked with campus staff to develop activities; advised districts on grant implementation issues; made presentations to students, parents, and teachers on college awareness topics; and collaborated with partner organizations.

The College Board. The College Board is a nonprofit association that strives to assist students in preparing for and enrolling in college. The College Board oversees the SAT and PSAT/NMSQT college testing programs, as well as the Advanced Placement (AP) program of college preparatory coursework and testing. In its STAR partnership role, the College Board provides training for STAR educators in successful vertical teaming, strategies for teaching AP and pre-AP content, and preparation for students taking the PSAT and SAT tests. During the first year of the project, the College Board also provided a college awareness curriculum – CollegeEd – offered to seventh grade students.

The National Hispanic Institute (NHI). The NHI offers programs designed to facilitate college and university experiences for Latino high school students and their parents and to develop future community leaders. NHI programs focus on the development of student leadership skills and increased awareness of college admissions processes. As a STAR partner, the NHI's role is to mentor and provide leadership training for students and to facilitate student visits to college and university campuses. The NHI is further expected to provide opportunities for parents and students to learn about the knowledge and skills needed for work in the 21st century and to increase their community involvement. Through its Collaborative Research Center, NHI will conduct research to assess the leadership potential and college readiness of students, as well as investigate family management practices utilized by parents.

Fathers Active in Communities and Education (FACE). FACE offers training designed to expand parents' awareness of college opportunities and to strengthen parents' understanding of their role in supporting student's academic achievement and decision making. FACE also works with STAR educators to develop strategies to expand opportunities for parents' meaningful involvement in the academic culture of the school and to increase local businesses support for academics on STAR campuses. The organization's distinctive competency is its ability to engage fathers and other male figures in the educational environment.

DESIGNING SERVICES AND ACTIVITIES

STAR partner organizations are expected to design services and activities that support districts in their efforts to implement STAR's components and achieve GEAR UP and STAR program goals. Each program component and its related services and activities is described below.

Information Access and Early Intervention

Information access and early intervention focuses on providing parents and students with broad access to information about postsecondary options and introducing college readiness planning in the middle grades. Services that address this component promote college and career awareness to

students, parents, and school staff. Activities in this area guide students toward college, increase parent awareness of higher education opportunities, and inform teachers and counselors of GEAR UP goals and objectives.

Advanced Academics

This program component supports efforts to improve teachers' classroom instruction and students' academic abilities. Services and activities that target this goal seek to assist teachers in planning more rigorous instruction and encourage students to pursue challenging coursework, including Advanced Placement (AP) and pre-AP courses as well as dual credit and concurrent college enrollment coursework.

Educator Preparation

Recognizing that teachers need training and support in providing rigorous coursework designed to prepare students for postsecondary opportunities, GEAR UP emphasizes professional development activities that train teachers in vertical teaming, the use of pre-AP and AP instructional strategies, as well as instructional reforms such as Curriculum Collaborative, Agile Minds, and Project CRISS.¹ In addition, educator preparation includes the University Faculty Fellows program, which pairs university professors with classroom teachers in a collaborative mentorship arrangement.

Family and Community Participation and Support

In an effort to obtain business and community support for college readiness, GEAR UP stresses services and activities that engage parents and community members in schooling. Such activities may include parent computer classes, instruction to aid parents in their efforts to support college readiness, and programs that actively engage community members in schooling.

STRUCTURE OF THIS REPORT

This report presents information on the first year of the STAR project. It provides baseline information about STAR districts, campuses, students, and their parents; it describes the processes of first year implementation across districts; and it provides recommendations for implementation in the coming years. Chapters 2 and 6 present data disaggregated by campus in order to illustrate differences across sites; however, chapters that rely on survey data present results aggregated across campuses. Survey results by campus are presented in Appendices A, B, C, and D.

Because the data presented in this report represent schools' first year efforts to implement STAR, we make no attempt to evaluate the effectiveness of activities or services on student outcomes. Instead, we offer findings drawn from our first year analysis that are designed to support STAR districts, campuses, and partner organizations as they work to implement the program in the coming years.

¹ Descriptions of the various initiatives associated with STAR are included in the Glossary of Programs.

The 2006-07 evaluation of STAR is organized as follows:

- Chapter 1 provides a brief summary of the college readiness literature and an overview of the components of the STAR project and partners.
- Chapter 2 presents the theoretical framework and methodology of the evaluation and describes the characteristics of STAR districts and campuses.
- Chapter 3 discusses the STAR grant planning and project implementation processes as revealed through document analyses and site visit interviews.
- Chapter 4 examines the STAR districts' approaches to providing college information to students and their families, and generating family and community support for college readiness. Findings are derived from analysis of site visit interviews with teachers and administrators and from surveys of students and parents.
- Chapter 5 describes STAR districts' efforts relative to increasing student access to advanced academic programs and providing teacher professional development to improve the rigor of instruction. Findings are derived from analyses of student surveys; a survey of teachers, counselors, and librarians; and site visit interviews with teachers, administrators, and counselors.
- Chapter 6 discusses STAR students' academic performance, advanced course completion, and graduation and college enrollment rates for STAR districts in order to provide a baseline against which subsequent years' progress may be measured. The chapter relies on archival data sources, including Texas Public Education Information Management System (PEIMS) and the Academic Excellence Indicator System (AEIS) as well as Texas Higher Education Coordinating Board (THECB) and College Board reports.
- Chapter 7 presents a summary of findings of the 2006-07 STAR evaluation.
- Appendix A presents campus-level results of the survey of teachers, counselors, and librarians.
- Appendix B presents campus-level results of the parent survey.
- Appendix C presents campus-level results of the middle school student survey.
- Appendix D presents campus-level results of the high school student survey.
- Appendix E presents the survey instruments used to collect information from teachers, counselors, and librarians; middle school students; high school students; and parents; as well as the protocols for interviews with district and campus administrators, counselors, and teacher focus groups.

CHAPTER 2

Evaluation Design and the Characteristics of STAR Schools

The evaluation of the Students Training for Academic Readiness, or STAR, project spans six years, from the 2006-07 school year through 2011-12, and while the findings presented in this report are limited to the project's first year, the evaluation design described in this chapter structures the full six-year evaluation effort. As such, it describes the evaluation's purpose and theoretical framework, its research questions, data sources, and data collection instruments that will be used to gather data across project years.

In addition to the six-year evaluation design, this chapter also includes information specific to first-year evaluation findings. In particular, it describes response rates to the first year's surveys of STAR students, parents, and school faculty as well as the characteristics of survey respondents, and it describes the characteristics of participating districts and campuses, including demographic characteristics of students and staff as well as financial and educational program information, using archival data drawn from the Texas Education Agency's (TEA) Academic Excellence Indicator System (AEIS) for the 2005-06 school year (the most recent data available).

PURPOSE OF THE EVALUATION

The purpose of this evaluation study is to conduct a comprehensive investigation of the STAR project. The study includes two components: (a) an evaluation of the process by which STAR activities and products are developed and implemented, and (b) an evaluation of the effectiveness of STAR activities in preparing students for higher education.

Process Evaluation

The process evaluation will focus on implementation of STAR's components. Evaluators will identify student academic support, teacher professional development, informational resources, and community support programs existing at STAR campuses at the beginning of the GEAR UP/STAR grant program, and describe new and expanded activities and programs developed each year through the grant. Evaluators will also document the processes created to design, deliver, and support STAR activities. Results of the process evaluation will describe implementation efforts and provide information to document progress and to strengthen program components.

Effectiveness Evaluation

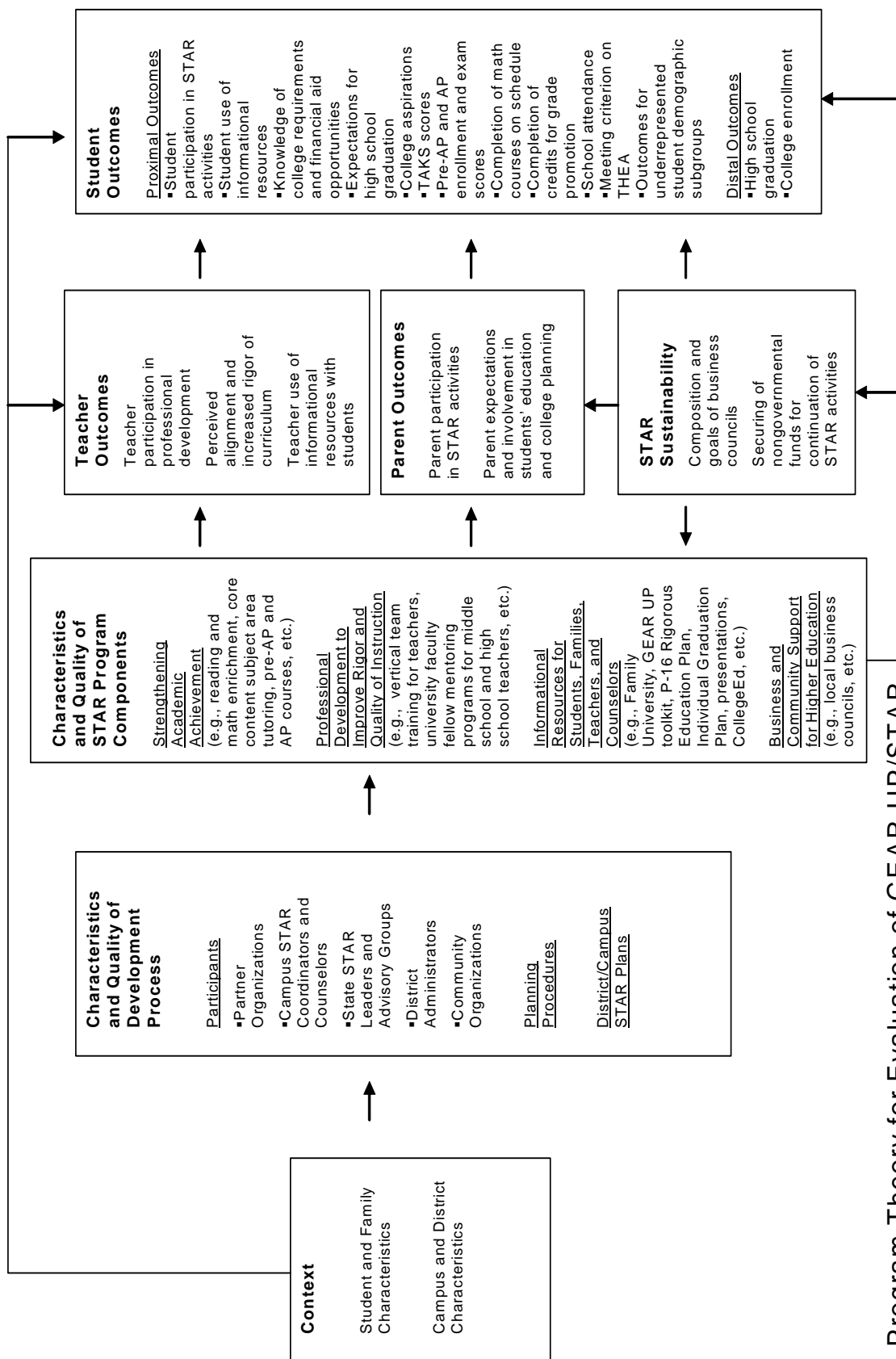
The effectiveness evaluation will include an examination of the changes from year to year in the various indicators of academic support, professional development, and informational and community support. Indicators for each STAR component will be developed for students, parents, teachers and counselors. When multiple year data become available, evaluators will assess the effectiveness of the academic support, professional development, and informational support components by using program indicators to predict student academic outcomes such as attendance, TAKS scores, and high school graduation. Evaluators will assess the effectiveness of the GEAR UP/STAR grant program overall by comparing outcomes such as attendance rates,

Advanced Placement (AP) exam participation and scores, and graduation rates for students at STAR campuses with peer campuses, statewide averages, and national averages.

THEORETICAL FRAMEWORK

The study is guided by a theory of change model (*Program Theory for Evaluation of GEAR UP/STAR*). The model describes a process that flows from the broader context of the student, family, and school environment, to the program development processes and program components, to observable outcomes for teachers, parents, and students. Broadly speaking, the model recognizes that student, family, and school-level characteristics shape the way districts implement STAR, and districts' approaches to implementing STAR influence the quality and effectiveness of the activities developed to address each of the grant's components—strengthening academic achievement, professional development to improve rigor and instructional quality, informational resources to support college and career awareness, and business and community support for higher education. And the quality and effectiveness of activities, in turn, affect predicted project outcomes, such as increased course rigor, increased awareness of higher education opportunities and resources, and increased college enrollment.

This model provides a framework for the evaluation's research questions, the sources and types of data needed to answer the research questions, and a theoretical basis for interpreting results.



Program Theory for Evaluation of GEAR UP/STAR

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RESEARCH QUESTIONS

The evaluation study is guided by broad research questions that address: (a) the context within which the STAR project will operate, (b) the implementation of STAR activities designed to strengthen academic achievement, provide teacher professional development to facilitate the vertical alignment of curricula, and provide informational resources and community support for students and their families, and (c) the effects of STAR implementation on student achievement and college preparation. The following research questions guide the six-year analysis:

1. What are the characteristics of participating STAR schools, students, teachers, and parents?

In its first year, the evaluation will identify baseline characteristics of STAR schools, students, teachers, and parents, and subsequent reports will track how these characteristics changes over the course of the project. Where appropriate, comparisons in school, student, and teacher characteristics will be made across GEAR UP campuses, peer campuses, and state averages.

2. How is STAR implemented across participating campuses?

In particular, the evaluation will consider:

a. What STAR services and products are offered to students and how are these services and products developed?

The evaluation will identify the products and services that were available to support students' college readiness prior to the implementation of STAR and discuss the differences between pre-existing programs and those offered through STAR. In addition, the analysis will examine the processes used to develop STAR products and services, the effectiveness of STAR products and services, and the ways in which products and services change over the course of the project.

b. What professional development is offered to teachers and counselors as a part of the STAR project?

The evaluation will examine the professional development provided to core content area teachers to assist them in creating more rigorous coursework, vertically aligning curricula across grade levels, and the effectiveness of professional development in changing classroom practices. The evaluation will also examine the extent and effectiveness of vertical team training provided to counselors.

c. What informational resources and systems of community support are available to support the implementation of STAR?

The evaluation will examine the informational resources provided to teachers, students, and parents as a part of STAR and the role of partner organizations in developing resources and building community support. Analyses will consider the effectiveness of informational resources and systems of community support as well as how informational resources and community support change over the course of the project.

3. What are the effects of STAR implementation on indicators of student achievement and college preparation?

The evaluation will examine how STAR implementation affects measures of college preparation and student achievement over time. The study will consider changes relative to peer campuses and state and national averages for STAR campuses on indicators such as AP exam participation, advanced course completion rates, graduation rates, attendance rates, TAKS scores, and so on. The first year report will provide comparisons across baseline indicators for STAR campuses, peer campuses, and state averages.

DATA SOURCES

The evaluation employs a mixed-methods research design that combines qualitative and quantitative approaches to analyses. Data sources include document reviews of district grant applications; interviews with district and campus-level administrators, core subject area teachers, counselors, and STAR coordinators; surveys of students, parents, teachers, librarians, and counselors; and demographic and performance data collected through the Texas Public Education Information Management System (PEIMS) and the Texas Academic Excellence Indicator System (AEIS). While the data sources and data collection instruments (with some modifications) discussed in the following sections will be used across evaluation years, the descriptions that follow focus on data collection efforts for the project's first year.

Document Reviews

Evaluators collected district grant applications, informational documents, sign-in sheets from STAR activities, and other documents related to STAR implementation from participating campuses, the Texas Education Agency (TEA), and STAR partner organizations across the 2006-07 school year. Evaluators reviewed program descriptions and budget allocations included in districts' GEAR UP/STAR grant applications, descriptions of STAR activities offered by partner organizations, and calendars and sign-in sheets for STAR activities.

Site Visits to STAR Districts

In the spring of 2007, evaluators from the Texas Center for Educational Research (TCER) visited each of the 12 campuses participating in the STAR project. Site visits included interviews with district-level administrators charged with the oversight of STAR as well as interviews with campus principals, counselors, and campus-level STAR coordinators. Interviews addressed the first-year implementation of STAR, the communication of STAR goals and activities to key stakeholders, the role of partner organizations, plans for second-year implementation, and the level of parent and community support for STAR.

In addition, TCER evaluators conducted focus group interviews with a purposefully selected sample of core subject area teachers on each campus. Focus group discussions explored the impact of STAR on classroom instruction, including the implementation of vertical teams, the role of professional development and the effect of training on teachers' classroom practices, as well as availability and effectiveness of STAR informational resources. Teachers also were

asked about their involvement in the University Faculty Fellows program. Interview and focus group protocols for site visits are included in Appendix E.

Surveys

Student. Student surveys were distributed to students on all STAR campuses in May of 2007. Surveys probed the means by which students obtain information about college; their study habits, participation in school and extra-curricular activities; familiarity with postsecondary educational opportunities and financing options, and educational aspirations; as well as their perceptions of parents' involvement in their school work and educational planning. High school students responded to a separate section addressing participation in AP coursework and exams and high school seniors responded to a set of questions addressing their plans subsequent to graduation. The response rate across both types of schools was 72%; however, middle school students responded at notably higher rates (82%) than high school students (66%). Response rates also varied by individual campus (see Tables C.1 and D.1 in Appendices C and D). Without knowing the sources of this variation, it is not possible to say what type of bias the differences may introduce to survey results. The middle and high school student surveys are included in Appendix E.

Although student response rates varied by school type, Table 2.1's results indicate that the characteristics of middle and high school student survey respondents in 2007 were largely reflective of all students enrolled in STAR middle and high schools in 2006-07 (see Table 2.7)

Table 2.1
Characteristics of Middle School and High School Student
Survey Respondents, by Percent

| Characteristic/Category | Middle School (n=2,216) | High School (n=3,520) | All Students (N=5,736) |
|-------------------------|--------------------------------|-----------------------------|------------------------------|
| Ethnicity | | | |
| White | 10.1 | 12.0 | 11.2 |
| African American | 3.2 | 2.8 | 2.9 |
| Hispanic/Latino | 85.6 | 84.2 | 84.8 |
| Other | 1.2 | 1.1 | 1.4 |
| Gender ^a | | | |
| Male | 50.5 | 48.1 | 49.0 |
| Female | 49.1 | 51.6 | 50.6 |

^aPercents will not total to 100 due to missing data.

Source: STAR Middle School Student Survey, STAR High School Student Survey, Spring 2007.

Teacher, Counselor, and Librarian. The teacher, counselor, and librarian surveys were distributed to teachers, counselors, and librarians on all STAR campuses in May of 2007. The survey included items addressing faculty assignments and background characteristics; the role of teachers, counselors, and librarians in supporting students' preparation for higher education; their familiarity with the GEAR UP project; and their participation in vertical teams and the CollegeEd coursework developed by the College Board. Teachers responded to a set of items

addressing the effectiveness of AP coursework and AP training for teachers as well as their participation in the University Faculty Fellows program. Of the 685 teachers surveyed, 291 completed a survey for a response rate of 42%. The teacher, counselor, and librarian survey is included in Appendix E.

As presented in Table 2.2, teachers comprised the largest proportion of survey respondents (95%), followed by counselors (4%), and librarians (1%). On average, respondents had about 11 years experience in their current position and about 8 years experience working at their current campus. The majority of teachers responding to the survey taught core subject area courses (64%).

Table 2.2
Characteristics of Teacher, Counselor, Librarian Survey Respondents

| Characteristic/Category | Middle School (n=121) | High School (n=170) | All Teachers (N=291) |
|--|--------------------------|------------------------|-------------------------|
| Ethnicity | | | |
| White | 41.7% | 35.5% | 38.1% |
| African American | 0.0% | 0.0% | 0.0% |
| Hispanic/Latino | 55.8% | 63.3% | 60.2% |
| Other | 2.5% | 1.2% | 1.7% |
| Gender^a | | | |
| Male | 27.2% | 31.6% | 29.7% |
| Female | 72.8% | 68.4% | 70.3% |
| Experience | | | |
| Average. Years in Position | 9.8 | 12.4 | 11.3 |
| Average Years at this Campus | 7.7 | 8.1 | 7.9 |
| Position | | | |
| Teacher | 95.1% | 94.7% | 94.9% |
| Counselor | 4.1% | 4.1% | 4.1% |
| Librarian | 0.8% | 1.2% | 1.0% |
| Subject Area Taught (teachers only) | | | |
| Math | 16.8% | 13.5% | 14.9% |
| Science | 13.3% | 7.7% | 10.0% |
| English/language arts | 23.0% | 19.8% | 21.2% |
| Social studies | 18.6% | 16.7% | 17.5% |
| Other | 28.3% | 42.3% | 36.3 |

Source: STAR Teacher, Counselor, and Librarian Survey, Spring 2007.

Parent. A telephone survey of parents of students attending STAR campuses was conducted in May of 2007. The survey was administered to a random sample comprised of 10% of the parents at each STAR campus, stratified by the number of students at each grade level. This method resulted in a sample of 800 parents and 800 completed surveys. The survey included items addressing parent involvement in the child's school, education, and college planning. Parents responded to items describing access to college awareness and college planning information and resources. Specific items addressed parent knowledge of financial aid opportunities. Parents also

indicated the highest level of education they felt their child would complete. The survey was available in both English and Spanish, and Spanish speaking interviewers were available to administer the Spanish version. The characteristics of parent survey respondents are presented in Table 2.7. The script for the telephone survey of parents is included in Appendix E.

Table 2.3 describes the characteristics of the responding parents, and by inference, the characteristics of the population of parents of STAR students. STAR parents have, on average, 2.2 children living at home. Slightly over two-thirds of households (69%) consist of two parents, and just under one-third (29%) of households have a single parent. Parents are predominately Hispanic (81%), with about 11% White parents. English is spoken in 94% of households, and Spanish is spoken in 39% of households (exceeding the 2000 Census average for Texas of 27%). The average tenure at the families' current address is 12 years. Four out of five families (81%) have at least one parent employed full-time. Household income levels are less than state averages. About 53% of households have incomes less than \$35,000, 26% between \$35,000 and \$75,000, and 14% more than \$75,000. This compares to state averages of 44% with incomes less than \$35,000, 35% between \$35,000 and \$75,000, and 21% more than \$75,000 (U. S. Census Bureau, Census 2000). The educational attainment of STAR parents is similar to state averages. About 53% reported at least some college attendance, compared to 51% for the state of Texas (U. S. Census Bureau, Census 2000).

Table 2.3
Characteristics of Parent Survey Respondents

| Characteristic | Middle School Parents (n= 270) | High School Parents (n=530) | All Parents (N=800) |
|--|--------------------------------|-----------------------------|---------------------|
| Average number of children living at home | 2.5 | 2.0 | 2.2 |
| Have children in college or who have applied college | 23.0% | 41.3% | 35.1% |
| Households, Two parent | 70.7% | 68.7% | 69.4% |
| Households, Single parent | 28.1% | 30.0% | 29.4% |
| Average number of years at current address | 10.8 | 12.3 | 11.8 |
| Either parent employed full-time | 81.9% | 81.1% | 81.4% |
| Ethnicity Latino/Hispanic | 81.1% | 80.8% | 80.9% |
| Ethnicity White | 11.9% | 11.1% | 11.4% |
| Ethnicity African American | 0.7% | 2.1% | 1.6% |
| Average number of years on formal schooling | 10.9 | 11.5 | 11.3 |
| College attendance | 51.9% | 53.8% | 53.1% |
| Average number of years of college attendance | 2.5 | 3.8 | 3.4 |
| Household income less than \$35,000 | 51.5% | 53.3% | 52.7% |
| Household income between \$35,000 and \$75,000 | 25.2% | 25.7% | 25.5% |
| Household income more than \$75,000 | 14.8% | 13.0% | 13.6% |
| English spoken at home | 92.6% | 94.5% | 93.9% |
| Spanish spoken at home | 41.1% | 37.7% | 38.9% |

Source: STAR Parent Survey, Spring 2007.

Demographic and Performance Data

The evaluation relies on demographic and performance data collected primarily from the TEA's PEIMS database and AEIS reports. The evaluation also includes state averages for purposes of comparison. PEIMS and AEIS provide campus-level information across a range of student, staff, and school variables, including demographic characteristics, staffing patterns, Texas Assessment of Knowledge and Skills (TAKS) test passing rates and objective scores, attendance and dropout rates, financial data, and ACT/SAT performance.

CHARACTERISTICS OF STAR DISTRICTS AND CAMPUSES

The following sections describe the characteristics of STAR districts and campuses and rely primarily on data provided through the TEA's AEIS reports. Because AEIS data for the 2006-07 school year were not available at the time of this writing, the reported data are for 2005-06.

Districts and Schools

Six school districts in south Texas that enroll predominantly low-income, Hispanic students participate in the STAR project. Each school district includes a feeder system with at least one middle school and one high school. A feeder system, or vertical feeder pattern, includes middle schools that send students to a particular high school. As Table 2.4 shows, the 12 participating campuses include 6 mid-level schools (three schools serving grades 7 and 8 and three serving grades 6 to 8) and 6 high schools.

Table 2.4
Student Enrollment for Districts and Schools Participating in STAR, 2005-06

| District | Mid-Level Schools | | High Schools | |
|----------------------|------------------------------|--------------|------------------------|--------------|
| | Name (grades) | Number | Name (grades) | Number |
| Brooks County ISD | Falfurrias Junior High (6-8) | 359 | Falfurrias High School | 516 |
| Alice ISD | Adams Middle School (7-8) | 827 | Alice High School | 1,579 |
| Kingsville ISD | Memorial Middle School (7-8) | 558 | H. M. King High School | 1,229 |
| Corpus Christi ISD | Driscoll Middle School (6-8) | 693 | Miller High School | 1,333 |
| Mathis ISD | McCraw Junior High (7-8) | 307 | Mathis High School | 585 |
| Odem-Edroy ISD | Odem Junior High (6-8) | 240 | Odem High School | 340 |
| Group Average | | 497 | | 930 |
| Total | | 2,984 | | 5,582 |

Source. Student enrollment (8,566) from TEA AEIS 2006 campus data file.

Student enrollment in STAR schools varied widely. On average, middle schools had fewer students (497 students) than high schools (930 students). Odem Junior High had the lowest mid-level school enrollment, with 240 students, while Adams Middle School had the highest enrollment, with 827 students. The smallest high school was Odem (340 students), while Alice High School (1,579 students) was the largest. Since 2000-01, overall enrollment has steadily decreased from 9,359 to 8,566. Yearly decreases ranged from 30 students in 2002-03 to 259 students in 2003-04. The average yearly decrease was 159 students.

Financial Characteristics

STAR districts' expenditure and property value information is summarized in Figure 2.1 and Tables 2.5 and 2.6. STAR campuses, on average, spent fewer instructional dollars per student (\$4,305) than the state average (\$7,597). The district wealth per student was considerably lower for STAR schools (\$200,474) than the state average (\$302,141). However, district wealth varied among the STAR districts. The wealth for one STAR district (Mathis ISD) was less than \$100,000 per student, and for three others (Alice ISD, Kingsville ISD, and Odem-Edroy ISD) district wealth was less than \$140,000 per student. However, the district wealth in Brooks County ISD exceeded the state average by about \$190,000 per pupil. This is because of the extensive oil and gas resources in Brooks County. (Seventy-one percent of the property tax valuation in Brooks County ISD can be attributed to oil and gas leases.) The average tax rate for STAR campuses was \$1.58, one cent higher than the state average of \$1.57. However, Brooks County had a lower tax rate (\$1.43) than the state average and a lower rate than the other five STAR districts (which ranged from \$1.58 to \$1.64). With Brooks County (60% of its revenues were derived from local sources) being the exception because of its extensive mineral resources, other STAR districts have a very limited local property tax base (residential and business) to support the schools—thus, they depend on state and federal funds for the majority of their revenue.

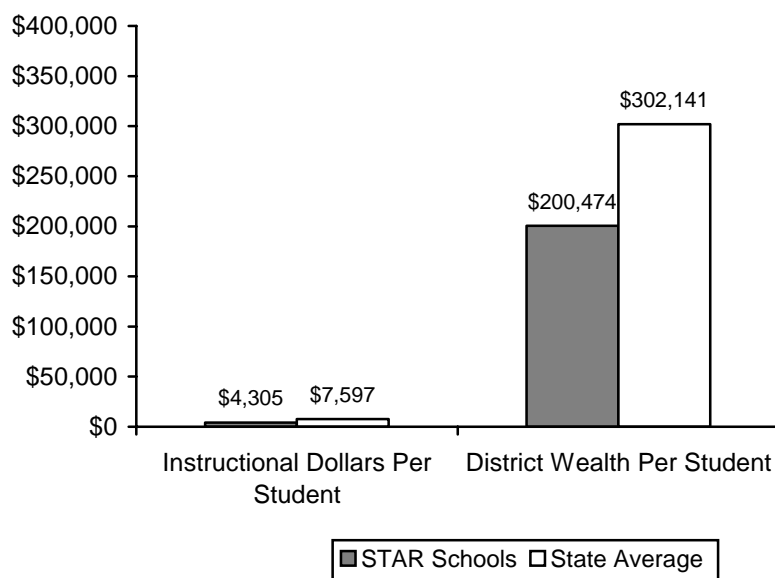


Figure 2.1. STAR expenditure and property value information.

Table 2.5
STAR Total Instructional Expenditures
Per Pupil, 2004-05

| Campus | Instructional Expenditures ^a |
|----------------------------------|---|
| Falfurrias Junior High | \$4,510 |
| Adams Middle School | \$3,942 |
| Memorial Middle School | \$3,565 |
| Driscoll Middle School | \$4,275 |
| McCraw Junior High | \$3,726 |
| Odem Junior High | \$4,334 |
| Group Average | \$4,059 |
| Falfurrias High School | \$4,824 |
| Alice High School | \$4,352 |
| H. M. King High School | \$4,161 |
| Miller High School | \$5,104 |
| Mathis High School | \$3,736 |
| Odem High School | \$5,130 |
| Group Average | \$4,551 |
| GEAR UP Average | \$4,305 |
| State Average^b | \$7,597 |

Source: Campus-level data from 2005-06 TEA AEIS campus financial data file.

^aExpenditure by function, 2004-05. Includes expenditures from all funds for instruction and instructional leadership.

^bExcluding STAR campuses.

Table 2.6
STAR District Wealth per Pupil, 2005-06

| District | District Wealth ^a |
|----------------------------------|------------------------------|
| Brooks County ISD | \$492,604 |
| Alice ISD | \$135,818 |
| Kingsville ISD | \$135,877 |
| Corpus Christi ISD | \$203,852 |
| Mathis ISD | 97,889 |
| Odem-Edroy ISD | \$136,804 |
| GEAR UP Average | \$200,474 |
| State Average^b | \$302,141 |

Source: District-level data from 2005-06 TEA AEIS district financial data file.

^aDistrict 2006 finance: Tax property value-standardized total (after exemptions) per pupil.

^bExcluding STAR campuses.

Student Characteristics

As shown in Figure 2.2, STAR districts enrolled substantially larger proportions of Hispanic students than the state as a whole (85% versus 45% for the state) and notably smaller proportions of White (10% versus 37%) and African American students (0% versus 15%).

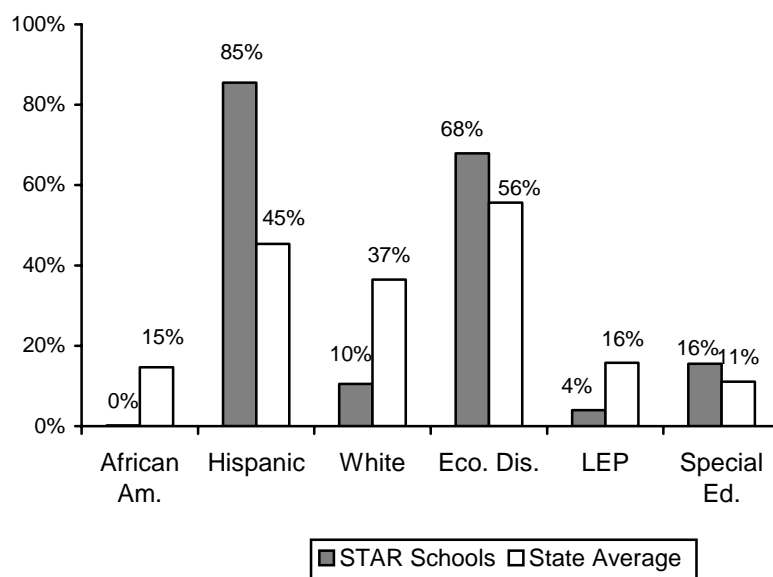


Figure 2.2. STAR student characteristics, 2006.

Table 2.7 reports the ethnic distribution of students by campus and illustrates the variation between districts in the demographic characteristics of students. For example, Falfurrias High School and Falfurrias Junior High School enrolled 95% Hispanic students (Brooks County ISD) compared to H. M. King High School (Kingsville ISD) and Odem Junior High School (Odem-Edroy ISD), which enrolled 76% and 77% Hispanic students, respectively.

Overall, about two-thirds (68%) of STAR students were economically disadvantaged, compared with the state average of 56% (Figure 2.2). Table 2.4 illustrates that STAR middle schools enrolled somewhat higher percentages of disadvantaged students (76%) compared to high schools (63%), and that economic disadvantage varied widely by campus, with percentages ranging from 48% (Odem Junior High School) to 96% (Falfurrias Junior High School). The two Odem-Edroy campuses (Odem Junior High and Odem High School) enrolled smaller proportions of economically disadvantaged students than the state average of 56%, and H. M. King High School was right at the state average. Limited English Proficient (LEP) percentages at all STAR campuses were well below the state average (4% compared to the state average of 16%). Mobility rates at STAR schools (18%) also were lower than the state average (26%). STAR high school students were slightly more mobile than middle school students (19% compared to 17%). Mobility rates among the middle schools ranged from 10% at Adams Middle School to 32% at Driscoll Middle School, and among the high schools, from 10% at Odem High School to 35% at Miller High School.

Table 2.7
STAR Student Characteristics, 2005-06

| Campus | Percent African American | Percent Hispanic | Percent White | Percent Eco. Disadvant. | Percent LEP | Student Mobility ^a |
|----------------------------------|--------------------------|------------------|---------------|-------------------------|-------------|-------------------------------|
| Falfurrias Junior High | 0.3 | 94.7 | 5.0 | 95.8 | 3.3 | 12.3 |
| Adams Middle School | 0.1 | 92.1 | 6.9 | 67.8 | 5.1 | 10.3 |
| Memorial Middle School | 0.4 | 80.1 | 14.2 | 70.6 | 5.0 | 22.6 |
| Driscoll Middle School | 0.0 | 85.6 | 6.1 | 88.6 | 5.5 | 31.8 |
| McCraw Junior High | 0.0 | 87.0 | 11.4 | 82.1 | 2.9 | 12.5 |
| Odem Junior High | 0.8 | 77.1 | 21.7 | 47.5 | 4.6 | 10.7 |
| Group Average | 0.2 | 86.9 | 9.5 | 76.4 | 4.7 | 16.7 |
| Falfurrias High School | 0.0 | 94.8 | 5.0 | 89.3 | 1.7 | 13.6 |
| Alice High School | 0.1 | 88.7 | 10.1 | 48.8 | 2.2 | 16.4 |
| H. M. King High School | 0.2 | 75.8 | 18.2 | 56.2 | 3.2 | 23.9 |
| Miller High School | 0.2 | 84.5 | 5.2 | 75.3 | 6.6 | 35.1 |
| Mathis High School | 0.0 | 87.2 | 12.0 | 74.9 | 2.1 | 16.1 |
| Odem High School | 0.3 | 79.7 | 19.7 | 49.7 | 4.4 | 10.1 |
| Group Average | 0.1 | 84.7 | 11.0 | 63.3 | 3.5 | 19.2 |
| GEAR UP Average | 0.1 | 85.5 | 10.5 | 67.8 | 3.9 | 18.0 |
| State Average^b | 14.7 | 45.3 | 36.5 | 55.6 | 15.8 | 26.2 |

Source: Student-level data from 2005-06 TEA AEIS campus student data file.

^a2005 campus mobility percentages. Averages are averages of campus values.

^bIncludes all school types as well as STAR campuses.

Educational Programs

Figure 2.3 and Table 2.8 present information on students participating in educational programs designed to meet specific needs. The average percentage of STAR students enrolled in special education was 16%, which is somewhat higher than the state average of 11%. A lower percentage of STAR students (3%) was enrolled in bilingual/ESL programs than students statewide (15%). The percentage of students enrolled in gifted and talented programs in STAR schools (7%) was essentially the same as the state average (8%). The percentage of STAR students enrolled in career and technology classes substantially exceeded the state average (51% versus 20%). The higher percentage reflects the over 50% enrollments in career and technology courses at all STAR high schools. The percentages ranged from 58% at Miller High School to 80% at Falfurrias High School.

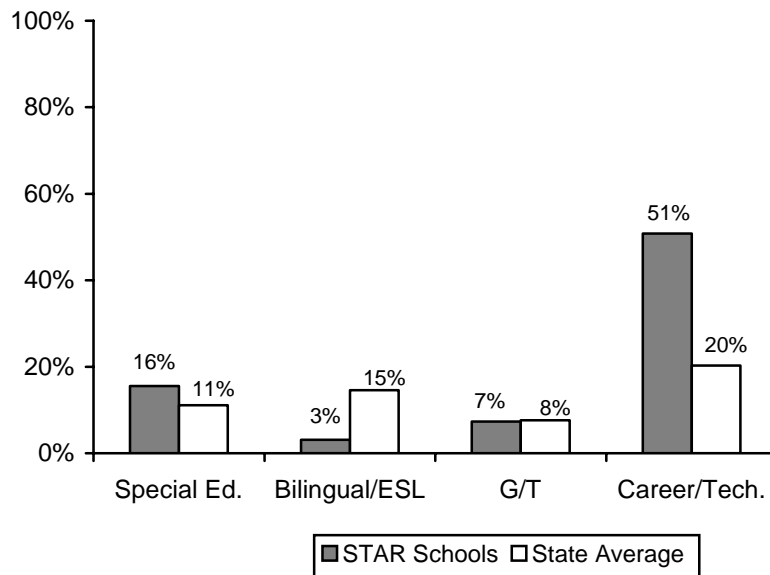


Figure 2.3. STAR students participating in special programs, 2005-06.

Table 2.8
STAR Special Programs, 2005-06

| Campus | Percent Special Education | Percent Bilingual/ESL | Percent Gifted and Talented | Percent Career/Technology |
|---------------------------------------|---------------------------|-----------------------|-----------------------------|---------------------------|
| Junior High and Middle Schools | | | | |
| Falfurrias Junior High | 19.2 | 3.1 | 10.3 | 39.0 |
| Adams Middle School | 11.9 | 4.7 | 7.3 | 13.7 |
| Memorial Middle School | 17.6 | 1.3 | 10.2 | 0.0 |
| Driscoll Middle School | 21.6 | 5.1 | 0.0 | 20.9 |
| McCraw Junior High | 9.8 | 2.0 | 6.2 | 27.0 |
| Odem Junior High | 13.3 | 4.6 | 8.8 | 0.0 |
| Group Average | 16.0 | 3.7 | 6.5 | 16.1 |
| High Schools | | | | |
| Falfurrias High School | 14.9 | 1.7 | 10.3 | 79.7 |
| Alice High School | 11.1 | 2.1 | 10.7 | 73.3 |
| H. M. King High School | 14.6 | 2.0 | 8.2 | 65.7 |
| Miller High School | 23.6 | 6.5 | 4.0 | 66.8 |
| Mathis High School | 10.4 | 1.2 | 5.6 | 58.3 |
| Odem High School | 14.7 | 0.0 | 7.6 | 77.4 |
| Group Average | 15.3 | 2.8 | 7.8 | 69.3 |
| GEAR UP Average | 15.6 | 3.1 | 7.3 | 50.8 |
| State Average^a | 11.1 | 14.6 | 7.6 | 20.3 |

Source: Student-level data from 2005-06 TEA AEIS campus student data file.

^aIncludes all school types as well as STAR campuses.

Teacher Characteristics

Table 2.6 provides data showing that STAR teachers, on average, had approximately 12 years teaching experience, which was essentially the state average (12 years); STAR teacher experience, however, varied from 9 to 17 years by campus. Approximately 10% of STAR teachers, compared to 8% across the state, were in their first teaching year. Three STAR campuses, however, employed 20% or more first-year teachers (McCraw Junior High, Mathis High School, and Falfurrias High School). STAR teachers were much more likely to belong to a minority group compared to the state average. While approximately 31% of teachers statewide were minorities, 58% of middle school and 57% of high school teachers on STAR campuses were minorities. In STAR middle schools, instructional aides represented a slightly higher percentage of the total staff (14%) compared to the percentage of aides in STAR high schools (12%) and the state as a whole (10%). District-level teacher turnover rates at 16% were slightly above the state average of 15%. Turnover rates varied from 11% at Brooks County ISD to 22% at Mathis ISD.

Table 2.9
STAR Teacher Characteristics, 2005-06

| Campus | Number | Average Years Teacher Experience | Percent Beginning Teachers | Percent Minority Teachers ^a | Percent Instructional Aides |
|----------------------------------|-----------|----------------------------------|----------------------------|--|-----------------------------|
| Falfurrias Junior High | 34 | 17.0 | 8.9 | 81.8 | 11.7 |
| Adams Middle School | 61 | 10.3 | 10.0 | 71.1 | 10.5 |
| Memorial Middle School | 40 | 10.2 | 0.0 | 67.3 | 16.7 |
| Driscoll Middle School | 40 | 10.9 | 4.8 | 54.7 | 19.2 |
| McCraw Junior High | 28 | 8.6 | 35.6 | 41.5 | 10.8 |
| Odem Junior High | 18 | 15.3 | 0.0 | 28.3 | 15.5 |
| Group Average | 37 | 12.1 | 9.9 | 57.5 | 14.1 |
| Falfurrias High School | 41 | 11.2 | 19.7 | 81.0 | 8.9 |
| Alice High School | 111 | 12.4 | 6.7 | 52.5 | 10.5 |
| H. M. King High School | 79 | 13.1 | 1.0 | 61.3 | 13.3 |
| Miller High School | 109 | 11.9 | 9.8 | 58.5 | 11.7 |
| Mathis High School | 39 | 9.7 | 27.3 | 46.1 | 13.3 |
| Odem High School | 22 | 14.1 | 0.0 | 44.1 | 14.4 |
| Group Average | 67 | 12.1 | 10.8 | 57.3 | 12.0 |
| STAR Average | 52 | 12.1 | 10.3 | 57.4 | 13.0 |
| State Average^b | 38 | 11.5 | 7.5 | 30.6 | 10.2 |

Source: Campus-level data from 2005-06 TEA AEIS campus staff data file.

^aMinority includes all non-White groups.

^bIncludes all school types as well as STAR campuses.

SUMMARY

This chapter has provided an overview of the six-year GEAR UP/STAR evaluation design including the purpose of the evaluation, its theoretical framework, research questions as well as data sources and data collection instruments. It describes the data collection processes implemented in the project's first year and provides information about survey response rates and the characteristics of survey respondents. In addition, the chapter describes the characteristics of STAR districts and campuses, aggregating data by school type (i.e., middle school and high school) and providing comparisons to state averages where appropriate.

On average, STAR districts lag state averages in terms of their financial characteristics. Average district wealth per student in STAR districts was \$200,474 compared with \$302,141 for the state in 2005-06. STAR districts also had less spent an average of \$3,292 less per student on instruction than the state average (\$4,305 in STAR districts versus \$7,597 for the state). However, Brooks County ISD exceeded state averages in terms of district wealth and instructional expenditures. This difference is the result of extensive oil and gas resources in Brooks County.

STAR schools enrolled substantially larger proportions of Hispanic students (85% versus 45%) and low income students (68% versus 56%) than state averages in 2005-06. Correspondingly, STAR schools enrolled smaller proportions of African American (0% versus 15%) and White (10% versus 37%) students than Texas schools as a whole. Despite the concentration of Hispanic students in STAR schools, notably lower proportions of students were characterized as limited English proficiency (LEP) compared with schools across the state (4% versus 16%) in 2005-06.

In terms of their educational programs, STAR campuses enrolled proportionately more students in special education (16% versus 11%) and career and technology education (51% versus 20%) than Texas schools, on average. Surprisingly, given their concentration of Hispanic students, STAR districts enrolled proportionately fewer students in bilingual and English as a second language (ESL) programs than state averages (3% versus 15%).

On average, STAR teachers had about the same average years experience as teachers across the state in 2005-06 (12.1 for STAR versus 11.5 for the state teachers); however, a larger proportion of beginning teachers worked in STAR schools (10.3% versus 7.5%). STAR schools also employed larger percentages of minority teachers than the state average (57% versus 31%).

CHAPTER 3

Planning and Implementing STAR

A growing body of research indicates that how schools approach the implementation of large scale reform efforts, such as GEAR UP, is a key determinant in whether they achieve desired outcomes (Datnow, Borman & Springfield, 2000; Fullan, 1991; McLaughlin & Phillips, 1991). Therefore, it is important to consider the degree to which prescribed reforms are implemented and the quality of the implementation when assessing the effectiveness of educational interventions designed to improve student outcomes. Implementation variables, however, are difficult to measure because educational interventions are inherently multidimensional and frequently context-driven (Vernez, Karam, Mariano, & DeMartini, 2006). GEAR UP offers a prime example. It seeks to affect student outcomes by introducing interventions targeted to teachers, parents, and the larger community, as well as those that address students directly. And, while GEAR UP defines its interventions clearly, it allows individual districts considerable latitude in their approaches to implementing the project's components.

This chapter examines districts' approaches to planning and implementing STAR in 2006-07. Noting that delays in grant application cycle and late grant awards meant that districts could not begin implementing STAR until mid-point in the school year, the chapter does not attempt to evaluate or measure the degree to which STAR was implemented in its first year. Instead it discusses districts' pre-STAR college readiness resources and their grant application processes. It then considers the challenges districts encountered in implementing STAR as well as the successes districts experienced during the project's first year. It concludes with a discussion of district's continuation plans. Researchers expect that as grant years progress, the degree of implementation and the quality of implementation efforts will have a strong effect on STAR's outcomes.

PLANNING STAR

Pre-STAR Resources

College awareness. Prior to implementing STAR, participating districts offered a variety of activities and services designed to support students' college awareness and readiness. In most districts, however, such programs were concentrated in the high school.

All STAR high schools had programs in place to familiarize students with college and career opportunities. These programs included college days in which college representatives visited the campus, day trips to area colleges, career days, and most high schools offered dual credit programs in which students were able to earn college credit for coursework taken while in high school. In addition, nearly all STAR high schools operated Go Centers prior to the implementation of STAR. Go Centers represent the combined effort of the Texas Higher Education Coordinating Board's (THECB) *College for Texans* program and local communities to improve students' college readiness. According to the THECB, Go Centers may be located in middle schools, high schools, community colleges, and other community locations and should occupy "a room or a section of a room designated specifically for college-going activities" and

“should be accessible to all students.” STAR districts’ Go Centers are generally located in either the counseling office or the library and provide access to materials and resources designed to support students’ awareness of college and career options.

While the majority of districts’ pre-STAR college readiness activities were focused on high school students, middle schools also offered activities designed to acquaint students with college and career opportunities. Most middle schools hosted career days and several offered visits to local colleges.

Vertical teams. Teachers in several districts noted that they had vertical teaming experience prior to STAR. For example, one district implemented the Critical Friends Group (CFG) and 4MAT programs, which require teachers to work in groups comprised of elementary, junior high, and high school teachers. The CFG enables teachers, administrators, and para-professionals from all levels to meet and discuss school issues in a structured format. 4MAT emphasizes the development of lesson plans that address students’ varied learning styles and which include both left- and right-brain activities.

Districts that participated in previous GEAR UP projects. Two STAR districts, Alice ISD and Corpus Christi ISD, participated in Texas’ first state-level GEAR UP project, Texans Getting Academically Prepared (TGAP), and Odem-Edroy ISD participated in a high school GEAR UP grant prior to STAR.

TGAP enabled both Alice ISD and Corpus Christi ISD to expand their pre-existing college readiness programs for the duration of the six-year grant (1999-00 through 2004-05). Although district representatives maintain that the TGAP’s activities were very effective, most could not be sustained after TGAP’s funding ended. A notable exception, however, was a TGAP-sponsored Fathers Active in Communities and Education (FACE) parent involvement program that Alice ISD retained after the grant’s conclusion.

TGAP also emphasized vertical alignment of instruction between middle and high school grades, and rigorous preparation of students for college-level courses. However, the high staff turnover limited the long term impact of the vertical teaming efforts. Both teachers and administrators in Corpus Christi and Alice said they regretted the loss of TGAP funds and both districts welcomed STAR as a means to further the college readiness programs developed during TGAP.

Prior to STAR, Odem-Edroy ISD received a GEAR UP grant to promote college-readiness at the high school. Grant funds allowed the district to provide a variety of college readiness activities, including college visits and festivals, parent meetings, counseling services, and it paid for students PSAT exam fees. The grant was limited in scope, however, and activities were restricted to a single grade. One district administrator noted the grant’s effects did not “trickle very far down” or affect many students.

The Grant Application Process

STAR districts were given considerable latitude in developing their grant applications with the intent that districts would tailor the program to specific student needs. Not surprisingly, districts approached the grant application process differently. Some districts organized teams comprised

of campus- and district-level administrators as well as counselors to plan grant activities and write proposals, and in one district, board members participated in grant planning. In another district, a single junior high counselor spearheaded the grant writing effort. The counselor had been with the district for only two weeks and had just a few days to develop the proposal. Across districts, focus group teachers said they were not involved in planning or writing the grant proposal, and few teachers had any knowledge of the processes used to plan grant activities.

STAR Budgets for 2006-07

The GEAR UP grant program provided almost \$3 million (\$2,992,836) in federal funding to support STAR districts in preparing students for higher education opportunities during the first year. Of this, \$925,000 was directed to participating districts. Remaining funds were allocated across a variety of grant requirements including, the Texas Education Agency's (TEA) oversight for the project, the development of statewide STAR informational resources, funding for partner organizations, and evaluation activities.

The cost share requirement for the GEAR UP grant program is 101.55% of the requested federal grant funds. Accordingly, the non-federal cost share amount to be provided by the TEA and local grantees is slightly more than \$3 million (\$3,039,364). Local grantees are responsible for ensuring that that cost share amounts meet federal requirements and are not spent on impermissible expenditures (e.g., gifts and non-educational field trips).

Researchers reviewed the expenditure items listed in the grant applications for each of the six STAR districts by major accounting codes, or object categories. Table 3.1 presents districts' aggregate expenditures by object category in terms of federal budget grant amounts, districts' cost share amounts, and total expenditures. As indicated in Table 3.1, payroll costs absorbed half of district's planned expenditures. Supplies and materials took up the second largest share (27%), followed by other operating costs (14%), and professional and contracted services (8%). The following sections discuss the permissible expenditures for each object category.

Table 3.1
STAR Budgeted 2006-07 Expenditures by Object Category

| Object Description | Budget Grant Amount | % of Object Total | Cost Share Amount | % of Object Total | Object Total | % of Total Expenditures |
|------------------------------------|---------------------|-------------------|-------------------|-------------------|--------------|-------------------------|
| Payroll Costs | \$216,147 | 22.8% | \$732,444 | 77.2% | \$948,591 | 49.7% |
| Professional & Contracted Services | \$107,075 | 71.2% | \$45,500 | 28.8% | \$152,575 | 8.0% |
| Supplies & Materials | \$353,523 | 67.5% | \$168,947 | 32.5% | \$522,470 | 27.4% |
| Other Operating Costs | \$225,790 | 86.2% | \$35,700 | 13.8% | \$261,490 | 13.7% |
| Capital Outlay | \$10,000 | 100.0% | \$0 | 0.0% | \$10,000 | 0.5% |
| Indirect Costs | \$12,465 | 100.0% | \$0 | 0.0% | \$12,465 | 0.7% |
| Total Costs | \$925,000 | 48.5% | \$982,591 | 51.5% | \$1,907,591 | |

Payroll costs. Payroll costs include expenditures for school employees and non-employees who spend all or some part of their time working on STAR activities. Payroll costs are expected to reflect the percentage of time spent working on STAR activities, and employees who receive compensation from the grant are required to document the percentage of their work time dedicated to the STAR program. While some districts dedicated payroll dollars to extra-duty pay for teachers who worked with the project, others used a portion of their funds to pay for a district STAR coordinator.

Professional and contracted services. The professional and contracted services object category includes expenditures for educational consultants and professional development providers, tuition services, and services from regional educational service centers as well as expenditures for contracted maintenance and repair services, utilities, and rentals. Costs for consultants may include expenses for travel and materials; however, consultant services must not be services that could have been provided by an employee.

Supplies and materials. The supplies and materials object accounts for the second largest spending category overall and the largest category of expenditures for federal budget funds. This spending category may be used for expenses related to supplies and materials, audio-visual aides, computer software, and testing materials.

Other operating costs. Other operating costs include travel expenses for staff and participants, including registration fees for conferences, as well as awards and incentives to encourage participation in STAR activities.

Capital outlay. Capital outlay funds may be used to purchase nonexpendable, tangible, personal property with a useful life of more than one year. Capital outlay purchases under the GEAR UP grant must be necessary to accomplish STAR project objectives. Only one district reported any costs for capital outlays, which included funds to purchase ten laptop computers for students to use for STAR activities.

Activities Planned for 2006-07

In their GEAR UP grant applications, STAR districts described a variety of services and activities planned for students, staff, and parents that addressed project's the four components: informational resources, advanced academics, educator preparation, and family and community participation and support. The following sections list the types of activities included in districts' grant applications for each STAR goal. For a more detailed description of many of the programs listed, please see the Glossary of Programs.

Informational resources. Districts offered a wide variety of activities designed to support parents' and students' increased access to information about college readiness, including:

- home visits,
- career planning inventories,
- presentations on AP courses and college entrance requirements,
- father-student and parent-student workshops supporting increased parent involvement in education,

- publications on GEAR UP,
- college tours and visits,
- college awareness days,
- career awareness days,
- presentations and workshops for teachers, counselors, and administrators on college readiness and GEAR UP,
- introducing the CollegeEd curriculum in classes,
- volunteer mentors from the community,
- summer camps,
- youth leadership conferences, and
- the Learning for Life character building curriculum in classes.

Advanced academics. Districts planned a variety of activities to increase the rigor of instruction, provide students with access to advanced coursework, and strengthen students' skills in core content areas, including:

- workshops on using computers and office productivity software,
- Saturday TAKS camps,
- after school academic enrichment programs,
- summer science and math enrichment camps,
- summer algebra and physics academies,
- college student tutors for core content subjects,
- a General Education Development (GED) academy for students and community members,
- father-student workshops demonstrating approaches for parents to support math achievement at home,
- the provision of time in the campus master schedule permitting teachers to participate in vertical teaming, curriculum writing, and development of Advanced Placement (AP) courses, and
- efforts to integrate technology into the curriculum.

Educator preparation. The professional development activities planned for first year of STAR included training for school staff in:

- the integration of technology into instruction,
- the Agile Minds curriculum for math,
- English as a second language (ESL) methods,
- the use of vertical teams,
- the University Faculty Fellows mentoring program,
- the use of data-driven instruction,
- the Sheltered Instruction approach to teaching,
- the use of Thinking Maps in the classroom,
- the Project CRISS approach to teaching, and
- the Critical Friends Group approach to collaboration.

Family and community participation and support. The activities STAR districts planned to address family and community support included:

- developing a brochure to inform businesses about pre-AP courses and curricular reform efforts,
- advertising STAR activities through various media,
- recruiting sponsors for scholarships and STAR events, and
- creating a STAR community advisory board.

FIRST YEAR IMPLEMENTATION OF STAR ACTIVITIES

Districts struggled to implement many of the activities they described in their grant applications during STAR's first year. The overarching challenge for districts was the short timeline for implementation that resulted from the delayed grant application and awards schedule. Because grant awards were not made until November or December of 2006, most districts did not begin implementing STAR until January of 2007, which meant they had only half of the school year to organize and execute activities. Chapter 4 describes districts' first year implementation of activities related to informational resources and family and community support for college readiness, and chapter 5 describes first year efforts to improve students' access to advanced academics and teachers' ability to teach rigorous course content.

Figure 3.1 summarizes the percentage of STAR activities by project goal that districts implemented in 2006-07 as documented in activity reports. The figure shows that the vast majority of 2006-07's activities were designed to provide students and parents with informational resources (80%). Approximately 12% of activities focused on professional development for school staff, 8% addressed academic achievement, and less than 2% were designed to increase parent and community support for college readiness.

The emphasis on providing parents and students with informational resources was also evident in the comments of counselors and teachers on STAR campuses. Representatives at each STAR district spoke of their efforts to increase parents' and students' awareness of college opportunities by improving their access to information. In many instances, this goal was addressed by expanding existing informational resources, such as campus Go Centers and college fairs, to include a broader range of students and parents.

STAR Services Offered 2006-07: Percent of Services Supporting Program Components

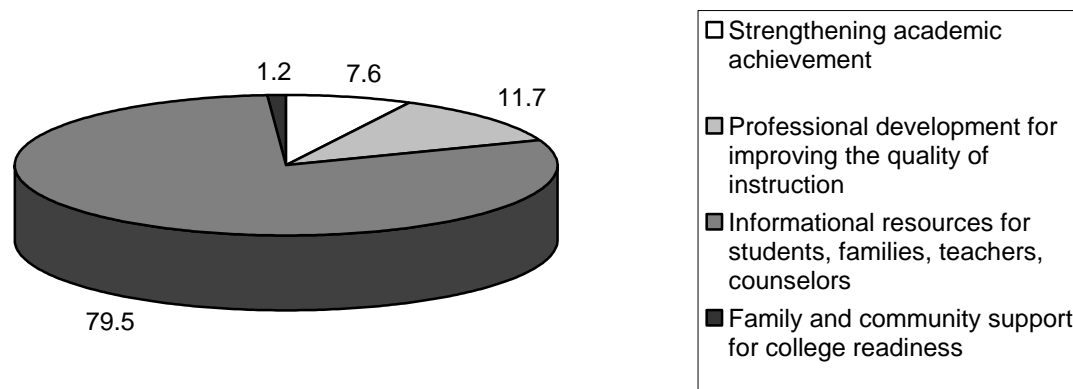


Figure 3.1. Percentage of 2006-07 STAR Activities by Project Goal

Source: District activity reports

Implementation Challenges

Districts experienced a number of challenges in implementing STAR during the project's first year. In interviews conducted during the spring of 2007 site visits, respondents reported that insufficient time, lack of teacher buy in, and confusion over project roles and responsibilities were the primary barriers to first year implementation.

Insufficient time. Across districts, counselors, administrators, and teachers explained that STAR required a substantial investment of time from staff with already crowded schedules. District coordinators noted the paperwork burdens of the project, and principals struggled to add STAR to their already busy days. "It just seems like there's just not enough hours in the day to do all of this..." said one principal, "It's just too much." A principal in another district expressed the same view, "I guess the primary barrier is just time—finding the time to not only organize things, but the school time to interrupt—and I hate to interrupt—but some of the activities that we're doing interrupt instruction."

The demands of the project appeared most burdensome for counselors, who were frequently charged with implementing STAR at the school level and meeting reporting requirements. A counselor in one district explained:

I welcome the opportunity for you to show up and come walk in my shoes so you know exactly what my job is like every day, because I'm not just a GEAR UP counselor. I'm a counselor to kids. ... Just yesterday, I had three suicide attempts,

okay? That's not even including a sexual abuse. ... Hey, I'm doing my job, but did you forget that I'm also a school counselor?

Lack of buy in. Some districts experienced difficulty gaining teacher support at the project's outset. Generally speaking, teacher resistance resulted from a lack of knowledge of the grant and its goals; however, as teachers gained awareness of STAR and their role in grant activities, resistance dissipated.

Notably, the same districts that reported teacher resistance also indicated that high school administrators and staff had not bought into STAR. One middle school principal noted, "[the] high school principal still hasn't attended these [GEAR UP] meetings, and I worry about everything that I've done here and got started does not continue on....I feel that we needed more high school buy-in." The comments of a high school counselor in the district suggested that the middle school principal's worries were not unfounded. "I'm kind of wondering, 'Okay, once we get the GEAR UP grant, what additional things are we going to do?'" questioned the high school counselor, "With more money comes more work, and with more work, you need more time...I'm concerned about what's going to be expected from us." In large part, lack of buy in among high school staff during the project's first year resulted from the misunderstanding that STAR does not begin in the high school until the 2008-09 school year when 2006-07's seventh graders matriculate to the ninth grade.

Lack of coordination in roles and responsibilities. Hurried timelines prevented grant writers in some districts from gaining input from various stakeholders, which resulted in confusion over individual's roles and responsibilities. Confusion was exacerbated in districts in which administrators and counselors were new. For example, one new principal said he "wasn't aware of what GEAR UP was about" when he first arrived. However, after attending a project planning meeting, he realized that he needed to take "ownership" of the project. He explained that project planning activities helped him understand GEAR UP's scope "...it's an extensive program..." and "I realized it was something that I needed to oversee and manage."

Further difficulties arose in districts in which the individuals who planned grant activities were not those charged with implementing STAR. As one administrator explained, "The people who wrote the grant aren't necessarily the ones who were going to manage it." The administrator noted that she amended her district's grant early in 2007 in order to ensure that GEAR UP was implemented in a way that was best for students.

In several districts, high schools had little information about their role in STAR's activities. "I know that as the seventh graders move up, it seems like we get more involved in the actual grant," explained one high school counselor, "My understanding is that it'll [STAR] start when the cohort reaches our campus." Confusion over the high school's participation in the grant extended to the district's STAR coordinator, who explained that only the middle school participated in quarterly project planning meetings because STAR "is implemented solely for the students at [the middle school]."

Noting the extensive confusion over STAR in his district, one principal asserted:

We have got to figure out who is doing what and be very clear about our roles and responsibilities and planning ahead...And I think maybe as we work on the grant for next year, maybe we can work on some of that.

An example of coordinated roles. In contrast to the districts that struggled to clarify grant roles and implementation responsibilities, one district developed a coordinated approach to implementation. After receiving notification of the GEAR UP grant award, the district's middle school and high school principals met with district curriculum department staff to establish goals and design activities to support curriculum alignment between the middle school and high school. The group discussed the specific STAR activities they would offer, who would be responsible for implementing them, and what measures would be used to assess goal attainment. The principals and counselors from the high school and middle school also met to generate ideas for STAR implementation.

Coordination of the grant also occurred within each campus, as a principal explained:

We sat down as a site-based decision making team. Basically that was every department head and then a representative from every academic team. We looked at the particulars, and I said, "This is where we want to go. We want to move to a pre-AP curriculum. We want to emphasize our math and science. We want to address our low socio-economic kids, and if anything, this is the template that's going to take what we already have in place as working and make things better.

At the high school, a counselor coordinated all college readiness activities with the support of the principal. The counselor informed department heads of the STAR grant and asked them to select teachers to participate in vertical teams and attend College Board training.

Implementation Successes

In spite of the difficulties in implementing STAR, all districts reported that the project was successful in 2006-07. Districts reported that parents and students were more aware of college opportunities, parents were more involved in their children's schooling, and teachers' morale improved over the course of the project's first year.

Increased college awareness. Across districts, administrators report that increased awareness of and confidence about college opportunities among middle school students and their parents was the most notable success of STAR's first year. Speaking of a teacher's report about a seventh grade trip to Texas A&M Corpus Christi, one administrator said:

...[I]t was like a light bulb that turned on. They [students] said, "You know, college is possible. I can go to school. There are programs. There are people who care about me." ...These are kids who are a little above average who have just been sitting on a log because she [the teacher] feels like they just didn't have a goal ... because the parents truly could not afford to send them to school. ... But now they say it is possible, and it's right here. It's in Corpus Christi or Kingsville. It is a possibility.

According to middle school staff, increased awareness of and interest in college has sparked improvements in student and parent engagement in schooling. One middle school counselor attributed improvements in students' grades and attendance to STAR, noting:

They [students] care more about their grades because they know that it will affect them when they get to high school, and then when they get to high school, their grades will reflect on college.

STAR also resulted in increased awareness of college opportunities among parents, and some families began developing tailored academic goals and shaping their children's graduation plans. A teacher in one district reported:

And the parents, for the first time, some of them have heard some of the requirements for graduation and they're made aware of different credit hours that they can take during the summer and night school to get ahead.

In another district, a counselor explained that more parents were contacting her about enrolling their children in rigorous coursework:

I have all these parents calling, and they're not all parents of the brightest kids. They're parents of those kids that have struggled, but they also want to see their kids give it [AP courses] a try and see. And before, I just didn't have those calls.

Increased parent involvement. In addition to parents' increased interest in students' coursework, districts noted improvements in parents' involvement in school as a result of STAR, and most districts credited the improvements to the work of GEAR UP partner organization FACE. As one administrator noted, "Parent involvement is the hardest thing, and this [FACE] has brought in parents; it's brought in dads." FACE's effectiveness in bridging communication gaps between students and parents was apparent in student comments recalled by an administrator, "You know, some of the comments were, 'I couldn't believe my dad could actually do math,' or, 'I couldn't believe my dad really cared about me.'"

Increased staff and student morale. One district coordinator reported that staff morale had improved as a result of STAR, attributing the change, in part, to the fact that teachers were compensated for the extra time they put in on the project. A counselor noted that students' interest in STAR activities was reflected in improved attendance.

PROJECT CONTINUATION IN 2007-08

STAR districts plan to extend their first year activities in the second year of implementation, as well as add new programs, classes, and support. To increase students' awareness of higher education opportunities and planning needed for college, some middle schools and high schools will offer new or expanded college readiness courses in 2007-08. For example, at one high school ninth graders will be required to take a course entitled "School Success" that addresses colleges, careers, salaries, study and organization skills, and the preparation required for students to reach their educational and career goals. The school also will offer an elective, one-semester "Career Studies" course that focuses on workplace readiness and post-graduation planning and a

“College Ready” course for twelfth graders that addresses college applications and essays, financial aid paperwork as well as preparation for the SAT and ACT exams.

STAR administrators said that the project’s second year would have an increased focus on providing students with opportunities for advanced coursework. One high school plans to move to an eight-period day in order to enable a broader selection of pre-AP courses. Another high school plans to offer a dual credit program in government and economics in conjunction with the local community college.

Several STAR districts plan to expand professional development opportunities during the second year of the project. One district indicated it would extend the University Faculty Fellows mentoring program to the middle school. After struggling with the first year implementation, staff in another district created opportunities to include teacher input in planning second year activities. Teachers participated in meetings to develop a campus improvement plan and responded to a survey that assessed their professional development interests. Another STAR district plans to hold a district-wide in-service that allows teachers from all grade levels to plan vertically aligned lessons.

While districts expressed interest in increasing business and community support for STAR, few had definitive plans to further involve the community in college readiness efforts in 2007-08. One district will invite representatives from the local Chamber of Commerce to give career presentations to eighth grade students. Another district plans to create an alumni organization whose members will serve as mentors for high school students. Nearly all STAR districts indicated that they would expand their family involvement programs. In particular, districts were enthusiastic about the potential of FACE activities to engage parents in school activities.

SUMMARY

All STAR districts had experience with college readiness activities prior to their inclusion in the GEAR UP grant, but for the most part, these activities were limited to the high school. All high schools offered college fairs and tours of area colleges, and most had established Go Centers on the high school campus. In addition, teachers in several districts said they had prior training and experience in vertical teaming.

Several STAR districts had prior experience with GEAR UP grants. Two districts participated in the state’s first GEAR UP program, TGAP, and one district received a smaller district-level GEAR UP grant. However, most of the activities previously funded by GEAR UP were not sustained by districts after the grant’s conclusion.

The process for applying for GEAR UP grants varied across districts. Some districts organized teams of administrators and counselors to plan activities and budgets and other districts assigned responsibility for the application to a single counselor or administrator. No district, however, included teachers in the grant planning and application process. In some districts, the persons responsible for implementing the grant did not participate in grant writing activities.

In terms of their planning for GEAR UP, districts allocated the largest share of STAR funds (50%) to payroll costs to cover the expense of employees who spend all or most of their time working on STAR. Supplies and materials absorbed the second largest share of funds (27%), followed by other operating costs (14%), and professional and contracted services (8%).

Districts' grant applications listed a wide range of activities designed to address each of STAR's four components: informational resources, advanced academics, educator preparation, and family and community participation and support. Across the 2006-07 school year, however, districts primarily implemented activities designed to provide students and their families with informational resources about college readiness. A substantially smaller number of activities addressed educator preparation, advanced academics, and family and community support.

Implementation of STAR presented a number of challenges for districts. Administrators and counselors in most districts said that they did not have sufficient time to manage STAR activities in 2006-07. Some respondents indicated that STAR was an additional responsibility that frequently was of lower priority than their other duties.

Some districts reported difficulty in gaining buy in for STAR. In most cases, this was the result of poor communication of STAR goals. Teachers, in particular, were resistant to the project at its outset because they knew very little about STAR or their role in activities. Teacher resistance eased, however, once they became familiar with STAR. Some districts also reported that high school staff was resistant to STAR. Administrator comments revealed that this resistance resulted from the understanding that STAR activities were limited to the middle school in 2006-07. High school staff understood that they would not be responsible for STAR until 2006-07's seventh graders matriculated to the high school.

Across districts, administrators said that there was confusion about who was responsible for implementing STAR. Poor communication of grant objectives and the short timeline for first year implementation contributed to confusion. Some districts were able to clarify matters by ensuring that administrators from both the middle and high school participated in planning meetings and worked together to develop strategies for implementation.

Despite the challenges to implementation, all districts experienced success during STAR's first year. Districts reported that there was greater awareness of college readiness issues among students and parents, greater parent involvement in school activities, and that teacher morale improved when they received compensation for their work on the project.

All districts had established plans for continuing STAR in the 2007-08 school year. Most districts planned to introduce new programs and to continue the activities implemented in 2006-07. In particular, districts indicated that they planned to increase their focus on increasing students' readiness for and access to advanced academics, as well as expand opportunities for teacher professional development in 2007-08.

CHAPTER 4

Informational Resources and Family and Community Participation and Support

This chapter examines how STAR districts addressed the informational resources and family and community support components of GEAR UP during the project's first year. As discussed in chapter 3, the largest share—nearly 80%—of STAR districts' first year activities addressed informational resources, and the smallest share—less than 2%—addressed activities that engage greater family and community participation and support for schooling. To a large extent, this difference is a reflection of districts' pre-existing resources. As noted in chapter 3, most districts had programs designed to provide information about college opportunities in place prior to the district's inclusion in the GEAR UP grant, and it was a relatively simple step to expand these programs and the services they provide to encompass the broader college readiness goals of GEAR UP.

Few districts, however, had programs to increase parent and community involvement or the expertise to develop such programs in place prior to STAR. Recognizing this gap, the GEAR UP grant identified partner organizations—Fathers Active in Communities and Education (FACE), the National Hispanic Institute (NHI), and the P-16 Partnership for Student Success through College of Education at Texas A&M University Corpus Christi (P²S²)—to assist providing “intensive intervention to pilot [STAR] districts focusing on the need for students from these areas to pursue postsecondary education and the vital role familial and community support plays in those students' completion of college” (p. 10).

Relying on information gathered in the spring of 2007 from site visit interviews with teachers and administrators and from surveys of parents and students,¹ this chapter examines districts' efforts to expand access to informational resources and their work with partner organizations to build programs that engage parents and the community in schools. It discusses students and parents' involvement in school activities, their educational aspirations, their familiarity with postsecondary enrollment options, and their understandings of the affordability of such options. In addition, the chapter contains a section discussing the status of high school seniors' educational planning in the spring of 2007. Generally speaking, the results reported in this chapter are baseline information. Although survey responses may reflect the influence of districts' first year implementation efforts, the project's abbreviated timeline 2006-07 suggests that districts did not have sufficient time to communicate information about GEAR UP's goals to parents and students or to widely implement parent and community involvement activities.

PROVIDING ACCESS TO COLLEGE INFORMATION

District Approaches

Each STAR district was able to offer a variety of programs that provided parents and students with access to college information. All districts expanded existing college readiness programs, such as Go Centers and college tours, to include a wider range of students, and some districts also introduced new programs targeted to GEAR UP's goals. In many instances, districts' efforts

¹ Note: Descriptions of survey participants and response rates are provided in chapter 2.

to provide access to informational resources drew parents to the school, which also advanced GEAR UP's parallel goal of greater parent engagement in school activities.

College visits and fairs. During the 2006-07 school year, all districts provided students, and, in some cases, parents, with opportunities to visit college campuses, including Texas A&M Kingsville and Corpus Christi, the University of Texas at San Antonio, and the Texas State Technical College in Harlingen. One district offered college visits that required parent accompaniment. On one such trip, students and their parents received a guided tour of the Texas A&M Corpus Christi campus and then attended a women's basketball game on the university campus. On another campus, students and parents visited the University of Texas Pan America to learn about the school's engineering program.

All districts also included some form of career and college awareness fairs during the 2006-07 school year. Fairs permitted recruiters from area colleges and technical schools to visit campuses and present information about their programs.

College preparation workshops. Several districts implemented special workshops designed to provide parents and students with information about college preparation and enrollment. One district offered a weekly session titled "Monday Matters" in which middle and high school parents could meet with school personnel to discuss students' academic progress and educational planning. Noting that the sessions were a "big, big thing" in the district, a counselor said that the positive tone and relaxed format of "Monday Matters" encouraged parents' participation:

It's their [parents'] time, and it's not really "Oh, your child's in trouble, come in," or, "They're failing, come in." It's more like, "We're just going to talk about everything that they need to know, everything that's coming up in high school," and they're more relaxed.

Another district offered a "Success-O-Rama" festival in which parents and students attended sessions on academic and financial preparation for college. In another district, middle school staff held a "Walk-for-Success" in which teachers and counselors walked to students' homes in order to visit with parents about academic goals and to leave bags containing information about school activities and college preparation.

Other approaches to college information. Districts also participated in a variety of programs that complemented GEAR UP's goals in the focus placed on improving low-income students' access to educational opportunities. For example, STAR districts participated in the Texas Academic Rising Scholars program, the federal TRIO Talent Search and Upward Bound programs, and the Duke University Talent Identification Program.² Some schools strove to increase college awareness through activities such as college tee-shirt days and bulletin boards featuring college opportunities.

² The Glossary of Programs contains detailed descriptions of the complementary programs noted here.

The Role of Teachers and Counselors in Providing Information to Parents and Students

When asked about their roles in providing students with information about college, most teachers said their job was to ensure that students were academically prepared to take advantage of postsecondary opportunities. “I think we plant the seeds,” explained one teacher, “We talk about how important education is, and how important it is for the student—right now—to start thinking and planning for that [college]. Part of the thinking and planning is making certain that they get the education at this grade level that they need.” Teachers said they generally did not speak about college directly, but address it in the context of class discussions. “We might be talking about something, even in our writing or something like that,” said a high school teacher in one focus group, “It just comes up. You mention college and talk to them about it, at least in my class.” A middle school teacher in another focus group expressed a similar view:

Because if it’s forced, then it has no value to the kids. Because [the] “Today we’re going to talk about” [approach], generally doesn’t get you anywhere because they don’t connect with it. But if there’s some intrinsic connection with one of the students or with something that we read, then the discussion is valuable.

Some teachers developed lessons that were designed to support students’ knowledge of the education requirements of various careers. For example, the language arts teachers at one middle school designed a project that asked students to describe themselves 15 years in the future. The assignment required that students research their future career as well as how they prepared for employment in terms of their education. Other teachers said they invited guest speakers to talk to students about their career choices and educational prerequisites.

Counselors acknowledged that they had a more formal role in providing students with information about college, but noted that college readiness sometimes took a back seat to more pressing issues. A high school counselor explained:

Today, I’ve already had one student in my office crying because she was afraid she wasn’t going to graduate. There’s someone else who’s upset because of family issues; someone’s sick. And then we have another student in trouble with the law. So we’re doing real counseling work. And then you have the college readiness.

In order to enable counselors to devote more time to college planning, one high school restructured counseling assignments to reduce the number of upper classmen assigned to each counselor. Administrators reasoned that counselors would be able to spend more time on college enrollment matters if they were responsible for fewer students who were planning for and applying to colleges.

RESULTS FROM STUDENT AND PARENT SURVEYS

The spring 2007 survey of middle and high school students asked about students’ involvement in schooling, how they gained information about college, their educational expectations, their levels of familiarity with various postsecondary options, and the status of high school seniors’ educational plans. Similarly, the spring 2007 parent survey asked parents about their involvement in planning for college, their educational expectations, the affordability of college

options, as well as their level of communication with school sources about college preparation. Because of the short timeline for STAR implementation in 2006-07, researchers caution against interpreting survey results as an indication of the effectiveness of districts' first year implementation strategies and recommend that 2007's findings act as baseline indications against which future years' survey results may be measured.

Findings from the Spring 2007 Surveys of Middle and High School Students

Students' participation in school activities. The student surveys asked students about their involvement in a range of school activities designed to improve academic achievement. Table 4.1 presents results sorted in terms of middle school students' responses. Of the activities listed, "Tutoring for an academic subject" received the largest proportion of responses for both middle school (33%) and high school students (26%). Across the remaining items, however, responses varied for across the two groups. Middle school students were more likely to participate in family activities at school (23%) and spend a day shadowing an adult in the workplace (22%), while high school students were more likely to receive counseling about their academic performance (19%) and attend workshops on careers (18%). Generally speaking, middle school students' responses indicated that the younger students tended to be more involved in school activities, but this result also may reflect the greater concentration of STAR activities at the middle school level during 2006-07 school year. For example, proportionately more middle school than high school students reported spending a day on a college campus (21% versus 11%), attending a class or presentation at a college (20% versus 18%), and participating in a Fathers Active in Communities and Education (FACE) activities (16% versus 2%).

Table 4.1
Reported School Activity Participation of Students

| School Activity | Middle Schools | | High Schools | |
|--|----------------|------|--------------|------|
| | N | % | N | % |
| Tutoring for an academic subject | 722 | 32.6 | 919 | 26.1 |
| Attended a family activity at school | 517 | 23.3 | 288 | 8.2 |
| Spent a day with an adult at his/her job | 482 | 21.8 | 321 | 9.1 |
| Spent a day on a college campus with a college student | 463 | 20.9 | 377 | 10.7 |
| Attended a class or presentation at a college or university | 434 | 19.6 | 627 | 17.8 |
| Attended a FACE activity with a parent or guardian | 347 | 15.7 | 77 | 2.2 |
| Workshop on careers | 336 | 15.2 | 616 | 17.5 |
| Counseling about your grades | 324 | 14.6 | 654 | 18.6 |
| Mentoring by an adult who is not your parent, guardian, or a teacher | 244 | 11.0 | 290 | 8.2 |
| Workshop on college preparation | 192 | 8.7 | 579 | 16.4 |
| Workshop on study skills | 175 | 7.9 | 181 | 5.1 |
| Attended a Texas Scholars presentation or activity | 120 | 5.4 | 232 | 6.6 |
| Other | 111 | 5.0 | 185 | 5.3 |

Note. Percents will not total to 100. Students were able to mark multiple responses

Source: STAR Middle School Student Survey, STAR High School Student Survey, Spring 2007.

Educational Aspirations. The student surveys asked students to indicate the highest level of education they expected to achieve. As presented in Table 4.2, 56% of middle school students and 61% of high school students said they planned to earn a bachelor's or graduate degree. Middle school students expressed somewhat greater ambition than high school students—about a

third (34%) of middle school students expected to complete graduate school compared with 29% of high school students.

Table 4.2
Educational Aspirations of STAR Students

| Education Level | Middle School | | High School | |
|--|---------------|------|-------------|------|
| | N | % | N | % |
| Bachelor's degree | 420 | 22.3 | 1,047 | 32.4 |
| Graduate or professional degree | 632 | 33.6 | 934 | 28.9 |
| Don't know | 491 | 26.1 | 542 | 16.8 |
| Associate's degree | 89 | 4.7 | 242 | 7.5 |
| High school | 112 | 6.0 | 234 | 7.2 |
| Some college but not an associate's degree | 78 | 4.1 | 138 | 4.3 |
| High school plus vocational school | 36 | 1.9 | 78 | 2.4 |
| Less than high school | 22 | 1.2 | 18 | 0.6 |

Source: STAR Middle School Student Survey, STAR High School Student Survey, Spring 2007.

Student awareness of college opportunities. The student surveys asked both middle and high school students about the ways in which they learned about college opportunities. As shown in Table 4.3, conversations with a parent or guardian were the primary means by which both middle school (59%) and high school students (62%) learned about college. Middle school students were more likely to report learning about postsecondary education from college visits than high school students (55% versus 50%), and high school students were more likely to rely on the Internet for information (53% versus 35%). In terms of college information provided by school staff, middle school students were more likely to rely on their teachers (36%) than counselors (24%), but in high school, the reverse was true—44% of high school students said they got information from counselors compared with 34% who said they got information from teachers. Overall, Table 4.3's results indicate that both middle and high school students tend to rely more heavily on family members than school staff for information about postsecondary education.

Table 4.3
The Ways Students Learn about Colleges and Universities

| Ways Learned about Colleges | Middle School | | High School | |
|--|---------------|------|-------------|------|
| | N | % | N | % |
| Discussed college with parent(s) or guardian | 1,305 | 58.9 | 2,176 | 61.8 |
| Visited a college or university | 1,217 | 54.9 | 1,770 | 50.3 |
| Discussed college with another family member | 900 | 40.6 | 1,469 | 41.7 |
| Discussed college with teacher | 791 | 35.7 | 1,204 | 34.2 |
| Used the Internet | 769 | 34.7 | 1,849 | 52.5 |
| Discussed college with a brother or sister | 617 | 27.8 | 1,131 | 32.1 |
| Discussed college with a school counselor | 530 | 23.9 | 1,551 | 44.1 |
| Looked at a guide to colleges and universities | 504 | 22.7 | 1,041 | 29.6 |
| Other | 90 | 4.1 | 138 | 3.9 |

Note. Percents will not total to 100. Students were able to mark multiple responses.

Source: STAR Middle School Student Survey, STAR High School Student Survey, Spring 2007.

Students' familiarity with postsecondary educational options. The student surveys asked students to rank their familiarity with various postsecondary educational programs, indicating whether they were “Not familiar,” “Somewhat familiar,” or “Very familiar” with four-year colleges, community colleges, and vocational or technical programs.

As shown in Figures 4.1a, 4.1b, and 4.1c, students indicated substantially different levels of familiarity with each type of program. Most middle and high school students were familiar with four year programs—82% of middle school students and 85% of high school students were either *somewhat* or *very familiar* with four-year colleges (Figure 4.1a). However, students knew less about community colleges and vocational schools. Just 61% of middle school students and 77% of high school students were *somewhat* or *very familiar* with community colleges (Figure 4.1b), and only 37% of middle school and 42% of high school students were *somewhat* or *very familiar* with postsecondary vocational programs (Figure 4.1c). The relatively small proportion of high school students indicating familiarity with technical and vocational programs is somewhat surprising, given notably large proportion of STAR high school students (69% in 2005-06) enrolled in career and technical education (CATE) programs (see Table 2.8 in chapter 2).

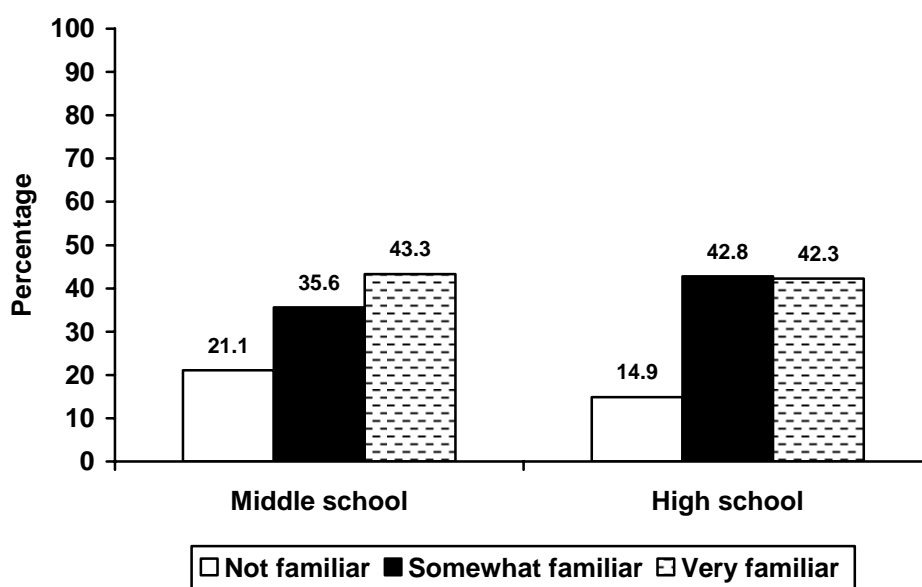


Figure 4.1a. Students' familiarity with four-year colleges or universities (percentages).

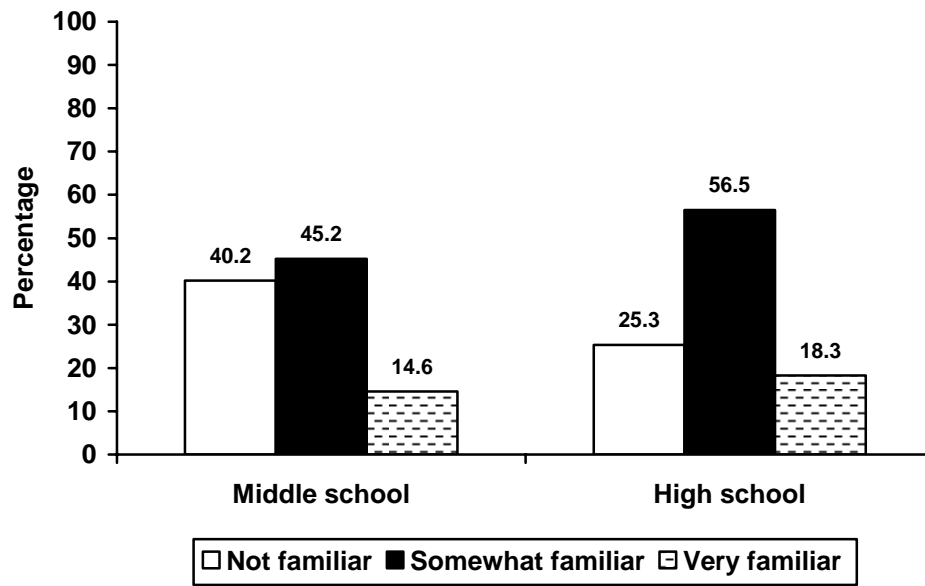


Figure 4.1b. Students' familiarity with community or junior colleges (percentages).

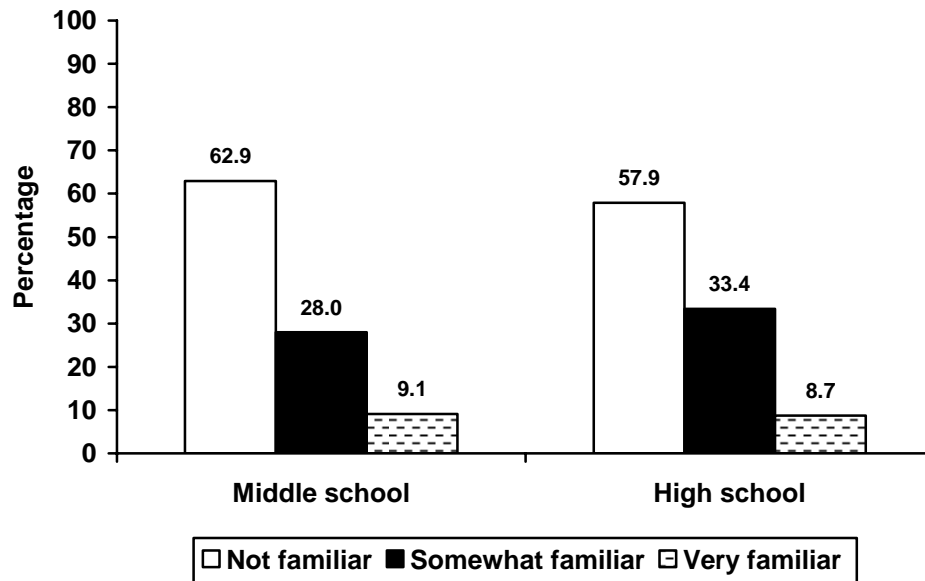


Figure 4.1c. Students' familiarity with vocational or technical schools (percentages).

Students' perceptions of affordability. The student surveys also included items asking students to rank their understandings of the affordability of four-year colleges, community colleges, and vocational or technical schools. Students were asked to identify whether they thought they could afford each educational option according using the following response categories: "Definitely

not,” “Probably not,” “Not sure,” “Probably,” and “Definitely.” Figures 4.2a, 4.2b, and 4.2c present students’ responses, collapsing “Definitely not” and “Probably not” into one category.

Generally speaking, there are few differences between middle and high school students’ responses. Both sets of students expect that they will be able to afford a four-year college. As shown in Figure 4.2a, 66% of middle school students and 62% of high school students responded that they could either “Probably” or “Definitely” afford a four-year college or university. Similarly, 61% of middle school students and 70% of high school students perceived community colleges to be affordable (see Figure 4.2b). Students were less sure of the affordability of vocational or technical schools—only 42% of middle school students and 50% of high schools students thought vocational or technical schools were “Probably” or “Definitely” affordable (see Figure 4.2c).

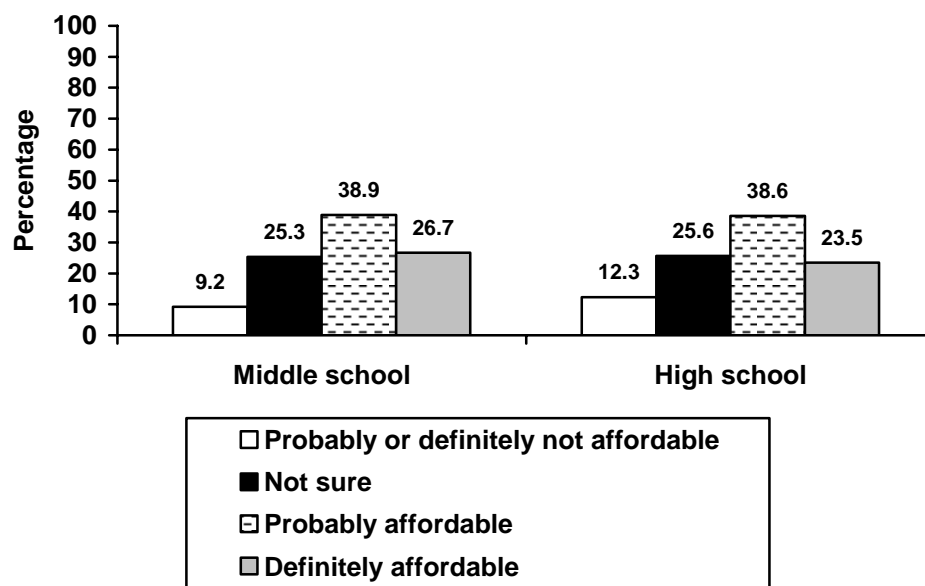


Figure 4.2a. Students’ perceptions of the affordability of a public four-year college or university (percentages).

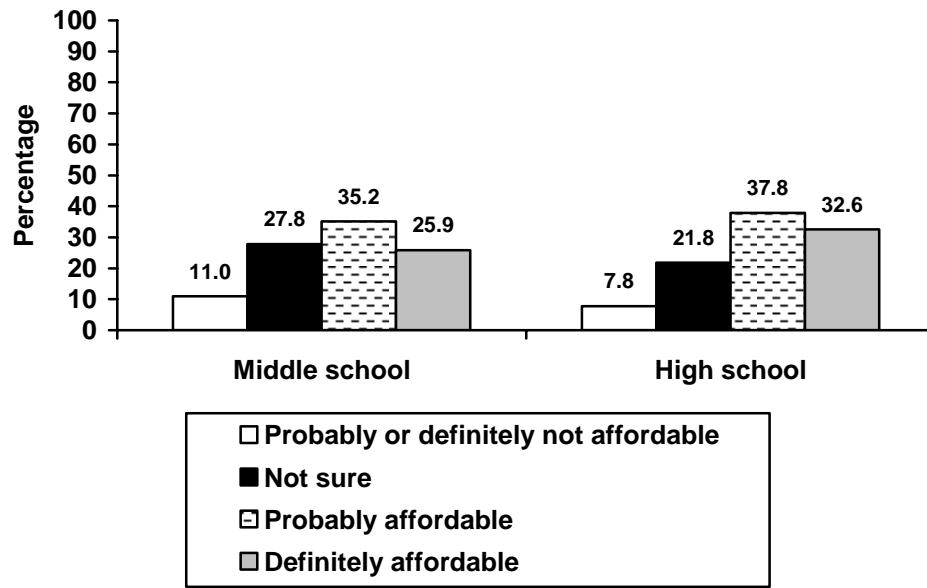


Figure 4.2b. Students' perceptions of the affordability of community or junior colleges (percentages).

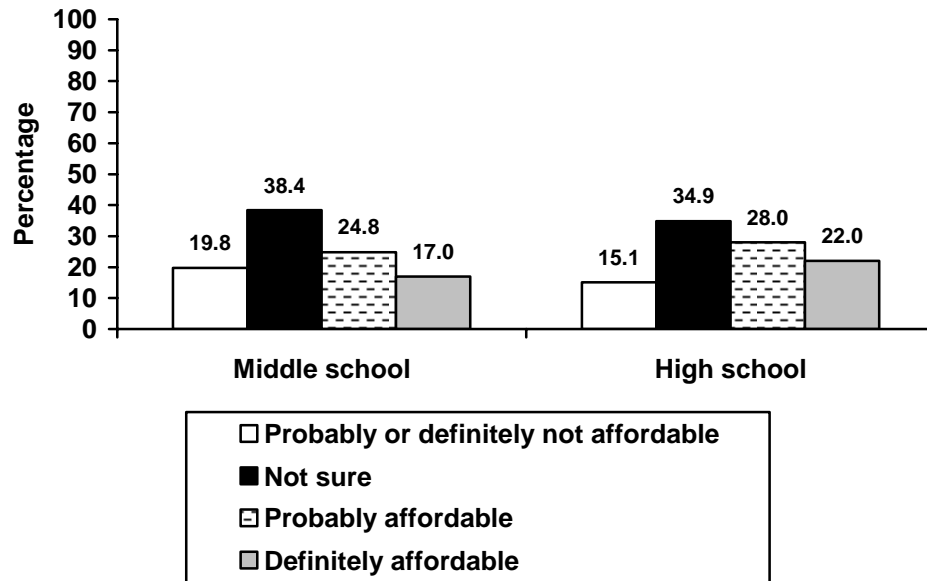


Figure 4.2c. Students' perceptions of the affordability of a vocational or technical school (percentages).

High School Seniors and College Planning

The high school student survey contained a section which asked current high school seniors to respond to items regarding the status of their postsecondary educational planning. Students' survey responses are largely reflective of the baseline PEIMS and AEIS data presented in chapter 6.

College entrance exams. The survey asked high school seniors whether or not they were planning to take or had taken college entrance examinations (see Figure 4.3). About 11% said they had taken the SAT and 21% said they had taken the ACT, and much larger percentages said they planned to take the exams—approximately 55% said they planned to take the SAT and 48% said they planned to take the ACT.

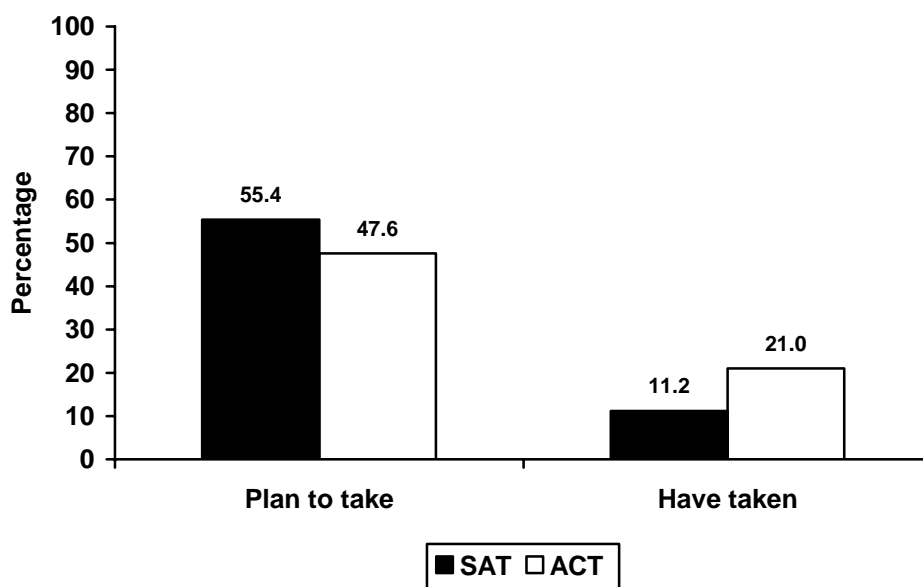


Figure 4.3 College entrance examination plans of STAR seniors (percentages).

Graduation plans. Almost one-third (32%) of STAR seniors said that they had been accepted at a four-year college or university. Additionally, 16% said they had been accepted at a community or junior college, and 5% at a vocational or technical school (Figure 4.4). Another 13% indicated that they had applied to a four-year college or university, 17% to a community or junior college, and 4% to a vocational or technical school. A large percentage of seniors said that they still planned to apply to a postsecondary program. Specifically, 34% said they planned to apply to a four-year college or university, 34% to a community or junior college, and 20% to a vocational or technical school.

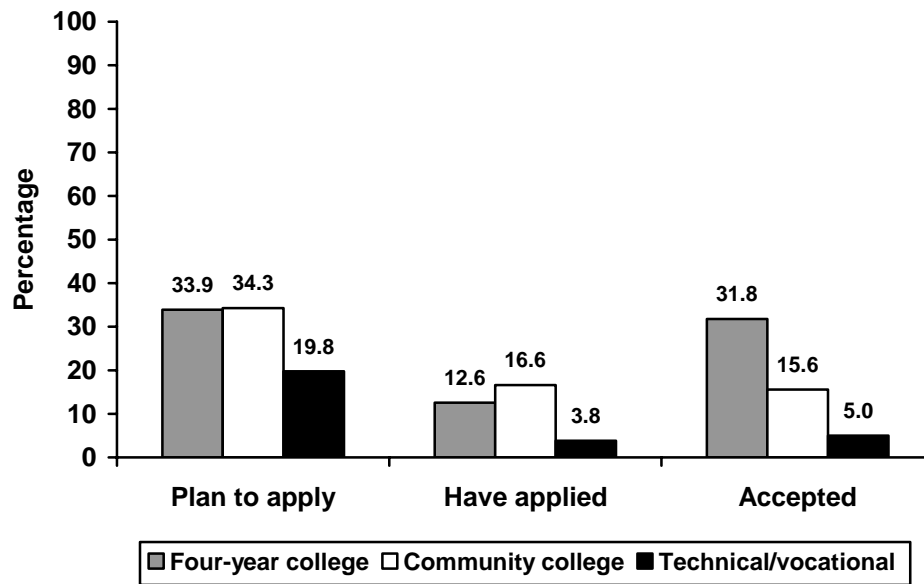


Figure 4.4. College application plans of STAR seniors (percentages).

Barriers to attending college. The survey also asked high school seniors the reasons that they may not attend college. Students' responses are presented in Table 4.4. Notably, more than half of seniors (54%) responded that nothing would prevent them from attending college. Less than a third (30%) felt that the cost of college would prevent them from attending, and only a quarter indicated that they would forgo college in order to work. Other reasons for not attending college included poor grades (16%), obligations to family (11%), and the desire to enlist in the military (4%).

Table 4.4
Barriers to Attending College for High School Seniors

| Barrier | N | % |
|------------------------------------|-----|------|
| Nothing | 394 | 54.1 |
| It costs too much; can't afford it | 218 | 29.9 |
| I need, want to work | 185 | 25.4 |
| My grades are not good enough | 113 | 15.5 |
| I have responsibilities to family | 83 | 11.4 |
| I want to go into the military | 32 | 4.4 |
| I am not interested in college | 26 | 3.6 |
| Other | 26 | 3.6 |
| College is too far from home | 25 | 3.4 |
| I want to get married | 17 | 2.3 |
| I have a disability | 13 | 1.8 |

Note. Percents will not total to 100. Students were able to mark multiple responses.

Source: STAR High School Student Survey, Spring 2007.

Results from the Spring 2007 Survey of STAR Parents

As discussed in chapter 2, the results of the STAR parent survey indicate that most parents (53%) have attended college and that parents' enrollment in college averaged about 3 years (Table 2.3). This suggests that many parents have first-hand experience with college application and enrollment practices as well as anecdotal information about their own college experiences to share with students. The parent survey also sought more direct information about parents' role in helping students to prepare for college, including parents' involvement in school activities, students' academics, and college planning; their educational aspirations for their children and their communication with school staff about their children's preparation for college; as well as their perceptions of the affordability of postsecondary educational options and the barriers that may prevent their children from attending college.

Parents' participation in schooling. The parent survey asked about parents' level of involvement in their children's school. Table 4.5 presents the percentage of parents who said they participated in a range of different types of school activities. Overall, parents of both middle and high school students were most likely to speak with school staff about their child's education (84%), attend parent teacher conferences (75%), and school cultural events (59%). Middle school parents indicated somewhat higher levels of involvement across most response categories; however, proportionately more high school parents said they attended college and career preparation activities, volunteered in school, and enrolled in classes offered for parents.

Table 4.5
Parent Involvement in School Activities, by Percent

| School Activity | Middle School Parents (n=270) | High School Parents (n=530) | All Parents (N=800) |
|--|-------------------------------|-----------------------------|---------------------|
| Talked with teacher/counselor/administrator about child's education | 86.7 | 83.0 | 84.3 |
| Parent-teacher conferences | 81.5 | 70.9 | 74.5 |
| Cultural events | 61.1 | 58.3 | 59.3 |
| Observed/visited child's classroom | 48.1 | 42.3 | 44.3 |
| Family events, including student-father or student-mother activities | 44.4 | 36.0 | 38.9 |
| Presentations on college preparation, career planning, study skills | 34.4 | 36.6 | 35.9 |
| Volunteer activities for child's school | 25.6 | 32.5 | 30.1 |
| PTA, PTO meeting | 32.6 | 24.7 | 27.4 |
| Computer classes or other classes for parents | 8.9 | 11.5 | 10.6 |
| Received a home visit from a teacher, counselor, or administrator | 12.6 | 7.4 | 9.1 |

Source: STAR Parent Survey, Spring 2007.

The parent survey also explored the degree to which parents were involved in their child's education outside of school. Parents were asked how often they engaged in a variety of educational activities at home. As presented in Table 4.6, both middle and high school parents regularly talked to their children about school and assisted with students' homework activities. Parents engaged in conversations about school with other parents and tutored their children less frequently.

Table 4.6
Parent Involvement with Students' Academics

| Involvement activity/Group | Level of Involvement | | | |
|---|----------------------|---------------------------|--------------------------|---------------|
| | Never (%) | Several Times a Month (%) | Several Times a Week (%) | Every Day (%) |
| Assist or monitor your child's homework at home | | | | |
| Middle school parents (n=270) | 8.5 | 18.1 | 32.6 | 40.0 |
| High school parents (n=530) | 18.3 | 24.7 | 30.2 | 26.6 |
| All parents (N=800) | 15.0 | 22.5 | 31.0 | 31.1 |
| Tutor child at home using teacher-provided materials/instructions | | | | |
| Middle school parents (n=270) | 35.9 | 23.0 | 25.6 | 14.8 |
| High school parents (n=530) | 55.7 | 21.3 | 17.9 | 4.9 |
| All parents (N=800) | 49.0 | 21.9 | 20.5 | 8.3 |
| Read with your child at home | | | | |
| Middle school parents (n=270) | 31.5 | 28.9 | 24.8 | 14.1 |
| High school parents (n=530) | 57.2 | 21.9 | 13.6 | 7.4 |
| All parents (N=800) | 48.5 | 24.3 | 17.4 | 9.6 |
| Discuss school with your child | | | | |
| Middle school parents (n=270) | 3.0 | 7.8 | 19.6 | 69.6 |
| High school parents (n=530) | 2.8 | 9.8 | 19.4 | 67.5 |
| All parents (N=800) | 2.9 | 9.1 | 19.5 | 68.3 |
| Talk to other parents about your child's school | | | | |
| Middle school parents (n=270) | 29.6 | 35.6 | 19.6 | 14.4 |
| High school parents (n=530) | 29.2 | 37.7 | 19.4 | 13.6 |
| All parents (N=800) | 29.4 | 37.0 | 19.5 | 13.9 |

Note. Percentages may not total 100% because "Don't know" and "Refused to answer" percentages are omitted from the table.

Source: STAR Parent Survey, Spring 2007.

Parents' role in planning for college. The parent survey asked parents to describe the frequency with which they discussed college opportunities with their children and assisted in educational planning. As presented in Table 4.7, results indicate that parents are fairly involved in talking to their children about college, including financial aid and college entrance exams, and that they assist students in deciding which courses to take. Not surprisingly, the parents of high school students said they addressed these issues more often than the parents of middle school students.

Table 4.7
Parent Involvement in Planning for Post-Secondary Education

| Involvement activity/Group | Frequency | | | |
|---|-----------|--------------------|---------------|----------------|
| | Never (%) | Not Very Often (%) | Sometimes (%) | Very Often (%) |
| Talk about attending college | | | | |
| Middle school parents (n=270) | 2.6 | 5.6 | 28.5 | 63.3 |
| High school parents (n=530) | 2.6 | 3.4 | 21.5 | 72.5 |
| All parents (N=800) | 2.6 | 4.1 | 23.9 | 69.4 |
| Help select classes that support college plans | | | | |
| Middle school parents (n=270) | 24.8 | 8.9 | 29.3 | 35.6 |
| High school parents (n=530) | 18.3 | 8.5 | 30.9 | 41.9 |
| All parents (N=800) | 20.5 | 8.6 | 30.4 | 39.8 |
| Talk about taking one or more of the college entrance exams | | | | |
| Middle school parents (n=270) | 45.2 | 9.3 | 24.1 | 20.4 |
| High school parents (n=530) | 24.7 | 9.6 | 24.7 | 40.8 |
| All parents (N=800) | 31.6 | 9.5 | 24.5 | 33.9 |
| Talk about financial aid, etc. to provide money for college | | | | |
| Middle school parents (n=270) | 27.0 | 5.9 | 31.1 | 35.6 |
| High school parents (n=530) | 14.7 | 8.1 | 23.8 | 53.2 |
| All parents (N=800) | 18.9 | 7.4 | 26.3 | 47.3 |

Note. Percentages may not total 100% because “don’t know” percentages were omitted from the table.

Source: STAR Parent Survey, Spring 2007.

The parent survey also asked high school parents if they were aware of the graduation plan in which their child was enrolled. Figure 4.5 indicates that a fairly large proportion of parents (42%) did not know their child’s graduation plan.

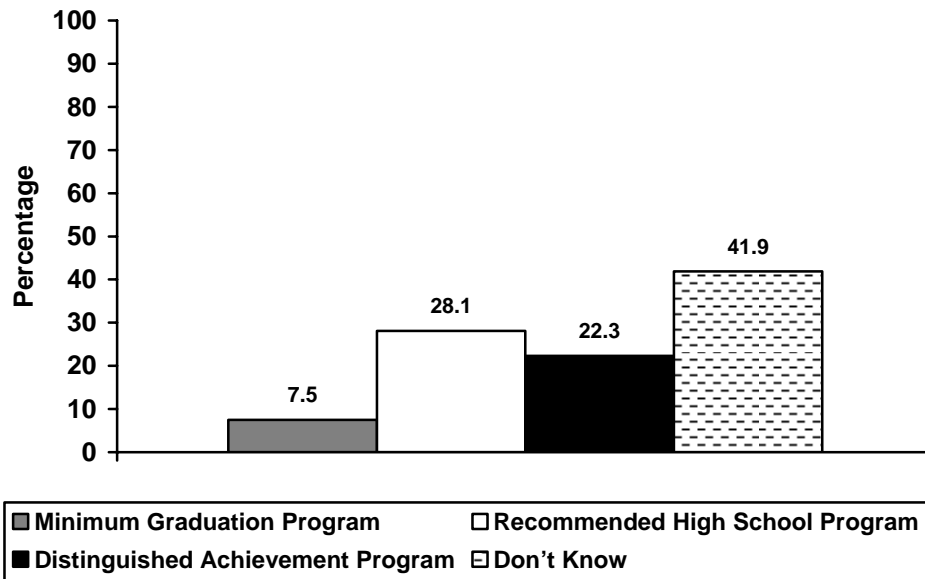


Figure 4.5. High school parents' knowledge of their child's graduation plan (percentages).

Note. Percents will not total to 100. Parents who did not answer were omitted from the figure.

Eighty-nine percent of all parents (87% middle school and 91% high school) said that their child had expressed an interest in attending college, and most parents—67% of middle school and 68% of high school—expected that their child would obtain a bachelor's degree (see Figure 4.6).

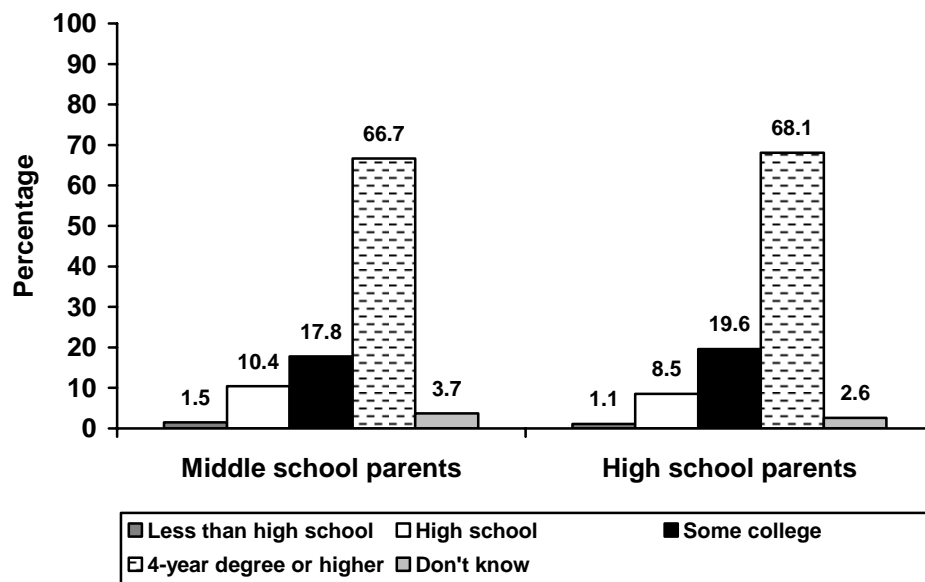


Figure 4.6. Parents' expectations for students' educational attainment (percentages).

Parents’ perceptions of affordability. The parents’ survey asked about parents’ perceptions of the affordability of four-year public colleges and community colleges, including the use of financial aid, scholarships, and family resources. Parents’ responses are presented in Figure 4.7. Again, responses for “Probably not” and “Definitely not” affordable are collapsed into a single category. Parents also were given the option of responding “Don’t know.” Because less than 1% of parents chose the “Don’t know” option, these responses are omitted from Figure 4.7.

Parents expressed greater confidence than students in their ability to pay for postsecondary education. As shown in Figure 4.7, 86% of parents said that they can “Probably” or “Definitely” afford a four-year college, and 90% said they can “Probably” or “Definitely” afford tuition at a community college. Proportionately more parents than students understood that they could “Definitely” afford each type of schooling (55% for four-year colleges and 63% for community colleges).

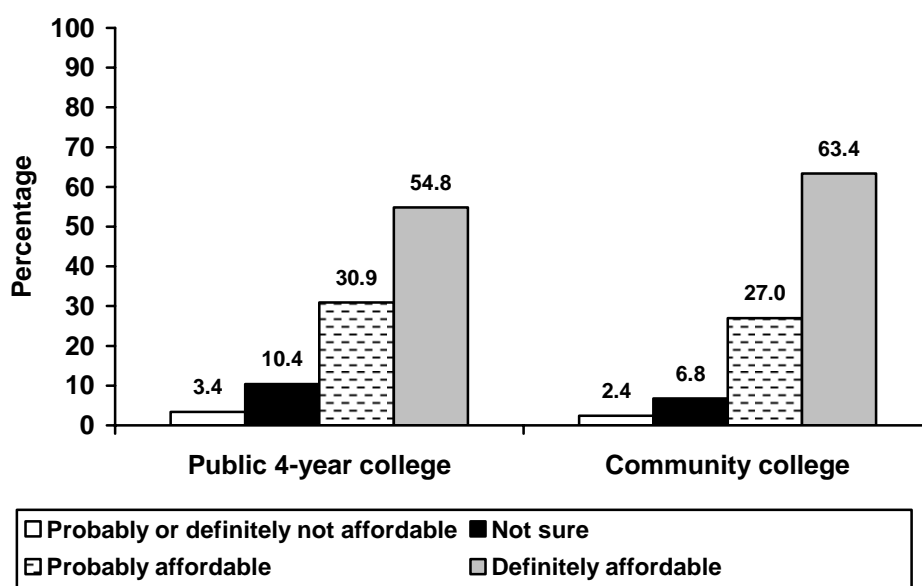


Figure 4.7. Parent perceptions of college affordability (percentages).

Note. Percentages will not total to 100. “Don’t know” responses are omitted.

Parents’ understandings of the barriers to attending college. The parents’ survey also asked parents to identify the obstacles that were most likely to prevent their child from attending college. Table 4.8 presents parents’ responses sorted in terms of the percent of all parents responding to each item. One third of parents said that the cost of college may prevent their child from attending college. Proportionately more high school than middle school parents felt that the expense of tuition was a barrier to postsecondary education for their child (35% versus 30%). Approximately 30% of parents felt that their child would not encounter any obstacles to attending college. Not surprisingly, middle school parents were more likely than high school parents to respond that they did not know the reasons that might prevent their child from attending college (10% versus 3%).

Table 4.8
Likely Reasons Child May Not Attend College, by Percent

| Likely Reason (percent) | Middle School Parents (n=270) | High School Parents (n=530) | All Parents (N=800) |
|--|-------------------------------|-----------------------------|---------------------|
| It costs too much/can't afford it | 29.6 | 35.1 | 33.3 |
| Child not likely to have an obstacle to post-secondary education | 27.4 | 30.6 | 29.5 |
| He/she has a disability (physical, learning, emotional) | 8.1 | 6.0 | 6.8 |
| He/she needs/wants to work | 5.2 | 7.0 | 6.4 |
| His/her grades are not good enough | 6.3 | 5.1 | 5.5 |
| Don't know | 10.4 | 2.6 | 5.3 |
| He/she is not interested in college | 3.0 | 5.1 | 4.4 |
| He/she wants to go into the military | 5.2 | 3.2 | 3.9 |
| He/she wants to get married | 2.6 | 1.7 | 2.0 |
| Other | 1.1 | 1.9 | 1.6 |
| He/she has children | 0.7 | 0.9 | 0.9 |
| He/she has responsibilities to family | 0.4 | 0.6 | 0.5 |

Source: STAR Parent Survey, Spring 2007.

To assess the level of parent interaction with STAR campuses on matters related to students' preparation for and enrollment in college, the parent survey asked parents whether they communicated with school staff or a GEAR UP partner organization about college entrance requirements, including preparatory coursework, and financial aid opportunities during the 2006-07 school year.

As indicated in Table 4.9, few surveyed parents said they communicated with school personnel or a GEAR UP partner organization on college planning matters. Despite the emphasis on STAR at the middle school, high school parents were more likely than middle school students to discuss college with district or GEAR UP representatives. This is expected, given that college enrollment is likely to be a more pressing issue for older students; however, the proportion of high school parents indicating communication across categories is low. Less than a third (32%) of high school parents discussed the coursework students should take to prepare for college with school staff, 29% talked about financial aid, and only 23% spoke about college entrance requirements.

Most surveyed parents were not familiar with the STAR project at their child's school. Sixty-seven percent of all parents (64% middle school and 68% high school) said that they were "Not very familiar" or had no knowledge of the STAR program.

Table 4.9
Parent Communication with the District or the GEAR UP Program

| Topic of Communication/Group | Yes (%) | No (%) | Don't Know (%) |
|---|---------|--------|----------------|
| College entrance requirements | | | |
| Middle school parents (n=270) | 21.1 | 78.1 | 0.7 |
| High school parents (n=530) | 23.4 | 76.0 | 0.6 |
| All parents (N=800) | 22.6 | 76.8 | 0.6 |
| Availability of financial aid for college | | | |
| Middle school parents (n=270) | 18.5 | 80.7 | 0.7 |
| High school parents (n=530) | 28.9 | 70.8 | 0.4 |
| All parents (N=800) | 25.4 | 74.1 | 0.5 |
| Courses your child should take to prepare for college | | | |
| Middle school parents (n=270) | 24.1 | 74.4 | 1.5 |
| High school parents (n=530) | 31.9 | 67.4 | 0.8 |
| All parents (N=800) | 29.3 | 69.8 | 1.0 |

Source: STAR Parent Survey, Spring 2007.

FAMILY AND COMMUNITY SUPPORT FOR COLLEGE READINESS

Family and community support of college readiness received the least emphasis in terms of the activities developed during STAR's first year implementation, and, as noted in opening, this is not particularly surprising given that many districts did not have pre-existing programs designed to involve families and communities in schools. The GEAR UP grant enlists partner organizations the NHI, FACE, and P²S² to assist districts in developing programs that engage the larger community. While most partnerships got off to a slow start, FACE was a strong presence in STAR's middle schools and many administrators and teachers indicated that FACE activities were the most successful events of the project's first year.

Fathers Active in Communities and Education (FACE)

FACE's role in STAR is to assist districts in designing programs that increase parent involvement in schools. Although several districts had pre-existing relationships with FACE, administrators at all STAR districts said that FACE was active in their schools during the 2006-07 school year. And, without exception, the comments on FACE's involvement were positive. Several districts reported that FACE's "Tuesdays with Dads" program was highly effective at getting fathers into the schools and involved in students' academics. Across districts, administrators expressed surprise at the large number of fathers who attended the sessions. One district administrator recalled:

I just about passed out when the auditorium was full...What we found from that was, all of a sudden, we were talking and meeting with people that had never darkened the door since they had been in high school themselves.

The sessions, aimed at involving fathers in the school community but open to all adults, were held once a month at the middle and high school. The schools allowed attending students to earn

credit for missed school work. During the sessions, facilitators involved attendees in variety of community-building and parenting skills. At some campuses, fathers and students also participated in a math activity that served to strengthen student math skills. School administrators reported that these activities helped to change parental perceptions about the possibility of college education for their children as well as children's perceptions of their parents.

In another district, an administrator explained that the FACE program's emphasis "...is on not knowing about college so much as getting ready for it. It's a big difference. And the direct, face-to-face work with the parents is awesome." The program has been so successful that some mothers have complained that they are left out of an important activity. In response, several districts have planned to extend FACE activities to mothers.

While FACE activities took off at the middle school level, districts noted that high school parents were less responsive to the program. "...[W]e don't get as many parents or dads as [the middle school]," said one high school principal, "Sometimes they have sessions with like 60 or so, and the most we've ever had was 10 or 12." Another administrator noted, "... if we have three dads, we're lucky, I mean, and we're just pulling teeth trying to get them. We're bribing them, trying to get them there..." School personnel said that high school parents generally are not as involved in school activities, but expressed hope that repeated invitations and the relaxed format of FACE activities would encourage greater participation.

National Hispanic Institute (NHI)

NHI's role in the STAR project is to assist districts in building community relationships and to provide programs in which students may develop leadership skills and habits of community involvement. During the project's first year, NHI planned to conduct focus groups examining the perceptions and attitudes of students, parents, teachers with respect to students' participation in higher education and role as community leaders. These efforts did not get fully underway until late in the school year, which resulted in confusion and some frustration about the organization's role in the project. STAR district administrators voiced concerns about NHI's role during interviews conducted in May of 2007. "I'm still clueless as to [what] NHI's role is" explained one administrator. "One of the things I was most excited was having the National Hispanic Institute involved [in STAR]," said an administrator in another district, "but they haven't been involved much, so I've been kind of disappointed on that end."

P-16 Partnership for Student Success through College of Education at Texas A&M University Corpus Christi (P²S²)

The P²S² office at Texas A&M Corpus Christi is responsible for developing a variety of activities for students, parents, and educators designed to increase academic rigor and build family and community support for college readiness. During the first year of the project, STAR districts reported that P²S² representatives made presentations to students and parents, assisted parents with college planning and application forms, arranged college visits, and served as advisors to campus staff in developing and implementing college and career awareness activities. In addition, P²S² encouraged wider communication of STAR's goals within districts and promoted high school participation in STAR planning efforts.

Other Activities Designed to Increase Community Involvement in Schools

Districts also worked to generate community support by directly involving community members and organizations in college readiness activities at their schools. In one district, the district STAR coordinator meets with the local business chamber president once every six weeks to discuss school activities. The chamber's monthly newsletter includes information about STAR activities and encourages community support. In another district, community members donated computers for a middle school Go Center. Several middle schools were supported by a local Junior Achievement program that provided opportunities for local business owners to teach students about personal finance, educational goals, and career options. And one district has formed a GEAR UP advisory council that includes members of the business community.

Administrators at STAR schools reported that business and community members learn of the project and activities through newsletters to parents, articles in the local newspapers, and advertisements on the school marquee or at school sports events. District administrators expressed awareness of the need to involve community members in STAR activities. "I probably need to do more along those lines," explained one administrator, "and really get with some [community] partners to sponsor some different activities, but I just haven't done that yet."

SUMMARY

Districts implemented a wide range of activities and services designed to increase parent and student access to information about college during STAR's first year. All districts provided students and, in some cases, parents, with opportunities to visit area colleges, and all districts participated in career and college fairs. Some districts introduced new programs designed to better inform parents and students about educational planning. Such programs included regularly scheduled workshops addressing educational planning and home visits designed to reach out to parents who might not otherwise gain information about schooling.

Teachers and counselors also addressed college planning in their interactions with students. Counselors played a more direct role, although more immediate counseling concerns sometimes took precedence over college readiness issues. Most teachers said they assisted students in planning for college by providing sound instruction and by discussing college when the topic arose in class. Some teachers said they addressed college readiness through class projects that focused on the importance of college and invited speakers.

In spite of teachers and counselors efforts, most students said they got their information about college from a parent or guardian (59% of middle school students and 62% of high school students). Proportionately more middle school students discussed college with a teacher (34%), and high school students were more likely to get information from a counselor (44%). A larger percentage of middle school students said they visited a college or university during the 2006-07 school year (55% versus 50%), which likely reflects the concentration of STAR activities at the middle school level during the project's first year.

The emphasis on STAR at middle schools is also reflected in students' responses to survey questions about their involvement in school activities. Proportionately more middle than high school students responded that they attended a family activity at school (23% versus 8%), spent

time on a college campus (21% versus 11%), and attended FACE activities (26% versus 2%). Of all activities included on the survey, the largest percentages of both middle (33%) and high school students (26%) said they received tutoring for their schoolwork.

Most STAR students expect that they will attend college and earn a degree. More than half (56%) of middle school students and 61% of high school students said that they planned to earn a bachelor's degree, and about a third (34%) of middle school students and 29% of high school students expect that they will obtain a graduate degree. More than two-thirds of both middle (67%) and high school parents (68%) said they expected that their child would earn a four-year degree.

Most students were familiar with four-year colleges and universities and community colleges, but fewer were aware of vocational or technical postsecondary educational options. Similarly, students were fairly confident that they would be able to afford a four-year or community college education but were less sure about the cost of vocational programs. Parents expressed greater confidence than students about the affordability of postsecondary educational options.

In spite of students' educational ambitions, relatively few high school seniors had taken the steps necessary to ensure college enrollment. At the time of the student surveys (May 2007), only 21% of surveyed seniors had taken the ACT and 11% had taken the SAT, although nearly half of seniors indicated that they planned to take the tests. Despite low participation in college entrance exams, 32% of STAR seniors reported that they had been accepted to a four-year college, 16% said they had been accepted to community college, and 5% had been accepted to vocational school. Even larger percentages of seniors said they planned to apply for admission to postsecondary educational programs.

More than half of the high school seniors (54%) who participated in the 2007 student survey said that nothing would prevent them from attending college. Less than a third (30%) said that the expense of college was a deterrent and 25% said they would work instead of attending college. In contrast, a third of all respondents in the parent survey said that college was too expensive (33%) and about 30% indicated that there were no obstacles to their child's ability to attend college.

Parents' responses to survey questions indicate that they are fairly active in discussing college plans with their children and in assisting students in selecting academic coursework. However, few parents said that they communicated with school personnel about college topics, including financial aid and preparatory coursework, and a relatively large percentage of parents of high school students were did not know their child's graduation plan (42%).

Efforts to increase parent and the community involvement in STAR districts got off to a slow start in 2006-07. GEAR UP partner organizations FACE, NHI, and P²S² had varying levels of involvement during the project's first year. In particular, districts noted the success of FACE in increasing parent involvement in school activities.

CHAPTER 5

Advanced Academics and Educator Preparation

GEAR UP recognizes that increasing parent and student awareness of college opportunities is only one aspect of preparing students for postsecondary education. Schools must also focus on improving students' academic achievement in order to ensure their readiness for the rigor of higher education. To this end, STAR districts are expected to increase student achievement by increasing the number of students enrolled in rigorous coursework and improving teachers' ability to plan and teach intellectually challenging lessons. STAR establishes clear goals for the increased academic performance of students—across project years, STAR districts are expected to increase the proportions of students, particularly those with limited English proficiency, enrolled in pre-Advanced Placement (AP) and AP courses as well as the number of students taking and meeting criteria on college entrance exams (e.g., the ACT, SAT, and Texas Higher Education Assessment [THEA]). In order to meet these goals, STAR focuses on providing teachers with the training and support necessary to improve student achievement. GEAR UP partner the College Board provides training for teachers and counselors in using AP strategies to improve the achievement of all students and in building vertical teams that align instruction in the core content areas. In addition, the University Faculty Fellows program links STAR teachers to college professors who will serve as mentors in the process of developing more challenging instruction.

As discussed in chapter 3, the majority of STAR's first year activities focused on providing information about college to parents and students and considerably less emphasis was given to students' academic preparedness and teachers' professional development. This chapter describes districts' first year efforts to strengthen students' academic outcomes and to improve the rigor of teachers' instructional practices.

STRENGTHENING STUDENTS' ACADEMIC ACHIEVEMENT

Research has established that a rigorous high school curriculum, including AP coursework, is one of the strongest predictors of success in undergraduate programs, outweighing class rank and performance on standardized tests (Adelman, 1999, 2006). As a result, there has been push to increase the number of low-income and minority students enrolled in AP coursework in order to improve the likelihood such students will achieve higher levels of educational attainment. However, the evidence resulting from such efforts suggests that the benefits of AP coursework accrue only to students who are able to pass AP exams and that there is little value in extending AP classes to students who are unprepared for challenging coursework or in watering down course content to ensure broader student participation (Geiser & Santelices, 2004; Dougherty, Mellor, & Jian, 2006). Thus, the challenge for STAR districts is to ensure that students' ability to participate in rigorous coursework results from increased academic preparation and not diluted course content.

Chapter 6 provides detailed baseline data about STAR students AP course taking and testing outcomes drawn from College Board and Texas Education Agency (TEA) databases. The discussion that follows examines students' self-reports of their current study habits and academic

achievement as well as their participation in pre-AP and AP coursework as reported on the spring 2007 surveys of middle and high school students. Teachers' experiences with and impressions of school AP programs as gathered from the spring 2007 teacher, counselor, and librarian survey are also reported. (Note: The characteristics of survey respondents and response rates are discussed in chapter 2.)

Student Study Habits and Academic Achievement

In order to gain a sense of students' study habits, the spring 2007 student surveys asked students to report the number of hours they spent each evening working on homework. Figure 5.1 presents student responses and indicates that most students spend relatively little time working on homework. Only 11% of middle school and 17% of high school students said that they devoted an hour or more to homework, and nearly half (48%) of middle school students and 43% of high school students reported spending less than 30 minutes on homework related activities.

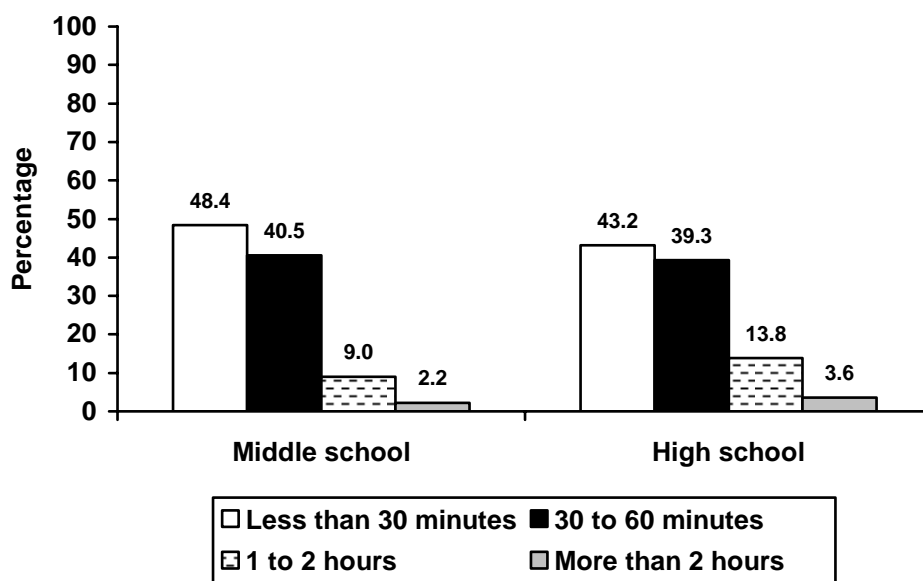


Figure 5.1 Time spent on homework nightly by STAR students (percentages).

In spite of the limited time devoted to homework, most students reported that they received good grades. On average, high school students reported receiving a grade point average of 3.2. Because middle school students may not be familiar with grade point averages, the survey asked them to report the letter grades they usually received. As presented in Table 5.1, more than half (50.8%) of middle school students reported that they generally received “Mostly A’s,” “A’s and B’s,” or “Mostly B’s.”

Table 5.1
Middle School Student Grades, 2006-07

| Grades You Usually Receive | % of Students |
|----------------------------|---------------|
| Mostly A's | 9.5 |
| A's and B's | 34.2 |
| Mostly B's | 7.1 |
| B's and C's | 35.0 |
| Mostly C's | 3.1 |
| C's and D's | 7.7 |
| Mostly D's | 0.3 |
| D's and F's | 2.1 |
| Mostly F's | 0.9 |

Source: STAR Middle School Student Survey, Spring 2007.

Advanced Placement Programs and College Preparation

STAR students and pre-AP and AP coursework in 2006-07. The spring 2007 surveys of middle and high school students included items asking students to identify the pre-AP and AP courses in which they were enrolled during the 2006-07 school year. As indicated in Table 5.2, nearly a third of middle school students (30%) said they took at least one pre-AP or AP course during STAR's first year. Pre-AP math enrolled the largest proportion of students (19%), followed by pre-AP English/language arts (16%), pre-AP science (16%), and pre-AP social studies (14%). Notably, more students took pre-AP courses in the core content areas than for Spanish language. Only 2% of middle school students took pre-AP Spanish and 1% took AP Spanish.

Table 5.2
Number and Percent of Students in STAR Middle Schools Reporting Taking Pre-AP or AP Courses, 2006-07

| Course | Students Enrolled | |
|-----------------------------------|-------------------|------|
| | N | % |
| Pre-AP Math | 418 | 18.9 |
| Pre-AP English/Language Arts | 358 | 16.2 |
| Pre-AP Science | 344 | 15.5 |
| Pre-AP Social Studies | 305 | 13.8 |
| Pre-AP Spanish | 37 | 1.7 |
| AP Spanish | 31 | 1.4 |
| Taking at least 1 advanced course | 661 | 29.8 |

Source: STAR Middle School Student Survey, Spring 2007

Table 5.3 presents similar results from the high school student survey. A smaller percentage of high school students (21%) reported taking at least one AP course in 2006-07. AP English language and composition enrolled the most student (243 students or 7% enrolled), followed by AP English literature and composition (215 students or 6% enrolled), world history (184 students or 5% enrolled), U. S. History (170 students or 5% enrolled), and biology (120 students or 3%

enrolled). Similar to middle school students, a notably small number of high school students were enrolled in AP Spanish language (39 students or 1% enrolled).

Table 5.3
Number and Percent of Students in STAR High Schools Reporting
Taking AP Courses, 2006-07

| AP Course | Students Enrolled | |
|---|-------------------|------|
| | N | % |
| AP English Language & Composition | 243 | 6.9 |
| AP English Literature & Composition | 215 | 6.1 |
| AP World History | 184 | 5.2 |
| AP U. S. History | 170 | 4.8 |
| AP Biology | 120 | 3.4 |
| AP U. S. Government & Politics | 69 | 2.0 |
| AP Calculus AB | 54 | 1.5 |
| AP Physics B | 41 | 1.2 |
| AP Macroeconomics | 43 | 1.2 |
| AP Spanish Language | 39 | 1.1 |
| AP Human Geography | 27 | 0.8 |
| AP Statistics | 24 | 0.7 |
| AP Latin | 20 | 0.6 |
| AP Studio Art | 17 | 0.5 |
| AP History of art | 13 | 0.4 |
| AP Calculus BC | 12 | 0.3 |
| AP Microeconomics | 12 | 0.3 |
| AP Physics (C): Mechanics | 6 | 0.2 |
| AP Government and Politics: Comparative | 8 | 0.2 |
| AP French Language | 6 | 0.2 |
| AP Spanish Literature | 7 | 0.2 |
| AP Physics (C): Electricity and Magnetism | 4 | 0.1 |
| AP Environmental Science | 5 | 0.1 |
| AP Computer Science (A and AB) | 5 | 0.1 |
| AP European History | 3 | 0.1 |
| AP Psychology | 5 | 0.1 |
| AP French literature | 4 | 0.1 |
| AP German Language | 3 | 0.1 |
| AP Italian Language and Culture | 3 | 0.1 |
| AP Music Theory | 5 | 0.1 |
| At least one AP course taken | 725 | 20.6 |

Source: STAR High School Student Survey, Spring 2007

STAR teachers and AP coursework. The spring 2007 survey of teachers, counselors, and librarians included a section for teachers asking about their roles in and perceptions of the AP program on their campus. Generally speaking, most STAR teachers had limited experience teaching pre-AP and AP courses. As presented in Figure 5.2, 60% of both middle and high school teachers reported never having taught an AP or pre-AP course. At the middle school 19% of teachers had taught pre-AP or AP courses for one or two years, and 21% had three or more years' experience. High school teachers reported somewhat more AP experience, with about

12% reporting one to two years' experience and 28% reporting three or more years' experience. Of surveyed teachers who had taught pre-AP or AP courses, 38% of middle school and 59% of high school teachers (50% overall) reported having attended an AP institute. Survey respondents indicated that a smaller percentage of middle school than high school AP or pre-AP teachers expected their students to take the AP Examination (6% compared to 35%).

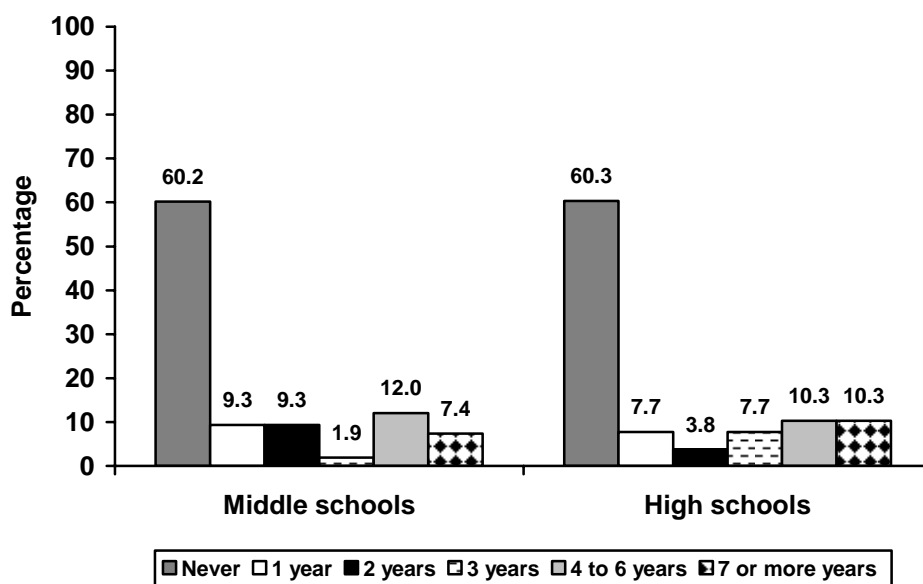


Figure 5.2. Years teachers have taught AP or Pre-AP courses (percentages).

The survey also asked teachers to rate the success of their school's AP program. As Figure 5.3 shows, nearly half (48%) of middle school teachers thought that their school's AP program was *somewhat* or *very successful*, and another 34% did not have an opinion. Among high school teachers, 59% rated their school's AP program as *somewhat* or *very successful*, and a smaller percentage (22%) said they did not have an opinion.

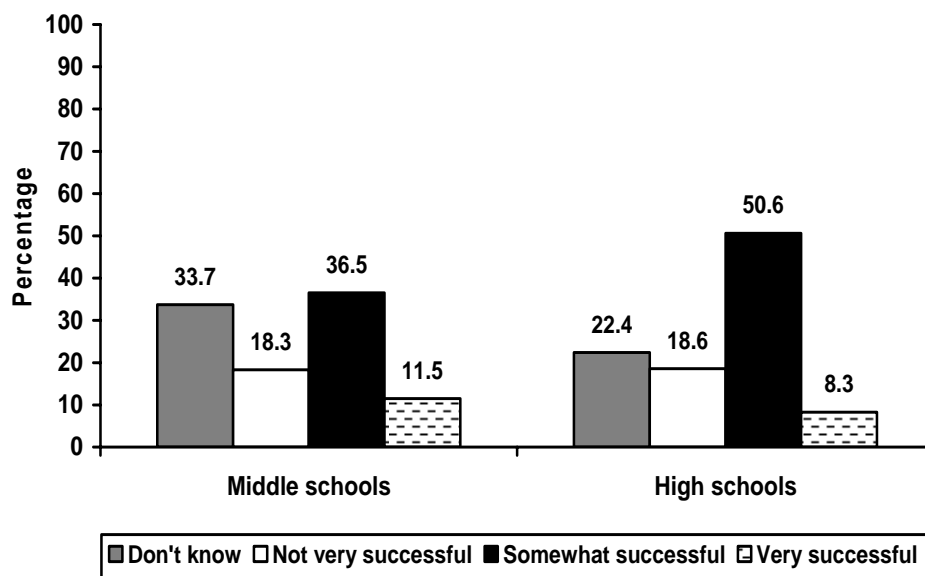


Figure 5.3 Teachers' perceptions of the success of the AP program in their school (percentages).

COLLEGE BOARD PROFESSIONAL DEVELOPMENT AND VERTICAL TEAMS

In order to support teachers in improving students' academic achievement, GEAR UP partner the College Board offers professional development in vertical teaming to faculty on all STAR campuses. While the College Board's professional development curriculum is designed to instruct teachers in strategies that support students enrolled in AP coursework, the training is applicable to non-AP content and is offered to all core content area teachers. In addition, the College Board offers training designed to support vertical teams among middle and high school counselors.

The College Board defines a vertical team as:

...a group of educators from different grade levels in a given discipline who work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the academic skill necessary for success in the Advanced Placement Program and other challenging coursework (College Board, 2004, p.3).

College Board training assists teachers and counselors in working collaboratively to develop instructional plans that build on one another to create a vertically articulated path through course content. STAR districts differed in their levels of participation in vertical team training, and, not surprisingly, their implementation of vertical teams. While some districts embraced vertical teaming and ensured broad access to training, other districts limited training to department heads or a few key teachers, who were then expected to train other teachers. Irrespective of their access to training, teachers across all districts struggled to implement vertical teams on their campuses. Poor communication between middle and high school faculty, lack of common planning periods,

and the priority of standardized test preparation were common obstacles to implementing vertical teams.

Table 5.4 presents the findings from the spring 2007 survey of teachers, counselors, and librarians on STAR campuses with respect to teacher participation in vertical team activities. Findings are limited to core content area teachers and disaggregated for middle school, high school, and all teachers. Results indicate that more than half of responding core content area teachers (56%) participated in vertical team training, although results are somewhat higher for middle school faculty (62%) than for high school (52%). Less than half of core content area teachers (48%) said they were required to attend College Board training, and again, proportionately more middle school (58%) than high school teachers (41%) were required to attend training. Only 44% of teachers (54% middle school and 38% high school) indicated they were provided with release or paid time to work in vertical teams, and only 35% of teachers received release or paid time to work with vertical teams to write curriculum (32% middle school and 37% high school).

Table 5.4
Percent of Core Content Area Teachers Responding to Vertical Team Issues

| Vertical Teams Issues | Middle Schools n=112 | High Schools n=155 | All N=267 |
|---|----------------------------|--------------------------|--------------|
| Have you attended a vertical teaming training this school year? | 61.8 | 51.6 | 55.9 |
| Are you required to participate in vertical teaming training? | 57.8 | 40.9 | 47.9 |
| Were you provided with release/paid time for vertical team planning? | 53.9 | 37.8 | 44.3 |
| Were you provided with release/paid time for curriculum team writing? | 31.7 | 36.7 | 34.7 |

Source: STAR Teacher, Counselor, and Librarian Survey, Spring 2007.

Implementing Vertical Teams

Leadership. As with any school reform, strong leadership played an important role in districts' ability to implement vertical teams. In districts with strong leadership for vertical teaming, administrators voiced clear expectations that teachers attend College Board training and implement what they learned. These administrators ensured that teachers of different grade levels but the same content area attended training together and budgeted for substitute teachers to cover classes. Focus group teachers in one such district explained administrators' expectations:

... the expectations are that if we feel like there are [instructional] gaps below [in lower grade levels], that we need to contact someone. They're not going to know if we don't tell them, and I think that they expect us to hold up our end of it, and we're supposed to follow through with our scope and sequence and make sure the kids are following the curriculum that is needed to prepare them for the higher grades. I feel like that's what my administration expects of me.

The district's teachers said administrators' expectations "very obvious and very understood" and that all core content area teachers were expected to participate in training.

In contrast, an administrator in another district explained that she permitted only two teachers to participate in the College Board's first vertical team training, noting "I know that it's important, but it's also important for them [teachers] to be in their classrooms too." The principal had concerns that the training would be redundant given that the school participates in the Curriculum Collaborative, which provides vertically aligned lesson plans across the content areas, but when teachers advised her that the training was focused on instructional strategies, she permitted one teacher from each of the content areas to attend subsequent trainings. She expected that the attending teachers would share the information with their departments.

Interaction between grade levels. A central benefit of the College Board's vertical team training was that teachers gained greater understanding of their role in preparing students for subsequent coursework. Across districts, focus group teachers said that they learned most by working with teachers from different grade levels. One teacher explained,

And what helped me the most, I think, is just all the teachers' input, because everybody gets to just basically tell each other how they feel about what's happening ...[W]e went through a couple of [math] problems where, each grade level, we took the same problem and said, "Okay, you do this in seventh grade and then you build on it in eighth grade, and then this is what we'll do in Algebra I, this is what we'll do in the geometry class," and so on.

District administrators also cited the benefits of the increased communication between teachers across school levels. Administrators maintained that the vertical teaming eliminated repetition, helped develop a common pedagogical language, and prepared middle school students for what they would encounter in high school. One administrator observed,

[O]ur teachers are aware of what the expectations are at the high school, so when they're doing their lessons and when they're doing their research, when they're doing whatever needs to get done, they're already telling the kids, "Look, at the high school, this is our expectation. This is what you're going to be doing."

However, not all districts sent middle and high school teachers from the same content areas to the same College Board trainings. The primary reason for limiting participation in training was the need to cover classes. "When you have all your English department at the high school and all your English department at [the middle school] doing vertical teaming during the week, that's a lot of subs," explained one administrator, "That's been a challenge." Teachers in these districts were disappointed that they were unable to work with colleagues. While some teachers said that it was useful to work with teachers from other districts at the workshops, others suggested that the trainings would be more effective if they focused on developing vertical teams within a district. "Really, if you're doing vertical teaming," one teacher explained, "you just meet with your campus, not with different school districts."

As means to offset lost class time and ensure broader teacher participation in vertical teams, one district planned to extend its vertical team training into the summer months.

Challenges to Implementing Vertical Teams

In spite of variations in access to training, nearly all districts encountered difficulty in balancing vertical teaming needs with the everyday academic concerns. The spring 2007 survey of teachers, librarians, and counselors asked STAR faculty to rate the extent to which a set of common issues may have created challenges to implementing vertical teams in their schools. Respondents were asked to rate the extent of challenge using four response categories: “Not at all,” “Small extent,” “Moderate extent,” and “Large extent.” Figure 5.4a presents the challenges reported by middle school teachers and Figure 5.4b presents high school teachers’ responses.

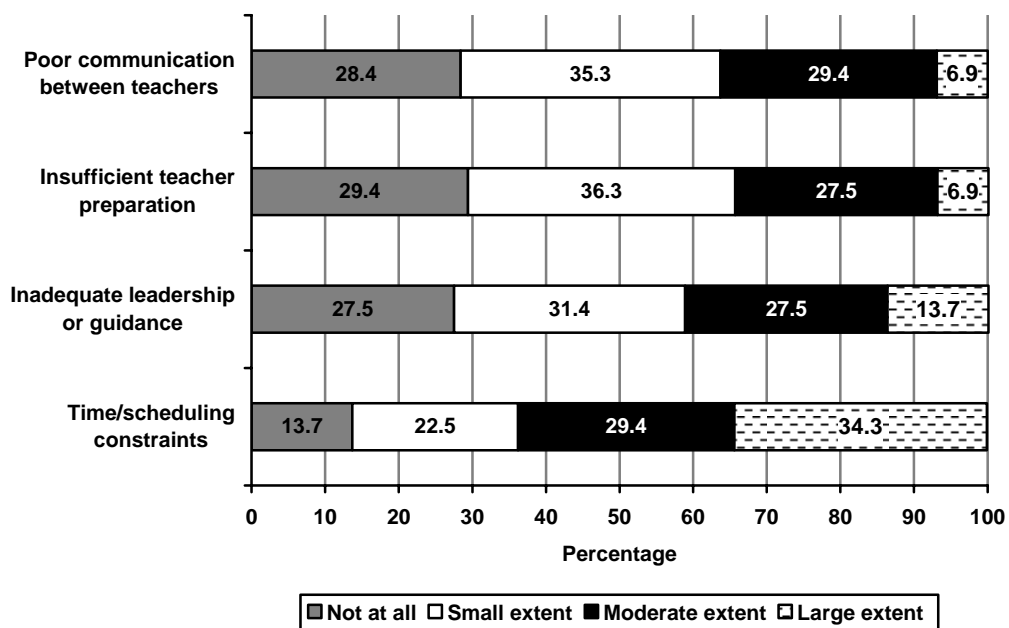


Figure 5.4a. Middle school challenges in implementing vertical teams (percentages).

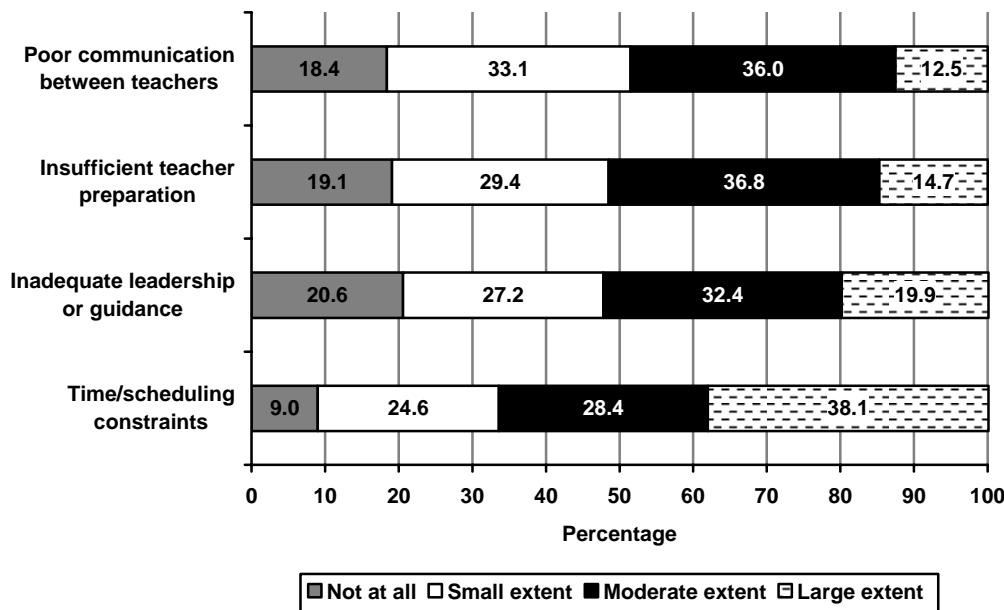


Figure 5.4b. High school challenges in implementing vertical teams (percentages).

Difficulty planning team meetings. As indicated by Figures 5.4a and 5.4b, time and scheduling constraints presented the greatest challenge to district’s implementation of vertical teams. Sixty-four percent of middle school and 67% of high school respondents indicated that issues related to time and scheduling limited their ability to work in vertical teams to either a *moderate* or *large extent*. In focus group discussions teachers explained that districts’ focus on standardized tests and accountability issues coupled with the lack of common planning times limited their ability to work in teams. “We thought the whole [vertical teaming] idea was great and that it would work,” explained one high school teacher, “We just aren’t given time to meet with the other campus in order to implement it.”

Teachers on another campus expressed similar dissatisfaction with the number of opportunities they had to meet with their peers and noted that even when time was allotted for teaming, the meetings were not always productive. “I just don’t think the vertical teams have worked out so well this year, here,” said one teacher, “... We’ve [middle school teachers] kind of been brushed off a little bit and ... and the high-school teachers kind of end up meeting with themselves as a vertical team ... so that’s been a little disappointing.”

Noting the difficulty in scheduling team meetings, administrators in one district expressed commitment to ensuring greater opportunity for vertical teams to collaborate:

We need to work on it [vertical teaming] and make sure that we provide that ongoing support and the ability for these teachers to get together because if we don’t provide that, then there’s no way they can get out of the classroom and meet and collaborate. It has to be done on our end as administrators.

Inadequate leadership. As discussed in the previous section, administrative leadership for vertical teaming varied across districts, and 52% of high school and 41% of middle school

survey respondents indicated that weak leadership limited their ability to implement vertical teams to a *moderate* or *large extent*. Teachers in one focus group also commented on administrators' lack of commitment to vertical teaming, noting that teachers' enthusiasm for teaming was blunted by administrative disinterest in budgeting the time and funds needed to get vertical teams started.

Other challenges. In addition, 52% of high school and 34% of middle school respondents said that poor teacher preparation created *moderate* to *large* barriers to implementation. And 49% of high school and 36% of middle school respondents said poor communication between teachers limited vertical teaming efforts to a *moderate* or *large extent*. In focus groups, teachers explained that communication between high schools and middle schools was sometimes challenging and pointed to the need to have someone coordinate meetings in order to reduce confusion. Teachers in two district focus groups said that high rates of teacher turnover also presented a challenge to implementing vertical teams, noting that new staff lacked the requisite training and required time to get up to speed.

Vertical Team Training for Counselors

As noted above, the College Board also provides training in vertical teaming for middle and high school counselors. Eight of the 12 counselors (66%) who responded to the spring 2007 survey of teachers, counselors, and librarians indicated that they participated in some form of vertical team training during 2006-07 school year. During interviews conducted as part of the spring 2007 site visits, counselors explained that they attended many of the sessions offered for teachers, and two counselors said they attended sessions tailored for counselors.

A counselor explained that the tailored training clarified the processes by which college admissions officers review and rank students' applications and included information on the relative value of test scores, coursework, and extracurricular activities in the admissions process. "That was like, wow, an eye-opener," said the counselor, "the involvement that the students have in school. If it's volunteer [work], if it's working during your school time ... that just moves your application up so much more." The counselor said that the training included a game that was appropriate to address college application processes with junior high students, but that she has yet to try it in classrooms because counseling duties limit her ability to work in classrooms. A counselor in another district noted the value in working with counselors from other school levels, but like teachers, said that the training did not allow her to meet with counseling staff from feeder schools within her district.

Effects of Vertical Teaming

In focus group discussions, STAR teachers reported that the greatest effect of vertical team training was their increased awareness that the rigor required for and strategies employed with their more academically advanced students could also produce results with their general education students. Similarly, teachers also recognized the utility of using strategies from one discipline or pedagogical approach to teach other subjects and academic skills. Teachers in one focus group explained:

...if it's good for AP, it's good for everybody. So whatever the strategies are, whether it's Soap Stone or the things you all use in social studies, whatever strategies we use for our students, we feel it's important that every teacher have access to those strategies and be able to use them in their classroom, because it will just make the student stronger overall.

The limited implementation of vertical teams on most campuses meant that district administrators recognized few effects of the training on classroom instruction. One principal noted that English teachers were implementing components of vertical teaming, but he was not able attribute any instructional changes to the training. "If anything" he explained "...this [vertical teaming] is just helping them gear themselves into what is, not so much instruction, but the correct order or sequence of, let's say, the different objectives for the class."

The spring 2007 survey of teachers, counselors, and librarians asked faculty members to rate their perceptions of the success of vertical teams on their campuses during the 2006-07 school year. Figure 5.5 presents the percentages of faculty members responding across survey categories: "Don't know," "Not very successful," "Somewhat successful," and "Very successful." A considerably higher percentage of middle school (14%) than high school staff (4%) indicated that they thought vertical teaming was very successful. And proportionately more high school (32%) than middle school (23%) staff was unsure about the effects of vertical teaming. These differences likely reflect the greater emphasis on STAR at middle schools during the project's first year.

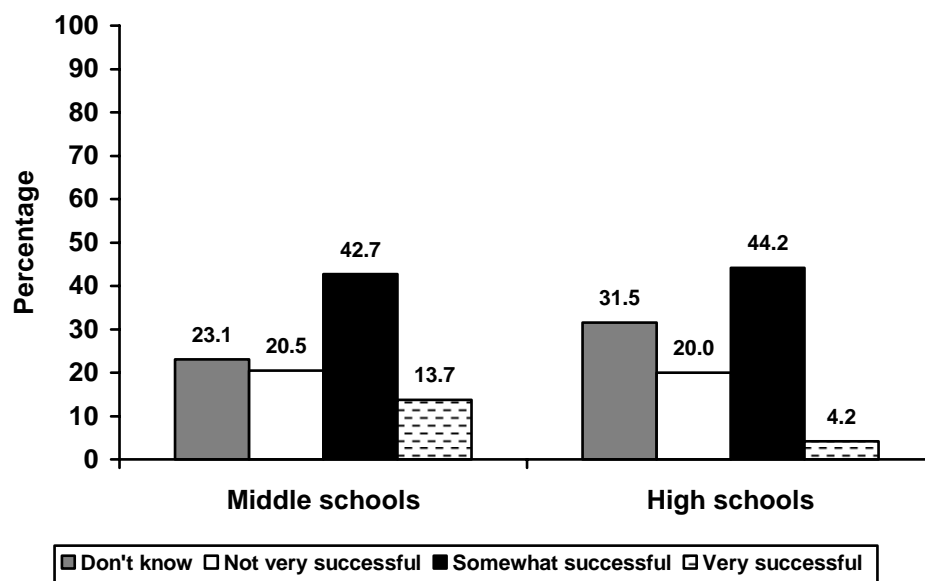


Figure 5.5. Teachers', counselors', and librarians' perceptions of the success of vertical teams in their school (percentages).

FACULTY FELLOWS MENTORING PROGRAM

In addition to the College Board training in vertical teaming, STAR districts also participate in the University Faculty Fellows program offered in conjunction with Texas A&M University-Kingsville and Texas A&M University-Corpus Christi. The program facilitates college faculty involvement in the core content areas in both middle and high school. is also involved in the University Faculty Fellows program. University Faculty Fellows professors are expected to mentor middle and high school teachers by providing content coaching, instructional modeling, and assistance with lesson plans. In order to fully support STAR teachers, University Faculty Fellows professors are asked to attend a College Board vertical team training as well as an annual orientation to the University Faculty Fellows program that includes participating middle and high school teachers. Mentors also are responsible for becoming familiar with the AP curriculum in their content area and maintaining regular contact with their assigned teachers.

The University Faculty Fellows program got off to a slow start during GEAR UP's first year. Texas A&M-Corpus Christi used the year to recruit Faculty Fellows and was not active on STAR campuses during the 2006-07 school year. Texas A&M-Kingsville reported assigning University Faculty Fellows mentors to campuses in half of STAR districts. However, only 5% of teachers responding to the spring 2007 survey of teachers, counselors and librarians said they had been assigned a University Faculty Fellows mentor, and less than 3% said they attended a Faculty Fellows orientation meeting. During site visit interviews, administrators from two districts spoke of their interactions with the University Faculty Fellows program. While University Faculty Fellow mentors were assigned to both the middle and high schools, the administrators explained that the few meetings that took place occurred only with high school students and staff. One STAR coordinator said that Faculty Fellows mentors met with high school teachers in art, English, math, and science, but avoided the junior high. "High school, it's so close to college, I guess," explained the coordinator, "They know how to talk to them [high school students] and everything. But junior high, it's just sort of, 'No, I don't think I want to go there.'" A teacher in a high school focus group spoke of her experience with a University Faculty Fellows mentor, explaining that she did not remain in the classroom when the mentor visited and that student misbehavior discouraged the mentor to the point that he did not return.

SUMMARY

This chapter has examined STAR districts first year efforts to address GEAR UP goals related to increasing students' academic outcomes and improving teachers' ability to support higher academic achievement through professional development activities focused on rigorous instruction.

On the spring 2007 surveys, STAR students reported that they devoted relatively little time to homework activities. Nearly half of middle school (48%) and 43% of high school students said they spent half an hour or less on homework each evening. And only 11% of middle school and 17% of high school students spent an hour or more on homework. Despite the lack of homework, students appear to earn fairly good grades. High school students reported an average GPA of 3.2 and more than half of middle school students (51%) said they earn "Mostly B's" or better.

Results show that proportionately more middle school students report they are taking pre-AP and AP courses than high school students (30% versus 21%). It is not clear that this result reflects the increased emphasis on STAR objectives in middle schools during the 2006-07 school year. Results from future years' surveys will further illuminate this trend in AP course taking. Across both middle and high schools, students' enrollment in pre-AP and AP coursework was concentrated in the core content areas, and relatively small numbers of students were enrolled in pre-AP and AP Spanish language courses. This finding is somewhat surprising, given that 85% of students attending STAR campuses are Hispanic (see Table 2.7 in chapter 2) and that nearly 40% of parents responding to the parent survey indicated that Spanish is spoken in students' homes (see Table 2.3 in chapter 2).

Most teachers on STAR campuses had little or no experience teaching AP courses. Sixty percent of middle and high school teachers responding to the survey of teachers, counselors, and librarians said they had never taught an AP course, and only 19% of middle school and 21% of high school teachers had four or more years experience teaching AP classes. In spite of their relative lack of experience teaching AP, most high school teachers felt their campus' AP program was successful—59% rated their AP program as either *somewhat* or *very successful*. In contrast, 52% of middle school teachers had either no opinion about their campuses' AP programs success or rated it *not very successful*.

Teacher participation in the College Board vertical team training varied across districts. While some districts sent teachers across grade levels to vertical team training for their content area, other districts allowed only a few teachers to participate and expected attending teachers to share training materials and content with their departments. Of the core content area teachers responding to the spring 2007 survey of teachers, counselors, and librarians, just over half (56%) indicated that they had participated in training, and training participation was higher in middle schools (62%) than in high schools (52%). Only 48% of core content teachers said that they were required to participate in vertical team training (58% middle school and 41% high school). Differences in participation rates reflected the increased emphasis on STAR at middle schools, varying levels of administrator commitment to vertical teaming, and district concerns over lost class time and the need for substitute teachers.

Teachers who attended vertical team training were largely enthusiastic about what they learned and said that the opportunity to work with teachers from different grade levels was a central benefit from the workshops. Many teachers, however, voiced frustration that they did not attend workshops with content area teachers from feeder pattern schools within their districts.

The implementation of vertical teams presented a number of challenges to STAR districts. Scheduling team meetings was a primary challenge because many core content area teachers did not share common planning periods, and communication difficulties between middle and high school teachers frustrated some team plans. Of the core content area teachers responding to the spring 2007 survey, only 44% said they were able to plan with their team (54% middle school and 38% high school), and 35% said they met with their team to write curriculum (32% middle school and 37% high school). In addition, weak leadership for vertical teaming, insufficient teacher preparation, and high rates of teacher turnover in some districts created barriers to implementing vertical teams.

The University Faculty Fellows mentoring program did not get fully underway during GEAR UP's first year. Only half of STAR districts were assigned mentors, and within those districts few teachers were aware they would be working the University Faculty Fellows program. When the University Faculty Fellows mentors did work in schools, their involvement tended to be limited to high schools.

CHAPTER 6

STAR Baseline Indicators (2005-06)

The STAR project strives to improve students' academic preparation for postsecondary education and to increase the number of students who pursue higher education opportunities. Over the course of the project, STAR districts are expected to increase the proportions of students who enroll in and complete Advanced Placement (AP) and other rigorous coursework, graduate from high school, and enroll in college. This chapter introduces baseline data across a variety of academic indicators that will act as benchmarks against which districts' progress toward STAR goals may be measured in future evaluation years. The chapter relies on archival data provided through the Texas Education Agency's (TEA) Public Education Information Management System (PEIMS) and Academic Excellence Indicator System (AEIS) as well as Texas Higher Education Coordinating Board (THECB) and College Board reports for the 2005-06 school year¹ and includes measures related to accountability ratings, performance on the Texas Assessment of Knowledge and Skills (TAKS) exams, enrollment in AP coursework, AP and college entrance exam passing rates, as well as graduation and college enrollment rates. The chapter reports results across indicators for STAR districts and campuses and, where appropriate, includes results for TEA-identified "peer group" campuses² as well as state averages for purposes of comparison.

DISTRICT AND CAMPUS ACCOUNTABILITY INDICATORS

Accountability Ratings

Under the Texas accountability system, districts and campuses are assigned one of four ratings—*Exemplary*, *Recognized*, *Academically Acceptable*, and *Academically Unacceptable*— which are largely based on TAKS performance and dropout rates. In 2005-06, each STAR district received the *Academically Acceptable* rating. In terms of campus-level ratings, 11 of the 12 STAR campuses were rated *Academically Acceptable*, with one campus, Mathis High School, classified as *Academically Unacceptable* (See Table 6.1). 2005-06's ratings marked improvements for Memorial Middle School and Driscoll Middle School, both of which were rated *Academically Unacceptable* for the 2004-05 school year.

¹ The most recent year for which data are available.

² Peer group campuses are similar to STAR campuses in terms of their enrollment, grades served, geographic location, and the demographic characteristics of their students.

Table 6.1
STAR Campus Accountability Ratings, 2004-05 and 2005-06

| Rating | Middle Schools | | High Schools | |
|---------------------------|----------------|---------|--------------|---------|
| | 2004-05 | 2005-06 | 2004-05 | 2005-06 |
| Exemplary | 0 | 0 | 0 | 0 |
| Recognized | 0 | 0 | 0 | 0 |
| Acceptable | 4 | 6 | 6 | 5 |
| Academically Unacceptable | 2 | 0 | 0 | 1 |

Sources. 2004-05 and 2005-06 campus reference files (AEIS).

TAKS Performance

Table 6.2 and Figure 6.1 compare STAR campuses' 2006 TAKS performance with state averages. Across all subject areas, STAR schools lagged state averages in terms of their students' performance on TAKS exams. The 2006 STAR passing rates were 6 percentage points lower in writing, 9 points lower in reading/English language arts (ELA), 11 points lower in social studies, 15 points lower in science, 25 points lower in mathematics, and 26 points lower in all tests taken. Likewise, 2006 STAR commended performance rates were 1 point lower in writing, 7 points lower in all tests taken, 11 points lower in science and reading/ELA, 14 points lower in social studies, and 16 points lower in mathematics (see Figure 6.2). Differences between STAR campuses and statewide averages persisted across ethnic and economic comparison groups.

Table 6.2
Average TAKS Performance for STAR Schools, 2006

| Category | STAR Schools | State | STAR – State Difference |
|---|--------------|-------|-------------------------|
| Students Passing TAKS | | | |
| All tests taken | 41% | 67% | -26% |
| Reading/ELA | 78% | 87% | -9% |
| Mathematics | 50% | 75% | -25% |
| Science | 55% | 70% | -15% |
| Social Studies | 76% | 87% | -11% |
| Writing | 86% | 92% | -6% |
| Students Attaining Commended Performance | | | |
| All tests taken | 4% | 11% | -7% |
| Reading/ELA | 16% | 27% | -11% |
| Mathematics | 7% | 23% | -16% |
| Science | 5% | 16% | -11% |
| Social Studies | 16% | 30% | -14% |
| Writing | 29% | 30% | -1% |
| Students Passing All Tests Taken | | | |
| African American | 27% | 52% | -25% |
| Hispanic | 39% | 58% | -19% |
| White | 61% | 81% | -20% |
| Econ. Disadvantaged | 35% | 56% | -21% |

Sources. 2005-06 State Performance Report and 2005-06 individual student TAKS data from TEA for STAR campuses (AEIS).

Notes. STAR students were enrolled in the same campus in fall 2005 and spring 2006. Data are averages across students. STAR students are included in state averages.

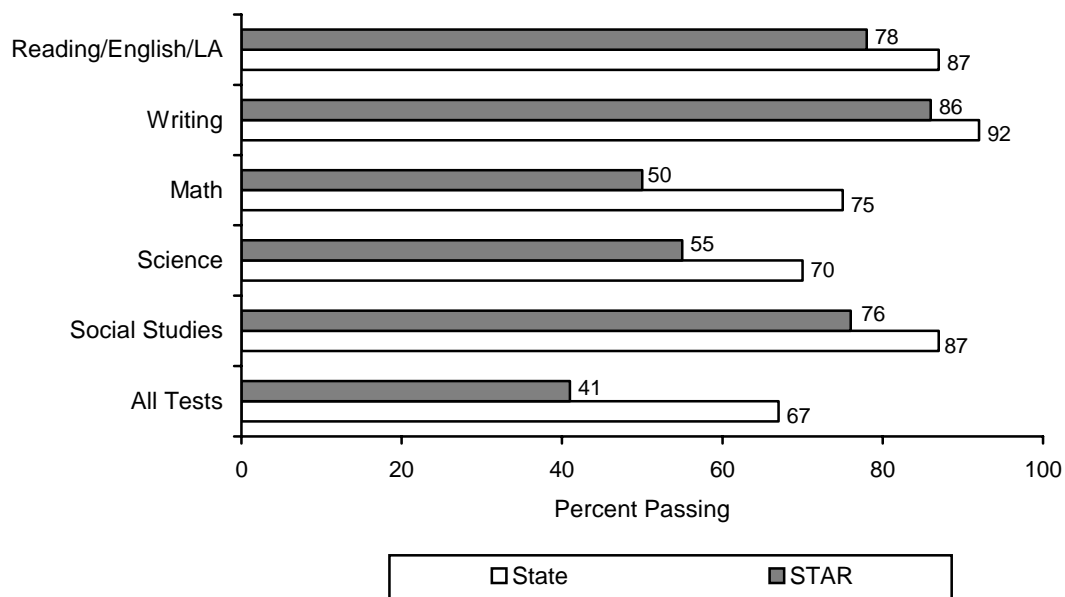


Figure 6.1. 2006 TAKS passing rates for STAR students and state averages.

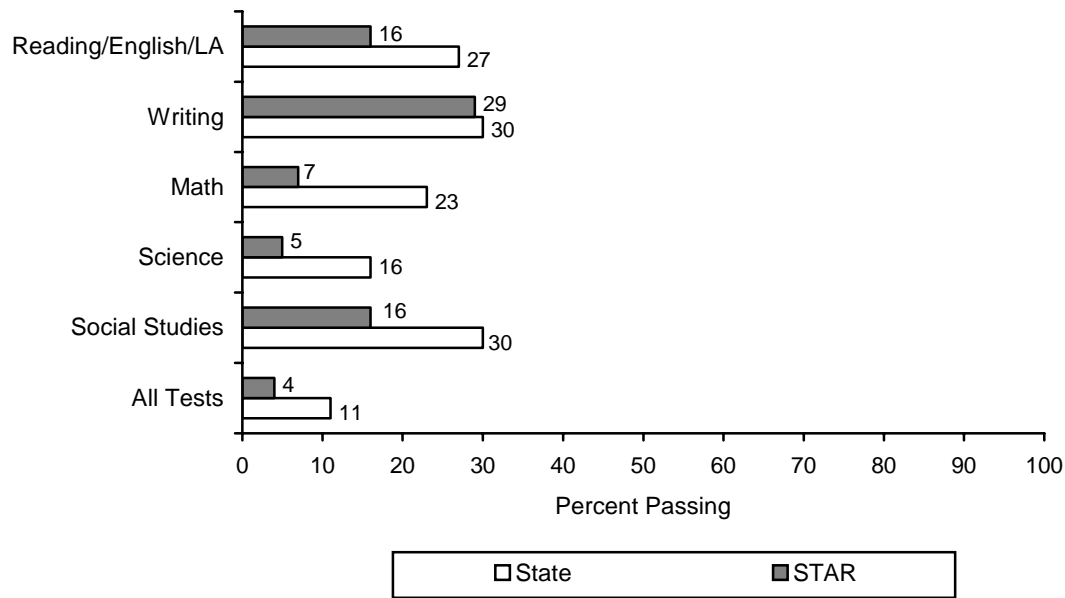


Figure 6.2. 2006 TAKS commended performance rates for STAR students and state averages.

Table 6.3 compares 2006 STAR and state average TAKS passing rates by content area and grade level. In all tested subjects and at all grade levels, STAR TAKS passing rates were below state averages. Average deficits ranged from 9 percentage points at grade 11, to 13 percentage points at grade 7, to 15 percentage points at grades 6 and 10, to 16 percentage points at grades 8 and 9.

Table 6.3
STAR TAKS Passing Rates by Subject-Area
and Grade, 2006

| Grade | STAR Schools | State | STAR – State Difference |
|--------------------------------------|-----------------|-------|-------------------------------|
| Reading/English Language Arts | | | |
| 6 | 83% | 92% | -9% |
| 7 | 68% | 80% | -12% |
| 8 | 74% | 84% | -10% |
| 9 | 82% | 88% | -6% |
| 10 | 76% | 86% | -10% |
| 11 | 85% | 89% | -4% |
| Mathematics | | | |
| 6 | 63% | 81% | -18% |
| 7 | 55% | 71% | -16% |
| 8 | 48% | 68% | -20% |
| 9 | 37% | 58% | -21% |
| 10 | 47% | 62% | -15% |
| 11 | 68% | 78% | -10% |
| Science | | | |
| 8 | 60% | 72% | -12% |
| 10 | 43% | 61% | -18% |
| 11 | 63% | 76% | -13% |
| Social Studies | | | |
| 8 | 69% | 84% | -15% |
| 10 | 71% | 84% | -13% |
| 11 | 90% | 94% | -4% |
| Writing | | | |
| 7 | 86% | 91% | -5% |
| All Tests Taken | | | |
| 6 | 59% | 78% | -19% |
| 7 | 48% | 65% | -17% |
| 8 | 37% | 58% | -21% |
| 9 | 36% | 57% | -21% |
| 10 | 33% | 50% | -17% |
| 11 | 53% | 66% | -13% |

Sources. 2005-06 State Performance Report and 2005-06 individual student TAKS data from TEA for STAR campuses (AEIS).

Notes. STAR students were enrolled in the same campus in fall 2005 and spring 2006. State averages are student level and include STAR campuses.

ADVANCED COURSE PERFORMANCE MEASURES

Advanced Placement Program

AP teachers. Table 6.4 shows that in 2005-06 Alice and Miller high schools each had 13 AP teachers—the largest number across STAR high schools. H. M. King High School had 6 AP teachers, Falfurrias and Odem high schools each had 4, and Mathis High School had 2. AP teachers ($n=42$) in STAR schools differed from non-AP teachers ($n=397$) in several ways. AP teachers were more likely to be female (71% versus 53%), more likely to be White (52% versus 44%), and more likely to hold an advanced degree (41% versus 32%). AP teachers were also somewhat more experienced than their non-AP counterparts (14 years experience versus 12 years experience).

Table 6.4
Number of AP Teachers in STAR
High Schools, 2005-06

| Campus | Number of AP Teachers |
|---------------|-----------------------|
| Falfurrias HS | 4 |
| Alice HS | 13 |
| H. M. King HS | 6 |
| Miller HS | 13 |
| Mathis HS | 2 |
| Odem HS | 4 |
| Total | 42 |

Source. 2005-06 staff responsibilities file (AEIS).

AP courses. AP courses are designed to prepare students for college level work and require sophisticated analysis of content, advanced reasoning problem solving skills, as well as substantially more independent study. Relative to high school honors courses, AP courses are expected to be more academically challenging and require a larger commitment from students in terms of the time and effort devoted to coursework. Successful completion of AP coursework suggests that students have mastered rigorous course content and have the study skills and self-discipline required to master challenging college-level work.

Table 6.5 reports the number and percentage of students in grades 9 through 12 at each STAR high school who received credit for AP coursework in 2005-06. The AP courses in which the largest numbers of students received credit were English Language and Composition (253 students or 5% received credit) and English Literature and Composition (164 students or 3% received credit), followed by U. S. History (139 students or 3% received credit), World History (98 students or 2% received credit), and Calculus AB (74 students or 1% received credit). The AP courses in which the smallest numbers of students received credit were French Literature, Art, 2-Dimensional Design Portfolio, and Art, 3-Dimensional Design Portfolio (each with 2 students receiving credit).

Table 6.5
Number and Percent of Students in Grades 9 through 12 Who Received AP Course Credit by STAR High School, 2005-06

| AP Course | Falfurrias High School | | Alice High School | | H. M. King High School | | Miller High School | | Mathis High School | | Odem High School | | All Schools | |
|---|------------------------|------|-------------------|------|------------------------|-----|--------------------|------|--------------------|-----|------------------|------|-------------|------|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| AP Course | | | | | | | | | | | | | | |
| AP Biology, 1-1.5 units | 0 | 0.0 | 28 | 1.8 | 4 | 0.3 | 0 | 0.0 | 1 | 0.2 | 22 | 6.4 | 55 | 1.0 |
| AP Chemistry, 1-1.5 units | 0 | 0.0 | 4 | 0.3 | 0 | 0.0 | 5 | 0.4 | 0 | 0.0 | 0 | 0.0 | 9 | 0.2 |
| AP Physics B, 1-1.5 units | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 5 | 0.4 | 15 | 2.5 | 0 | 0.0 | 20 | 0.4 |
| AP Calculus AB, .5-1 unit | 1 | 0.2 | 19 | 1.2 | 13 | 1.1 | 29 | 2.3 | 4 | 0.7 | 8 | 2.3 | 74 | 1.4 |
| AP Calculus BC, .5-1 unit | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 | 12 | 1.0 | 0 | 0.0 | 0 | 0.0 | 13 | 0.2 |
| AP Statistics, 1 unit | 0 | 0.0 | 26 | 1.7 | 0 | 0.0 | 7 | 0.6 | 0 | 0.0 | 0 | 0.0 | 33 | 0.6 |
| AP English Lang. & Comp., .5-1 unit | 24 | 4.8 | 98 | 6.3 | 54 | 4.5 | 47 | 3.8 | 14 | 2.3 | 16 | 4.7 | 253 | 4.6 |
| AP English Lit. & Comp., .5-1 unit | 9 | 1.8 | 103 | 6.6 | 7 | 0.6 | 20 | 1.6 | 10 | 1.7 | 15 | 4.4 | 164 | 3.0 |
| AP Microeconomics, .5 unit | 18 | 3.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 18 | 0.3 |
| AP Macroeconomics, .5 unit | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 42 | 3.4 | 0 | 0.0 | 0 | 0.0 | 42 | 0.8 |
| AP U. S. Gov. & Politics, .5 unit | 19 | 3.8 | 9 | 0.6 | 8 | 0.7 | 44 | 3.5 | 12 | 2.0 | 0 | 0.0 | 92 | 1.7 |
| AP U. S. history, 1 unit | 43 | 8.6 | 27 | 1.7 | 0 | 0.0 | 40 | 3.2 | 15 | 2.5 | 14 | 4.1 | 139 | 2.5 |
| AP Human Geography, .5-1 unit | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 11 | 0.9 | 0 | 0.0 | 0 | 0.0 | 11 | 0.2 |
| AP World History, 1 unit | 0 | 0.0 | 70 | 4.5 | 0 | 0.0 | 28 | 2.3 | 0 | 0.0 | 0 | 0.0 | 98 | 1.8 |
| AP French language, level IV, 1 unit | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 4 | 0.3 | 0 | 0.0 | 0 | 0.0 | 4 | 0.1 |
| AP French literature, level V, 1 unit | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 0.2 | 0 | 0.0 | 0 | 0.0 | 2 | 0.0 |
| AP Spanish language, level IV, 1 unit | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 5 | 0.4 | 0 | 0.0 | 0 | 0.0 | 5 | 0.1 |
| AP Art, Drawing, 1 unit | 0 | 0.0 | 10 | 0.6 | 1 | 0.1 | 9 | 0.7 | 0 | 0.0 | 0 | 0.0 | 20 | 0.4 |
| AP Art, 2-Dimen. Design Portfolio, 1 unit | 0 | 0.0 | 0 | 0.0 | 2 | 0.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 0.0 |
| AP Art, 3-Dimen. Design Portfolio, 1 unit | 0 | 0.0 | 0 | 0.0 | 2 | 0.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 0.0 |
| At least one AP course passed | 63 | 12.5 | 286 | 18.2 | 81 | 6.7 | 176 | 14.2 | 44 | 7.4 | 43 | 12.5 | 693 | 12.7 |

Source: Student course completion records for 2005-06 (AEIS).

There were considerable variations across STAR high schools in terms of AP course offerings. For example, World History was a popular AP course at Alice and Miller High Schools. However, no students received credit for AP World History at the other STAR high schools. The two largest high schools offered the most AP courses. Miller High School had the largest roster of AP courses (16), followed by Alice High School (10). Not surprisingly, the smallest high school (Odem High School) offered the fewest AP courses (5).

Overall, 13% of high school students received credit for at least one AP course. (As one would expect, this percentage was higher [26%] when only grades 11 and 12 were considered.) The highest level of participation was at Alice High School (18%), while the lowest level was at H. M. King High School (7%).

The characteristics of students who did and did not receive credit for at least one AP course in 2005-06 are compared in Table 6.6. Notably, economic advantage is associated with AP program success—the majority of students who received credit for at least one AP course did not qualify for free- or reduced-price lunches.

Table 6.6
Characteristics of Students Receiving Credit and Not Receiving Credit for at Least One AP Course at STAR High Schools, 2005-06

| Category | Passing At Least One AP Course | | Not Passing At Least One AP Course | |
|--------------------------------|--------------------------------|---------|------------------------------------|---------|
| | N | Percent | N | Percent |
| Hispanic | 545 | 78.9 | 3,880 | 86.0 |
| White | 117 | 16.9 | 461 | 10.2 |
| Other | 29 | 4.2 | 171 | 3.8 |
| Female | 416 | 60.2 | 2,142 | 47.5 |
| Male | 275 | 39.8 | 2,370 | 52.5 |
| Free or reduced-price lunch | 299 | 43.3 | 2,955 | 65.5 |
| No free or reduced-price lunch | 392 | 56.7 | 1,557 | 34.5 |

Source: Student course completion records from TEA for 2005-06.

AP Examinations. In May of each year, students who have completed AP classes may take national AP Examinations prepared by the College Board. These examinations are offered in over 30 content areas in 16 disciplines. They contain both multiple-choice questions and free-response items that require students to write essays, solve problems, and demonstrate other advanced skills. The examinations include Art, Art History, Studio Art, Biology, Chemistry, Computer Science, Economics, English (Language and Composition, Literature and Composition), Environmental Science, French, German, Government and Politics (Comparative, U.S.), History (European, U.S.), Latin, Calculus, Statistics, Music Theory, Physics, Psychology, and Spanish (Language, Literature).

In June, college and secondary school teachers score the examinations, and in July, students receive their examination scores. AP examinations are scored using a 5-point scale:

- 5 = extremely well qualified,
- 4 = well qualified,
- 3 = qualified,

- 2 = possibly qualified, and
- 1 = no recommendation.

Individual colleges decide which AP Examination scores they will accept in return for course credit or advanced placement.

Table 6.7 presents information on AP exam trends in STAR high schools for 2006. Across the six STAR high schools, 558 students took 854 AP examinations (about 1.5 exams per AP student). AP examination taking rates were higher statewide (1.8 per student) and nationally (1.7 per student). Participation rates among students at grades 11 and 12 varied from campus to campus. Participation rates ranged from a low of 10% at Falfurrias High School to a high of 28% at Alice High School. Other campus participation rates were 17% at Miller High School, 14% at Odem High School, 13% at H. M. King High School, and 12% at Mathis High School.

Across STAR high schools, the average AP score was 1.43 compared to 2.58 statewide and 2.89 nationally. The percentage of examinations having scores of 3 or above was 11% at STAR high schools, 49% statewide, and 59% nationally. The number and percentage of students scoring 3 or above on specific AP exams are listed in Table 6.7. English Language and Composition was the most popular AP exams. Overall, 186 students took the examination and 17 or 9% scored 3 or higher, which was considerably lower than the national rate of 51%. Likewise, 122 students took the English Literature and Composition examination and only 5 or 4% scored 3 or higher. This was also considerably lower than the national rate of 62%. Other popular tests like World History, U. S. History, Calculus AB, Biology, Economics-Macro, and Statistics had rates of students scoring 3 or higher below 10%. Performance was highest on the Spanish Language examination, with 62% of STAR students scoring 3 or higher. Yet this rate of 62% scoring 3 or higher was lower than the national rate of 76%. Clearly, in the year preceding STAR, with the possible exception of the Spanish Language AP Examination, performance on the other AP Examinations was well below qualification standards and very far below national averages.

Table 6.7
STAR AP Examination Scores, 2006

| AP Examination | N Exams | STAR AP Test Score | | | | | | U.S. % 3 or Higher |
|----------------------|------------|--------------------|-------|-----|-------|-------------|-------|--------------------------|
| | | 1 | | 2 | | 3 or Higher | | |
| | | N | % | N | % | N | % | |
| English Lang. Comp. | 186 | 111 | 59.7 | 58 | 31.2 | 17 | 9.1 | 50.9 |
| English Lit. Comp. | 122 | 98 | 80.3 | 19 | 15.6 | 5 | 4.1 | 62.1 |
| World History | 99 | 79 | 79.8 | 15 | 15.2 | 5 | 5.1 | 51.0 |
| U.S. History | 98 | 79 | 80.6 | 12 | 12.2 | 7 | 7.1 | 53.1 |
| Calculus AB | 60 | 54 | 90.0 | 5 | 8.3 | 1 | 1.7 | 61.3 |
| Gov. & Pol., U.S. | 58 | 45 | 77.6 | 7 | 12.1 | 6 | 10.3 | 54.8 |
| Spanish Language | 50 | 8 | 16.0 | 11 | 22.0 | 31 | 62.0 | 75.7 |
| Biology | 39 | 34 | 87.2 | 2 | 5.1 | 3 | 7.7 | 61.1 |
| Economics-Macro | 38 | 36 | 94.7 | 0 | 0.0 | 2 | 5.3 | 53.6 |
| Statistics | 28 | 28 | 100.0 | 0 | 0.0 | 0 | 0.0 | 60.2 |
| Economics-Micro | 15 | 11 | 73.3 | 2 | 13.3 | 2 | 13.3 | 63.2 |
| Human Geography | 10 | 10 | 100.0 | 0 | 0.0 | 0 | 0.0 | 58.4 |
| Studio Art-Drawing | 10 | 2 | 20.0 | 5 | 50.0 | 3 | 30.0 | 67.0 |
| Chemistry | 8 | 8 | 100.0 | 0 | 0.0 | 0 | 0.0 | 57.8 |
| Studio Art-2D Design | 7 | 1 | 14.3 | 3 | 42.9 | 3 | 42.9 | 65.2 |
| Physics C, Mechanics | 5 | 5 | 100.0 | 0 | 0.0 | 0 | 0.0 | 69.9 |
| Calculus BC | 5 | 3 | 60.0 | 0 | 0.0 | 2 | 40.0 | 81.3 |
| French Language | 5 | 3 | 60.0 | 1 | 20.0 | 1 | 20.0 | 55.3 |
| Art History | 4 | 2 | 50.0 | 1 | 25.0 | 1 | 25.0 | 56.7 |
| Spanish Literature | 3 | 0 | 0.0 | 2 | 66.7 | 1 | 33.3 | 61.8 |
| Psychology | 2 | 2 | 100.0 | 0 | 0.0 | 0 | 0.0 | 67.7 |
| Music Theory | 1 | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 66.5 |
| European History | 1 | 0 | 0.0 | 0 | 0.0 | 1 | 100.0 | 69.1 |
| Totals | 854 | 619 | 72.5 | 144 | 16.9 | 91 | 10.7 | 59.4 |

Source. College Entrance Examination Board summary tables (College Board data).

GRADUATION RATES AND OTHER MEASURES OF ACADEMIC PERFORMANCE

Graduation rates, advanced course completion rates, and Recommended High School Program (RHSP) completion rates are also indicators of high school student and campus academic performance. Table 6.8 presents 2004-05 (from 2005-06 AEIS files) information on these measures for STAR high schools with comparison data provided for peer campuses and the state as a whole. The STAR high school graduation rate of 83% was near the state average of 84%, and the peer campus average of 85%. Three campuses (Falfurrias High School at 96%, H. M. King High School at 88%, and Odem High School at 87%) were above peer and state averages, while three campuses (Alice and Mathis high schools at 77% and Miller High School at 75%) were below peer and state averages.

Table 6.8
Graduation Rates, Recommended High School Program
(RHSP) Completion Rates, and Advanced Course Completion
Rates of STAR High Schools, 2004-05

| Campus | Measures | | |
|----------------------------------|-----------------|----------------------|---------------------------------|
| | Graduation Rate | RHSP Completion Rate | Advanced Course Completion Rate |
| Falfurrias HS | 95.7 | 74.7 | 10.3 |
| Alice HS | 77.0 | 84.8 | 18.5 |
| H. M. King HS | 88.0 | 84.7 | 14.7 |
| Miller HS | 75.1 | 53.0 | 16.8 |
| Mathis HS | 76.5 | 89.1 | 11.7 |
| Odem HS | 86.6 | 72.2 | 16.2 |
| Group Average^a | 83.2 | 76.4 | 14.7 |
| Peer Campuses^a | 85.4 | 80.4 | 18.4 |
| State Average | 84.0 | 72.3 | 20.5 |

Sources. STAR and peer data are from 2005-06 AEIS campus college and admission rate statistics data file. State data from 2005-06 AEIS reports.

Note. All data refer to the class of 2005.

^aSimple average.

High school graduation in Texas requires completion of the 22-credit minimum graduation plan; however, students may pursue the more rigorous 26-credit RHSP. In addition to completing 4 additional credits, this program requires that students take more rigorous elective courses (e.g., fine arts, languages other than English). Compared to the state average, a higher percentage of STAR students completed the RHSP in 2006 (76% compared with 72%). However, a lower percentage of STAR students completed the RHSP compared to the peer campus average (76% compared with 80%). All STAR high schools except Miller High School had RHSP completion rates at or above the state average. Miller's rate of 53% was well below that of other STAR high schools and state and peer campus average RHSP completion rates.

Advanced course completions, which reflect the number of students completing and receiving credit for TEA-defined advanced academic courses, such as Calculus, AP English, Macro Economics, and Physics are another measure of rigorous academic preparation. STAR high school students had lower advanced course completion rates than peer campuses and the state overall in 2005-06 (15% versus 18% for peer campuses and 21% for the state). Campus rates ranged from 10% at Falfurrias High School to 19% at Alice High School.

COLLEGE ENTRANCE EXAMS

College entrance examination scores for both the SAT and ACT are reported to the TEA. The TEA includes the percentage of students taking the examinations, the average examination scores, and the percentage of students scoring at or above the criterion (1,110 on the SAT and 24 on the ACT) in AEIS reports. Data are reported when students are scheduled to be seniors, regardless of when they took the examinations.

Table 6.9 presents college entrance examination data for STAR high schools, peer campuses, and the state average. Data were gathered from the 2005-06 AEIS files, but report results are for 2004-05 school year. The percentage of STAR students taking college entrance examinations (67%) was slightly higher than peer (64%) and about the same as state (66%) averages. Participation varied from campus to campus. Mathis High School at 46% was well below the state average. Miller (61%), Falfurrias (65%), and H. M. King (68%) high schools ranged from just below to just above the state average. Odem High School (73%) had a participation rate above the state average, while Alice High School (87%) was well above the state average.

Table 6.9
College Entrance Examination Performance of STAR High Schools,
2004-05

| Campus | Measures | | | |
|----------------------------------|----------------------|-------------------------------|-------------|-------------|
| | Percent Taking Exams | Percent at or Above Criterion | ACT Average | SAT Average |
| Falfurrias HS | 64.5 | 4.1 | 17.2 | 940 |
| Alice HS | 87.2 | 9.8 | 17.8 | 954 |
| H. M. King HS | 68.3 | 13.1 | 17.6 | 902 |
| Miller HS | 61.4 | 5.8 | 16.2 | 812 |
| Mathis HS | 45.8 | 5.3 | 17.6 | 988 |
| Odem HS | 72.7 | 16.7 | 19.1 | 968 |
| Group Average^a | 66.7 | 9.1 | 17.6 | 927 |
| Peer Campuses^a | 63.6 | 7.9 | 18.0 | 907 |
| State Average | 65.5 | 27.4 | 20.0 | 992 |

Sources. STAR and peer data are from 2005-06 AEIS campus college and admission rate statistics data file. State data from 2005-06 AEIS reports.

Note. All data refer to the class of that year.

^aSimple average.

Only 9% of STAR students scored at or above the criterion in 2004-05. Although this exceeded the peer average of 8%, it was well below the state average of 27%. There is little evidence of a negative association between high participation rates and the percentage of students scoring at or above the criterion. For example, Mathis High School had low participation and a low percentage scoring at or above the criterion, while Odem High School had relatively high exam participation and the highest percentage scoring at or above the criterion.

In 2004-05, average scores on the SAT and ACT for students on STAR and peer campuses were lower than state averages (Table 6.9). However, average ACT scores for students on STAR campuses were slightly below peer campus scores, but average SAT scores were higher. For both college entrance exams, outcomes varied by campus, with students at Odem and Mathis high schools generally having the higher scores, and students at Miller High School having the lowest scores.

ENROLLMENT IN HIGHER EDUCATION

STAR seeks to increase the number of high school graduates who enroll in postsecondary educational programs. Thus, higher education enrollment rates are a key indicator of STAR's success. Table 6.10 and Figures 6.6a, 6.6b and 6.6c present baseline information with respect to percentages of graduates from STAR campuses who entered Texas universities and community colleges or vocational programs in 2006 (baseline year for 2005-06 graduates), as well as for 2005 and 2004. In 2006, 47% of STAR graduates entered a postsecondary educational program in Texas—29% enrolled in a four-year university and 18% enrolled in a community college or technical school. For each reported year, about 50% of graduating seniors could not be located. These students may have enrolled in programs outside of Texas, delayed their enrollment, or chosen to forgo postsecondary education.

Individual campuses show differences in the percentages of students continuing their education at a university versus those continuing at a community college or technical school. For example, in 2006, students at H. M. King High School who chose to enroll in a postsecondary program were much more likely to have selected a university than a community college or technical program (44% versus 7% in 2006). Odem students were also more likely to have selected a university (44% versus 16% in 2006), Alice (35% versus 17% in 2006), and Falfurrias (30% versus 20% in 2006) high schools. However, graduates at Mathis (28% versus 11% in 2006) and Miller (23% versus 15% in 2006) high schools were more likely to have selected a community college or technical school.

Table 6.10
STAR Graduates Entering Higher Education in Texas, 2004-2006

| High School | University | | Community/Tech | | Total | | Not located | |
|----------------------|------------|-------------|----------------|-------------|------------|-------------|-------------|-------------|
| | N | Percent | N | Percent | N | Percent | N | Percent |
| Alice HS | | | | | | | | |
| 2004 | 107 | 34.5 | 63 | 20.3 | 170 | 54.8 | 140 | 45.2 |
| 2005 | 73 | 30.0 | 49 | 20.2 | 122 | 50.2 | 121 | 49.8 |
| 2006 | 92 | 35.4 | 45 | 17.2 | 137 | 52.5 | 124 | 47.5 |
| Falfurrias HS | | | | | | | | |
| 2004 | 30 | 27.8 | 20 | 18.5 | 50 | 46.3 | 58 | 53.7 |
| 2005 | 33 | 36.3 | 5 | 5.5 | 38 | 41.8 | 53 | 58.2 |
| 2006 | 27 | 30.0 | 18 | 20.0 | 45 | 50.0 | 45 | 50.0 |
| H. M. King HS | | | | | | | | |
| 2004 | 134 | 55.8 | 20 | 8.3 | 154 | 64.2 | 86 | 35.8 |
| 2005 | 104 | 44.1 | 22 | 9.3 | 126 | 53.4 | 110 | 46.6 |
| 2006 | 91 | 44.2 | 14 | 6.8 | 105 | 51.0 | 101 | 49.0 |
| Mathis HS | | | | | | | | |
| 2004 | 14 | 13.7 | 31 | 30.4 | 45 | 44.1 | 57 | 55.9 |
| 2005 | 18 | 19.6 | 25 | 27.2 | 43 | 46.7 | 49 | 53.3 |
| 2006 | 11 | 11.3 | 27 | 27.8 | 38 | 39.2 | 59 | 60.8 |
| Miller HS | | | | | | | | |
| 2004 | 51 | 16.4 | 44 | 14.1 | 95 | 30.5 | 216 | 69.5 |
| 2005 | 44 | 17.6 | 50 | 20.0 | 94 | 37.6 | 156 | 62.4 |
| 2006 | 38 | 14.5 | 61 | 23.3 | 99 | 37.8 | 163 | 62.2 |
| Odem HS | | | | | | | | |
| 2004 | 24 | 31.2 | 15 | 19.5 | 39 | 50.6 | 38 | 49.4 |
| 2005 | 18 | 25.0 | 19 | 26.4 | 37 | 51.4 | 35 | 48.6 |
| 2006 | 31 | 43.7 | 11 | 15.5 | 42 | 59.2 | 29 | 40.8 |
| STAR 2004 | 360 | 31.4 | 193 | 16.9 | 553 | 48.2 | 595 | 51.8 |
| STAR 2005 | 290 | 29.5 | 170 | 17.3 | 460 | 46.7 | 524 | 53.3 |
| STAR 2006 | 290 | 29.4 | 176 | 17.8 | 466 | 47.2 | 521 | 52.8 |
| Change 04-06 | -- | -2.0 | -- | +0.9 | -- | -1.0 | -- | -1.0 |

Source. Texas Higher Education Coordinating Board. Statistics include only students entering Texas public and private institutions.

Note. Graduates enrolled in higher education for the fall of the year (e.g., 2006 is fall 2006).

Figures 6.3a, 6.3b and 6.3c illustrate the stability of STAR baseline higher education enrollment across time. While there was a 1% increase in the percentage of graduates entering a community college or technical school, there was a 2% decrease in the percentage of graduates entering a four-year university, and an overall decrease of 1% in the percentage of graduates entering higher education in Texas.

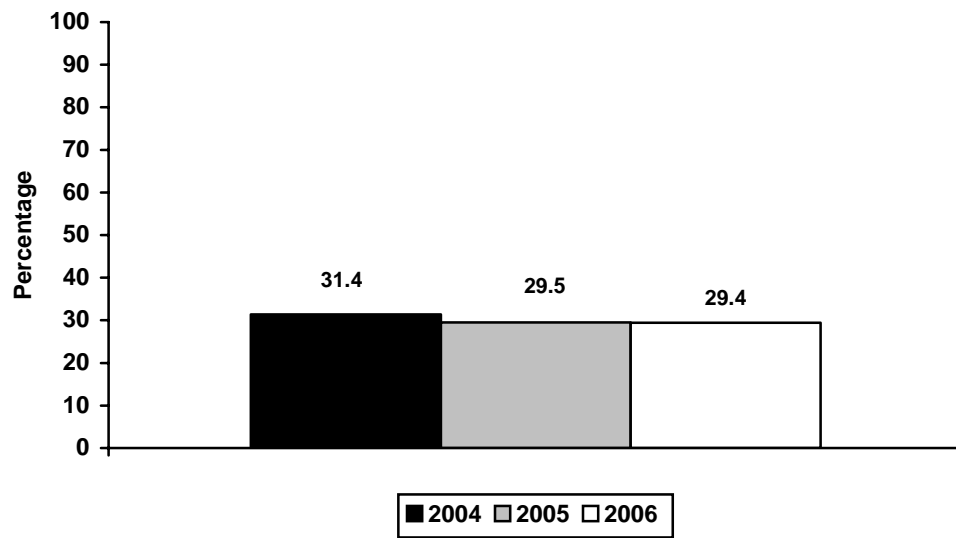


Figure 6.3a. Percentage of STAR high school graduates entering a four-year university in Texas, 2004-2006.

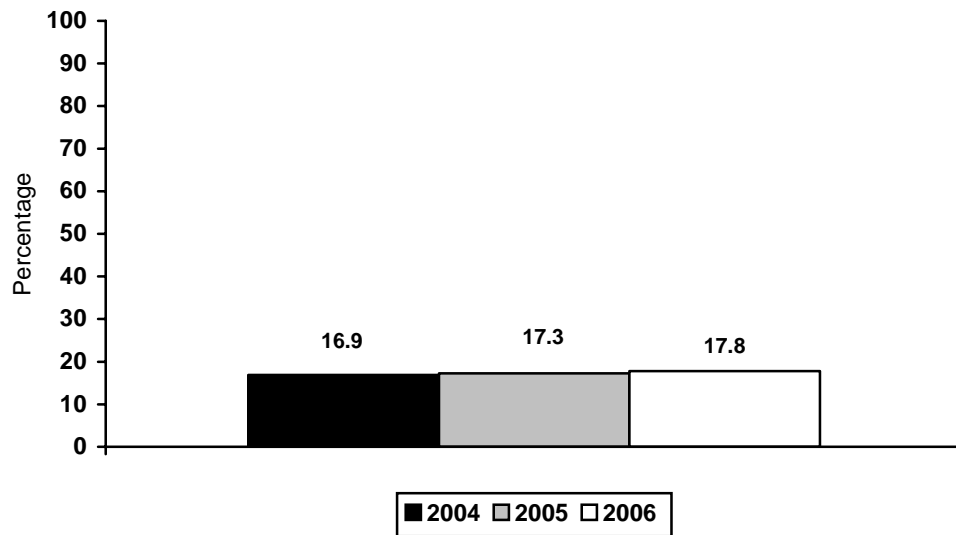


Figure 6.3b. Percentage of STAR high school graduates entering a community college or technical school in Texas, 2004-2006.

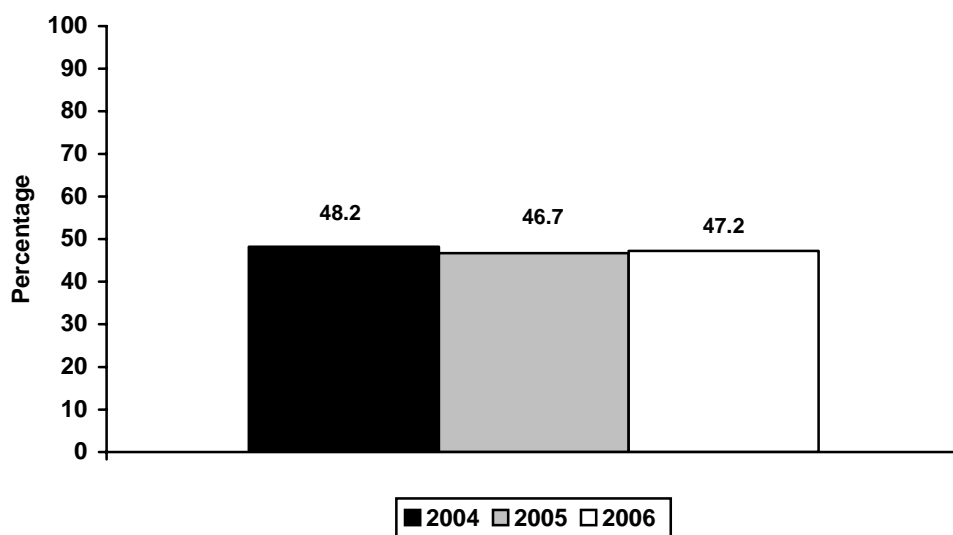


Figure 6.3c. Percentage of STAR high school graduates entering higher education in Texas, 2004-2006.

SUMMARY

This chapter uses archival data gathered from the TEA's PEIMS and AEIS data systems as well as THECB and College Board reports to present baseline measures on STAR campuses academic outcomes for the 2005-06 school year. The baseline data presented here will act as benchmarks against which STAR district's progress in achieving project goals will be measured across evaluation years.

All STAR districts were rated *academically acceptable* and 11 out of the 12 STAR campuses rated *academically acceptable* in 2005-06. STAR schools' TAKS performance lagged state averages in every subject area and grade level tested. STAR schools also had lower *commended performance* rates than the state average. However, STAR campuses' TAKS outcomes reflected statewide trends in terms of the performance ethnic and economic comparison groups.

About 13% of students enrolled at STAR high schools in 2005-06 received credit for at least one of 20 AP courses offered. Although the number of courses offered varied across STAR campuses, the greatest numbers of students received credit in AP English Language and Composition, AP English Literature and Composition, and AP U.S. History. Fewer than 1% of STAR students received credit for AP Spanish Language. Students receiving credit for at least one AP course were less likely to be economically disadvantaged than students who did not receive AP credit.

STAR students took about 1.5 exams per student in 2005-06, which was slightly lower than state and national averages (1.8 and 1.7, respectively). STAR students took AP exams in one or more of 23 different subjects. The most popular AP exams were English Language and Composition, English Literature and Composition, World History, and U.S. History. Average AP exam scores across all exams taken were lower for STAR students (1.43) compared to state (2.58) and

national (2.89) scores. Across all AP exams taken, the proportion of students receiving a score of 3 or higher (5-point scale) was less than the national average. The greatest proportion of students receiving a score of 3 or higher was for the AP Spanish Language exam (62%).

For 2004-05, the high school graduation rate for STAR schools was about the same as the state average (83% versus 84%). However, there was considerable variance among individual STAR high schools, with graduation rates ranging from 75% to 96%. Compared to state averages, a somewhat smaller proportion of STAR students completed advanced courses (15% versus 21%), and a somewhat higher proportion completed the more rigorous 26-credit RHSP (76% versus 72%).

For 2004-05, the proportion of senior students at STAR high school campuses who took the SAT or ACT was about the same as the state average (66% versus 67%); however, the proportion of students meeting or exceeding the passing standard was much lower than the state average (9% versus 27%). Nearly half (47%) of the 2005-06 STAR high school graduates entered an institution of higher education in Texas the following fall semester. This rate of postsecondary enrollment has been fairly stable over the past three years (48% for 2003-04, and 47% in 2003-04).

CHAPTER 7

Summary of Findings

The federal GEAR UP program is designed to provide services and support to low-income minority school districts to ensure that students are academically prepared for higher education, graduate from high school, and have access to higher education opportunities. GEAR UP grants span six school years and require that interventions begin no later than the seventh grade.

The Texas Education Agency (TEA) participated in the first implementation of GEAR UP state grants through the Texans Getting Academically Prepared (TGAP) project, which extended from the 1999-00 school year through 2004-05. The Texas Center for Educational Research (TCER) conducted the evaluation of the TGAP project and was included as the TEA's evaluation partner for the Agency's second GEAR UP grant, Students Training for Academic Readiness (STAR).

In addressing GEAR UP grant objectives, STAR seeks:

1. To increase information provided to students and their families regarding postsecondary activities (Information Access and Early Intervention);
2. To increase student access to advanced academic programs (Advanced Academics);
3. To increase training for teachers and counselors regarding the assessment of student abilities and the means for assisting students in postsecondary choices (Educator Preparation); and
4. To increase parent involvement and community and family support in a student's decision to go to college (Family and Community Participation and Support).

STAR addresses these goals through a collaborative partnership that includes the TEA, the College Board, P-16 Partnerships for Student Success at the College of Education at Texas A&M University – Corpus Christi (P²S²), Fathers Active in Communities and Education (FACE), and the National Hispanic Institute (NHI). The STAR project is implemented in six school districts in south Texas: Alice ISD, Brooks County ISD, Corpus Christi ISD, Kingsville ISD, Mathis ISD, Odem-Elroy ISD. Each STAR district includes a high school and its associated feeder pattern middle school in the project

DATA SOURCES

TCER researchers have worked to provide accurate, unbiased, and comprehensive information on STAR processes and outcomes by examining multiple data sources and varied perspectives. The analyses presented in the 2006-07 report draw on data collected through the Texas Public Education Information Management System (PEIMS) and the Academic Excellence Indicator System (AEIS) as well as data reported by the College Board and the Texas Higher Education Coordinating Board (THECB). The evaluation also incorporates data drawn from surveys of STAR students; a survey of STAR teachers, counselors, and librarians; and a telephone survey of parents of students attending STAR campuses. In addition, the report includes data from document analyses of quarterly reports and related materials describing STAR activities at each

campus, and site visit interviews with district and campus administrators, counselors, and teacher focus groups.

The first year evaluation report (2006-07) summarizes the implementation efforts across STAR campuses and includes baseline information on indicators related to student enrollment in advanced coursework, academic performance, and enrollment in postsecondary educational programs. The discussion presented in this chapter highlights findings from the project's first year.

CHARACTERISTICS OF STAR DISTRICTS AND CAMPUSES

The characteristics of STAR districts are described using data drawn from AEIS reports for the 2005-06 school year (the most current data available).

On average, STAR districts lagged the state in terms of financial characteristics in 2005-06. Average district wealth per student in STAR districts was \$200,474 compared with \$302,141 for the state. STAR districts also spent an average of \$3,292 less per student on instruction than schools across the state (\$4,305 in STAR districts versus \$7,597 for the state, on average). Brooks County ISD, which benefits from extensive oil and gas resources, exceeded state averages in terms of district wealth and instructional expenditures.

STAR schools enrolled substantially larger proportions of Hispanic and low-income students than state averages in 2005-06. Hispanic students comprised 85% of STAR districts' enrollments compared with a 45% statewide enrollment, and 68% of STAR students were characterized as low income compared with 56% of students statewide.

In terms of their educational programs, STAR campuses enrolled proportionately more students in special education (16% versus 11%) and career and technology education (51% versus 20%) than Texas schools in 2005-06. Despite their concentration of Hispanic students, STAR schools enrolled notably lower proportions of limited English proficient (LEP) students (4% versus 16%) and proportionately fewer students in bilingual and English as a second language (ESL) programs than schools across the state (3% versus 15%).

STAR schools employed larger percentages of minority teachers than the state average (57% versus 31%) in 2005-06. STAR teachers had similar average experience as teachers across the state (12.1 years for STAR teachers versus 11.5 for the state); however, a larger proportion of beginning teachers worked in STAR schools (10.3% versus 7.5%).

PLANNING AND IMPLEMENTING STAR

The short timeline for implementing STAR in 2006-07 impeded districts' first year implementation efforts. Districts did not receive their notification of grant award until late in the fall, leaving little time to plan and execute activities. In addition, several STAR campuses were subject to Title 1 accountability sanctions in 2006-07, which affected the priority given to STAR objectives. In spite of challenges, STAR districts implemented a wide range of college readiness activities in the project's first year and all districts reported success with the project.

All STAR districts had experience with college readiness activities prior to their inclusion in the GEAR UP grant, but for the most part, these activities were limited to the high school. All high schools offered college fairs and tours of area colleges, and most had established Go Centers. In addition, teachers in several districts said they had prior training and experience in vertical teaming.

Prior involvement in GEAR UP advanced understanding of the program for some campuses. Three districts had experience with GEAR UP grants prior to their participation in STAR. However, most programs funded under previous GEAR UP grants were not sustainable after grant funding expired.

Districts took a variety of approaches to developing grant applications, from forming teams of administrators and counselors to plan activities and budgets to assigning grant writing responsibility to a single counselor. Typically teachers were not included in the planning process. And, in some instances, the persons charged with developing the grant proposal were not involved in implementing grant activities.

STAR districts committed the largest share of first year grant dollars to payroll costs (50%) to cover the expense of employees who spend all or most of their time working on STAR. Supplies and materials absorbed the second largest share of funds (27%), followed by other operating costs (14%), and professional and contracted services (8%).

STAR's first year activities focused primarily on providing college planning information to students and their families. District STAR grant applications for 2006-07 described a wide range of activities and services designed to address STAR's goals, however, in implementation, the project tended to focus on the provision of college readiness informational resources to students and their families. A substantially smaller number of activities addressed educator preparation, advanced academics, and family and community support.

Districts recognized the need to develop more programming to support academics. In their planning for 2007-08, district and campus staff indicated that they planned to increase their focus on increasing students' readiness for and access to advanced academics as well as planning opportunities for educator professional development.

Implementation Challenges

Insufficient time limited implementation efforts. Representatives of all STAR districts reported that they did not have sufficient time to manage STAR activities in 2006-07. The lack of time resulted primarily from delayed grant application and award cycle and the addition of STAR responsibilities to counselors and administrators with full schedules.

Poor communication of STAR goals resulted in some teacher resistance. Some districts reported difficulty in gaining teacher buy in for STAR; however, teacher resistance eased once they became familiar with their project roles.

Confusion about roles and responsibilities limited first year implementation efforts. Across districts, administrators said that there was confusion about who was responsible for implementing STAR and misunderstandings about the project frequently occurred between middle and high school staff. In some districts, high school staff understood that their role in the project would not begin until 2006-07's seventh graders matriculated to the high school. Some districts were able to clarify matters by ensuring that administrators and counselors from both the middle school and high school participated in planning meetings and worked together to develop strategies for implementation.

Districts implemented a variety of instructional reforms concurrent with STAR. Representatives of several STAR campuses reported that they were overwhelmed by the number of instructional reforms implemented in their schools during the 2006-07 school year. Campuses that were able to identify a clear set of instructional goals and adopted initiatives in support of these goals experienced less frustration with STAR's first year implementation.

INFORMATIONAL RESOURCES AND FAMILY AND COMMUNITY PARTICIPATION AND SUPPORT

Districts implemented a wide range of activities and services designed to increase parent and student access to information about college during STAR's first year. All districts provided students and, in some cases, parents, with opportunities to visit area colleges, and all districts participated in career and college fairs. Some districts introduced new programs designed to better inform parents and students about educational planning. Such programs included regularly scheduled workshops addressing educational planning and home visits designed to reach out to parents who might not otherwise gain information about schooling. Counselors played a direct role in providing college planning information and assessing students' career interests, although more immediate counseling concerns sometimes took precedence over college readiness issues.

Teachers addressed college planning to varying degrees in their interactions with students. Most teachers said they assisted students in planning for college by providing sound instruction and by discussing college when the topic arose in class. Some teachers said they addressed college readiness through invited speakers, and class projects that focused on the importance of college.

More than half of students in STAR districts obtained college planning information from a parent or guardian, or visited a college campus during the first year of the project. About the same proportion of middle school and high school students said they got their information about college from a parent or guardian (59% versus 62%). Interestingly, a larger proportion of middle school students, compared to high school students, said they visited a college or university during the 2006-07 school year (55% versus 50%). This likely reflects the emphasis on middle school students during STAR's first year.

One-third or less of the students surveyed had participated in an activity relating to college or career awareness, family involvement in education, or supplemental academic preparation. The emphasis on STAR at middle schools is reflected in students' responses to survey questions about their involvement in these school activities. Proportionately more middle than high school students responded that they attended a family activity at school (23% versus 8%), spent time on

a college campus (21% versus 11%), and attended FACE activities (26% versus 2%). Of all activities included on the survey, the largest percentages of both middle (33%) and high school students (26%) said they received tutoring for their schoolwork.

Students reported familiarity with post-secondary opportunities and confidence in the affordability of higher education. More than three-fourths of middle school and high school students were familiar with four-year colleges and universities and community colleges, but less than half were aware of vocational or technical postsecondary educational options. Similarly, most students were fairly confident that they would be able to afford a four-year or community college education, but were less sure about the cost of vocational programs. Parents expressed greater confidence than students about the affordability of postsecondary educational options.

In spite of students' educational ambitions, relatively few high school seniors had taken the steps necessary to ensure college enrollment. At the time of the student surveys (May 2007), only 21% of surveyed seniors had taken the ACT and 11% had taken the SAT, although nearly half of seniors indicated that they planned to take the tests. Despite low participation in college entrance exams, 32% of STAR seniors reported that they had been accepted to a four-year college, 16% said they had been accepted to community college, and 5% had been accepted to vocational programs.

High school seniors were more optimistic than parents regarding students' ability to pursue higher education opportunities. More than half of the high school seniors (54%) who participated in the 2007 student survey said that nothing would prevent them from attending college. Less than a third (30%) said that the expense of college was a deterrent and 25% said they would work instead of attending college. In contrast, about 30% of parent respondents with high school students indicated that there were no obstacles to their child's ability to attend college. One-third of high school parents respondents said that college was too expensive (33%), and 6% reported that their child wanted to work instead of going to college. More than two-thirds of both middle (67%) and high school parents (68%) said they expected that their child would earn a four-year degree.

Parents reported that they talk with their children about college planning; however, most do not appear to use school personnel as a resource. Parents' responses to survey questions indicated that they are fairly active in discussing college plans with their children and in assisting students in selecting academic coursework. However, less than one-third of parents said that they communicated with school personnel about college topics, including financial aid and preparatory coursework, and a relatively large percentage of parents of high school students did not know their child's graduation plan (42%).

Overall, efforts to increase parent and the community involvement in STAR districts got off to a slow but promising start in 2006-07. STAR partner organizations FACE, NHI, and P²S² at Texas A&M Corpus Christi are expected to assist districts in providing services and support to prepare students for success in post-secondary institutions and to engage family, business, and community support for attending college. Districts with prior GEAR UP programs had previous experience with FACE activities and easily reestablished the program. All districts reported a positive experience with FACE and attributed increased parental involvement to the program.

Many administrators and teachers said that FACE activities were the most successful events of the STAR's first year.

ADVANCED ACADEMICS AND EDUCATOR PREPARATION

Nearly half of middle school (48%) and 43% of high school students said they spent half an hour or less on homework each evening in 2006-07. And only 11% of middle school and 17% of high school students spent an hour or more on homework. Despite the lack of homework, students said they earned good grades. High school students reported an average GPA of 3.2, and more than half of middle school students (51%) said they earn "Mostly B's" or better.

Proportionately more middle school students reported they were taking pre-Advanced Placement (AP) or AP courses than high school students (30% versus 21%). Across both middle and high schools, students' enrollment in pre-AP and AP coursework was concentrated in the core content areas.

Relatively few students were enrolled in pre-AP and AP Spanish language courses. This finding is somewhat surprising, given that 86% of students attending STAR campuses are Hispanic and nearly 40% of parents surveyed indicated that Spanish is spoken in students' homes.

Forty percent of the middle school and high school teachers responding to the survey of teachers, counselors, and librarians said they had experience teaching pre-AP or AP courses. About half of these teachers indicated they had four or more years experience teaching the pre-AP and AP classes. In spite of their relative lack of experience teaching AP, most high school teachers felt their campus' AP program was successful—59% rated their AP program as either somewhat or very successful. Less than half of the middle school teachers felt their campus' AP program was successful (48%).

Teacher participation in the College Board vertical team training varied across districts. Of the core content area teachers responding to the spring 2007 survey of teachers, counselors, and librarians, just over half (56%) indicated that they had participated in training, and training participation was higher in middle schools (62%) than in high schools (52%). Differences in participation rates reflected the increased emphasis on STAR at middle schools, varying levels of administrator commitment to vertical teaming, and district concerns over lost class time and the need for substitute teachers.

Teachers who attended vertical team training were largely enthusiastic about what they learned and said that the opportunity to work with teachers from different grade levels was a central benefit of the workshops. Many teachers, however, voiced frustration that content area teachers from feeder pattern schools within their districts did not attend the same training events.

The implementation of vertical teams presented challenges to STAR districts. Scheduling team meetings was challenging because many core content area teachers did not share common planning periods, and communication difficulties between middle and high school teachers frustrated some team plans. Of the core content area teachers responding to the spring 2007 survey, only 44% said they were able to plan with their team (54% middle school and 38% high

school), and 35% said they met with their team to write curriculum (32% middle school and 37% high school). In addition, weak leadership for vertical teaming, insufficient teacher preparation, and high rates of teacher turnover in some districts created barriers to implementing vertical teams.

Districts that appeared to be more successful in implementing vertical teams provided leadership at the district level, and had campus administrators who considered vertical teaming a priority.

The University Faculty Fellows mentoring program did not get fully underway during the first year of the STAR project. Only half of STAR districts were assigned mentors, and within those districts few teachers were aware they would be participating in the University Faculty Fellows program. When the University Faculty Fellows mentors did work in schools, their involvement tended to be limited to high schools.

YEAR ONE BASELINE INDICATORS

In the year prior to the STAR grant (2005-06), students at STAR schools performed less well than students statewide on state assessment exams, AP exams, and college entrance exams. Students in 2004-05 graduated at the same rate as students statewide, and almost half of graduating seniors were enrolled in a Texas higher education institution in the fall of 2005.

Students at STAR schools did not perform as well on TAKS as students statewide in 2005-06. All STAR districts were rated *Academically Acceptable* in 2005-06. However, overall TAKS performance was below the state average in every subject tested, with differences in passing rates ranging from 6 to 26 points below the state average. These differences persisted across grade levels and ethnic and economic comparison groups.

Thirteen percent of students (693 students) at STAR schools received credit for at least one AP course in 2005-06. Although AP course offerings varied by campus, high school students were able to receive credit in one or more of 20 different AP courses. The AP courses in which the greatest numbers of students received credit were English Language and Composition (263), English Literature and Composition (164), and U.S. History (139).

Students attending STAR campuses in 2005-06 did not perform as well on AP exams as students statewide or nationwide. STAR students took AP exams in one or more of 23 subjects in 2005-06. The most popular exams were English Language and Composition (186) and English Literature and Composition (122). Average AP exam scores for students (1.43) were lower than those for students statewide (2.58) and nationally (2.89). Overall, the proportion of AP exam-taking students receiving a 3 or higher was less than the national average (11% versus 59%).

Few students at STAR schools received credit for AP Spanish Language (less than 1%) in 2005-06. The proportion of STAR students receiving a score of 3 or higher on the AP examination was higher for this subject (62%) than any other subject tested. However, this was still lower than the proportion of students receiving a score of 3 or higher in AP Spanish nationwide (76%).

Students at STAR high schools graduated at about the same rate as students statewide (83% versus 84%) in 2004-05. Compared to state averages, a higher proportion of STAR students completed the 26-credit Recommended High School Plan (RHSP) (76% versus 72%). There was considerable variation in graduation and RHSP completion rates among the six STAR high schools, and some high schools enjoyed rates that exceeded state averages. Seniors at STAR high schools in 2004-05 took college entrance exams at about the same rate as seniors statewide (66% versus 67%); however, a substantially lower proportion met passing criteria (9% versus 27%).

Consistent with previous years, 47% of 2005-06 high school graduates at STAR schools were enrolled in a Texas postsecondary educational program in the fall of 2006. In the fall of 2005, 47% of 2004-05's graduating seniors were enrolled in Texas' higher education institutions, and in the fall of 2004, 48% of 2003-04's graduating seniors attended a Texas postsecondary educational program. About 30% of 2005-06's graduates enrolled in a four-year Texas college or university and 17% enrolled in a community college or technical school.

GEAR UP STAR Glossary of Programs

4MAT: Through this program, teachers learn to write lesson plans that offer activities tailored to each of four basic learning styles. Learning style is viewed as a function of an individual's personality and preferences regarding how information is perceived and processed. Teachers use knowledge of learning styles to develop a systematic approach to teaching that engages each learning style. Lesson plans developed using 4MAT include both left- and right-brain activities.

Academic Rising Scholars: The Texas Academic Rising Scholars program is offered as a cooperative effort between Texas A&M University – Kingsville and Texas A&M University – Corpus Christi. Typically five seniors are admitted to the program at a high school. The students work in the Go Center and participate in activities that introduce them to the college experience. These students also serve as peer advisors who share college information with other students.

ACT: Originally known as The American College Testing Program, Inc., ACT is an independent, not-for-profit organization providing assessment, research, and other services for educational institutions and employers. The most well-known assessment developed by the organization is the ACT, a college entrance exam that assesses high school students' skills in English, math, reading, and science, and includes an optional writing assessment. The instrument also assesses the ability of students to complete college-level coursework.

Agile Minds: Designed by the University of Texas' Dana Center, Agile Minds is a high school math curriculum.

Cougar Connections: Coastal Bend College's Cougar Connections is one of several programs offered through a cooperative arrangement with the University of Houston – Victoria titled, "Improving Hispanic Attainment in South Texas: Building Community among the High School, the Community College, and the University". Cougar Connections promotes community college enrollment opportunities for students at six high schools in the region. Among other services, Cougar Connections will pay for a college placement exam if needed, provide assistance to students and parents for completion of financial aid forms, and automatically process a student's application to enroll at Coastal Bend College.

Critical Friends Group: The Critical Friends Group (CFG) program is an approach to professional development in schools. CFG emphasizes the creation of professional learning communities within a school district to improve teaching practices collaboratively.

Curriculum Collaborative: The Curriculum Collaborative refers to an online curriculum—CSCOPE—offered through the Texas Education Service Center Curriculum Collaborative (TESCCC), a team of Education Services Centers representing all areas of Texas. CSCOPE is aligned with the TAKS and TEKS in the four core content areas. It incorporates best practices, assessment tools, and teacher professional development.

EXPLORE: Developed by ACT, EXPLORE is an assessment of skills in English, math, reading, and science for eighth and ninth grade students. It includes a career interest inventory as well as lessons and publications to assist students in career and college planning.

Failure Is Not an Option: Failure Is Not an Option is a program offered through the HOPE (Harnessing Optimism and Potential through Education) Foundation which promotes the creation of learning communities within schools. The Failure Is Not an Option program provides a set of principles that support student achievement, which instill the belief that every student will succeed.

Go Center: The Texas Higher Education Coordinating Board sponsors a web site (CollegeForTexans.com) with extensive college planning information and resources for students planning to enroll in college. The Go Centers (“Education. Go get it.”) are community-based centers providing computers, Internet access, and telephones for prospective college students to access this web site and its resources. School counselors or other staff members serve as sponsors for the Go Center, and adult or peer volunteers from the community or high school assist students in using the resource center.

Inglés sin Barreras: The Inglés sin Barreras is a curriculum designed to teach English to Spanish-speaking people at home. The program is available on cassettes or CDs and offers a team of bilingual teachers who provide assistance to students over the telephone. Some school districts have purchased this curriculum to assist parents who wish to learn English.

Junior Achievement: The Corpus Christi regional office of Junior Achievement Worldwide, JA of Coastal Bend, Inc., serves communities in the Gulf Coast region of the state. The Junior Achievement program for the middle grades offers a curriculum investigating personal finance and careers based on student skills, interests, and values. The program stresses the economic benefits of remaining in school.

Link Crew: Link Crew is a high school transition program offered through Project Boomerang (you get back what you give). Junior and senior students in high school are trained to mentor and serve as role models for incoming freshmen during their first year on campus. Teachers are trained to implement the program and serve as coordinators.

Living with Science: This program offers a science curriculum vertically aligning the elementary level with the middle school and high school science courses. Teachers typically receive a cart with computer and experiments to support the science lessons.

Model Classroom Project: The Model Classroom Project, developed by CAST and its partners, uses the concept of a universally designed curriculum. This approach builds on neurological and cognitive research that indicates learning occurs through three different networks in the brain. The Model Classroom incorporates “digital text, multimedia, and embedded learning supports.” Although particularly useful for students with disabilities, the flexible curriculum facilitating customized learning experiences may be useful for students with different learning styles, backgrounds, and abilities.

PLAN: Developed by ACT, The PLAN is a pre-ACT assessment designed for tenth grade students. It includes an interest and skills inventory.

Project CRISS: The CReating Independence through Student-owned Strategies program is based on the concept of metacognition. It provides teachers with a set of strategies to help students become independent and thoughtful readers.

Project Turnaround: Offered by the Coastal Bend AIDS Foundation, Project Turnaround is an “adolescent prevention program aimed at reducing substance abuse, HIV/AIDS, and STD high-risk behaviors through delivery of evidence based curriculum, Botvin’s Life Skills and Too Good For Drugs and Violence.”

PSAT/NMSQT: The PSAT/NMSQT is the pre-SAT college assessment in reading, math, and writing. The exam was developed by the College Board. Students take the exam in the eleventh grade to prepare for the SAT. The exam also acts as the National Merit Scholarship Qualifying Test (NMSQT).

Quantum Learning: This program applies research-based best practices in education to instructional principles designed to guide teachers in making course content more meaningful to students. A key tenet of this approach is the linking of new material to the experiences and existing knowledge of the student.

SAT: The College Board, originally the College Entrance Examination Board, is a not-for-profit membership association of schools, higher education institutions, and other education organizations promoting student success in college. The College Board provides services in college admissions, assessments, financial, teaching, and other areas. The most well-known programs offered by the College Board are the SAT, the PSAT/NMSQT, and the Advanced Placement program. The SAT is a college entrance exam testing critical reading, math, and writing.

Sheltered Instruction: Sheltered Instruction is an approach to teaching a specific subject so that English language learners can understand the material and continue to develop their English language skills. The model for sheltered instruction was developed by the Center for Research on Education, Diversity, and Excellence and targets secondary school students.

SureScore: SureScore is an educational service company that provides vertically aligned curriculum for students in grades 3 through 12. Lessons are designed to enable students to achieve at or beyond their grade level. At the elementary level, the focus is on building vocabulary and strengthening reading and writing skills. At the middle school level, the focus is on strengthening skills students are acquiring through the application of real life situations to instruction. In high schools, the focus is on preparing students for higher education or employment. SureScore offers college entrance exam preparation; assistance with college, financial aid and scholarship applications; and support researching colleges and careers.

STAR Local Advisory Councils: Each school district participating in the GEAR UP project will form a local advisory council comprised of representatives from the public schools, high education institutions, local businesses, and community organizations, as well as parent and student representatives. The councils will be responsible for overseeing each district’s plans for

increasing the number of students who successfully complete education at the post-secondary level.

Talent Search: One of eight federally funded TRIO programs, Talent Search supports college readiness and curriculum enrichment activities for students and high school dropouts from disadvantaged backgrounds. The program provides academic advising, career and financial counseling, and other support for college planning.

Texas Behavior Support Initiative (TBSI): TBSI is a statewide program that provides instruction designed to encourage positive behavior through the development of a broad range of strategies and behavioral interventions. TSBI strives “to enhance the capacity of schools to educate all students, especially students with challenging behaviors, by adopting a sustained, positive, preventative instructional approach to school wide discipline and behavior management.”

Texas Higher Education Assessment (THEA): THEA evaluates the reading, math, and writing skills of incoming Texas college students and provides diagnostic and placement information.

Technology Immersion Pilot (TIP): TIP is part of a federally funded research project to assess the effects of technology immersion on student learning and teacher proficiency in Texas public schools. In this project, technology immersion involves a laptop computer for every student and teacher, wireless access throughout the campus, curricular and assessment resources available online, and professional development and pedagogical support for curricular integration of technology resources.

Upward Bound: One of eight federally funded TRIO programs, Upward Bound supports college readiness efforts for high school students from low-income households in which neither parent holds a bachelor’s degree. Program services include academic instruction in math, science, writing, literature, and foreign languages. The program also provides supplemental services such as tutoring, counseling, mentoring, cultural enrichment, and work-study opportunities.

University Faculty Fellows: The University Faculty Fellows program brings together university professors and secondary school teachers in AP and pre-AP content areas. University professors participate in vertical teaming with the teachers and serve as mentors for teachers in their core content area. Professors support individual pre-AP and AP teachers through content coaching, instructional modeling, and planning assistance. They work with each teacher to plan classroom instruction and AP test preparation. The University Faculty Fellows program is an approach to professional development designed to deepen secondary teacher knowledge in core content areas, increase instructional rigor in the classroom, and improve student performance on AP exams and student success in higher level courses.

Vertical Team: A vertical team is a group of educators representing different grade levels in a particular discipline who work together to vertically align curriculum in their subject area. In the context of the College Board’s AP program, vertically aligned curricula are designed to ensure that students master the skills required for success in the AP program.

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APPENDIX A

Results from the Survey of Teachers, Counselors, and Librarians

Appendix A

Spring 2007 STAR Teacher Survey Tables

Table A.1
Number of Teacher Respondents by School

| District/School | Number Sent | Number Received | Response Rate |
|---------------------------|-------------|-----------------|---------------|
| Alice ISD | 193 | 74 | 38% |
| Adams Middle School | 54 | 25 | 46% |
| Alice High School | 139 | 49 | 35% |
| Brooks County ISD | 84 | 61 | 73% |
| Falfurrias Junior High | 35 | 20 | 57% |
| Falfurrias High School | 49 | 41 | 84% |
| Corpus Christi ISD | 158 | 43 | 27% |
| Driscoll Middle School | 47 | 22 | 47% |
| Miller High School | 111 | 21 | 19% |
| Kingsville ISD | 134 | 64 | 48% |
| Memorial Middle School | 46 | 13 | 28% |
| H. M. King High School I | 88 | 51 | 58% |
| Mathis ISD | 68 | 34 | 50% |
| McCraw Junior High | 24 | 26 | 108% |
| Mathis High School | 44 | 8 | 18% |
| Odem-Edroy ISD | 48 | 15 | 31% |
| Odem Junior High | 18 | 15 | 83% |
| Odem High School | 30 | 0 | 0% |
| Total | 685 | 291 | 42% |

Table A.2
Indicate the Position in Which You Currently Work

| Campus | Teacher | | Counselor | | Librarian | |
|------------------------|---------|-------|-----------|------|-----------|-----|
| | N | % | N | % | N | % |
| Falfurrias High School | 38 | 92.7 | 2 | 4.9 | 1 | 2.4 |
| Falfurrias Junior High | 20 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| Alice High School | 49 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| Adams Middle School | 24 | 96.0 | 1 | 4.0 | 0 | 0.0 |
| H. M. King High School | 47 | 92.2 | 3 | 5.9 | 1 | 2.0 |
| Memorial Middle School | 11 | 84.6 | 2 | 15.4 | 0 | 0.0 |
| Miller High School | 20 | 95.2 | 1 | 4.8 | 0 | 0.0 |
| Driscoll Middle School | 22 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| Mathis High School | 7 | 87.5 | 1 | 12.5 | 0 | 0.0 |
| McCraw Junior High | 24 | 92.3 | 1 | 3.8 | 1 | 3.8 |
| Odem Junior High | 14 | 93.3 | 1 | 6.7 | 0 | 0.0 |
| All Campuses | 276 | 94.8 | 12 | 4.1 | 3 | 1.0 |

Table A.3
If You Are a Teacher, What is Your Primary Teaching Assignment?

| Campus | Mathematics | | Science | | English/ Language Arts | | Social Studies/ Social Science | | Self-Contained | | Other | |
|------------------------|-------------|------|---------|------|---------------------------|------|-----------------------------------|------|----------------|------|-------|------|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Falfurrias High School | 6 | 15.8 | 4 | 10.5 | 8 | 21.1 | 4 | 10.5 | 1 | 2.6 | 15 | 39.5 |
| Falfurrias Junior High | 5 | 27.8 | 1 | 5.6 | 3 | 16.7 | 3 | 16.7 | 1 | 5.6 | 5 | 27.8 |
| Alice High School | 8 | 16.7 | 4 | 8.3 | 11 | 22.9 | 7 | 14.6 | 1 | 2.1 | 17 | 35.4 |
| Adams Middle School | 2 | 8.3 | 4 | 16.7 | 8 | 33.3 | 6 | 25.0 | 0 | 0.0 | 4 | 16.7 |
| H. M. King High School | 5 | 11.4 | 1 | 2.3 | 10 | 22.7 | 8 | 18.2 | 2 | 4.5 | 18 | 40.9 |
| Memorial Middle School | 0 | 0.0 | 3 | 27.3 | 4 | 36.4 | 4 | 36.4 | 0 | 0.0 | 0 | 0.0 |
| Miller High School | 1 | 5.0 | 3 | 15.0 | 1 | 5.0 | 6 | 30.0 | 1 | 5.0 | 8 | 40.0 |
| Driscoll Middle School | 4 | 18.2 | 2 | 9.1 | 4 | 18.2 | 5 | 22.7 | 1 | 4.5 | 6 | 27.3 |
| Mathis High School | 1 | 16.7 | 0 | 0.0 | 1 | 16.7 | 1 | 16.7 | 1 | 16.7 | 2 | 33.3 |
| McCraw Junior High | 4 | 16.7 | 3 | 12.5 | 4 | 16.7 | 3 | 12.5 | 0 | 0.0 | 10 | 41.7 |
| Odem Junior High | 4 | 28.6 | 2 | 14.3 | 3 | 21.4 | 0 | 0.0 | 1 | 7.1 | 4 | 28.6 |
| All Campuses | 40 | 14.9 | 27 | 10.0 | 57 | 21.2 | 47 | 17.5 | 9 | 3.3 | 89 | 33.1 |

Table A.4
Years Employed in this Position and Years Working at this School

| Campus | Years Employed in Current Position | | Years Working in Current Position at this School | |
|------------------------|------------------------------------|------|--|------|
| | N | Mean | N | Mean |
| Falfurrias High School | 40 | 10.9 | 41 | 7.5 |
| Falfurrias Junior High | 18 | 11.4 | 19 | 9.7 |
| Alice High School | 46 | 15.8 | 49 | 9.6 |
| Adams Middle School | 25 | 11.8 | 25 | 9.3 |
| H. M. King High School | 50 | 12.4 | 51 | 8.1 |
| Memorial Middle School | 13 | 13.7 | 13 | 7.5 |
| Miller High School | 21 | 9.1 | 20 | 7.8 |
| Driscoll Middle School | 22 | 6.3 | 22 | 5.5 |
| Mathis High School | 8 | 9.4 | 8 | 2.9 |
| McCraw Junior High | 26 | 8.1 | 26 | 5.9 |
| Odem Junior High | 15 | 9.6 | 15 | 9.1 |
| All Campuses | 284 | 11.3 | 289 | 7.9 |

Table A.5
Ethnicity of Respondents

| Campus | African American | | Hispanic | | White | | Other | |
|------------------------|------------------|-----|----------|------|-------|------|-------|-----|
| | N | % | N | % | N | % | N | % |
| Falfurrias High School | 0 | 0.0 | 35 | 85.4 | 6 | 14.6 | 0 | 0.0 |
| Falfurrias Junior High | 0 | 0.0 | 16 | 80.0 | 4 | 20.0 | 0 | 0.0 |
| Alice High School | 0 | 0.0 | 30 | 61.2 | 19 | 38.8 | 0 | 0.0 |
| Adams Middle School | 0 | 0.0 | 14 | 58.3 | 10 | 41.7 | 0 | 0.0 |
| H. M. King High School | 0 | 0.0 | 30 | 58.8 | 20 | 39.2 | 1 | 2.0 |
| Memorial Middle School | 0 | 0.0 | 9 | 69.2 | 4 | 30.8 | 0 | 0.0 |
| Miller High School | 1 | 5.0 | 9 | 45.0 | 10 | 50.0 | 0 | 0.0 |
| Driscoll Middle School | 0 | 0.0 | 11 | 50.0 | 9 | 40.9 | 2 | 9.1 |
| Mathis High School | 0 | 0.0 | 3 | 37.5 | 5 | 62.5 | 0 | 0.0 |
| McCraw Junior High | 0 | 0.0 | 12 | 46.2 | 13 | 50.0 | 1 | 3.8 |
| Odem Junior High | 0 | 0.0 | 5 | 33.3 | 10 | 66.7 | 0 | 0.0 |
| All Campuses | 1 | 0.3 | 174 | 60.2 | 110 | 38.1 | 4 | 1.4 |

Table A.6
Gender of Respondents

| Campus | Male | | Female | |
|------------------------|------|------|--------|------|
| | N | % | N | % |
| Falfurrias High School | 12 | 38.7 | 19 | 61.3 |
| Falfurrias Junior High | 2 | 18.2 | 9 | 81.8 |
| Alice High School | 10 | 34.5 | 19 | 65.5 |
| Adams Middle School | 1 | 5.3 | 18 | 94.7 |
| H. M. King High School | 9 | 23.1 | 30 | 76.9 |
| Memorial Middle School | 3 | 33.3 | 6 | 66.7 |
| Miller High School | 4 | 44.4 | 5 | 55.6 |
| Driscoll Middle School | 7 | 43.8 | 9 | 56.3 |
| Mathis High School | 1 | 16.7 | 5 | 83.3 |
| McCraw Junior High | 5 | 26.3 | 14 | 73.7 |
| Odem Junior High | 4 | 57.1 | 3 | 42.9 |
| All Campuses | 58 | 29.7 | 137 | 70.3 |

Table A.7
What is Your Highest Educational Attainment?

| Campus | Bachelor's Degree | | Enrolled in Master's Coursework | | Master's Degree | | Enrolled in Doctoral Coursework | | Doctorate | | Other | |
|------------------------|-------------------|------|---------------------------------|------|-----------------|------|---------------------------------|-----|-----------|-----|-------|-----|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Falfurrias High School | 17 | 42.5 | 9 | 22.5 | 14 | 35.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Falfurrias Junior High | 9 | 45.0 | 2 | 10.0 | 8 | 40.0 | 0 | 0.0 | 0 | 0.0 | 1 | 5.0 |
| Alice High School | 31 | 63.3 | 2 | 4.1 | 13 | 26.5 | 1 | 2.0 | 0 | 0.0 | 2 | 4.1 |
| Adams Middle School | 17 | 73.9 | 0 | 0.0 | 5 | 21.7 | 0 | 0.0 | 1 | 4.3 | 0 | 0.0 |
| H. M. King High School | 29 | 60.4 | 6 | 12.5 | 13 | 27.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Memorial Middle School | 9 | 69.2 | 1 | 7.7 | 2 | 15.4 | 0 | 0.0 | 0 | 0.0 | 1 | 7.7 |
| Miller High School | 6 | 30.0 | 4 | 20.0 | 9 | 45.0 | 0 | 0.0 | 1 | 5.0 | 0 | 0.0 |
| Driscoll Middle School | 9 | 42.9 | 1 | 4.8 | 11 | 52.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Mathis High School | 3 | 37.5 | 1 | 12.5 | 4 | 50.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| McCraw Junior High | 14 | 53.8 | 8 | 30.8 | 4 | 15.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Odem Junior High | 8 | 53.3 | 2 | 13.3 | 5 | 33.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| All Campuses | 152 | 53.7 | 36 | 12.7 | 88 | 31.1 | 1 | 0.4 | 2 | 0.7 | 4 | 1.4 |

Table A.8
Frequency You Provide Students with Counseling or Advice about the Following

| Campus | Never | | Sometimes | | Often | |
|---|-------|------|-----------|------|-------|------|
| | N | % | N | % | N | % |
| Recommended High School Program or Distinguished Achievement Program | | | | | | |
| Falfurrias High School | 9 | 22.5 | 23 | 57.5 | 8 | 20.0 |
| Falfurrias Junior High | 4 | 21.1 | 11 | 57.9 | 4 | 21.1 |
| Alice High School | 10 | 20.4 | 31 | 63.3 | 8 | 16.3 |
| Adams Middle School | 4 | 16.0 | 15 | 60.0 | 6 | 24.0 |
| H. M. King High School | 12 | 24.0 | 24 | 48.0 | 14 | 28.0 |
| Memorial Middle School | 3 | 23.1 | 10 | 76.9 | 0 | 0.0 |
| Miller High School | 7 | 33.3 | 9 | 42.9 | 5 | 23.8 |
| Driscoll Middle School | 9 | 40.9 | 12 | 54.5 | 1 | 4.5 |
| Mathis High School | 1 | 12.5 | 3 | 37.5 | 4 | 50.0 |
| McCraw Junior High | 10 | 38.5 | 10 | 38.5 | 6 | 23.1 |
| Odem Junior High | 0 | 0.0 | 11 | 73.3 | 4 | 26.7 |
| All Campuses | 69 | 24.0 | 159 | 55.2 | 60 | 20.8 |
| Post-Secondary Admissions Requirements | | | | | | |
| Falfurrias High School | 12 | 29.3 | 17 | 41.5 | 12 | 29.3 |
| Falfurrias Junior High | 3 | 15.8 | 11 | 57.9 | 5 | 26.3 |
| Alice High School | 16 | 32.7 | 30 | 61.2 | 3 | 6.1 |
| Adams Middle School | 3 | 12.0 | 16 | 64.0 | 6 | 24.0 |
| H. M. King High School | 12 | 24.5 | 25 | 51.0 | 12 | 24.5 |
| Memorial Middle School | 0 | 0.0 | 9 | 75.0 | 3 | 25.0 |
| Miller High School | 3 | 15.0 | 12 | 60.0 | 5 | 25.0 |
| Driscoll Middle School | 6 | 28.6 | 9 | 42.9 | 6 | 28.6 |
| Mathis High School | 2 | 25.0 | 3 | 37.5 | 3 | 37.5 |
| McCraw Junior High | 6 | 23.1 | 13 | 50.0 | 7 | 26.9 |
| Odem Junior High | 1 | 6.7 | 8 | 53.3 | 6 | 40.0 |
| All Campuses | 64 | 22.5 | 153 | 53.7 | 68 | 23.9 |
| Post-Secondary Financial Aid | | | | | | |
| Falfurrias High School | 7 | 17.1 | 25 | 61.0 | 9 | 22.0 |
| Falfurrias Junior High | 3 | 15.8 | 10 | 52.6 | 6 | 31.6 |
| Alice High School | 7 | 14.3 | 32 | 65.3 | 10 | 20.4 |
| Adams Middle School | 1 | 4.0 | 9 | 36.0 | 15 | 60.0 |
| H. M. King High School | 7 | 14.6 | 24 | 50.0 | 17 | 35.4 |
| Memorial Middle School | 0 | 0.0 | 6 | 50.0 | 6 | 50.0 |
| Miller High School | 4 | 20.0 | 10 | 50.0 | 6 | 30.0 |
| Driscoll Middle School | 6 | 27.3 | 7 | 31.8 | 9 | 40.9 |
| Mathis High School | 2 | 25.0 | 3 | 37.5 | 3 | 37.5 |
| McCraw Junior High | 4 | 15.4 | 10 | 38.5 | 12 | 46.2 |
| Odem Junior High | 1 | 6.7 | 9 | 60.0 | 5 | 33.3 |
| All Campuses | 42 | 14.7 | 145 | 50.9 | 98 | 34.4 |

Table continues

Table A.8 (continued)**Frequency You Provide Students with Counseling or Advice about the Following**

| Campus | Never | | Sometimes | | Often | |
|-------------------------------------|-------|------|-----------|------|-------|------|
| | N | % | N | % | N | % |
| ACT, SAT Preparation/Testing | | | | | | |
| Falfurrias High School | 4 | 9.8 | 26 | 63.4 | 11 | 26.8 |
| Falfurrias Junior High | 1 | 5.3 | 12 | 63.2 | 6 | 31.6 |
| Alice High School | 10 | 20.4 | 31 | 63.3 | 8 | 16.3 |
| Adams Middle School | 2 | 8.0 | 14 | 56.0 | 9 | 36.0 |
| H. M. King High School | 9 | 18.8 | 29 | 60.4 | 10 | 20.8 |
| Memorial Middle School | 2 | 16.7 | 7 | 58.3 | 3 | 25.0 |
| Miller High School | 4 | 20.0 | 9 | 45.0 | 7 | 35.0 |
| Driscoll Middle School | 5 | 22.7 | 7 | 31.8 | 10 | 45.5 |
| Mathis High School | 1 | 12.5 | 3 | 37.5 | 4 | 50.0 |
| McCraw Junior High | 2 | 7.7 | 12 | 46.2 | 12 | 46.2 |
| Odem Junior High | 0 | 0.0 | 9 | 60.0 | 6 | 40.0 |
| All Campuses | 40 | 14.0 | 159 | 55.8 | 86 | 30.2 |
| Career Counseling | | | | | | |
| Falfurrias High School | 8 | 20.0 | 26 | 65.0 | 6 | 15.0 |
| Falfurrias Junior High | 7 | 35.0 | 8 | 40.0 | 5 | 25.0 |
| Alice High School | 13 | 26.5 | 25 | 51.0 | 11 | 22.4 |
| Adams Middle School | 0 | 0.0 | 20 | 80.0 | 5 | 20.0 |
| H. M. King High School | 10 | 20.4 | 28 | 57.1 | 11 | 22.4 |
| Memorial Middle School | 2 | 16.7 | 7 | 58.3 | 3 | 25.0 |
| Miller High School | 7 | 35.0 | 7 | 35.0 | 6 | 30.0 |
| Driscoll Middle School | 7 | 33.3 | 9 | 42.9 | 5 | 23.8 |
| Mathis High School | 3 | 37.5 | 4 | 50.0 | 1 | 12.5 |
| McCraw Junior High | 6 | 23.1 | 11 | 42.3 | 9 | 34.6 |
| Odem Junior High | 1 | 6.7 | 11 | 73.3 | 3 | 20.0 |
| All Campuses | 64 | 22.5 | 156 | 54.7 | 65 | 22.8 |
| Other | | | | | | |
| Falfurrias High School | 2 | 28.6 | 2 | 28.6 | 3 | 42.9 |
| Falfurrias Junior High | 6 | 85.7 | 0 | 0.0 | 1 | 14.3 |
| Alice High School | 4 | 50.0 | 3 | 37.5 | 1 | 12.5 |
| Adams Middle School | 2 | 20.0 | 5 | 50.0 | 3 | 30.0 |
| H. M. King High School | 8 | 47.1 | 4 | 23.5 | 5 | 29.4 |
| Memorial Middle School | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Miller High School | 1 | 50.0 | 1 | 50.0 | 0 | 0.0 |
| Driscoll Middle School | 6 | 54.5 | 3 | 27.3 | 2 | 18.2 |
| Mathis High School | 1 | 50.0 | 1 | 50.0 | 0 | 0.0 |
| McCraw Junior High | 4 | 36.4 | 0 | 0.0 | 7 | 63.6 |
| Odem Junior High | 0 | 0.0 | 2 | 66.7 | 1 | 33.3 |
| All Campuses | 34 | 43.6 | 21 | 26.9 | 23 | 29.5 |

Table A.9

How Good a Job Do You Think Your School is Doing at Making All Students Aware of the Following?

| Campus | Needs Improvement | | Fair | | Good | | Excellent | |
|--|-------------------|------|------|------|------|------|-----------|------|
| | N | % | N | % | N | % | N | % |
| Recommended High School or Distinguished Achievement Programs | | | | | | | | |
| Falfurrias High School | 4 | 10.3 | 8 | 20.5 | 16 | 41.0 | 11 | 28.2 |
| Falfurrias Junior High | 5 | 25.0 | 5 | 25.0 | 8 | 40.0 | 2 | 10.0 |
| Alice High School | 1 | 2.0 | 6 | 12.2 | 25 | 51.0 | 17 | 34.7 |
| Adams Middle School | 3 | 12.0 | 7 | 28.0 | 12 | 48.0 | 3 | 12.0 |
| H. M. King High School | 3 | 5.9 | 13 | 25.5 | 24 | 47.1 | 11 | 21.6 |
| Memorial Middle School | 1 | 7.7 | 2 | 15.4 | 9 | 69.2 | 1 | 7.7 |
| Miller High School | 0 | 0.0 | 3 | 15.0 | 15 | 75.0 | 2 | 10.0 |
| Driscoll Middle School | 3 | 13.6 | 3 | 13.6 | 11 | 50.0 | 5 | 22.7 |
| Mathis High School | 2 | 25.0 | 0 | .0 | 5 | 62.5 | 1 | 12.5 |
| McCraw Junior High | 2 | 7.7 | 7 | 26.9 | 14 | 53.8 | 3 | 11.5 |
| Odem Junior High | 2 | 13.3 | 3 | 20.0 | 9 | 60.0 | 1 | 6.7 |
| All Campuses | 26 | 9.0 | 57 | 19.8 | 148 | 51.4 | 57 | 19.8 |
| Post-Secondary Admissions Requirements | | | | | | | | |
| Falfurrias High School | 3 | 7.7 | 10 | 25.6 | 16 | 41.0 | 10 | 25.6 |
| Falfurrias Junior High | 4 | 21.1 | 9 | 47.4 | 4 | 21.1 | 2 | 10.5 |
| Alice High School | 3 | 6.1 | 7 | 14.3 | 20 | 40.8 | 19 | 38.8 |
| Adams Middle School | 3 | 12.0 | 11 | 44.0 | 9 | 36.0 | 2 | 8.0 |
| H. M. King High School | 3 | 5.9 | 15 | 29.4 | 25 | 49.0 | 8 | 15.7 |
| Memorial Middle School | 3 | 27.3 | 2 | 18.2 | 6 | 54.5 | 0 | 0.0 |
| Miller High School | 1 | 5.0 | 3 | 15.0 | 13 | 65.0 | 3 | 15.0 |
| Driscoll Middle School | 4 | 18.2 | 2 | 9.1 | 11 | 50.0 | 5 | 22.7 |
| Mathis High School | 0 | 0.0 | 3 | 37.5 | 2 | 25.0 | 3 | 37.5 |
| McCraw Junior High | 3 | 11.5 | 8 | 30.8 | 13 | 50.0 | 2 | 7.7 |
| Odem Junior High | 2 | 13.3 | 2 | 13.3 | 10 | 66.7 | 1 | 6.7 |
| All Campuses | 29 | 10.2 | 72 | 25.3 | 129 | 45.3 | 55 | 19.3 |
| Post-Secondary Financial Aid | | | | | | | | |
| Falfurrias High School | 3 | 7.7 | 12 | 30.8 | 17 | 43.6 | 7 | 17.9 |
| Falfurrias Junior High | 6 | 31.6 | 7 | 36.8 | 5 | 26.3 | 1 | 5.3 |
| Alice High School | 4 | 8.2 | 6 | 12.2 | 19 | 38.8 | 20 | 40.8 |
| Adams Middle School | 5 | 20.0 | 8 | 32.0 | 11 | 44.0 | 1 | 4.0 |
| H. M. King High School | 3 | 5.9 | 17 | 33.3 | 20 | 39.2 | 11 | 21.6 |
| Memorial Middle School | 3 | 27.3 | 3 | 27.3 | 5 | 45.5 | 0 | 0.0 |
| Miller High School | 1 | 5.0 | 0 | 0.0 | 14 | 70.0 | 5 | 25.0 |
| Driscoll Middle School | 4 | 19.0 | 3 | 14.3 | 10 | 47.6 | 4 | 19.0 |
| Mathis High School | 3 | 37.5 | 0 | 0.0 | 2 | 25.0 | 3 | 37.5 |
| McCraw Junior High | 5 | 20.0 | 9 | 36.0 | 10 | 40.0 | 1 | 4.0 |
| Odem Junior High | 2 | 13.3 | 4 | 26.7 | 6 | 40.0 | 3 | 20.0 |
| All Campuses | 39 | 13.8 | 69 | 24.4 | 119 | 42.0 | 56 | 19.8 |

Table continues

Table A.9 (continued)**How Good a Job Do You Think Your School is Doing at Making All Students Aware of the Following?**

| Campus | Needs Improvement | | Fair | | Good | | Excellent | |
|-------------------------------------|-------------------|------|------|------|------|------|-----------|------|
| | N | % | N | % | N | % | N | % |
| ACT, SAT Preparation/Testing | | | | | | | | |
| Falfurrias High School | 8 | 20.5 | 9 | 23.1 | 15 | 38.5 | 7 | 17.9 |
| Falfurrias Junior High | 7 | 36.8 | 7 | 36.8 | 5 | 26.3 | 0 | 0.0 |
| Alice High School | 3 | 6.1 | 4 | 8.2 | 28 | 57.1 | 14 | 28.6 |
| Adams Middle School | 4 | 16.0 | 7 | 28.0 | 11 | 44.0 | 3 | 12.0 |
| H. M. King High School | 3 | 5.9 | 15 | 29.4 | 20 | 39.2 | 13 | 25.5 |
| Memorial Middle School | 4 | 33.3 | 2 | 16.7 | 6 | 50.0 | 0 | 0.0 |
| Miller High School | 0 | 0.0 | 4 | 20.0 | 10 | 50.0 | 6 | 30.0 |
| Driscoll Middle School | 6 | 28.6 | 2 | 9.5 | 12 | 57.1 | 1 | 4.8 |
| Mathis High School | 2 | 25.0 | 2 | 25.0 | 3 | 37.5 | 1 | 12.5 |
| McCraw Junior High | 3 | 12.0 | 7 | 28.0 | 12 | 48.0 | 3 | 12.0 |
| Odem Junior High | 3 | 20.0 | 5 | 33.3 | 6 | 40.0 | 1 | 6.7 |
| All Campuses | 43 | 15.1 | 64 | 22.5 | 128 | 45.1 | 49 | 17.3 |
| Career Counseling | | | | | | | | |
| Falfurrias High School | 6 | 15.4 | 9 | 23.1 | 15 | 38.5 | 9 | 23.1 |
| Falfurrias Junior High | 4 | 21.1 | 4 | 21.1 | 4 | 21.1 | 7 | 36.8 |
| Alice High School | 3 | 6.1 | 10 | 20.4 | 18 | 36.7 | 18 | 36.7 |
| Adams Middle School | 2 | 8.3 | 9 | 37.5 | 13 | 54.2 | 0 | 0.0 |
| H. M. King High School | 5 | 9.8 | 17 | 33.3 | 20 | 39.2 | 9 | 17.6 |
| Memorial Middle School | 5 | 38.5 | 1 | 7.7 | 6 | 46.2 | 1 | 7.7 |
| Miller High School | 1 | 5.0 | 3 | 15.0 | 13 | 65.0 | 3 | 15.0 |
| Driscoll Middle School | 4 | 19.0 | 2 | 9.5 | 12 | 57.1 | 3 | 14.3 |
| Mathis High School | 2 | 25.0 | 2 | 25.0 | 3 | 37.5 | 1 | 12.5 |
| McCraw Junior High | 4 | 15.4 | 7 | 26.9 | 13 | 50.0 | 2 | 7.7 |
| Odem Junior High | 1 | 6.7 | 5 | 33.3 | 8 | 53.3 | 1 | 6.7 |
| All Campuses | 37 | 13.0 | 69 | 24.2 | 125 | 43.9 | 54 | 18.9 |
| AP Exam Strategies | | | | | | | | |
| Falfurrias High School | 15 | 39.5 | 6 | 15.8 | 15 | 39.5 | 2 | 5.3 |
| Falfurrias Junior High | 8 | 44.4 | 4 | 22.2 | 6 | 33.3 | 0 | 0.0 |
| Alice High School | 5 | 10.2 | 9 | 18.4 | 21 | 42.9 | 14 | 28.6 |
| Adams Middle School | 6 | 25.0 | 7 | 29.2 | 10 | 41.7 | 1 | 4.2 |
| H. M. King High School | 9 | 18.0 | 18 | 36.0 | 20 | 40.0 | 3 | 6.0 |
| Memorial Middle School | 5 | 45.5 | 1 | 9.1 | 5 | 45.5 | 0 | 0.0 |
| Miller High School | 2 | 10.0 | 5 | 25.0 | 12 | 60.0 | 1 | 5.0 |
| Driscoll Middle School | 5 | 23.8 | 4 | 19.0 | 10 | 47.6 | 2 | 9.5 |
| Mathis High School | 1 | 12.5 | 4 | 50.0 | 2 | 25.0 | 1 | 12.5 |
| McCraw Junior High | 4 | 16.0 | 9 | 36.0 | 11 | 44.0 | 1 | 4.0 |
| Odem Junior High | 4 | 26.7 | 5 | 33.3 | 6 | 40.0 | 0 | 0.0 |
| All Campuses | 64 | 22.9 | 72 | 25.8 | 118 | 42.3 | 25 | 9.0 |

Table continues

Table A.9 (continued)**How Good a Job Do You Think Your School is Doing at Making All Students Aware of the Following?**

| Campus | Needs Improvement | | Fair | | Good | | Excellent | |
|--|-------------------|------|------|------|------|-------|-----------|------|
| | N | % | N | % | N | % | N | % |
| Informational Resources such as the GEAR UP Toolkit | | | | | | | | |
| Falfurrias High School | 8 | 21.1 | 13 | 34.2 | 11 | 28.9 | 6 | 15.8 |
| Falfurrias Junior High | 4 | 21.1 | 1 | 5.3 | 6 | 31.6 | 8 | 42.1 |
| Alice High School | 5 | 10.4 | 6 | 12.5 | 26 | 54.2 | 11 | 22.9 |
| Adams Middle School | 6 | 25.0 | 6 | 25.0 | 9 | 37.5 | 3 | 12.5 |
| H. M. King High School | 12 | 23.5 | 11 | 21.6 | 23 | 45.1 | 5 | 9.8 |
| Memorial Middle School | 0 | 0.0 | 4 | 30.8 | 7 | 53.8 | 2 | 15.4 |
| Miller High School | 3 | 15.8 | 6 | 31.6 | 7 | 36.8 | 3 | 15.8 |
| Driscoll Middle School | 4 | 18.2 | 4 | 18.2 | 9 | 40.9 | 5 | 22.7 |
| Mathis High School | 4 | 50.0 | 3 | 37.5 | 1 | 12.5 | 0 | 0.0 |
| McCraw Junior High | 4 | 16.0 | 8 | 32.0 | 11 | 44.0 | 2 | 8.0 |
| Odem Junior High | 4 | 26.7 | 2 | 13.3 | 9 | 60.0 | 0 | 0.0 |
| All Campuses | 54 | 19.1 | 64 | 22.7 | 119 | 42.2 | 45 | 16.0 |
| Other | | | | | | | | |
| Falfurrias High School | 1 | 25.0 | 0 | 0.0 | 1 | 25.0 | 2 | 50.0 |
| Falfurrias Junior High | 2 | 40.0 | 0 | 0.0 | 2 | 40.0 | 1 | 20.0 |
| Alice High School | 0 | 0.0 | 0 | 0.0 | 3 | 100.0 | 0 | 0.0 |
| Adams Middle School | 1 | 33.3 | 0 | 0.0 | 2 | 66.7 | 0 | 0.0 |
| H. M. King High School | 0 | 0.0 | 2 | 40.0 | 3 | 60.0 | 0 | 0.0 |
| Memorial Middle School | 0 | 0.0 | 0 | 0.0 | 1 | 50.0 | 1 | 50.0 |
| Miller High School | 0 | 0.0 | 0 | 0.0 | 2 | 100.0 | 0 | 0.0 |
| Driscoll Middle School | 1 | 16.7 | 2 | 33.3 | 2 | 33.3 | 1 | 16.7 |
| Mathis High School | 0 | 0.0 | 0 | 0.0 | 0 | .0 | 0 | 0.0 |
| McCraw Junior High | 1 | 25.0 | 3 | 75.0 | 0 | .0 | 0 | 0.0 |
| Odem Junior High | 0 | 0.0 | 0 | 0.0 | 0 | .0 | 0 | 0.0 |
| All Campuses | 6 | 17.6 | 7 | 20.6 | 16 | 47.1 | 5 | 14.7 |

Table A.10**How Familiar Are You with Your School's STAR/GEAR UP Grant Project?**

| Campus | Not at all Familiar | | Somewhat Familiar | | Very Familiar | |
|------------------------|---------------------|------|-------------------|------|---------------|------|
| | N | % | N | % | N | % |
| Falfurrias High School | 16 | 40.0 | 21 | 52.5 | 3 | 7.5 |
| Falfurrias Junior High | 1 | 5.0 | 14 | 70.0 | 5 | 25.0 |
| Alice High School | 14 | 28.6 | 25 | 51.0 | 10 | 20.4 |
| Adams Middle School | 4 | 16.0 | 12 | 48.0 | 9 | 36.0 |
| H. M. King High School | 23 | 46.9 | 20 | 40.8 | 6 | 12.2 |
| Memorial Middle School | 0 | 0.0 | 11 | 84.6 | 2 | 15.4 |
| Miller High School | 7 | 33.3 | 11 | 52.4 | 3 | 14.3 |
| Driscoll Middle School | 2 | 9.1 | 19 | 86.4 | 1 | 4.5 |
| Mathis High School | 3 | 37.5 | 4 | 50.0 | 1 | 12.5 |
| McCraw Junior High | 7 | 28.0 | 15 | 60.0 | 3 | 12.0 |
| Odem Junior High | 3 | 20.0 | 10 | 66.7 | 2 | 13.3 |
| All Campuses | 80 | 27.9 | 162 | 56.4 | 45 | 15.7 |

Table A.11
Responses to Vertical Teams Yes or No Questions

| Campus | No | | Yes | |
|--|-----|------|-----|------|
| | N | % | N | % |
| Have You Attended a Vertical Teaming Training This School Year? | | | | |
| Falfurrias High School | 23 | 59.0 | 16 | 41.0 |
| Falfurrias Junior High | 7 | 38.9 | 11 | 61.1 |
| Alice High School | 13 | 26.5 | 36 | 73.5 |
| Adams Middle School | 2 | 8.0 | 23 | 92.0 |
| H. M. King High School | 27 | 54.0 | 23 | 46.0 |
| Memorial Middle School | 2 | 15.4 | 11 | 84.6 |
| Miller High School | 15 | 71.4 | 6 | 28.6 |
| Driscoll Middle School | 15 | 68.2 | 7 | 31.8 |
| Mathis High School | 3 | 37.5 | 5 | 62.5 |
| McCraw Junior High | 16 | 61.5 | 10 | 38.5 |
| Odem Junior High | 5 | 33.3 | 10 | 66.7 |
| All Campuses | 128 | 44.8 | 158 | 55.2 |
| Did Your School Provide You with Release or Paid Time for Vertical Team Planning This School Year? | | | | |
| Falfurrias High School | 29 | 74.4 | 10 | 25.6 |
| Falfurrias Junior High | 7 | 46.7 | 8 | 53.3 |
| Alice High School | 12 | 25.5 | 35 | 74.5 |
| Adams Middle School | 4 | 16.0 | 21 | 84.0 |
| H. M. King High School | 37 | 74.0 | 13 | 26.0 |
| Memorial Middle School | 5 | 38.5 | 8 | 61.5 |
| Miller High School | 18 | 90.0 | 2 | 10.0 |
| Driscoll Middle School | 15 | 78.9 | 4 | 21.1 |
| Mathis High School | 7 | 87.5 | 1 | 12.5 |
| McCraw Junior High | 13 | 54.2 | 11 | 45.8 |
| Odem Junior High | 7 | 50.0 | 7 | 50.0 |
| All Campuses | 154 | 56.2 | 120 | 43.8 |
| Did Your School Provide You with Release or Paid Time for Curriculum Team Writing This School Year? | | | | |
| Falfurrias High School | 27 | 71.1 | 11 | 28.9 |
| Falfurrias Junior High | 13 | 86.7 | 2 | 13.3 |
| Alice High School | 25 | 53.2 | 22 | 46.8 |
| Adams Middle School | 13 | 52.0 | 12 | 48.0 |
| H. M. King High School | 38 | 77.6 | 11 | 22.4 |
| Memorial Middle School | 6 | 54.5 | 5 | 45.5 |
| Miller High School | 9 | 45.0 | 11 | 55.0 |
| Driscoll Middle School | 16 | 84.2 | 3 | 15.8 |
| Mathis High School | 6 | 75.0 | 2 | 25.0 |
| McCraw Junior High | 16 | 64.0 | 9 | 36.0 |
| Odem Junior High | 9 | 69.2 | 4 | 30.8 |
| All Campuses | 178 | 65.9 | 92 | 34.1 |

Table A.12**Does Your School Require You to Participate in Vertical Teaming Training?**

| Campus | Don't Know | | No | | Yes | |
|------------------------|------------|------|----|------|-----|------|
| | N | % | N | % | N | % |
| Falfurrias High School | 16 | 41.0 | 11 | 28.2 | 12 | 30.8 |
| Falfurrias Junior High | 3 | 17.6 | 2 | 11.8 | 12 | 70.6 |
| Alice High School | 5 | 10.2 | 10 | 20.4 | 34 | 69.4 |
| Adams Middle School | 1 | 4.0 | 1 | 4.0 | 23 | 92.0 |
| H. M. King High School | 16 | 32.0 | 20 | 40.0 | 14 | 28.0 |
| Memorial Middle School | 1 | 7.7 | 3 | 23.1 | 9 | 69.2 |
| Miller High School | 8 | 38.1 | 8 | 38.1 | 5 | 23.8 |
| Driscoll Middle School | 11 | 50.0 | 6 | 27.3 | 5 | 22.7 |
| Mathis High School | 4 | 50.0 | 1 | 12.5 | 3 | 37.5 |
| McCraw Junior High | 9 | 34.6 | 7 | 26.9 | 10 | 38.5 |
| Odem Junior High | 3 | 20.0 | 5 | 33.3 | 7 | 46.7 |
| All Campuses | 77 | 27.0 | 74 | 26.0 | 134 | 47.0 |

Table A.13**In General, How Successful is the Vertical Team Approach in Your School?**

| Campus | Don't Know | | Not Very Successful | | Somewhat Successful | | Very Successful | |
|------------------------|------------|------|---------------------|------|---------------------|------|-----------------|------|
| | N | % | N | % | N | % | N | % |
| Falfurrias High School | 16 | 41.0 | 8 | 20.5 | 12 | 30.8 | 3 | 7.7 |
| Falfurrias Junior High | 3 | 17.6 | 2 | 11.8 | 8 | 47.1 | 4 | 23.5 |
| Alice High School | 6 | 12.5 | 8 | 16.7 | 32 | 66.7 | 2 | 4.2 |
| Adams Middle School | 1 | 4.0 | 5 | 20.0 | 12 | 48.0 | 7 | 28.0 |
| H. M. King High School | 18 | 36.7 | 10 | 20.4 | 20 | 40.8 | 1 | 2.0 |
| Memorial Middle School | 2 | 15.4 | 1 | 7.7 | 8 | 61.5 | 2 | 15.4 |
| Miller High School | 9 | 42.9 | 6 | 28.6 | 6 | 28.6 | 0 | 0.0 |
| Driscoll Middle School | 10 | 47.6 | 3 | 14.3 | 6 | 28.6 | 2 | 9.5 |
| Mathis High School | 3 | 37.5 | 1 | 12.5 | 3 | 37.5 | 1 | 12.5 |
| McCraw Junior High | 8 | 30.8 | 11 | 42.3 | 6 | 23.1 | 1 | 3.8 |
| Odem Junior High | 3 | 20.0 | 2 | 13.3 | 10 | 66.7 | 0 | 0.0 |
| All Campuses | 79 | 28.0 | 57 | 20.2 | 123 | 43.6 | 23 | 8.2 |

Table A.14
How Frequently During This School Year Did Your Vertical Team Meet?

| Campus | We Have Never Had a Meeting. | | 1-2 Times a Year | | 1-2 Times a Semester | | At Least Once a Month | | At Least Once a Week | |
|------------------------|------------------------------|------|------------------|------|----------------------|------|-----------------------|------|----------------------|------|
| | N | % | N | % | N | % | N | % | N | % |
| Falfurrias High School | 23 | 63.9 | 10 | 27.8 | 0 | 0.0 | 2 | 5.6 | 1 | 2.8 |
| Falfurrias Junior High | 5 | 35.7 | 6 | 42.9 | 1 | 7.1 | 2 | 14.3 | 0 | 0.0 |
| Alice High School | 6 | 13.3 | 22 | 48.9 | 12 | 26.7 | 5 | 11.1 | 0 | 0.0 |
| Adams Middle School | 3 | 12.0 | 15 | 60.0 | 7 | 28.0 | 0 | 0.0 | 0 | 0.0 |
| H. M. King High School | 21 | 48.8 | 8 | 18.6 | 4 | 9.3 | 10 | 23.3 | 0 | 0.0 |
| Memorial Middle School | 1 | 7.7 | 4 | 30.8 | 1 | 7.7 | 3 | 23.1 | 4 | 30.8 |
| Miller High School | 13 | 65.0 | 5 | 25.0 | 1 | 5.0 | 1 | 5.0 | 0 | 0.0 |
| Driscoll Middle School | 6 | 42.9 | 3 | 21.4 | 2 | 14.3 | 3 | 21.4 | 0 | 0.0 |
| Mathis High School | 5 | 62.5 | 0 | 0.0 | 3 | 37.5 | 0 | 0.0 | 0 | 0.0 |
| McCraw Junior High | 11 | 47.8 | 9 | 39.1 | 2 | 8.7 | 0 | 0.0 | 1 | 4.3 |
| Odem Junior High | 3 | 23.1 | 9 | 69.2 | 1 | 7.7 | 0 | 0.0 | 0 | 0.0 |
| All Campuses | 97 | 38.2 | 91 | 35.8 | 34 | 13.4 | 26 | 10.2 | 6 | 2.4 |

Table A.15

To What Extent Have Each of the Following Been a Challenge in Implementing Vertical Teams in Your School?

| Campus | Not at all | | Small Extent | | Moderate Extent | | Large Extent | |
|---|------------|------|--------------|------|-----------------|------|--------------|------|
| | N | % | N | % | N | % | N | % |
| Time/Scheduling Constraints | | | | | | | | |
| Falfurrias High School | 2 | 6.5 | 8 | 25.8 | 8 | 25.8 | 13 | 41.9 |
| Falfurrias Junior High | 0 | 0.0 | 2 | 14.3 | 7 | 50.0 | 5 | 35.7 |
| Alice High School | 4 | 9.3 | 12 | 27.9 | 15 | 34.9 | 12 | 27.9 |
| Adams Middle School | 3 | 12.5 | 7 | 29.2 | 5 | 20.8 | 9 | 37.5 |
| H. M. King High School | 3 | 7.7 | 10 | 25.6 | 11 | 28.2 | 15 | 38.5 |
| Memorial Middle School | 3 | 27.3 | 3 | 27.3 | 4 | 36.4 | 1 | 9.1 |
| Miller High School | 3 | 20.0 | 2 | 13.3 | 4 | 26.7 | 6 | 40.0 |
| Driscoll Middle School | 2 | 11.1 | 6 | 33.3 | 6 | 33.3 | 4 | 22.2 |
| Mathis High School | 0 | 0.0 | 1 | 16.7 | 0 | 0.0 | 5 | 83.3 |
| McCraw Junior High | 4 | 17.4 | 2 | 8.7 | 6 | 26.1 | 11 | 47.8 |
| Odem Junior High | 2 | 16.7 | 3 | 25.0 | 2 | 16.7 | 5 | 41.7 |
| All Campuses | 26 | 11.0 | 56 | 23.7 | 68 | 28.8 | 86 | 36.4 |
| Inadequate Leadership or Guidance | | | | | | | | |
| Falfurrias High School | 8 | 26.7 | 8 | 26.7 | 9 | 30.0 | 5 | 16.7 |
| Falfurrias Junior High | 6 | 42.9 | 6 | 42.9 | 1 | 7.1 | 1 | 7.1 |
| Alice High School | 7 | 15.9 | 16 | 36.4 | 14 | 31.8 | 7 | 15.9 |
| Adams Middle School | 5 | 20.8 | 7 | 29.2 | 6 | 25.0 | 6 | 25.0 |
| H. M. King High School | 7 | 17.5 | 9 | 22.5 | 16 | 40.0 | 8 | 20.0 |
| Memorial Middle School | 4 | 36.4 | 4 | 36.4 | 3 | 27.3 | 0 | 0.0 |
| Miller High School | 6 | 37.5 | 2 | 12.5 | 4 | 25.0 | 4 | 25.0 |
| Driscoll Middle School | 4 | 22.2 | 4 | 22.2 | 6 | 33.3 | 4 | 22.2 |
| Mathis High School | 0 | 0.0 | 2 | 33.3 | 1 | 16.7 | 3 | 50.0 |
| McCraw Junior High | 6 | 26.1 | 8 | 34.8 | 6 | 26.1 | 3 | 13.0 |
| Odem Junior High | 3 | 25.0 | 3 | 25.0 | 6 | 50.0 | 0 | 0.0 |
| All Campuses | 56 | 23.5 | 69 | 29.0 | 72 | 30.3 | 41 | 17.2 |
| Insufficient Teacher Participation | | | | | | | | |
| Falfurrias High School | 3 | 10.0 | 11 | 36.7 | 11 | 36.7 | 5 | 16.7 |
| Falfurrias Junior High | 4 | 28.6 | 5 | 35.7 | 4 | 28.6 | 1 | 7.1 |
| Alice High School | 11 | 25.0 | 13 | 29.5 | 16 | 36.4 | 4 | 9.1 |
| Adams Middle School | 8 | 33.3 | 7 | 29.2 | 8 | 33.3 | 1 | 4.2 |
| H. M. King High School | 6 | 15.0 | 9 | 22.5 | 16 | 40.0 | 9 | 22.5 |
| Memorial Middle School | 4 | 36.4 | 4 | 36.4 | 3 | 27.3 | 0 | 0.0 |
| Miller High School | 5 | 31.3 | 5 | 31.3 | 5 | 31.3 | 1 | 6.3 |
| Driscoll Middle School | 4 | 22.2 | 8 | 44.4 | 2 | 11.1 | 4 | 22.2 |
| Mathis High School | 1 | 16.7 | 2 | 33.3 | 2 | 33.3 | 1 | 16.7 |
| McCraw Junior High | 8 | 34.8 | 7 | 30.4 | 7 | 30.4 | 1 | 4.3 |
| Odem Junior High | 2 | 16.7 | 6 | 50.0 | 4 | 33.3 | 0 | 0.0 |
| All Campuses | 56 | 23.5 | 77 | 32.4 | 78 | 32.8 | 27 | 11.3 |

Table continues

Table A.15 (continued)**To What Extent Have Each of the Following Been a Challenge in Implementing Vertical Teams in Your School?**

| Campus | Not at all | | Small Extent | | Moderate Extent | | Large Extent | |
|--|------------|------|--------------|------|-----------------|------|--------------|------|
| | N | % | N | % | N | % | N | % |
| Poor Communication Between Teachers | | | | | | | | |
| Falfurrias High School | 6 | 20.0 | 9 | 30.0 | 10 | 33.3 | 5 | 16.7 |
| Falfurrias Junior High | 4 | 28.6 | 5 | 35.7 | 4 | 28.6 | 1 | 7.1 |
| Alice High School | 10 | 22.7 | 14 | 31.8 | 17 | 38.6 | 3 | 6.8 |
| Adams Middle School | 9 | 37.5 | 6 | 25.0 | 7 | 29.2 | 2 | 8.3 |
| H. M. King High School | 5 | 12.5 | 14 | 35.0 | 15 | 37.5 | 6 | 15.0 |
| Memorial Middle School | 4 | 36.4 | 4 | 36.4 | 3 | 27.3 | 0 | 0.0 |
| Miller High School | 4 | 25.0 | 5 | 31.3 | 5 | 31.3 | 2 | 12.5 |
| Driscoll Middle School | 3 | 16.7 | 7 | 38.9 | 6 | 33.3 | 2 | 11.1 |
| Mathis High School | 0 | 0.0 | 3 | 50.0 | 2 | 33.3 | 1 | 16.7 |
| McCraw Junior High | 5 | 21.7 | 9 | 39.1 | 7 | 30.4 | 2 | 8.7 |
| Odem Junior High | 4 | 33.3 | 5 | 41.7 | 3 | 25.0 | 0 | 0.0 |
| All Campuses | 54 | 22.7 | 81 | 34.0 | 79 | 33.2 | 24 | 10.1 |

Table A.16**How Successful is the AP Program in Your School? (Teachers Only)**

| Campus | Don't Know | | Not Very Successful | | Somewhat Successful | | Very Successful | |
|------------------------|------------|------|---------------------|------|---------------------|------|-----------------|------|
| | N | % | N | % | N | % | N | % |
| Falfurrias High School | 6 | 16.2 | 9 | 24.3 | 19 | 51.4 | 3 | 8.1 |
| Falfurrias Junior High | 8 | 44.4 | 3 | 16.7 | 7 | 38.9 | 0 | 0.0 |
| Alice High School | 8 | 16.7 | 5 | 10.4 | 28 | 58.3 | 7 | 14.6 |
| Adams Middle School | 1 | 4.5 | 7 | 31.8 | 8 | 36.4 | 6 | 27.3 |
| H. M. King High School | 15 | 32.6 | 12 | 26.1 | 17 | 37.0 | 2 | 4.3 |
| Memorial Middle School | 6 | 85.7 | 1 | 14.3 | 0 | 0.0 | 0 | 0.0 |
| Miller High School | 5 | 27.8 | 1 | 5.6 | 11 | 61.1 | 1 | 5.6 |
| Driscoll Middle School | 8 | 40.0 | 6 | 30.0 | 4 | 20.0 | 2 | 10.0 |
| Mathis High School | 1 | 14.3 | 2 | 28.6 | 4 | 57.1 | 0 | 0.0 |
| McCraw Junior High | 4 | 17.4 | 1 | 4.3 | 15 | 65.2 | 3 | 13.0 |
| Odem Junior High | 8 | 57.1 | 1 | 7.1 | 4 | 28.6 | 1 | 7.1 |
| All Campuses | 70 | 26.9 | 48 | 18.5 | 117 | 45.0 | 25 | 9.6 |

Table A.17
Including the Current School Year, How Many Years Have You Been Teaching AP or Pre-AP Courses? (Teachers Only)

| Campus | I Have Never Taught an AP or Pre-AP Course. | | 1 Year | | 2 Years | | 3 Years | | 4-6 Years | | 7 or More Years | |
|------------------------|---|------|--------|------|---------|------|---------|------|-----------|------|-----------------|------|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Falfurrias High School | 18 | 48.6 | 4 | 10.8 | 3 | 8.1 | 3 | 8.1 | 5 | 13.5 | 4 | 10.8 |
| Falfurrias Junior High | 13 | 68.4 | 1 | 5.3 | 3 | 15.8 | 0 | 0.0 | 2 | 10.5 | 0 | 0.0 |
| Alice High School | 28 | 57.1 | 3 | 6.1 | 1 | 2.0 | 4 | 8.2 | 8 | 16.3 | 5 | 10.2 |
| Adams Middle School | 0 | 0.0 | 4 | 17.4 | 3 | 13.0 | 1 | 4.3 | 9 | 39.1 | 6 | 26.1 |
| H. M. King High School | 33 | 75.0 | 2 | 4.5 | 1 | 2.3 | 2 | 4.5 | 2 | 4.5 | 4 | 9.1 |
| Memorial Middle School | 6 | 66.7 | 1 | 11.1 | 2 | 22.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Miller High School | 12 | 63.2 | 2 | 10.5 | 1 | 5.3 | 2 | 10.5 | 0 | 0.0 | 2 | 10.5 |
| Driscoll Middle School | 19 | 90.5 | 1 | 4.8 | 1 | 4.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Mathis High School | 3 | 42.9 | 1 | 14.3 | 0 | 0.0 | 1 | 14.3 | 1 | 14.3 | 1 | 14.3 |
| McCraw Junior High | 14 | 63.6 | 3 | 13.6 | 0 | 0.0 | 1 | 4.5 | 2 | 9.1 | 2 | 9.1 |
| Odem Junior High | 13 | 92.9 | 0 | 0.0 | 1 | 7.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| All Campuses | 159 | 60.2 | 22 | 8.3 | 16 | 6.1 | 14 | 5.3 | 29 | 11.0 | 24 | 9.1 |

Table A.18
Responses to Advanced Placement Yes or No Questions
(Teachers Only)

| Campus | No | | Yes | |
|--|-----|-------|-----|------|
| | N | % | N | % |
| Did You Teach One or More Pre-AP Course(s) This Year? | | | | |
| Falfurrias High School | 9 | 39.1 | 14 | 60.9 |
| Falfurrias Junior High | 8 | 72.7 | 3 | 27.3 |
| Alice High School | 16 | 57.1 | 12 | 42.9 |
| Adams Middle School | 5 | 21.7 | 18 | 78.3 |
| H. M. King High School | 20 | 83.3 | 4 | 16.7 |
| Memorial Middle School | 6 | 100.0 | 0 | 0.0 |
| Miller High School | 4 | 50.0 | 4 | 50.0 |
| Driscoll Middle School | 6 | 75.0 | 2 | 25.0 |
| Mathis High School | 2 | 40.0 | 3 | 60.0 |
| McCraw Junior High | 5 | 45.5 | 6 | 54.5 |
| Odem Junior High | 4 | 100.0 | 0 | 0.0 |
| All Campuses | 85 | 56.3 | 66 | 43.7 |
| Have You Attended an AP Institute? | | | | |
| Falfurrias High School | 13 | 56.5 | 10 | 43.5 |
| Falfurrias Junior High | 8 | 72.7 | 3 | 27.3 |
| Alice High School | 6 | 22.2 | 21 | 77.8 |
| Adams Middle School | 11 | 47.8 | 12 | 52.2 |
| H. M. King High School | 11 | 45.8 | 13 | 54.2 |
| Memorial Middle School | 3 | 50.0 | 3 | 50.0 |
| Miller High School | 2 | 25.0 | 6 | 75.0 |
| Driscoll Middle School | 6 | 75.0 | 2 | 25.0 |
| Mathis High School | 4 | 80.0 | 1 | 20.0 |
| McCraw Junior High | 7 | 63.6 | 4 | 36.4 |
| Odem Junior High | 4 | 100.0 | 0 | 0.0 |
| All Campuses | 75 | 50.0 | 75 | 50.0 |
| Are Your AP Students Required to Take the AP Exam? | | | | |
| Falfurrias High School | 20 | 90.9 | 2 | 9.1 |
| Falfurrias Junior High | 10 | 100.0 | 0 | 0.0 |
| Alice High School | 6 | 24.0 | 19 | 76.0 |
| Adams Middle School | 18 | 90.0 | 2 | 10.0 |
| H. M. King High School | 18 | 81.8 | 4 | 18.2 |
| Memorial Middle School | 3 | 100.0 | 0 | 0.0 |
| Miller High School | 5 | 62.5 | 3 | 37.5 |
| Driscoll Middle School | 7 | 87.5 | 1 | 12.5 |
| Mathis High School | 4 | 80.0 | 1 | 20.0 |
| McCraw Junior High | 9 | 100.0 | 0 | 0.0 |
| Odem Junior High | 3 | 100.0 | 0 | 0.0 |
| All Campuses | 103 | 76.3 | 32 | 23.7 |

Table A.19**Did You Attend a University Faculty Fellows Orientation Meeting?
(Teachers Only)**

| Campus | No | | Yes | |
|------------------------|-----|-------|-----|------|
| | N | % | N | % |
| Falfurrias High School | 35 | 92.1 | 3 | 7.9 |
| Falfurrias Junior High | 18 | 90.0 | 2 | 10.0 |
| Alice High School | 48 | 98.0 | 1 | 2.0 |
| Adams Middle School | 24 | 100.0 | 0 | 0.0 |
| H. M. King High School | 47 | 100.0 | 0 | 0.0 |
| Memorial Middle School | 11 | 100.0 | 0 | 0.0 |
| Miller High School | 19 | 95.0 | 1 | 5.0 |
| Driscoll Middle School | 20 | 95.2 | 1 | 4.8 |
| Mathis High School | 7 | 100.0 | 0 | 0.0 |
| McCraw Junior High | 23 | 100.0 | 0 | 0.0 |
| Odem Junior High | 14 | 100.0 | 0 | 0.0 |
| All Campuses | 266 | 97.1 | 8 | 2.9 |

Table A.20**Have You Been Assigned a Faculty Mentor Through Faculty
Fellows Program at Texas A&M Kingsville or Texas A&M Corpus?
(Teachers Only)**

| Campus | No | | Yes | |
|------------------------|-----|-------|-----|------|
| | N | % | N | % |
| Falfurrias High School | 36 | 94.7 | 2 | 5.3 |
| Falfurrias Junior High | 19 | 95.0 | 1 | 5.0 |
| Alice High School | 43 | 87.8 | 6 | 12.2 |
| Adams Middle School | 23 | 100.0 | 0 | 0.0 |
| H. M. King High School | 45 | 95.7 | 2 | 4.3 |
| Memorial Middle School | 10 | 90.9 | 1 | 9.1 |
| Miller High School | 18 | 90.0 | 2 | 10.0 |
| Driscoll Middle School | 21 | 100.0 | 0 | 0.0 |
| Mathis High School | 7 | 100.0 | 0 | 0.0 |
| McCraw Junior High | 23 | 100.0 | 0 | 0.0 |
| Odem Junior High | 14 | 100.0 | 0 | 0.0 |
| All Campuses | 259 | 94.9 | 14 | 5.1 |

APPENDIX B

Results from the Survey of Parents

Appendix B

Spring 2007 STAR Parent Survey Tables

Table B.1

Which of the Following School Activities Have You Participated in Over the Course of the Past School Year?

| Campus | Yes | | No | | Don't Know | |
|---|-----|------|-----|------|------------|-----|
| | N | % | N | % | N | % |
| PTA, PTO Meeting | | | | | | |
| Falfurrias High School | 8 | 15.1 | 44 | 83.0 | 1 | 1.9 |
| Falfurrias Junior High | 11 | 34.4 | 21 | 65.6 | 0 | 0.0 |
| Alice High School | 44 | 28.2 | 110 | 70.5 | 2 | 1.3 |
| Adams Middle School | 32 | 44.4 | 40 | 55.6 | 0 | 0.0 |
| H. M. King High School | 21 | 18.1 | 95 | 81.9 | 0 | 0.0 |
| Memorial Middle School | 10 | 19.6 | 40 | 78.4 | 1 | 2.0 |
| Miller High School | 33 | 28.9 | 81 | 71.1 | 0 | 0.0 |
| Driscoll Middle School | 23 | 37.1 | 39 | 62.9 | 0 | 0.0 |
| Mathis High School | 18 | 31.0 | 40 | 69.0 | 0 | 0.0 |
| McCraw Junior High | 9 | 32.1 | 19 | 67.9 | 0 | 0.0 |
| Odem High School | 7 | 21.2 | 26 | 78.8 | 0 | 0.0 |
| Odem Junior High | 3 | 12.0 | 22 | 88.0 | 0 | 0.0 |
| All Campuses | 219 | 27.4 | 577 | 72.1 | 4 | 0.5 |
| Volunteer Activities for Your Child's School | | | | | | |
| Falfurrias High School | 12 | 22.6 | 41 | 77.4 | -- | -- |
| Falfurrias Junior High | 12 | 37.5 | 20 | 62.5 | -- | -- |
| Alice High School | 56 | 35.9 | 100 | 64.1 | -- | -- |
| Adams Middle School | 12 | 16.7 | 60 | 83.3 | -- | -- |
| H. M. King High School | 46 | 39.7 | 70 | 60.3 | -- | -- |
| Memorial Middle School | 12 | 23.5 | 39 | 76.5 | -- | -- |
| Miller High School | 17 | 14.9 | 97 | 85.1 | -- | -- |
| Driscoll Middle School | 15 | 24.2 | 47 | 75.8 | -- | -- |
| Mathis High School | 24 | 41.4 | 34 | 58.6 | -- | -- |
| McCraw Junior High | 8 | 28.6 | 20 | 71.4 | -- | -- |
| Odem High School | 17 | 51.5 | 16 | 48.5 | -- | -- |
| Odem Junior High | 10 | 40.0 | 15 | 60.0 | -- | -- |
| All Campuses | 241 | 30.1 | 559 | 69.9 | -- | -- |

Table continues

Table B.1 (continued)**Which of the Following School Activities Have You Participated in Over the Course of the Past School Year?**

| Campus | Yes | | No | | Don't Know | |
|---|-----|------|-----|------|------------|----|
| | N | % | N | % | N | % |
| Parent-Teacher Conferences | | | | | | |
| Falfurrias High School | 35 | 66.0 | 18 | 34.0 | -- | -- |
| Falfurrias Junior High | 24 | 75.0 | 8 | 25.0 | -- | -- |
| Alice High School | 112 | 71.8 | 44 | 28.2 | -- | -- |
| Adams Middle School | 62 | 86.1 | 10 | 13.9 | -- | -- |
| H. M. King High School | 93 | 80.2 | 23 | 19.8 | -- | -- |
| Memorial Middle School | 44 | 86.3 | 7 | 13.7 | -- | -- |
| Miller High School | 70 | 61.4 | 44 | 38.6 | -- | -- |
| Driscoll Middle School | 52 | 83.9 | 10 | 16.1 | -- | -- |
| Mathis High School | 43 | 74.1 | 15 | 25.9 | -- | -- |
| McCraw Junior High | 21 | 75.0 | 7 | 25.0 | -- | -- |
| Odem High School | 23 | 69.7 | 10 | 30.3 | -- | -- |
| Odem Junior High | 17 | 68.0 | 8 | 32.0 | -- | -- |
| All Campuses | 596 | 74.5 | 204 | 25.5 | -- | -- |
| Observed/Visited Classroom | | | | | | |
| Falfurrias High School | 16 | 30.2 | 37 | 69.8 | -- | -- |
| Falfurrias Junior High | 15 | 46.9 | 17 | 53.1 | -- | -- |
| Alice High School | 68 | 43.6 | 88 | 56.4 | -- | -- |
| Adams Middle School | 31 | 43.1 | 41 | 56.9 | -- | -- |
| H. M. King High School | 49 | 42.2 | 67 | 57.8 | -- | -- |
| Memorial Middle School | 25 | 49.0 | 26 | 51.0 | -- | -- |
| Miller High School | 46 | 40.4 | 68 | 59.6 | -- | -- |
| Driscoll Middle School | 32 | 51.6 | 30 | 48.4 | -- | -- |
| Mathis High School | 28 | 48.3 | 30 | 51.7 | -- | -- |
| McCraw Junior High | 13 | 46.4 | 15 | 53.6 | -- | -- |
| Odem High School | 17 | 51.5 | 16 | 48.5 | -- | -- |
| Odem Junior High | 14 | 56.0 | 11 | 44.0 | -- | -- |
| All Campuses | 354 | 44.3 | 446 | 55.8 | -- | -- |
| Talked with a Teacher, Counselor, or Administrator About Child's Education | | | | | | |
| Falfurrias High School | 47 | 88.7 | 6 | 11.3 | -- | -- |
| Falfurrias Junior High | 27 | 84.4 | 5 | 15.6 | -- | -- |
| Alice High School | 128 | 82.1 | 28 | 17.9 | -- | -- |
| Adams Middle School | 64 | 88.9 | 8 | 11.1 | -- | -- |
| H. M. King High School | 99 | 85.3 | 17 | 14.7 | -- | -- |
| Memorial Middle School | 44 | 86.3 | 7 | 13.7 | -- | -- |
| Miller High School | 95 | 83.3 | 19 | 16.7 | -- | -- |
| Driscoll Middle School | 54 | 87.1 | 8 | 12.9 | -- | -- |
| Mathis High School | 44 | 75.9 | 14 | 24.1 | -- | -- |
| McCraw Junior High | 23 | 82.1 | 5 | 17.9 | -- | -- |
| Odem High School | 27 | 81.8 | 6 | 18.2 | -- | -- |
| Odem Junior High | 22 | 88.0 | 3 | 12.0 | -- | -- |
| All Campuses | 674 | 84.3 | 126 | 15.8 | -- | -- |

Table continues

Table B.1 (continued)

Which of the Following School Activities Have You Participated in Over the Course of the Past School Year?

| Campus | Yes | | No | | Don't Know | |
|--|-----|------|-----|------|------------|-----|
| | N | % | N | % | N | % |
| Computer Classes or Other Classes for Parents | | | | | | |
| Falfurrias High School | 5 | 9.4 | 48 | 90.6 | -- | -- |
| Falfurrias Junior High | 4 | 12.5 | 28 | 87.5 | -- | -- |
| Alice High School | 20 | 12.8 | 136 | 87.2 | -- | -- |
| Adams Middle School | 8 | 11.1 | 64 | 88.9 | -- | -- |
| H. M. King High School | 14 | 12.1 | 102 | 87.9 | -- | -- |
| Memorial Middle School | 3 | 5.9 | 48 | 94.1 | -- | -- |
| Miller High School | 6 | 5.3 | 108 | 94.7 | -- | -- |
| Driscoll Middle School | 3 | 4.8 | 59 | 95.2 | -- | -- |
| Mathis High School | 10 | 17.2 | 48 | 82.8 | -- | -- |
| McCraw Junior High | 3 | 10.7 | 25 | 89.3 | -- | -- |
| Odem High School | 6 | 18.2 | 27 | 81.8 | -- | -- |
| Odem Junior High | 3 | 12.0 | 22 | 88.0 | -- | -- |
| All Campuses | 85 | 10.6 | 715 | 89.4 | -- | -- |
| Presentations on College Preparation, Career Planning, Study Skills | | | | | | |
| Falfurrias High School | 11 | 20.8 | 42 | 79.2 | 0 | 0.0 |
| Falfurrias Junior High | 12 | 37.5 | 20 | 62.5 | 0 | 0.0 |
| Alice High School | 74 | 47.4 | 82 | 52.6 | 0 | 0.0 |
| Adams Middle School | 31 | 43.1 | 41 | 56.9 | 0 | 0.0 |
| H. M. King High School | 45 | 38.8 | 71 | 61.2 | 0 | 0.0 |
| Memorial Middle School | 14 | 27.5 | 37 | 72.5 | 0 | 0.0 |
| Miller High School | 23 | 20.2 | 91 | 79.8 | 0 | 0.0 |
| Driscoll Middle School | 14 | 22.6 | 47 | 75.8 | 1 | 1.6 |
| Mathis High School | 25 | 43.1 | 33 | 56.9 | 0 | 0.0 |
| McCraw Junior High | 14 | 50.0 | 14 | 50.0 | 0 | 0.0 |
| Odem High School | 16 | 48.5 | 17 | 51.5 | 0 | 0.0 |
| Odem Junior High | 8 | 32.0 | 17 | 68.0 | 0 | 0.0 |
| All Campuses | 287 | 35.9 | 512 | 64.0 | 1 | 0.1 |
| Cultural Events | | | | | | |
| Falfurrias High School | 31 | 58.5 | 22 | 41.5 | -- | -- |
| Falfurrias Junior High | 20 | 62.5 | 12 | 37.5 | -- | -- |
| Alice High School | 93 | 59.6 | 63 | 40.4 | -- | -- |
| Adams Middle School | 42 | 58.3 | 30 | 41.7 | -- | -- |
| H. M. King High School | 71 | 61.2 | 45 | 38.8 | -- | -- |
| Memorial Middle School | 39 | 76.5 | 12 | 23.5 | -- | -- |
| Miller High School | 57 | 50.0 | 57 | 50.0 | -- | -- |
| Driscoll Middle School | 27 | 43.5 | 35 | 56.5 | -- | -- |
| Mathis High School | 39 | 67.2 | 19 | 32.8 | -- | -- |
| McCraw Junior High | 17 | 60.7 | 11 | 39.3 | -- | -- |
| Odem High School | 18 | 54.5 | 15 | 45.5 | -- | -- |
| Odem Junior High | 20 | 80.0 | 5 | 20.0 | -- | -- |
| All Campuses | 474 | 59.3 | 326 | 40.8 | -- | -- |

Table continues

Table B.1 (continued)

Which of the Following School Activities Have You Participated in Over the Course of the Past School Year?

| Campus | Yes | | No | | Refused to Answer | |
|---|-----|------|-----|------|-------------------|-----|
| | N | % | N | % | N | % |
| Family Events, Including Student-Father or Student-Mother Activities | | | | | | |
| Falfurrias High School | 17 | 32.1 | 36 | 67.9 | 0 | 0.0 |
| Falfurrias Junior High | 19 | 59.4 | 13 | 40.6 | 0 | 0.0 |
| Alice High School | 60 | 38.5 | 96 | 61.5 | 0 | 0.0 |
| Adams Middle School | 34 | 47.2 | 38 | 52.8 | 0 | 0.0 |
| H. M. King High School | 41 | 35.3 | 73 | 62.9 | 2 | 1.7 |
| Memorial Middle School | 23 | 45.1 | 27 | 52.9 | 1 | 2.0 |
| Miller High School | 32 | 28.1 | 82 | 71.9 | 0 | 0.0 |
| Driscoll Middle School | 24 | 38.7 | 37 | 59.7 | 1 | 1.6 |
| Mathis High School | 26 | 44.8 | 32 | 55.2 | 0 | 0.0 |
| McCraw Junior High | 11 | 39.3 | 17 | 60.7 | 0 | 0.0 |
| Odem High School | 15 | 45.5 | 18 | 54.5 | 0 | 0.0 |
| Odem Junior High | 9 | 36.0 | 16 | 64.0 | 0 | 0.0 |
| All Campuses | 311 | 38.9 | 485 | 60.6 | 4 | 0.5 |
| Received a Home Visit From a Teacher, Counselor, or Administrator | | | | | | |
| Falfurrias High School | 3 | 5.7 | 50 | 94.3 | 0 | 0.0 |
| Falfurrias Junior High | 11 | 34.4 | 21 | 65.6 | 0 | 0.0 |
| Alice High School | 7 | 4.5 | 149 | 95.5 | 0 | 0.0 |
| Adams Middle School | 3 | 4.2 | 68 | 94.4 | 1 | 1.4 |
| H. M. King High School | 7 | 6.0 | 109 | 94.0 | 0 | 0.0 |
| Memorial Middle School | 6 | 11.8 | 45 | 88.2 | 0 | 0.0 |
| Miller High School | 11 | 9.6 | 103 | 90.4 | 0 | 0.0 |
| Driscoll Middle School | 10 | 16.1 | 52 | 83.9 | 0 | 0.0 |
| Mathis High School | 8 | 13.8 | 50 | 86.2 | 0 | 0.0 |
| McCraw Junior High | 3 | 10.7 | 25 | 89.3 | 0 | 0.0 |
| Odem High School | 3 | 9.1 | 30 | 90.9 | 0 | 0.0 |
| Odem Junior High | 1 | 4.0 | 24 | 96.0 | 0 | 0.0 |
| All Campuses | 73 | 9.1 | 726 | 90.8 | 1 | 0.1 |

Table B.2
How Familiar Are You with the GEAR UP, STAR Program at Your Child's School?

| Campus | Never | | Several Times a Month | | Several Times a Week | | Every Day | | Don't Know | |
|------------------------|-------|------|-----------------------|------|----------------------|------|-----------|------|------------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| Falfurrias High School | 40 | 75.5 | 4 | 7.5 | 6 | 11.3 | 3 | 5.7 | 0 | 0.0 |
| Falfurrias Junior High | 8 | 25.0 | 8 | 25.0 | 6 | 18.8 | 10 | 31.3 | 0 | 0.0 |
| Alice High School | 51 | 32.7 | 31 | 19.9 | 45 | 28.8 | 29 | 18.6 | 0 | 0.0 |
| Adams Middle School | 32 | 44.4 | 10 | 13.9 | 18 | 25.0 | 12 | 16.7 | 0 | 0.0 |
| H. M. King High School | 66 | 56.9 | 24 | 20.7 | 17 | 14.7 | 9 | 7.8 | 0 | 0.0 |
| Memorial Middle School | 29 | 56.9 | 7 | 13.7 | 9 | 17.6 | 6 | 11.8 | 0 | 0.0 |
| Miller High School | 68 | 59.6 | 18 | 15.8 | 18 | 15.8 | 9 | 7.9 | 1 | 0.9 |
| Driscoll Middle School | 31 | 50.0 | 12 | 19.4 | 14 | 22.6 | 4 | 6.5 | 1 | 1.6 |
| Mathis High School | 33 | 56.9 | 10 | 17.2 | 9 | 15.5 | 6 | 10.3 | 0 | 0.0 |
| McCraw Junior High | 15 | 53.6 | 7 | 25.0 | 3 | 10.7 | 3 | 10.7 | 0 | 0.0 |
| Odem High School | 14 | 42.4 | 2 | 6.1 | 13 | 39.4 | 4 | 12.1 | 0 | 0.0 |
| Odem Junior High | 11 | 44.0 | 5 | 20.0 | 6 | 24.0 | 3 | 12.0 | 0 | 0.0 |
| All Campuses | 398 | 49.8 | 138 | 17.3 | 164 | 20.5 | 98 | 12.3 | 2 | 0.3 |

Table B.3A
Over the Past School Year, How Often Did You Assist with or Monitor Your Child's Homework at Home?

| Campus | Never | | Several Times a Month | | Several Times a Week | | Every Day | | Don't Know/Refused to Answer | |
|------------------------|-------|------|-----------------------|------|----------------------|------|-----------|------|------------------------------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| Falfurrias High School | 14 | 26.4 | 10 | 18.9 | 17 | 32.1 | 12 | 22.6 | 0 | 0.0 |
| Falfurrias Junior High | 3 | 9.4 | 5 | 15.6 | 9 | 28.1 | 15 | 46.9 | 0 | 0.0 |
| Alice High School | 24 | 15.4 | 37 | 23.7 | 49 | 31.4 | 46 | 29.5 | 0 | 0.0 |
| Adams Middle School | 4 | 5.6 | 12 | 16.7 | 22 | 30.6 | 34 | 47.2 | 0 | 0.0 |
| H. M. King High School | 11 | 9.5 | 27 | 23.3 | 41 | 35.3 | 37 | 31.9 | 0 | 0.0 |
| Memorial Middle School | 7 | 13.7 | 19 | 37.3 | 14 | 27.5 | 11 | 21.6 | 0 | 0.0 |
| Miller High School | 32 | 28.1 | 30 | 26.3 | 30 | 26.3 | 21 | 18.4 | 1 | 0.9 |
| Driscoll Middle School | 7 | 11.3 | 6 | 9.7 | 22 | 35.5 | 25 | 40.3 | 2 | 3.2 |
| Mathis High School | 9 | 15.5 | 17 | 29.3 | 15 | 25.9 | 17 | 29.3 | 0 | 0.0 |
| McCraw Junior High | 1 | 3.6 | 6 | 21.4 | 10 | 35.7 | 11 | 39.3 | 0 | 0.0 |
| Odem High School | 7 | 21.2 | 10 | 30.3 | 8 | 24.2 | 8 | 24.2 | 0 | 0.0 |
| Odem Junior High | 1 | 4.0 | 1 | 4.0 | 11 | 44.0 | 12 | 48.0 | 0 | 0.0 |
| All Campuses | 120 | 15.0 | 180 | 22.5 | 248 | 31.0 | 249 | 31.1 | 3 | 0.4 |

Table B.3B
Over the Past School Year, How Often Did You Tutor Your Child at Home Using Materials and Instructions Provided by the Teacher?

| Campus | Never | | Several Times a Month | | Several Times a Week | | Every Day | | Don't Know | |
|------------------------|-------|------|-----------------------|------|----------------------|------|-----------|------|------------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| Falfurrias High School | 37 | 69.8 | 4 | 7.5 | 9 | 17.0 | 3 | 5.7 | 0 | 0.0 |
| Falfurrias Junior High | 11 | 34.4 | 8 | 25.0 | 10 | 31.3 | 3 | 9.4 | 0 | 0.0 |
| Alice High School | 83 | 53.2 | 28 | 17.9 | 39 | 25.0 | 6 | 3.8 | 0 | 0.0 |
| Adams Middle School | 25 | 34.7 | 18 | 25.0 | 19 | 26.4 | 10 | 13.9 | 0 | 0.0 |
| H. M. King High School | 60 | 51.7 | 31 | 26.7 | 18 | 15.5 | 7 | 6.0 | 0 | 0.0 |
| Memorial Middle School | 24 | 47.1 | 9 | 17.6 | 11 | 21.6 | 7 | 13.7 | 0 | 0.0 |
| Miller High School | 68 | 59.6 | 26 | 22.8 | 14 | 12.3 | 6 | 5.3 | 0 | 0.0 |
| Driscoll Middle School | 20 | 32.3 | 13 | 21.0 | 17 | 27.4 | 10 | 16.1 | 2 | 3.2 |
| Mathis High School | 30 | 51.7 | 15 | 25.9 | 11 | 19.0 | 2 | 3.4 | 0 | 0.0 |
| McCraw Junior High | 10 | 35.7 | 7 | 25.0 | 5 | 17.9 | 6 | 21.4 | 0 | 0.0 |
| Odem High School | 17 | 51.5 | 9 | 27.3 | 4 | 12.1 | 2 | 6.1 | 1 | 3.0 |
| Odem Junior High | 7 | 28.0 | 7 | 28.0 | 7 | 28.0 | 4 | 16.0 | 0 | 0.0 |
| All Campuses | 392 | 49.0 | 175 | 21.9 | 164 | 20.5 | 66 | 8.3 | 3 | 0.4 |

Table B.3C
Over the Past School Year, How Often Did You Read with Your Child at Home?

| Campus | Never | | Several Times a Month | | Several Times a Week | | Every Day | | Don't Know | |
|------------------------|-------|------|-----------------------|------|----------------------|------|-----------|------|------------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| Falfurrias High School | 34 | 64.2 | 9 | 17.0 | 9 | 17.0 | 1 | 1.9 | 0 | 0.0 |
| Falfurrias Junior High | 12 | 37.5 | 7 | 21.9 | 7 | 21.9 | 6 | 18.8 | 0 | 0.0 |
| Alice High School | 89 | 57.1 | 32 | 20.5 | 25 | 16.0 | 10 | 6.4 | 0 | 0.0 |
| Adams Middle School | 21 | 29.2 | 28 | 38.9 | 15 | 20.8 | 7 | 9.7 | 1 | 1.4 |
| H. M. King High School | 60 | 51.7 | 32 | 27.6 | 11 | 9.5 | 13 | 11.2 | 0 | 0.0 |
| Memorial Middle School | 24 | 47.1 | 13 | 25.5 | 12 | 23.5 | 2 | 3.9 | 0 | 0.0 |
| Miller High School | 64 | 56.1 | 26 | 22.8 | 14 | 12.3 | 10 | 8.8 | 0 | 0.0 |
| Driscoll Middle School | 14 | 22.6 | 17 | 27.4 | 19 | 30.6 | 11 | 17.7 | 1 | 1.6 |
| Mathis High School | 33 | 56.9 | 12 | 20.7 | 9 | 15.5 | 4 | 6.9 | 0 | 0.0 |
| McCraw Junior High | 7 | 25.0 | 6 | 21.4 | 8 | 28.6 | 7 | 25.0 | 0 | 0.0 |
| Odem High School | 23 | 69.7 | 5 | 15.2 | 4 | 12.1 | 1 | 3.0 | 0 | 0.0 |
| Odem Junior High | 7 | 28.0 | 7 | 28.0 | 6 | 24.0 | 5 | 20.0 | 0 | 0.0 |
| All Campuses | 388 | 48.5 | 194 | 24.3 | 139 | 17.4 | 77 | 9.6 | 2 | 0.3 |

Table B.3D
Over the Past School Year, How Often Did You Discuss School with Your Child?

| Campus | Never | | Several Times a Month | | Several Times a Week | | Every Day | | Don't Know | |
|------------------------|-------|-----|-----------------------|------|----------------------|------|-----------|------|------------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| Falfurrias High School | 2 | 3.8 | 2 | 3.8 | 9 | 17.0 | 39 | 73.6 | 1 | 1.9 |
| Falfurrias Junior High | 0 | 0.0 | 2 | 6.3 | 3 | 9.4 | 27 | 84.4 | 0 | 0.0 |
| Alice High School | 1 | 0.6 | 17 | 10.9 | 35 | 22.4 | 103 | 66.0 | 0 | 0.0 |
| Adams Middle School | 3 | 4.2 | 4 | 5.6 | 12 | 16.7 | 53 | 73.6 | 0 | 0.0 |
| H. M. King High School | 3 | 2.6 | 6 | 5.2 | 21 | 18.1 | 85 | 73.3 | 1 | 0.9 |
| Memorial Middle School | 1 | 2.0 | 5 | 9.8 | 16 | 31.4 | 29 | 56.9 | 0 | 0.0 |
| Miller High School | 4 | 3.5 | 14 | 12.3 | 19 | 16.7 | 77 | 67.5 | 0 | 0.0 |
| Driscoll Middle School | 4 | 6.5 | 4 | 6.5 | 11 | 17.7 | 43 | 69.4 | 0 | 0.0 |
| Mathis High School | 4 | 6.9 | 6 | 10.3 | 12 | 20.7 | 36 | 62.1 | 0 | 0.0 |
| McCraw Junior High | 0 | 0.0 | 6 | 21.4 | 4 | 14.3 | 18 | 64.3 | 0 | 0.0 |
| Odem High School | 1 | 3.0 | 7 | 21.2 | 7 | 21.2 | 18 | 54.5 | 0 | 0.0 |
| Odem Junior High | 0 | 0.0 | 0 | 0.0 | 7 | 28.0 | 18 | 72.0 | 0 | 0.0 |
| All Campuses | 23 | 2.9 | 73 | 9.1 | 156 | 19.5 | 546 | 68.3 | 2 | 0.3 |

Table B.3E
Over the Past School Year, How Often Did You Talk to Other Parents about Your Child's School?

| Campus | Never | | Several Times a Month | | Several Times a Week | | Every Day | | Don't Know | |
|------------------------|-------|------|-----------------------|------|----------------------|------|-----------|------|------------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| Falfurrias High School | 16 | 30.2 | 21 | 39.6 | 10 | 18.9 | 6 | 11.3 | 0 | 0.0 |
| Falfurrias Junior High | 6 | 18.8 | 12 | 37.5 | 8 | 25.0 | 6 | 18.8 | 0 | 0.0 |
| Alice High School | 38 | 24.4 | 65 | 41.7 | 29 | 18.6 | 24 | 15.4 | 0 | 0.0 |
| Adams Middle School | 18 | 25.0 | 26 | 36.1 | 13 | 18.1 | 14 | 19.4 | 1 | 1.4 |
| H. M. King High School | 26 | 22.4 | 48 | 41.4 | 26 | 22.4 | 16 | 13.8 | 0 | 0.0 |
| Memorial Middle School | 15 | 29.4 | 19 | 37.3 | 12 | 23.5 | 4 | 7.8 | 1 | 2.0 |
| Miller High School | 47 | 41.2 | 37 | 32.5 | 15 | 13.2 | 15 | 13.2 | 0 | 0.0 |
| Driscoll Middle School | 26 | 41.9 | 20 | 32.3 | 9 | 14.5 | 7 | 11.3 | 0 | 0.0 |
| Mathis High School | 17 | 29.3 | 20 | 34.5 | 15 | 25.9 | 6 | 10.3 | 0 | 0.0 |
| McCraw Junior High | 8 | 28.6 | 12 | 42.9 | 4 | 14.3 | 4 | 14.3 | 0 | 0.0 |
| Odem High School | 11 | 33.3 | 9 | 27.3 | 8 | 24.2 | 5 | 15.2 | 0 | 0.0 |
| Odem Junior High | 7 | 28.0 | 7 | 28.0 | 7 | 28.0 | 4 | 16.0 | 0 | 0.0 |
| All Campuses | 235 | 29.4 | 296 | 37.0 | 156 | 19.5 | 111 | 13.9 | 2 | 0.3 |

Table B.4**Has Your Child Expressed an Interest in Going to College?**

| Campus | Yes | | No | | Don't Know | |
|------------------------|-----|------|----|------|------------|-----|
| | N | % | N | % | N | % |
| Falfurrias High School | 45 | 84.9 | 7 | 13.2 | 1 | 1.9 |
| Falfurrias Junior High | 26 | 81.3 | 5 | 15.6 | 1 | 3.1 |
| Alice High School | 146 | 93.6 | 9 | 5.8 | 1 | 0.6 |
| Adams Middle School | 62 | 86.1 | 8 | 11.1 | 2 | 2.8 |
| H. M. King High School | 106 | 91.4 | 10 | 8.6 | 0 | 0.0 |
| Memorial Middle School | 46 | 90.2 | 5 | 9.8 | 0 | 0.0 |
| Miller High School | 104 | 91.2 | 8 | 7.0 | 2 | 1.8 |
| Driscoll Middle School | 53 | 85.5 | 8 | 12.9 | 1 | 1.6 |
| Mathis High School | 52 | 89.7 | 6 | 10.3 | 0 | 0.0 |
| McCraw Junior High | 26 | 92.9 | 2 | 7.1 | 0 | 0.0 |
| Odem High School | 28 | 84.8 | 4 | 12.1 | 1 | 3.0 |
| Odem Junior High | 21 | 84.0 | 3 | 12.0 | 1 | 4.0 |
| All Campuses | 715 | 89.4 | 75 | 9.4 | 10 | 1.3 |

Table B.5
What is the Highest Level of Education That You Think Your Child Will Achieve?

| Campus | Less Than High School | | High School | | Some College but Less Than a Four-Year Degree | | Four-Year Degree or Higher | | Don't Know | |
|------------------------|-----------------------|-----|-------------|------|---|------|----------------------------|------|------------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| Falfurrias High School | 0 | 0.0 | 4 | 7.5 | 9 | 17.0 | 39 | 73.6 | 1 | 1.9 |
| Falfurrias Junior High | 0 | 0.0 | 1 | 3.1 | 7 | 21.9 | 22 | 68.8 | 2 | 6.3 |
| Alice High School | 4 | 2.6 | 11 | 7.1 | 30 | 19.2 | 107 | 68.6 | 4 | 2.6 |
| Adams Middle School | 1 | 1.4 | 11 | 15.3 | 9 | 12.5 | 51 | 70.8 | 0 | 0.0 |
| H. M. King High School | 0 | 0.0 | 9 | 7.8 | 10 | 8.6 | 96 | 82.8 | 1 | 0.9 |
| Memorial Middle School | 1 | 2.0 | 2 | 3.9 | 9 | 17.6 | 36 | 70.6 | 3 | 5.9 |
| Miller High School | 0 | 0.0 | 11 | 9.6 | 34 | 29.8 | 66 | 57.9 | 3 | 2.6 |
| Driscoll Middle School | 2 | 3.2 | 11 | 17.7 | 12 | 19.4 | 35 | 56.5 | 2 | 3.2 |
| Mathis High School | 2 | 3.4 | 6 | 10.3 | 13 | 22.4 | 34 | 58.6 | 3 | 5.2 |
| McCraw Junior High | 0 | 0.0 | 2 | 7.1 | 7 | 25.0 | 17 | 60.7 | 2 | 7.1 |
| Odem High School | 0 | 0.0 | 4 | 12.1 | 8 | 24.2 | 19 | 57.6 | 2 | 6.1 |
| Odem Junior High | 0 | 0.0 | 1 | 4.0 | 4 | 16.0 | 19 | 76.0 | 1 | 4.0 |
| All Campuses | 10 | 1.3 | 73 | 9.1 | 152 | 19.0 | 541 | 67.6 | 24 | 3.0 |

Table B.6
How Often Do You Do Each of the Following with Your Child?

| Campus | Never | | Not Very Often | | Sometimes | | Very Often | | Don't Know | |
|---|-------|------|----------------|------|-----------|------|------------|------|------------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| Talk About Attending College | | | | | | | | | | |
| Falfurrias High School | 2 | 3.8 | 4 | 7.5 | 9 | 17.0 | 38 | 71.7 | -- | -- |
| Falfurrias Junior High | 1 | 3.1 | 1 | 3.1 | 12 | 37.5 | 18 | 56.3 | -- | -- |
| Alice High School | 3 | 1.9 | 4 | 2.6 | 34 | 21.8 | 115 | 73.7 | -- | -- |
| Adams Middle School | 3 | 4.2 | 3 | 4.2 | 13 | 18.1 | 53 | 73.6 | -- | -- |
| H. M. King High School | 3 | 2.6 | 2 | 1.7 | 23 | 19.8 | 88 | 75.9 | -- | -- |
| Memorial Middle School | 0 | 0.0 | 1 | 2.0 | 20 | 39.2 | 30 | 58.8 | -- | -- |
| Miller High School | 2 | 1.8 | 5 | 4.4 | 27 | 23.7 | 80 | 70.2 | -- | -- |
| Driscoll Middle School | 2 | 3.2 | 4 | 6.5 | 21 | 33.9 | 35 | 56.5 | -- | -- |
| Mathis High School | 1 | 1.7 | 2 | 3.4 | 12 | 20.7 | 43 | 74.1 | -- | -- |
| McCraw Junior High | 0 | 0.0 | 3 | 10.7 | 6 | 21.4 | 19 | 67.9 | -- | -- |
| Odem High School | 3 | 9.1 | 1 | 3.0 | 9 | 27.3 | 20 | 60.6 | -- | -- |
| Odem Junior High | 1 | 4.0 | 3 | 12.0 | 5 | 20.0 | 16 | 64.0 | -- | -- |
| All Campuses | 21 | 2.6 | 33 | 4.1 | 191 | 23.9 | 555 | 69.4 | -- | -- |
| Help select classes that support college plans | | | | | | | | | | |
| Falfurrias High School | 13 | 24.5 | 4 | 7.5 | 16 | 30.2 | 19 | 35.8 | 1 | 1.9 |
| Falfurrias Junior High | 5 | 15.6 | 4 | 12.5 | 13 | 40.6 | 10 | 31.3 | 0 | 0.0 |
| Alice High School | 21 | 13.5 | 15 | 9.6 | 43 | 27.6 | 77 | 49.4 | 0 | 0.0 |
| Adams Middle School | 15 | 20.8 | 5 | 6.9 | 16 | 22.2 | 36 | 50.0 | 0 | 0.0 |
| H. M. King High School | 18 | 15.5 | 5 | 4.3 | 39 | 33.6 | 54 | 46.6 | 0 | 0.0 |
| Memorial Middle School | 13 | 25.5 | 3 | 5.9 | 20 | 39.2 | 14 | 27.5 | 1 | 2.0 |
| Miller High School | 29 | 25.4 | 13 | 11.4 | 36 | 31.6 | 35 | 30.7 | 1 | 0.9 |
| Driscoll Middle School | 22 | 35.5 | 11 | 17.7 | 14 | 22.6 | 14 | 22.6 | 1 | 1.6 |
| Mathis High School | 9 | 15.5 | 4 | 6.9 | 21 | 36.2 | 24 | 41.4 | 0 | 0.0 |
| McCraw Junior High | 4 | 14.3 | 1 | 3.6 | 8 | 28.6 | 14 | 50.0 | 1 | 3.6 |
| Odem High School | 7 | 21.2 | 4 | 12.1 | 9 | 27.3 | 13 | 39.4 | 0 | 0.0 |
| Odem Junior High | 8 | 32.0 | 0 | 0.0 | 8 | 32.0 | 8 | 32.0 | 1 | 4.0 |
| All Campuses | 164 | 20.5 | 69 | 8.6 | 243 | 30.4 | 318 | 39.8 | 6 | 0.8 |

Table continues

Table B.6 (continued)
How Often Do You Do Each of the Following with Your Child?

| Campus | Never | | Not Very Often | | Sometimes | | Very Often | | Don't Know | |
|--|-------|------|----------------|------|-----------|------|------------|------|------------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| Talk About Taking One or More of the College Entrance Exams | | | | | | | | | | |
| Falfurrias High School | 15 | 28.3 | 6 | 11.3 | 12 | 22.6 | 20 | 37.7 | 0 | 0.0 |
| Falfurrias Junior High | 15 | 46.9 | 5 | 15.6 | 6 | 18.8 | 4 | 12.5 | 2 | 6.3 |
| Alice High School | 35 | 22.4 | 13 | 8.3 | 36 | 23.1 | 72 | 46.2 | 0 | 0.0 |
| Adams Middle School | 25 | 34.7 | 3 | 4.2 | 22 | 30.6 | 22 | 30.6 | 0 | 0.0 |
| H. M. King High School | 24 | 20.7 | 9 | 7.8 | 26 | 22.4 | 57 | 49.1 | 0 | 0.0 |
| Memorial Middle School | 28 | 54.9 | 4 | 7.8 | 10 | 19.6 | 8 | 15.7 | 1 | 2.0 |
| Miller High School | 33 | 28.9 | 13 | 11.4 | 33 | 28.9 | 34 | 29.8 | 1 | 0.9 |
| Driscoll Middle School | 35 | 56.5 | 8 | 12.9 | 11 | 17.7 | 8 | 12.9 | 0 | 0.0 |
| Mathis High School | 14 | 24.1 | 4 | 6.9 | 18 | 31.0 | 22 | 37.9 | 0 | 0.0 |
| McCraw Junior High | 7 | 25.0 | 4 | 14.3 | 10 | 35.7 | 7 | 25.0 | 0 | 0.0 |
| Odem High School | 10 | 30.3 | 6 | 18.2 | 6 | 18.2 | 11 | 33.3 | 0 | 0.0 |
| Odem Junior High | 12 | 48.0 | 1 | 4.0 | 6 | 24.0 | 6 | 24.0 | 0 | 0.0 |
| All Campuses | 253 | 31.6 | 76 | 9.5 | 196 | 24.5 | 271 | 33.9 | 4 | 0.5 |
| Talk About Financial Aid, Scholarships, and Other Resources for Money to Attend College | | | | | | | | | | |
| Falfurrias High School | 14 | 26.4 | 4 | 7.5 | 9 | 17.0 | 26 | 49.1 | 0 | 0.0 |
| Falfurrias Junior High | 9 | 28.1 | 2 | 6.3 | 10 | 31.3 | 11 | 34.4 | 0 | 0.0 |
| Alice High School | 21 | 13.5 | 13 | 8.3 | 34 | 21.8 | 88 | 56.4 | 0 | 0.0 |
| Adams Middle School | 15 | 20.8 | 3 | 4.2 | 25 | 34.7 | 29 | 40.3 | 0 | 0.0 |
| H. M. King High School | 16 | 13.8 | 9 | 7.8 | 33 | 28.4 | 58 | 50.0 | 0 | 0.0 |
| Memorial Middle School | 14 | 27.5 | 5 | 9.8 | 18 | 35.3 | 14 | 27.5 | 0 | 0.0 |
| Miller High School | 17 | 14.9 | 7 | 6.1 | 26 | 22.8 | 63 | 55.3 | 1 | 0.9 |
| Driscoll Middle School | 24 | 38.7 | 3 | 4.8 | 15 | 24.2 | 20 | 32.3 | 0 | 0.0 |
| Mathis High School | 6 | 10.3 | 6 | 10.3 | 16 | 27.6 | 30 | 51.7 | 0 | 0.0 |
| McCraw Junior High | 2 | 7.1 | 1 | 3.6 | 10 | 35.7 | 14 | 50.0 | 1 | 3.6 |
| Odem High School | 4 | 12.1 | 4 | 12.1 | 8 | 24.2 | 17 | 51.5 | 0 | 0.0 |
| Odem Junior High | 9 | 36.0 | 2 | 8.0 | 6 | 24.0 | 8 | 32.0 | 0 | 0.0 |
| All Campuses | 151 | 18.9 | 59 | 7.4 | 210 | 26.3 | 378 | 47.3 | 2 | 0.3 |

Table B.7

To Better Prepare Your Child for College, Have You Ever Taken Him or Her to Visit a College or University Campus?

| Campus | Yes | | No | | Don't Know | |
|------------------------|-----|------|-----|------|------------|-----|
| | N | % | N | % | N | % |
| Falfurrias High School | 25 | 47.2 | 28 | 52.8 | 0 | 0.0 |
| Falfurrias Junior High | 16 | 50.0 | 16 | 50.0 | 0 | 0.0 |
| Alice High School | 84 | 53.8 | 71 | 45.5 | 1 | 0.6 |
| Adams Middle School | 48 | 66.7 | 24 | 33.3 | 0 | 0.0 |
| H. M. King High School | 74 | 63.8 | 42 | 36.2 | 0 | 0.0 |
| Memorial Middle School | 28 | 54.9 | 23 | 45.1 | 0 | 0.0 |
| Miller High School | 29 | 25.4 | 85 | 74.6 | 0 | 0.0 |
| Driscoll Middle School | 21 | 33.9 | 40 | 64.5 | 1 | 1.6 |
| Mathis High School | 20 | 34.5 | 38 | 65.5 | 0 | 0.0 |
| McCraw Junior High | 12 | 42.9 | 16 | 57.1 | 0 | 0.0 |
| Odem High School | 12 | 36.4 | 21 | 63.6 | 0 | 0.0 |
| Odem Junior High | 10 | 40.0 | 15 | 60.0 | 0 | 0.0 |
| All Campuses | 379 | 47.4 | 419 | 52.4 | 2 | 0.3 |

Table B.8A

If in the Future Your Child Were Not Able to Continue His/Her Education after High School for Some Reason or Other, What Would be the Most Likely or Most Important Obstacle? (Middle Schools)

| Obstacle | Falfurrias Junior High | | Adams Middle School | | Memorial Middle School | | Driscoll Middle School | | McCraw Junior High | | Odem Junior High | | All Campuses | |
|---|------------------------|------|---------------------|------|------------------------|------|------------------------|------|--------------------|------|------------------|------|--------------|------|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Child not likely to have an obstacle | 12 | 37.5 | 17 | 23.6 | 16 | 31.4 | 15 | 24.2 | 8 | 28.6 | 6 | 24.0 | 74 | 27.4 |
| It costs too much/can't afford it | 6 | 18.8 | 19 | 26.4 | 17 | 33.3 | 23 | 37.1 | 8 | 28.6 | 7 | 28.0 | 80 | 29.6 |
| He/she needs/wants to work | 2 | 6.3 | 6 | 8.3 | 0 | 0.0 | 4 | 6.5 | 1 | 3.6 | 1 | 4.0 | 14 | 5.2 |
| His/her grades are not good enough | 1 | 3.1 | 9 | 12.5 | 0 | 0.0 | 4 | 6.5 | 2 | 7.1 | 1 | 4.0 | 17 | 6.3 |
| He/she is not interested in college | 0 | 0.0 | 3 | 4.2 | 1 | 2.0 | 3 | 4.8 | 1 | 3.6 | 0 | 0.0 | 8 | 3.0 |
| He/she has a disability (physical, learning, emotional) | 5 | 15.6 | 4 | 5.6 | 5 | 9.8 | 3 | 4.8 | 2 | 7.1 | 3 | 12.0 | 22 | 8.1 |
| He/she wants to go into the military | 2 | 6.3 | 4 | 5.6 | 2 | 3.9 | 3 | 4.8 | 3 | 10.7 | 0 | 0.0 | 14 | 5.2 |
| He/she wants to get married | 1 | 3.1 | 2 | 2.8 | 1 | 2.0 | 2 | 3.2 | 1 | 3.6 | 0 | 0.0 | 7 | 2.6 |
| He/she has responsibilities to parents, brothers, and sisters | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 4.0 | 1 | 0.4 |
| He/she has children | 0 | 0.0 | 0 | 0.0 | 1 | 2.0 | 0 | 0.0 | 0 | 0.0 | 1 | 4.0 | 2 | 0.7 |
| Other | 0 | 0.0 | 2 | 2.8 | 0 | 0.0 | 0 | 0.0 | 1 | 3.6 | 0 | 0.0 | 3 | 1.1 |
| Don't know | 3 | 9.4 | 6 | 8.3 | 8 | 15.7 | 5 | 8.1 | 1 | 3.6 | 5 | 20.0 | 28 | 10.4 |

Table B.8B

If in the Future Your Child Were Not Able to Continue His/Her Education after High School for Some Reason or Other, What Would be the Most Likely or Most Important Obstacle? (High Schools)

| Obstacle | Falfurrias High School | | Alice High School | | H. M. King High School | | Miller High School | | Mathis High School | | Odem High School | | All Campuses | |
|---|------------------------|------|-------------------|------|------------------------|------|--------------------|------|--------------------|------|------------------|------|--------------|------|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Child not likely to have an obstacle | 20 | 37.7 | 47 | 30.1 | 38 | 32.8 | 27 | 23.7 | 16 | 27.6 | 14 | 42.4 | 162 | 30.6 |
| It costs too much/can't afford it | 16 | 30.2 | 52 | 33.3 | 40 | 34.5 | 50 | 43.9 | 19 | 32.8 | 9 | 27.3 | 186 | 35.1 |
| He/she needs/wants to work | 3 | 5.7 | 10 | 6.4 | 7 | 6.0 | 8 | 7.0 | 6 | 10.3 | 3 | 9.1 | 37 | 7.0 |
| His/her grades are not good enough | 1 | 1.9 | 11 | 7.1 | 7 | 6.0 | 7 | 6.1 | 1 | 1.7 | 0 | 0.0 | 27 | 5.1 |
| He/she is not interested in college | 4 | 7.5 | 11 | 7.1 | 3 | 2.6 | 6 | 5.3 | 2 | 3.4 | 1 | 3.0 | 27 | 5.1 |
| He/she has a disability (physical, learning, emotional) | 4 | 7.5 | 5 | 3.2 | 5 | 4.3 | 8 | 7.0 | 6 | 10.3 | 4 | 12.1 | 32 | 6.0 |
| He/she wants to go into the military | 0 | 0.0 | 4 | 2.6 | 7 | 6.0 | 3 | 2.6 | 2 | 3.4 | 1 | 3.0 | 17 | 3.2 |
| He/she wants to get married | 0 | 0.0 | 4 | 2.6 | 1 | 0.9 | 2 | 1.8 | 2 | 3.4 | 0 | 0.0 | 9 | 1.7 |
| He/she has responsibilities to parents, brothers, and sisters | 1 | 1.9 | 1 | 0.6 | 1 | 0.9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 3 | 0.6 |
| He/she has children | 1 | 1.9 | 1 | 0.6 | 1 | 0.9 | 1 | 0.9 | 1 | 1.7 | 0 | 0.0 | 5 | 0.9 |
| Other | 0 | 0.0 | 4 | 2.6 | 2 | 1.7 | 2 | 1.8 | 1 | 1.7 | 1 | 3.0 | 10 | 1.9 |
| Don't know | 3 | 5.7 | 6 | 3.8 | 3 | 2.6 | 0 | 0.0 | 2 | 3.4 | 0 | 0.0 | 14 | 2.6 |
| Refused to answer | 0 | 0.0 | 0 | 0.0 | 1 | 0.9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.2 |

Table B.9

In the Past Year, Has Any One from Your Child's School or the GEAR UP Program Ever Spoken with You about ...

| Campus | Yes | | No | | Don't Know | |
|--|-----|------|-----|------|------------|-----|
| | N | % | N | % | N | % |
| College Entrance Requirements | | | | | | |
| Falfurrias High School | 12 | 22.6 | 40 | 75.5 | 1 | 1.9 |
| Falfurrias Junior High | 5 | 15.6 | 26 | 81.3 | 1 | 3.1 |
| Alice High School | 38 | 24.4 | 117 | 75.0 | 1 | 0.6 |
| Adams Middle School | 16 | 22.2 | 56 | 77.8 | 0 | 0.0 |
| H. M. King High School | 27 | 23.3 | 89 | 76.7 | 0 | 0.0 |
| Memorial Middle School | 8 | 15.7 | 43 | 84.3 | 0 | 0.0 |
| Miller High School | 18 | 15.8 | 95 | 83.3 | 1 | 0.9 |
| Driscoll Middle School | 14 | 22.6 | 47 | 75.8 | 1 | 1.6 |
| Mathis High School | 19 | 32.8 | 39 | 67.2 | 0 | 0.0 |
| McCraw Junior High | 7 | 25.0 | 21 | 75.0 | 0 | 0.0 |
| Odem High School | 10 | 30.3 | 23 | 69.7 | 0 | 0.0 |
| Odem Junior High | 7 | 28.0 | 18 | 72.0 | 0 | 0.0 |
| All Campuses | 181 | 22.6 | 614 | 76.8 | 5 | 0.6 |
| Availability of Financial Aid for College | | | | | | |
| Falfurrias High School | 10 | 18.9 | 42 | 79.2 | 1 | 1.9 |
| Falfurrias Junior High | 5 | 15.6 | 27 | 84.4 | 0 | 0.0 |
| Alice High School | 39 | 25.0 | 117 | 75.0 | 0 | 0.0 |
| Adams Middle School | 14 | 19.4 | 57 | 79.2 | 1 | 1.4 |
| H. M. King High School | 35 | 30.2 | 81 | 69.8 | 0 | 0.0 |
| Memorial Middle School | 9 | 17.6 | 42 | 82.4 | 0 | 0.0 |
| Miller High School | 32 | 28.1 | 81 | 71.1 | 1 | 0.9 |
| Driscoll Middle School | 9 | 14.5 | 52 | 83.9 | 1 | 1.6 |
| Mathis High School | 25 | 43.1 | 33 | 56.9 | 0 | 0.0 |
| McCraw Junior High | 7 | 25.0 | 21 | 75.0 | 0 | 0.0 |
| Odem High School | 12 | 36.4 | 21 | 63.6 | 0 | 0.0 |
| Odem Junior High | 6 | 24.0 | 19 | 76.0 | 0 | 0.0 |
| All Campuses | 203 | 25.4 | 593 | 74.1 | 4 | 0.5 |
| Courses Your Child Should Take to Prepare for College | | | | | | |
| Falfurrias High School | 18 | 34.0 | 34 | 64.2 | 1 | 1.9 |
| Falfurrias Junior High | 7 | 21.9 | 25 | 78.1 | 0 | 0.0 |
| Alice High School | 50 | 32.1 | 105 | 67.3 | 1 | 0.6 |
| Adams Middle School | 22 | 30.6 | 49 | 68.1 | 1 | 1.4 |
| H. M. King High School | 42 | 36.2 | 74 | 63.8 | 0 | 0.0 |
| Memorial Middle School | 8 | 15.7 | 43 | 84.3 | 0 | 0.0 |
| Miller High School | 22 | 19.3 | 91 | 79.8 | 1 | 0.9 |
| Driscoll Middle School | 9 | 14.5 | 51 | 82.3 | 2 | 3.2 |
| Mathis High School | 25 | 43.1 | 33 | 56.9 | 0 | 0.0 |
| McCraw Junior High | 11 | 39.3 | 16 | 57.1 | 1 | 3.6 |
| Odem High School | 12 | 36.4 | 20 | 60.6 | 1 | 3.0 |
| Odem Junior High | 8 | 32.0 | 17 | 68.0 | 0 | 0.0 |
| All Campuses | 234 | 29.3 | 558 | 69.8 | 8 | 1.0 |

Table B.10

Do You Think That Your Child Could Afford to Attend a Public Four-Year College Using Financial Aid, Scholarships, and Your Family's Resources?

| Campus | Definitely Not | | Probably Not | | Not Sure | | Probably | | Definitely | | Don't Know | |
|------------------------|----------------|-----|--------------|-----|----------|------|----------|------|------------|------|------------|-----|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Falfurrias High School | 0 | 0.0 | 4 | 7.5 | 9 | 17.0 | 15 | 28.3 | 25 | 47.2 | 0 | 0.0 |
| Falfurrias Junior High | 0 | 0.0 | 0 | 0.0 | 4 | 12.5 | 8 | 25.0 | 20 | 62.5 | 0 | 0.0 |
| Alice High School | 2 | 1.3 | 3 | 1.9 | 11 | 7.1 | 43 | 27.6 | 96 | 61.5 | 1 | 0.6 |
| Adams Middle School | 0 | 0.0 | 3 | 4.2 | 5 | 6.9 | 14 | 19.4 | 49 | 68.1 | 1 | 1.4 |
| H. M. King High School | 1 | 0.9 | 4 | 3.4 | 10 | 8.6 | 35 | 30.2 | 66 | 56.9 | 0 | 0.0 |
| Memorial Middle School | 1 | 2.0 | 0 | 0.0 | 7 | 13.7 | 16 | 31.4 | 27 | 52.9 | 0 | 0.0 |
| Miller High School | 3 | 2.6 | 2 | 1.8 | 12 | 10.5 | 38 | 33.3 | 58 | 50.9 | 1 | 0.9 |
| Driscoll Middle School | 0 | 0.0 | 1 | 1.6 | 9 | 14.5 | 24 | 38.7 | 28 | 45.2 | 0 | 0.0 |
| Mathis High School | 1 | 1.7 | 1 | 1.7 | 8 | 13.8 | 21 | 36.2 | 26 | 44.8 | 1 | 1.7 |
| McCraw Junior High | 0 | 0.0 | 0 | 0.0 | 2 | 7.1 | 10 | 35.7 | 15 | 53.6 | 1 | 3.6 |
| Odem High School | 1 | 3.0 | 0 | 0.0 | 3 | 9.1 | 14 | 42.4 | 15 | 45.5 | 0 | 0.0 |
| Odem Junior High | 0 | 0.0 | 0 | 0.0 | 3 | 12.0 | 9 | 36.0 | 13 | 52.0 | 0 | 0.0 |
| All Campuses | 9 | 1.1 | 18 | 2.3 | 83 | 10.4 | 247 | 30.9 | 438 | 54.8 | 5 | 0.6 |

Table B.11

Do You Think That Your Child Could Afford to Attend a Public Community College Using Financial Aid, Scholarships, and Your Family's Resources?

| Campus | Definitely Not | | Probably Not | | Not Sure | | Probably | | Definitely | | Don't Know | |
|------------------------|----------------|-----|--------------|-----|----------|------|----------|------|------------|------|------------|-----|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Falfurrias High School | 1 | 1.9 | 2 | 3.8 | 4 | 7.5 | 13 | 24.5 | 33 | 62.3 | 0 | 0.0 |
| Falfurrias Junior High | 0 | 0.0 | 0 | 0.0 | 2 | 6.3 | 8 | 25.0 | 22 | 68.8 | 0 | 0.0 |
| Alice High School | 2 | 1.3 | 2 | 1.3 | 5 | 3.2 | 34 | 21.8 | 112 | 71.8 | 1 | 0.6 |
| Adams Middle School | 1 | 1.4 | 0 | 0.0 | 2 | 2.8 | 20 | 27.8 | 48 | 66.7 | 1 | 1.4 |
| H. M. King High School | 1 | 0.9 | 0 | 0.0 | 11 | 9.5 | 29 | 25.0 | 74 | 63.8 | 1 | 0.9 |
| Memorial Middle School | 1 | 2.0 | 0 | 0.0 | 3 | 5.9 | 14 | 27.5 | 33 | 64.7 | 0 | 0.0 |
| Miller High School | 1 | 0.9 | 1 | 0.9 | 9 | 7.9 | 30 | 26.3 | 72 | 63.2 | 1 | 0.9 |
| Driscoll Middle School | 0 | 0.0 | 3 | 4.8 | 6 | 9.7 | 22 | 35.5 | 31 | 50.0 | 0 | 0.0 |
| Mathis High School | 2 | 3.4 | 1 | 1.7 | 5 | 8.6 | 19 | 32.8 | 31 | 53.4 | 0 | 0.0 |
| McCraw Junior High | 0 | 0.0 | 0 | 0.0 | 3 | 10.7 | 7 | 25.0 | 18 | 64.3 | 0 | 0.0 |
| Odem High School | 1 | 3.0 | 0 | 0.0 | 3 | 9.1 | 9 | 27.3 | 20 | 60.6 | 0 | 0.0 |
| Odem Junior High | 0 | 0.0 | 0 | 0.0 | 1 | 4.0 | 11 | 44.0 | 13 | 52.0 | 0 | 0.0 |
| All Campuses | 10 | 1.3 | 9 | 1.1 | 54 | 6.8 | 216 | 27.0 | 507 | 63.4 | 4 | 0.5 |

Table B.12**Have You Received Any Information from Your Child's School about the Graduation Plan Called the Recommended High School Program in Texas?****(Parents of High School Students)**

| Campus | Yes | | No | | Don't Know | |
|------------------------|-----|------|-----|------|------------|------|
| | N | % | N | % | N | % |
| Falfurrias High School | 19 | 35.8 | 33 | 62.3 | 1 | 1.9 |
| Alice High School | 38 | 24.4 | 115 | 73.7 | 3 | 1.9 |
| H. M. King High School | 30 | 25.9 | 84 | 72.4 | 2 | 1.7 |
| Miller High School | 15 | 13.2 | 90 | 78.9 | 9 | 7.9 |
| Mathis High School | 9 | 15.5 | 48 | 82.8 | 1 | 1.7 |
| Odem High School | 7 | 21.2 | 22 | 66.7 | 4 | 12.1 |
| All Campuses | 118 | 22.3 | 392 | 74.0 | 20 | 3.8 |

Table B.13.**Do You Know Which of the Following Graduation Plans Your Child is Enrolled in?****Is it ...(Parents of High School Students)**

| Campus | The Minimum Graduation Program? | | The Recommended High School Program? | | The Distinguished Achievement Program? | | Don't Know/Refused to Answer | |
|------------------------|---------------------------------|------|--------------------------------------|------|--|------|------------------------------|------|
| | N | % | N | % | N | % | N | % |
| Falfurrias High School | 5 | 9.4 | 12 | 22.6 | 19 | 35.8 | 17 | 32.1 |
| Alice High School | 10 | 6.4 | 59 | 37.8 | 30 | 19.2 | 57 | 36.5 |
| H. M. King High School | 7 | 6.0 | 34 | 29.3 | 30 | 25.9 | 45 | 38.8 |
| Miller High School | 9 | 7.9 | 14 | 12.3 | 21 | 18.4 | 70 | 61.4 |
| Mathis High School | 5 | 8.6 | 19 | 32.8 | 13 | 22.4 | 21 | 36.2 |
| Odem High School | 4 | 12.1 | 11 | 33.3 | 5 | 15.2 | 13 | 39.4 |
| All Campuses | 40 | 7.5 | 149 | 28.1 | 118 | 22.3 | 223 | 42.1 |

Table B.14

How Familiar Are You with the FAFSA (Free Application for Federal Student Aid) Form That a High School Student Must Complete to Qualify for Federal Financial Aid for College? (Parents of High School Students)

| Campus | Not Familiar at All | | Not Very Familiar | | Somewhat Familiar | | Very Familiar | | Don't Know | |
|------------------------|---------------------|------|-------------------|------|-------------------|------|---------------|------|------------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| Falfurrias High School | 24 | 45.3 | 8 | 15.1 | 7 | 13.2 | 14 | 26.4 | 0 | 0.0 |
| Alice High School | 55 | 35.3 | 23 | 14.7 | 29 | 18.6 | 49 | 31.4 | 0 | 0.0 |
| H. M. King High School | 40 | 34.5 | 8 | 6.9 | 25 | 21.6 | 43 | 37.1 | 0 | 0.0 |
| Miller High School | 52 | 45.6 | 17 | 14.9 | 17 | 14.9 | 26 | 22.8 | 2 | 1.8 |
| Mathis High School | 23 | 39.7 | 5 | 8.6 | 16 | 27.6 | 14 | 24.1 | 0 | 0.0 |
| Odem High School | 11 | 33.3 | 3 | 9.1 | 6 | 18.2 | 11 | 33.3 | 2 | 6.1 |
| All Campuses | 205 | 38.7 | 64 | 12.1 | 100 | 18.9 | 157 | 29.6 | 4 | 0.8 |

Table B.15

Do You Know if Your Child Has Completed the FAFSA Form and is Eligible for Federal Financial Aid for College? (Parents of High School Students)

| Campus | Yes, My Child Has Completed the FAFSA Form | | No, My Child Has Not Completed the FAFSA From | | Don't Know | |
|------------------------|--|------|---|------|------------|------|
| | N | % | N | % | N | % |
| Falfurrias High School | 8 | 15.1 | 23 | 43.4 | 22 | 41.5 |
| Alice High School | 20 | 12.8 | 80 | 51.3 | 56 | 35.9 |
| H. M. King High School | 17 | 14.7 | 70 | 60.3 | 29 | 25.0 |
| Miller High School | 18 | 15.8 | 46 | 40.4 | 50 | 43.9 |
| Mathis High School | 10 | 17.2 | 29 | 50.0 | 19 | 32.8 |
| Odem High School | 5 | 15.2 | 14 | 42.4 | 14 | 42.4 |
| All Campuses | 78 | 14.7 | 262 | 49.4 | 190 | 35.8 |

Table B.16
Which Best Describes Your Household?

| Campus | Single Parent or Guardian | | Two Parents or Guardians | | Other | | Don't Know | |
|------------------------|---------------------------|------|--------------------------|------|-------|-----|------------|-----|
| | N | % | N | % | N | % | N | % |
| Falfurrias High School | 10 | 18.9 | 43 | 81.1 | 0 | 0.0 | 0 | 0.0 |
| Falfurrias Junior High | 5 | 15.6 | 25 | 78.1 | 2 | 6.3 | 0 | 0.0 |
| Alice High School | 44 | 28.2 | 112 | 71.8 | 0 | 0.0 | 0 | 0.0 |
| Adams Middle School | 16 | 22.2 | 56 | 77.8 | 0 | 0.0 | 0 | 0.0 |
| H. M. King High School | 33 | 28.4 | 82 | 70.7 | 1 | 0.9 | 0 | 0.0 |
| Memorial Middle School | 11 | 21.6 | 40 | 78.4 | 0 | 0.0 | 0 | 0.0 |
| Miller High School | 43 | 37.7 | 66 | 57.9 | 5 | 4.4 | 0 | 0.0 |
| Driscoll Middle School | 23 | 37.1 | 38 | 61.3 | 1 | 1.6 | 0 | 0.0 |
| Mathis High School | 21 | 36.2 | 36 | 62.1 | 0 | 0.0 | 1 | 1.7 |
| McCraw Junior High | 12 | 42.9 | 16 | 57.1 | 0 | 0.0 | 0 | 0.0 |
| Odem High School | 8 | 24.2 | 25 | 75.8 | 0 | 0.0 | 0 | 0.0 |
| Odem Junior High | 9 | 36.0 | 16 | 64.0 | 0 | 0.0 | 0 | 0.0 |
| All Campuses | 235 | 29.4 | 555 | 69.4 | 9 | 1.1 | 1 | 0.1 |

Table B.17
How Do You Think of Yourself? (Ethnicity)

| | Black, Non-Hispanic | | Asian/Asian-American | | Latino/Hispanic | | White, Non-Hispanic | | Native American/Indian | | Other | | Don't Know/Refused to Answer | |
|------------------------|---------------------|-----|----------------------|-----|-----------------|------|---------------------|------|------------------------|-----|-------|-----|------------------------------|-----|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Campus | 0 | 0.0 | 0 | 0.0 | 42 | 79.2 | 9 | 17.0 | 0 | 0.0 | 2 | 3.8 | 0 | 0.0 |
| Falfurrias High School | 0 | 0.0 | 0 | 0.0 | 26 | 81.3 | 3 | 9.4 | 1 | 3.1 | 2 | 6.3 | 0 | 0.0 |
| Falfurrias Junior High | 1 | 0.6 | 0 | 0.0 | 137 | 87.8 | 10 | 6.4 | 0 | 0.0 | 8 | 5.1 | 0 | 0.0 |
| Alice High School | 0 | 0.0 | 0 | 0.0 | 59 | 81.9 | 10 | 13.9 | 1 | 1.4 | 2 | 2.8 | 0 | 0.0 |
| Adams Middle School | 5 | 4.3 | 0 | 0.0 | 77 | 66.4 | 24 | 20.7 | 0 | 0.0 | 9 | 7.8 | 1 | 0.9 |
| H. M. King High School | 0 | 0.0 | 1 | 2.0 | 40 | 78.4 | 6 | 11.8 | 0 | 0.0 | 2 | 3.9 | 2 | 4.0 |
| Memorial Middle School | 5 | 4.4 | 0 | 0.0 | 102 | 89.5 | 4 | 3.5 | 2 | 1.8 | 1 | 0.9 | 0 | 0.0 |
| Miller High School | 2 | 3.2 | 0 | 0.0 | 53 | 85.5 | 4 | 6.5 | 1 | 1.6 | 1 | 1.6 | 1 | 1.6 |
| Driscoll Middle School | 0 | 0.0 | 0 | 0.0 | 44 | 75.9 | 8 | 13.8 | 2 | 3.4 | 3 | 5.2 | 1 | 1.7 |
| Mathis High School | 0 | 0.0 | 0 | 0.0 | 25 | 89.3 | 1 | 3.6 | 0 | 0.0 | 2 | 7.1 | 0 | 0.0 |
| McCraw Junior High | 0 | 0.0 | 1 | 3.0 | 26 | 78.8 | 4 | 12.1 | 0 | 0.0 | 2 | 6.1 | 0 | 0.0 |
| Odem High School | 0 | 0.0 | 1 | 4.0 | 16 | 64.0 | 8 | 32.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Odem Junior High | 13 | 1.6 | 3 | 0.4 | 647 | 80.9 | 91 | 11.4 | 7 | 0.9 | 34 | 4.3 | 5 | 0.7 |
| All Campuses | | | | | | | | | | | | | | |

Table B.18
How Many Years of Formal Schooling
Have You Completed?

| Campus | N | Average Number of Years |
|------------------------|-----|-------------------------------|
| Falfurrias High School | 53 | 10.7 |
| Falfurrias Junior High | 32 | 10.9 |
| Alice High School | 156 | 11.3 |
| Adams Middle School | 72 | 11.1 |
| H. M. King High School | 116 | 12.9 |
| Memorial Middle School | 51 | 11.3 |
| Miller High School | 114 | 11.2 |
| Driscoll Middle School | 62 | 10.5 |
| Mathis High School | 58 | 11.2 |
| McCraw Junior High | 28 | 10.6 |
| Odem High School | 33 | 10.4 |
| Odem Junior High | 25 | 11.2 |
| All Campuses | 800 | 11.3 |

Table B.19
Have You Attended College?

| Campus | Yes | | No | | Don't Know/ Refused to Answer | |
|------------------------|-----|------|-----|------|-------------------------------------|-----|
| | N | % | N | % | N | % |
| Falfurrias High School | 28 | 52.8 | 25 | 47.2 | 0 | 0.0 |
| Falfurrias Junior High | 14 | 43.8 | 18 | 56.3 | 0 | 0.0 |
| Alice High School | 87 | 55.8 | 69 | 44.2 | 0 | 0.0 |
| Adams Middle School | 33 | 45.8 | 39 | 54.2 | 0 | 0.0 |
| H. M. King High School | 77 | 66.4 | 38 | 32.8 | 1 | 0.9 |
| Memorial Middle School | 39 | 76.5 | 12 | 23.5 | 0 | 0.0 |
| Miller High School | 53 | 46.5 | 60 | 52.6 | 1 | 0.9 |
| Driscoll Middle School | 25 | 40.3 | 37 | 59.7 | 0 | 0.0 |
| Mathis High School | 26 | 44.8 | 32 | 55.2 | 0 | 0.0 |
| McCraw Junior High | 13 | 46.4 | 15 | 53.6 | 0 | 0.0 |
| Odem High School | 14 | 42.4 | 19 | 57.6 | 0 | 0.0 |
| Odem Junior High | 16 | 64.0 | 9 | 36.0 | 0 | 0.0 |
| All Campuses | 425 | 53.1 | 373 | 46.6 | 2 | 0.2 |

APPENDIX C

Results from the Survey of Middle School Students

Appendix C

Spring 2007 STAR Middle School Student Survey Tables

Table C.1
Number of Middle School Student Respondents by School

| District/School | Number Sent | Number Received | Response Rate |
|---------------------------|--------------|-----------------|---------------|
| Alice ISD | | | |
| Adams Middle School | 716 | 584 | 82% |
| Brooks County ISD | | | |
| Falfurrias Junior High | 326 | 273 | 84% |
| Corpus Christi ISD | | | |
| Driscoll Middle School | 625 | 513 | 82% |
| Kingsville ISD | | | |
| Memorial Middle School | 500 | 438 | 88% |
| Mathis ISD | | | |
| McCraw Junior High | 282 | 210 | 74% |
| Odem-Edroy ISD | | | |
| Odem Junior High | 244 | 198 | 81% |
| Total | 2,693 | 2,216 | 82% |

Table C.2
Grade Levels of Students Responding to the Middle School Survey

| Campus | Grade 6 | | Grade 7 | | Grade 8 | |
|------------------------|---------|------|---------|------|---------|------|
| | N | % | N | % | N | % |
| Falfurrias Junior High | 102 | 37.4 | 76 | 27.8 | 95 | 34.8 |
| Adams Middle School | 0 | 0.0 | 272 | 46.7 | 310 | 53.3 |
| Memorial Middle School | 0 | 0.0 | 224 | 51.1 | 214 | 48.9 |
| Driscoll Middle School | 170 | 33.2 | 166 | 32.4 | 176 | 34.4 |
| McCraw Junior High | 0 | 0.0 | 106 | 50.5 | 104 | 49.5 |
| Odem Junior High | 78 | 39.4 | 73 | 36.9 | 47 | 23.7 |
| All Campuses | 350 | 15.8 | 917 | 41.4 | 946 | 42.7 |

Table C.3
Gender of Students Responding to the Middle School Survey

| Campus | Female | | Male | | Missing | |
|------------------------|--------|------|-------|------|---------|-----|
| | N | % | N | % | N | % |
| Falfurrias Junior High | 139 | 50.9 | 134 | 49.1 | 0 | 0.0 |
| Adams Middle School | 277 | 47.4 | 303 | 51.9 | 4 | 0.7 |
| Memorial Middle School | 213 | 48.6 | 223 | 50.9 | 2 | 0.5 |
| Driscoll Middle School | 249 | 48.5 | 261 | 50.9 | 3 | 0.6 |
| McCraw Junior High | 107 | 51.0 | 103 | 49.0 | 0 | 0.0 |
| Odem Junior High | 102 | 51.5 | 94 | 47.5 | 2 | 1.0 |
| All Campuses | 1,087 | 49.1 | 1,118 | 50.5 | 11 | 0.5 |

Table C.4
Ethnicity of Students Responding to the Middle School Survey

| Campus | African American | | Hispanic | | White | | Other | |
|------------------------|------------------|-----|----------|------|-------|------|-------|-----|
| | N | % | N | % | N | % | N | % |
| Falfurrias Junior High | 0 | 0.0 | 257 | 94.1 | 14 | 5.1 | 2 | 0.7 |
| Adams Middle School | 5 | 0.9 | 519 | 88.9 | 57 | 9.8 | 3 | 0.5 |
| Memorial Middle School | 22 | 5.0 | 342 | 78.1 | 66 | 15.1 | 8 | 1.8 |
| Driscoll Middle School | 40 | 7.8 | 442 | 86.7 | 21 | 4.1 | 7 | 1.4 |
| McCraw Junior High | 3 | 1.4 | 181 | 87.0 | 23 | 11.1 | 1 | 0.5 |
| Odem Junior High | 0 | 0.0 | 152 | 76.8 | 42 | 21.2 | 4 | 2.0 |
| All Campuses | 70 | 3.2 | 1,893 | 85.6 | 223 | 10.1 | 25 | 1.1 |

Table C.5
What Kind of Grades Do You Usually Receive?

| Reported Grades | Falfurrias Junior High | | Adams Middle School | | Memorial Middle School | | Driscoll Middle School | | McCraw Junior High | | Odem Junior High | | All Campuses | |
|-----------------|------------------------|------|---------------------|------|------------------------|------|------------------------|------|--------------------|------|------------------|------|--------------|------|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Mostly Fs | 2 | 0.7 | 8 | 1.4 | 6 | 1.4 | 1 | 0.2 | 3 | 1.4 | 0 | 0.0 | 20 | 0.9 |
| Ds and Fs | 2 | 0.7 | 22 | 3.8 | 9 | 2.1 | 4 | 0.8 | 2 | 1.0 | 8 | 4.1 | 47 | 2.1 |
| Mostly Ds | 0 | 0.0 | 2 | 0.3 | 1 | 0.2 | 2 | 0.4 | 0 | 0.0 | 1 | 0.5 | 6 | 0.3 |
| Cs and Ds | 14 | 5.1 | 59 | 10.2 | 32 | 7.4 | 38 | 7.5 | 8 | 3.8 | 18 | 9.2 | 169 | 7.7 |
| Mostly Cs | 4 | 1.5 | 17 | 2.9 | 19 | 4.4 | 18 | 3.5 | 4 | 1.9 | 7 | 3.6 | 69 | 3.1 |
| Bs and Cs | 76 | 27.9 | 169 | 29.1 | 153 | 35.5 | 220 | 43.3 | 89 | 42.6 | 62 | 31.8 | 769 | 35.0 |
| Mostly Bs | 22 | 8.1 | 45 | 7.7 | 26 | 6.0 | 29 | 5.7 | 24 | 11.5 | 11 | 5.6 | 157 | 7.1 |
| As and Bs | 120 | 44.1 | 202 | 34.8 | 130 | 30.2 | 170 | 33.5 | 70 | 33.5 | 58 | 29.7 | 750 | 34.2 |
| Mostly As | 32 | 11.8 | 57 | 9.8 | 55 | 12.8 | 26 | 5.1 | 9 | 4.3 | 30 | 15.4 | 209 | 9.5 |

Table C.6
How Much Time Do You Usually Spend on Homework at Night?

| Campus | Less than 30 Minutes | | 30 to 60 Minutes | | 1 to 2 Hours | | More than 2 Hours | |
|------------------------|----------------------|------|------------------|------|--------------|------|-------------------|-----|
| | N | % | N | % | N | % | N | % |
| Falfurrias Junior High | 143 | 54.6 | 92 | 35.1 | 21 | 8.0 | 6 | 2.3 |
| Adams Middle School | 264 | 45.8 | 256 | 44.4 | 50 | 8.7 | 7 | 1.2 |
| Memorial Middle School | 204 | 47.9 | 165 | 38.7 | 49 | 11.5 | 8 | 1.9 |
| Driscoll Middle School | 289 | 57.1 | 184 | 36.4 | 25 | 4.9 | 8 | 1.6 |
| McCraw Junior High | 70 | 34.0 | 98 | 47.6 | 27 | 13.1 | 11 | 5.3 |
| Odem Junior High | 81 | 41.3 | 84 | 42.9 | 23 | 11.7 | 8 | 4.1 |
| All Campuses | 1,051 | 48.4 | 879 | 40.5 | 195 | 9.0 | 48 | 2.2 |

Table C.7
If You Have Taken AP Spanish, Did You or Are You Planning to Take the AP Spanish Exam?

| Campus | No, I Will Not Take the Exam. | | Yes, I Plan to Take the Exam. | | Yes, I Have Taken the Exam. | |
|------------------------|-------------------------------|------|-------------------------------|------|-----------------------------|------|
| | N | % | N | % | N | % |
| Adams Middle School | 1 | 50.0 | 1 | 50.0 | 0 | 0.0 |
| Memorial Middle School | 1 | 20.0 | 3 | 60.0 | 1 | 20.0 |
| Driscoll Middle School | 6 | 50.0 | 6 | 50.0 | 0 | 0.0 |
| McCraw Junior High | 1 | 50.0 | 1 | 50.0 | 0 | 0.0 |
| Odem Junior High | 2 | 50.0 | 2 | 50.0 | 0 | 0.0 |
| All Campuses | 11 | 44.0 | 13 | 52.0 | 1 | 4.0 |

Table C.8
Which of the Following Activities Have You Participated in
During This School Year?

| Campus | No | | Yes | |
|---|-------|------|-----|------|
| | N | % | N | % |
| Tutoring for an Academic Subject | | | | |
| Falfurrias Junior High | 161 | 59.0 | 112 | 41.0 |
| Adams Middle School | 440 | 75.3 | 144 | 24.7 |
| Memorial Middle School | 273 | 62.3 | 165 | 37.7 |
| Driscoll Middle School | 333 | 64.9 | 180 | 35.1 |
| McCraw Junior High | 133 | 63.3 | 77 | 36.7 |
| Odem Junior High | 154 | 77.8 | 44 | 22.2 |
| All Campuses | 1,494 | 67.4 | 722 | 32.6 |
| Mentoring by an Adult Who is not Your Parent, Guardian, or a Teacher | | | | |
| Falfurrias Junior High | 236 | 86.4 | 37 | 13.6 |
| Adams Middle School | 525 | 89.9 | 59 | 10.1 |
| Memorial Middle School | 384 | 87.7 | 54 | 12.3 |
| Driscoll Middle School | 454 | 88.5 | 59 | 11.5 |
| McCraw Junior High | 197 | 93.8 | 13 | 6.2 |
| Odem Junior High | 176 | 88.9 | 22 | 11.1 |
| All Campuses | 1,972 | 89.0 | 244 | 11.0 |
| Attended a Class or Presentation at a College or University | | | | |
| Falfurrias Junior High | 187 | 68.5 | 86 | 31.5 |
| Adams Middle School | 538 | 92.1 | 46 | 7.9 |
| Memorial Middle School | 343 | 78.3 | 95 | 21.7 |
| Driscoll Middle School | 386 | 75.2 | 127 | 24.8 |
| McCraw Junior High | 174 | 82.9 | 36 | 17.1 |
| Odem Junior High | 154 | 77.8 | 44 | 22.2 |
| All Campuses | 1,782 | 80.4 | 434 | 19.6 |
| Counseling About Your Grades | | | | |
| Falfurrias Junior High | 244 | 89.4 | 29 | 10.6 |
| Adams Middle School | 490 | 83.9 | 94 | 16.1 |
| Memorial Middle School | 365 | 83.3 | 73 | 16.7 |
| Driscoll Middle School | 440 | 85.8 | 73 | 14.2 |
| McCraw Junior High | 188 | 89.5 | 22 | 10.5 |
| Odem Junior High | 165 | 83.3 | 33 | 16.7 |
| All Campuses | 1,892 | 85.4 | 324 | 14.6 |
| Workshop on College Preparation | | | | |
| Falfurrias Junior High | 249 | 91.2 | 24 | 8.8 |
| Adams Middle School | 550 | 94.2 | 34 | 5.8 |
| Memorial Middle School | 401 | 91.6 | 37 | 8.4 |
| Driscoll Middle School | 485 | 94.5 | 28 | 5.5 |
| McCraw Junior High | 189 | 90.0 | 21 | 10.0 |
| Odem Junior High | 150 | 75.8 | 48 | 24.2 |
| All Campuses | 2,024 | 91.3 | 192 | 8.7 |

Table continues

Table C.8 (continued)**Which of the Following Activities Have You Participated in During This School Year?**

| Campus | No | | Yes | |
|---|-------|------|-----|------|
| | N | % | N | % |
| Workshop on Study Skills | | | | |
| Falfurrias Junior High | 249 | 91.2 | 24 | 8.8 |
| Adams Middle School | 551 | 94.3 | 33 | 5.7 |
| Memorial Middle School | 417 | 95.2 | 21 | 4.8 |
| Driscoll Middle School | 464 | 90.4 | 49 | 9.6 |
| McCraw Junior High | 183 | 87.1 | 27 | 12.9 |
| Odem Junior High | 177 | 89.4 | 21 | 10.6 |
| All Campuses | 2,041 | 92.1 | 175 | 7.9 |
| Other | | | | |
| Falfurrias Junior High | 264 | 96.7 | 9 | 3.3 |
| Adams Middle School | 561 | 96.1 | 23 | 3.9 |
| Memorial Middle School | 408 | 93.2 | 30 | 6.8 |
| Driscoll Middle School | 487 | 94.9 | 26 | 5.1 |
| McCraw Junior High | 194 | 92.4 | 16 | 7.6 |
| Odem Junior High | 191 | 96.5 | 7 | 3.5 |
| All Campuses | 2,105 | 95.0 | 111 | 5.0 |
| Workshop on Careers | | | | |
| Falfurrias Junior High | 222 | 81.3 | 51 | 18.7 |
| Adams Middle School | 488 | 83.6 | 96 | 16.4 |
| Memorial Middle School | 392 | 89.5 | 46 | 10.5 |
| Driscoll Middle School | 463 | 90.3 | 50 | 9.7 |
| McCraw Junior High | 183 | 87.1 | 27 | 12.9 |
| Odem Junior High | 132 | 66.7 | 66 | 33.3 |
| All Campuses | 1,880 | 84.8 | 336 | 15.2 |
| Spent a Day with an Adult at His/Her Job | | | | |
| Falfurrias Junior High | 195 | 71.4 | 78 | 28.6 |
| Adams Middle School | 479 | 82.0 | 105 | 18.0 |
| Memorial Middle School | 348 | 79.5 | 90 | 20.5 |
| Driscoll Middle School | 395 | 77.0 | 118 | 23.0 |
| McCraw Junior High | 166 | 79.0 | 44 | 21.0 |
| Odem Junior High | 151 | 76.3 | 47 | 23.7 |
| All Campuses | 1,734 | 78.2 | 482 | 21.8 |
| Spent a Day on a College Campus with a College Student | | | | |
| Falfurrias Junior High | 172 | 63.0 | 101 | 37.0 |
| Adams Middle School | 513 | 87.8 | 71 | 12.2 |
| Memorial Middle School | 335 | 76.5 | 103 | 23.5 |
| Driscoll Middle School | 397 | 77.4 | 116 | 22.6 |
| McCraw Junior High | 171 | 81.4 | 39 | 18.6 |
| Odem Junior High | 165 | 83.3 | 33 | 16.7 |
| All Campuses | 1,753 | 79.1 | 463 | 20.9 |

Table continues

Table C.8 (continued)**Which of the Following Activities Have You Participated in During This School Year?**

| Campus | No | | Yes | |
|---|-------|------|-----|------|
| | N | % | N | % |
| Attended a Family Activity at School | | | | |
| Falfurrias Junior High | 158 | 57.9 | 115 | 42.1 |
| Adams Middle School | 450 | 77.1 | 134 | 22.9 |
| Memorial Middle School | 383 | 87.4 | 55 | 12.6 |
| Driscoll Middle School | 398 | 77.6 | 115 | 22.4 |
| McCraw Junior High | 165 | 78.6 | 45 | 21.4 |
| Odem Junior High | 145 | 73.2 | 53 | 26.8 |
| All Campuses | 1,699 | 76.7 | 517 | 23.3 |
| Attended a FACE Activity with a Parent or Guardian | | | | |
| Falfurrias Junior High | 178 | 65.2 | 95 | 34.8 |
| Adams Middle School | 492 | 84.2 | 92 | 15.8 |
| Memorial Middle School | 414 | 94.5 | 24 | 5.5 |
| Driscoll Middle School | 463 | 90.3 | 50 | 9.7 |
| McCraw Junior High | 187 | 89.0 | 23 | 11.0 |
| Odem Junior High | 135 | 68.2 | 63 | 31.8 |
| All Campuses | 1,869 | 84.3 | 347 | 15.7 |
| Attended a Texas Scholars Presentation or Activity | | | | |
| Falfurrias Junior High | 254 | 93.0 | 19 | 7.0 |
| Adams Middle School | 563 | 96.4 | 21 | 3.6 |
| Memorial Middle School | 423 | 96.6 | 15 | 3.4 |
| Driscoll Middle School | 491 | 95.7 | 22 | 4.3 |
| McCraw Junior High | 206 | 98.1 | 4 | 1.9 |
| Odem Junior High | 159 | 80.3 | 39 | 19.7 |
| All Campuses | 2,096 | 94.6 | 120 | 5.4 |

Table C.9
Which of the Following Extra-Curricular Activities Have
You Participated in During This School Year?

| Campus | No | | Yes | |
|---|-------|------|-------|------|
| | N | % | N | % |
| School Sports | | | | |
| Falfurrias Junior High | 153 | 56.0 | 120 | 44.0 |
| Adams Middle School | 246 | 42.1 | 338 | 57.9 |
| Memorial Middle School | 181 | 41.3 | 257 | 58.7 |
| Driscoll Middle School | 337 | 65.7 | 176 | 34.3 |
| McCraw Junior High | 76 | 36.2 | 134 | 63.8 |
| Odem Junior High | 85 | 42.9 | 113 | 57.1 |
| All Campuses | 1,078 | 48.6 | 1,138 | 51.4 |
| Future Teachers of America, Future Homemakers of America, Future Farmers of America, Junior Achievement, or Other Vocational Education or Professional Clubs | | | | |
| Falfurrias Junior High | 245 | 89.7 | 28 | 10.3 |
| Adams Middle School | 486 | 83.2 | 98 | 16.8 |
| Memorial Middle School | 409 | 93.4 | 29 | 6.6 |
| Driscoll Middle School | 464 | 90.4 | 49 | 9.6 |
| McCraw Junior High | 191 | 91.0 | 19 | 9.0 |
| Odem Junior High | 167 | 84.3 | 31 | 15.7 |
| All Campuses | 1,962 | 88.5 | 254 | 11.5 |
| School Drama Club, School Play, Musical, Dance Group, etc. | | | | |
| Falfurrias Junior High | 224 | 82.1 | 49 | 17.9 |
| Adams Middle School | 524 | 89.7 | 60 | 10.3 |
| Memorial Middle School | 360 | 82.2 | 78 | 17.8 |
| Driscoll Middle School | 346 | 67.4 | 167 | 32.6 |
| McCraw Junior High | 161 | 76.7 | 49 | 23.3 |
| Odem Junior High | 127 | 64.1 | 71 | 35.9 |
| All Campuses | 1,742 | 78.6 | 474 | 21.4 |
| Student Government - Student Council, Student Body President, Vice President, Secretary, etc. | | | | |
| Falfurrias Junior High | 206 | 75.5 | 67 | 24.5 |
| Adams Middle School | 546 | 93.5 | 38 | 6.5 |
| Memorial Middle School | 398 | 90.9 | 40 | 9.1 |
| Driscoll Middle School | 466 | 90.8 | 47 | 9.2 |
| McCraw Junior High | 187 | 89.0 | 23 | 11.0 |
| Odem Junior High | 147 | 74.2 | 51 | 25.8 |
| All Campuses | 1,950 | 88.0 | 266 | 12.0 |

Table continues

Table C.9 (continued)**Which of the Following Extra-Curricular Activities Have You Participated in During This School Year?**

| Campus | No | | Yes | |
|---|-------|------|-----|------|
| | N | % | N | % |
| Other | | | | |
| Falfurrias Junior High | 265 | 97.1 | 8 | 2.9 |
| Adams Middle School | 567 | 97.1 | 17 | 2.9 |
| Memorial Middle School | 419 | 95.7 | 19 | 4.3 |
| Driscoll Middle School | 495 | 96.5 | 18 | 3.5 |
| McCraw Junior High | 200 | 95.2 | 10 | 4.8 |
| Odem Junior High | 186 | 93.9 | 12 | 6.1 |
| All Campuses | 2,132 | 96.2 | 84 | 3.8 |
| Cheerleading, Drill Team, Pep Club | | | | |
| Falfurrias Junior High | 232 | 85.0 | 41 | 15.0 |
| Adams Middle School | 562 | 96.2 | 22 | 3.8 |
| Memorial Middle School | 415 | 94.7 | 23 | 5.3 |
| Driscoll Middle School | 460 | 89.7 | 53 | 10.3 |
| McCraw Junior High | 176 | 83.8 | 34 | 16.2 |
| Odem Junior High | 164 | 82.8 | 34 | 17.2 |
| All Campuses | 2,009 | 90.7 | 207 | 9.3 |
| School Yearbook or Newspaper, Other School Magazine | | | | |
| Falfurrias Junior High | 262 | 96.0 | 11 | 4.0 |
| Adams Middle School | 549 | 94.0 | 35 | 6.0 |
| Memorial Middle School | 417 | 95.2 | 21 | 4.8 |
| Driscoll Middle School | 458 | 89.3 | 55 | 10.7 |
| McCraw Junior High | 191 | 91.0 | 19 | 9.0 |
| Odem Junior High | 181 | 91.4 | 17 | 8.6 |
| All Campuses | 2,058 | 92.9 | 158 | 7.1 |
| School Academic Clubs, such as Art, Computer Science, Math, Science, Debate, Foreign Languages, etc. | | | | |
| Falfurrias Junior High | 217 | 79.5 | 56 | 20.5 |
| Adams Middle School | 446 | 76.4 | 138 | 23.6 |
| Memorial Middle School | 348 | 79.5 | 90 | 20.5 |
| Driscoll Middle School | 414 | 80.7 | 99 | 19.3 |
| McCraw Junior High | 168 | 80.0 | 42 | 20.0 |
| Odem Junior High | 159 | 80.3 | 39 | 19.7 |
| All Campuses | 1,752 | 79.1 | 464 | 20.9 |
| School Hobby Clubs, such as Photography, Chess, etc. | | | | |
| Falfurrias Junior High | 264 | 96.7 | 9 | 3.3 |
| Adams Middle School | 555 | 95.0 | 29 | 5.0 |
| Memorial Middle School | 409 | 93.4 | 29 | 6.6 |
| Driscoll Middle School | 487 | 94.9 | 26 | 5.1 |
| McCraw Junior High | 183 | 87.1 | 27 | 12.9 |
| Odem Junior High | 189 | 95.5 | 9 | 4.5 |
| All Campuses | 2,087 | 94.2 | 129 | 5.8 |

Table continues

Table C.9 (continued)**Which of the Following Extra-Curricular Activities Have You Participated in During This School Year?**

| Campus | No | | Yes | |
|---|-------|------|-----|------|
| | N | % | N | % |
| School Band, Orchestra, Choir, or Other Musical Activity | | | | |
| Falfurrias Junior High | 153 | 56.0 | 120 | 44.0 |
| Adams Middle School | 371 | 63.5 | 213 | 36.5 |
| Memorial Middle School | 249 | 56.8 | 189 | 43.2 |
| Driscoll Middle School | 364 | 71.0 | 149 | 29.0 |
| McCraw Junior High | 148 | 70.5 | 62 | 29.5 |
| Odem Junior High | 83 | 41.9 | 115 | 58.1 |
| All Campuses | 1,368 | 61.7 | 848 | 38.3 |
| Community Service or Volunteer Activities | | | | |
| Falfurrias Junior High | 223 | 81.7 | 50 | 18.3 |
| Adams Middle School | 512 | 87.7 | 72 | 12.3 |
| Memorial Middle School | 376 | 85.8 | 62 | 14.2 |
| Driscoll Middle School | 430 | 83.8 | 83 | 16.2 |
| McCraw Junior High | 177 | 84.3 | 33 | 15.7 |
| Odem Junior High | 149 | 75.3 | 49 | 24.7 |
| All Campuses | 1,867 | 84.3 | 349 | 15.7 |

Table C.10
How Familiar You Are with Each Type of College and University?

| Campus | Not Familiar | | Somewhat Familiar | | Very Familiar | |
|---|--------------|------|-------------------|------|---------------|------|
| | N | % | N | % | N | % |
| Community or Junior Colleges | | | | | | |
| Falfurrias Junior High | 114 | 44.9 | 105 | 41.3 | 35 | 13.8 |
| Adams Middle School | 213 | 39.2 | 253 | 46.6 | 77 | 14.2 |
| Memorial Middle School | 163 | 40.2 | 183 | 45.2 | 59 | 14.6 |
| Driscoll Middle School | 196 | 43.2 | 197 | 43.4 | 61 | 13.4 |
| McCraw Junior High | 79 | 41.8 | 87 | 46.0 | 23 | 12.2 |
| Odem Junior High | 50 | 27.6 | 91 | 50.3 | 40 | 22.1 |
| All Campuses | 815 | 40.2 | 916 | 45.2 | 295 | 14.6 |
| Four-Year Colleges or Universities | | | | | | |
| Falfurrias Junior High | 54 | 21.2 | 82 | 32.2 | 119 | 46.7 |
| Adams Middle School | 111 | 19.9 | 188 | 33.7 | 259 | 46.4 |
| Memorial Middle School | 75 | 18.4 | 152 | 37.3 | 180 | 44.2 |
| Driscoll Middle School | 130 | 28.1 | 173 | 37.4 | 159 | 34.4 |
| McCraw Junior High | 40 | 20.7 | 80 | 41.5 | 73 | 37.8 |
| Odem Junior High | 24 | 13.0 | 58 | 31.5 | 102 | 55.4 |
| All Campuses | 434 | 21.1 | 733 | 35.6 | 892 | 43.3 |
| Vocational or Technical Schools | | | | | | |
| Falfurrias Junior High | 159 | 63.6 | 65 | 26.0 | 26 | 10.4 |
| Adams Middle School | 354 | 66.0 | 147 | 27.4 | 35 | 6.5 |
| Memorial Middle School | 264 | 65.7 | 104 | 25.9 | 34 | 8.5 |
| Driscoll Middle School | 273 | 61.3 | 121 | 27.2 | 51 | 11.5 |
| McCraw Junior High | 112 | 60.5 | 61 | 33.0 | 12 | 6.5 |
| Odem Junior High | 95 | 52.8 | 62 | 34.4 | 23 | 12.8 |
| All Campuses | 1,257 | 62.9 | 560 | 28.0 | 181 | 9.1 |

Table C.11
In Which of the Following Ways Have You Learned about
Colleges and Universities?

| Campus | No | | Yes | |
|--|-------|------|-------|------|
| | N | % | N | % |
| Visited a College or University | | | | |
| Falfurrias Junior High | 96 | 35.2 | 177 | 64.8 |
| Adams Middle School | 309 | 52.9 | 275 | 47.1 |
| Memorial Middle School | 161 | 36.8 | 277 | 63.2 |
| Driscoll Middle School | 229 | 44.6 | 284 | 55.4 |
| McCraw Junior High | 83 | 39.5 | 127 | 60.5 |
| Odem Junior High | 121 | 61.1 | 77 | 38.9 |
| All Campuses | 999 | 45.1 | 1,217 | 54.9 |
| Discussed College Opportunities with a School Counselor | | | | |
| Falfurrias Junior High | 228 | 83.5 | 45 | 16.5 |
| Adams Middle School | 486 | 83.2 | 98 | 16.8 |
| Memorial Middle School | 344 | 78.5 | 94 | 21.5 |
| Driscoll Middle School | 370 | 72.1 | 143 | 27.9 |
| McCraw Junior High | 147 | 70.0 | 63 | 30.0 |
| Odem Junior High | 111 | 56.1 | 87 | 43.9 |
| All Campuses | 1,686 | 76.1 | 530 | 23.9 |
| Discussed College Opportunities with Your Teacher | | | | |
| Falfurrias Junior High | 160 | 58.6 | 113 | 41.4 |
| Adams Middle School | 441 | 75.5 | 143 | 24.5 |
| Memorial Middle School | 241 | 55.0 | 197 | 45.0 |
| Driscoll Middle School | 348 | 67.8 | 165 | 32.2 |
| McCraw Junior High | 106 | 50.5 | 104 | 49.5 |
| Odem Junior High | 129 | 65.2 | 69 | 34.8 |
| All Campuses | 1,425 | 64.3 | 791 | 35.7 |
| Discussed College Opportunities with Your Parent(s) or a Guardian | | | | |
| Falfurrias Junior High | 92 | 33.7 | 181 | 66.3 |
| Adams Middle School | 203 | 34.8 | 381 | 65.2 |
| Memorial Middle School | 180 | 41.1 | 258 | 58.9 |
| Driscoll Middle School | 254 | 49.5 | 259 | 50.5 |
| McCraw Junior High | 94 | 44.8 | 116 | 55.2 |
| Odem Junior High | 88 | 44.4 | 110 | 55.6 |
| All Campuses | 911 | 41.1 | 1,305 | 58.9 |
| Other | | | | |
| Falfurrias Junior High | 267 | 97.8 | 6 | 2.2 |
| Adams Middle School | 565 | 96.7 | 19 | 3.3 |
| Memorial Middle School | 412 | 94.1 | 26 | 5.9 |
| Driscoll Middle School | 493 | 96.1 | 20 | 3.9 |
| McCraw Junior High | 203 | 96.7 | 7 | 3.3 |
| Odem Junior High | 186 | 93.9 | 12 | 6.1 |
| All Campuses | 2,126 | 95.9 | 90 | 4.1 |

Table continues

Table C.11 (continued)**In Which of the Following Ways Have You Learned about Colleges and Universities?**

| Campus | No | | Yes | |
|---|-------|------|-----|------|
| | N | % | N | % |
| Discussed College Opportunities with a Brother or Sister | | | | |
| Falfurrias Junior High | 179 | 65.6 | 94 | 34.4 |
| Adams Middle School | 410 | 70.2 | 174 | 29.8 |
| Memorial Middle School | 333 | 76.0 | 105 | 24.0 |
| Driscoll Middle School | 384 | 74.9 | 129 | 25.1 |
| McCraw Junior High | 149 | 71.0 | 61 | 29.0 |
| Odem Junior High | 144 | 72.7 | 54 | 27.3 |
| All Campuses | 1,599 | 72.2 | 617 | 27.8 |
| Discussed College Opportunities with Another Family Member | | | | |
| Falfurrias Junior High | 144 | 52.7 | 129 | 47.3 |
| Adams Middle School | 334 | 57.2 | 250 | 42.8 |
| Memorial Middle School | 263 | 60.0 | 175 | 40.0 |
| Driscoll Middle School | 320 | 62.4 | 193 | 37.6 |
| McCraw Junior High | 133 | 63.3 | 77 | 36.7 |
| Odem Junior High | 122 | 61.6 | 76 | 38.4 |
| All Campuses | 1,316 | 59.4 | 900 | 40.6 |
| Used the Internet to Learn about Colleges and Universities | | | | |
| Falfurrias Junior High | 173 | 63.4 | 100 | 36.6 |
| Adams Middle School | 400 | 68.5 | 184 | 31.5 |
| Memorial Middle School | 276 | 63.0 | 162 | 37.0 |
| Driscoll Middle School | 391 | 76.2 | 122 | 23.8 |
| McCraw Junior High | 137 | 65.2 | 73 | 34.8 |
| Odem Junior High | 70 | 35.4 | 128 | 64.6 |
| All Campuses | 1,447 | 65.3 | 769 | 34.7 |
| Looked at a Guide to Colleges and Universities | | | | |
| Falfurrias Junior High | 211 | 77.3 | 62 | 22.7 |
| Adams Middle School | 469 | 80.3 | 115 | 19.7 |
| Memorial Middle School | 318 | 72.6 | 120 | 27.4 |
| Driscoll Middle School | 430 | 83.8 | 83 | 16.2 |
| McCraw Junior High | 157 | 74.8 | 53 | 25.2 |
| Odem Junior High | 127 | 64.1 | 71 | 35.9 |
| All Campuses | 1,712 | 77.3 | 504 | 22.7 |

Table C.12
Has Anyone Talked to You about College Entrance Requirements?

| Campus | No | | Yes | |
|--------------------------------------|-------|------|-------|------|
| | N | % | N | % |
| A GEAR UP/STAR Representative | | | | |
| Falfurrias Junior High | 191 | 70.0 | 82 | 30.0 |
| Adams Middle School | 535 | 91.6 | 49 | 8.4 |
| Memorial Middle School | 355 | 81.1 | 83 | 18.9 |
| Driscoll Middle School | 444 | 86.5 | 69 | 13.5 |
| McCraw Junior High | 197 | 93.8 | 13 | 6.2 |
| Odem Junior High | 154 | 77.8 | 44 | 22.2 |
| All Campuses | 1,876 | 84.7 | 340 | 15.3 |
| My Parent(s) or Guardian | | | | |
| Falfurrias Junior High | 100 | 36.6 | 173 | 63.4 |
| Adams Middle School | 202 | 34.6 | 382 | 65.4 |
| Memorial Middle School | 187 | 42.7 | 251 | 57.3 |
| Driscoll Middle School | 241 | 47.0 | 272 | 53.0 |
| McCraw Junior High | 85 | 40.5 | 125 | 59.5 |
| Odem Junior High | 78 | 39.4 | 120 | 60.6 |
| All Campuses | 893 | 40.3 | 1,323 | 59.7 |
| My School Counselor | | | | |
| Falfurrias Junior High | 221 | 81.0 | 52 | 19.0 |
| Adams Middle School | 470 | 80.5 | 114 | 19.5 |
| Memorial Middle School | 370 | 84.5 | 68 | 15.5 |
| Driscoll Middle School | 383 | 74.7 | 130 | 25.3 |
| McCraw Junior High | 152 | 72.4 | 58 | 27.6 |
| Odem Junior High | 107 | 54.0 | 91 | 46.0 |
| All Campuses | 1,703 | 76.9 | 513 | 23.1 |
| My Teachers | | | | |
| Falfurrias Junior High | 153 | 56.0 | 120 | 44.0 |
| Adams Middle School | 399 | 68.3 | 185 | 31.7 |
| Memorial Middle School | 243 | 55.5 | 195 | 44.5 |
| Driscoll Middle School | 310 | 60.4 | 203 | 39.6 |
| McCraw Junior High | 102 | 48.6 | 108 | 51.4 |
| Odem Junior High | 112 | 56.6 | 86 | 43.4 |
| All Campuses | 1,319 | 59.5 | 897 | 40.5 |
| Other | | | | |
| Falfurrias Junior High | 266 | 97.4 | 7 | 2.6 |
| Adams Middle School | 565 | 96.7 | 19 | 3.3 |
| Memorial Middle School | 418 | 95.4 | 20 | 4.6 |
| Driscoll Middle School | 491 | 95.7 | 22 | 4.3 |
| McCraw Junior High | 204 | 97.1 | 6 | 2.9 |
| Odem Junior High | 188 | 94.9 | 10 | 5.1 |
| All Campuses | 2,132 | 96.2 | 84 | 3.8 |

Table continues

Table C.12 (continued)**Has Anyone Talked to You about College Entrance Requirements?**

| Campus | No | | Yes | |
|--|-------|------|-----|------|
| | N | % | N | % |
| My Principal or Assistant Principal | | | | |
| Falfurrias Junior High | 229 | 83.9 | 44 | 16.1 |
| Adams Middle School | 545 | 93.3 | 39 | 6.7 |
| Memorial Middle School | 395 | 90.2 | 43 | 9.8 |
| Driscoll Middle School | 400 | 78.0 | 113 | 22.0 |
| McCraw Junior High | 180 | 85.7 | 30 | 14.3 |
| Odem Junior High | 155 | 78.3 | 43 | 21.7 |
| All Campuses | 1,904 | 85.9 | 312 | 14.1 |
| My Brother or Sister | | | | |
| Falfurrias Junior High | 190 | 69.6 | 83 | 30.4 |
| Adams Middle School | 411 | 70.4 | 173 | 29.6 |
| Memorial Middle School | 322 | 73.5 | 116 | 26.5 |
| Driscoll Middle School | 380 | 74.1 | 133 | 25.9 |
| McCraw Junior High | 144 | 68.6 | 66 | 31.4 |
| Odem Junior High | 139 | 70.2 | 59 | 29.8 |
| All Campuses | 1,586 | 71.6 | 630 | 28.4 |
| Another Family Member | | | | |
| Falfurrias Junior High | 142 | 52.0 | 131 | 48.0 |
| Adams Middle School | 337 | 57.7 | 247 | 42.3 |
| Memorial Middle School | 270 | 61.6 | 168 | 38.4 |
| Driscoll Middle School | 309 | 60.2 | 204 | 39.8 |
| McCraw Junior High | 137 | 65.2 | 73 | 34.8 |
| Odem Junior High | 111 | 56.1 | 87 | 43.9 |
| All Campuses | 1,306 | 58.9 | 910 | 41.1 |
| No One | | | | |
| Falfurrias Junior High | 236 | 86.4 | 37 | 13.6 |
| Adams Middle School | 491 | 84.1 | 93 | 15.9 |
| Memorial Middle School | 358 | 81.7 | 80 | 18.3 |
| Driscoll Middle School | 410 | 79.9 | 103 | 20.1 |
| McCraw Junior High | 175 | 83.3 | 35 | 16.7 |
| Odem Junior High | 174 | 87.9 | 24 | 12.1 |
| All Campuses | 1,844 | 83.2 | 372 | 16.8 |

Table C.13**Has Anyone Talked to You about Classes You Need to Take
so You Can Attend College?**

| Campus | No | | Yes | |
|------------------------|-----|------|-------|------|
| | N | % | N | % |
| Falfurrias Junior High | 120 | 46.7 | 137 | 53.3 |
| Adams Middle School | 160 | 28.2 | 407 | 71.8 |
| Memorial Middle School | 145 | 35.9 | 259 | 64.1 |
| Driscoll Middle School | 218 | 45.7 | 259 | 54.3 |
| McCraw Junior High | 56 | 29.2 | 136 | 70.8 |
| Odem Junior High | 71 | 37.4 | 119 | 62.6 |
| All Campuses | 770 | 36.9 | 1,317 | 63.1 |

Table C.14**Has Anyone Talked to You about Financial Aid Opportunities That Will Help Pay College or University Tuition Expenses?**

| Campus | No | | Yes | |
|--------------------------------------|-------|------|-------|------|
| | N | % | N | % |
| A GEAR UP/STAR Representative | | | | |
| Falfurrias Junior High | 204 | 74.7 | 69 | 25.3 |
| Adams Middle School | 551 | 94.3 | 33 | 5.7 |
| Memorial Middle School | 377 | 86.1 | 61 | 13.9 |
| Driscoll Middle School | 462 | 90.1 | 51 | 9.9 |
| McCraw Junior High | 203 | 96.7 | 7 | 3.3 |
| Odem Junior High | 158 | 79.8 | 40 | 20.2 |
| All Campuses | 1,955 | 88.2 | 261 | 11.8 |
| My Parent(s) or Guardian | | | | |
| Falfurrias Junior High | 125 | 45.8 | 148 | 54.2 |
| Adams Middle School | 309 | 52.9 | 275 | 47.1 |
| Memorial Middle School | 244 | 55.7 | 194 | 44.3 |
| Driscoll Middle School | 297 | 57.9 | 216 | 42.1 |
| McCraw Junior High | 113 | 53.8 | 97 | 46.2 |
| Odem Junior High | 109 | 55.1 | 89 | 44.9 |
| All Campuses | 1,197 | 54.0 | 1,019 | 46.0 |
| My School Counselor | | | | |
| Falfurrias Junior High | 236 | 86.4 | 37 | 13.6 |
| Adams Middle School | 528 | 90.4 | 56 | 9.6 |
| Memorial Middle School | 396 | 90.4 | 42 | 9.6 |
| Driscoll Middle School | 412 | 80.3 | 101 | 19.7 |
| McCraw Junior High | 173 | 82.4 | 37 | 17.6 |
| Odem Junior High | 129 | 65.2 | 69 | 34.8 |
| All Campuses | 1,874 | 84.6 | 342 | 15.4 |
| My Teacher(s) | | | | |
| Falfurrias Junior High | 179 | 65.6 | 94 | 34.4 |
| Adams Middle School | 495 | 84.8 | 89 | 15.2 |
| Memorial Middle School | 337 | 76.9 | 101 | 23.1 |
| Driscoll Middle School | 375 | 73.1 | 138 | 26.9 |
| McCraw Junior High | 139 | 66.2 | 71 | 33.8 |
| Odem Junior High | 147 | 74.2 | 51 | 25.8 |
| All Campuses | 1,672 | 75.5 | 544 | 24.5 |
| Other | | | | |
| Falfurrias Junior High | 263 | 96.3 | 10 | 3.7 |
| Adams Middle School | 565 | 96.7 | 19 | 3.3 |
| Memorial Middle School | 420 | 95.9 | 18 | 4.1 |
| Driscoll Middle School | 489 | 95.3 | 24 | 4.7 |
| McCraw Junior High | 206 | 98.1 | 4 | 1.9 |
| Odem Junior High | 191 | 96.5 | 7 | 3.5 |
| All Campuses | 2,134 | 96.3 | 82 | 3.7 |

Table continues

Table C.14 (continued)**Has Anyone Talked to You about Financial Aid Opportunities That Will Help Pay College or University Tuition Expenses?**

| Campus | No | | Yes | |
|--|-------|------|-----|------|
| | N | % | N | % |
| My Principal or Assistant Principal | | | | |
| Falfurrias Junior High | 245 | 89.7 | 28 | 10.3 |
| Adams Middle School | 568 | 97.3 | 16 | 2.7 |
| Memorial Middle School | 417 | 95.2 | 21 | 4.8 |
| Driscoll Middle School | 441 | 86.0 | 72 | 14.0 |
| McCraw Junior High | 192 | 91.4 | 18 | 8.6 |
| Odem Junior High | 167 | 84.3 | 31 | 15.7 |
| All Campuses | 2,030 | 91.6 | 186 | 8.4 |
| My Brother or Sister | | | | |
| Falfurrias Junior High | 208 | 76.2 | 65 | 23.8 |
| Adams Middle School | 498 | 85.3 | 86 | 14.7 |
| Memorial Middle School | 368 | 84.0 | 70 | 16.0 |
| Driscoll Middle School | 422 | 82.3 | 91 | 17.7 |
| McCraw Junior High | 160 | 76.2 | 50 | 23.8 |
| Odem Junior High | 156 | 78.8 | 42 | 21.2 |
| All Campuses | 1,812 | 81.8 | 404 | 18.2 |
| Another Family Member | | | | |
| Falfurrias Junior High | 178 | 65.2 | 95 | 34.8 |
| Adams Middle School | 427 | 73.1 | 157 | 26.9 |
| Memorial Middle School | 329 | 75.1 | 109 | 24.9 |
| Driscoll Middle School | 381 | 74.3 | 132 | 25.7 |
| McCraw Junior High | 158 | 75.2 | 52 | 24.8 |
| Odem Junior High | 148 | 74.7 | 50 | 25.3 |
| All Campuses | 1,621 | 73.1 | 595 | 26.9 |
| No One | | | | |
| Falfurrias Junior High | 212 | 77.7 | 61 | 22.3 |
| Adams Middle School | 404 | 69.2 | 180 | 30.8 |
| Memorial Middle School | 305 | 69.6 | 133 | 30.4 |
| Driscoll Middle School | 369 | 71.9 | 144 | 28.1 |
| McCraw Junior High | 152 | 72.4 | 58 | 27.6 |
| Odem Junior High | 146 | 73.7 | 52 | 26.3 |
| All Campuses | 1,588 | 71.7 | 628 | 28.3 |

Table C.15

Do You Think That You Could Afford to Attend Each of the Following Using Financial Aid, Scholarships, and Your Family's Resources?

| Campus | Definitely Not | | Probably Not | | Not Sure | | Probably | | Definitely | |
|--|----------------|------|--------------|------|----------|------|----------|------|------------|------|
| | N | % | N | % | N | % | N | % | N | % |
| A Four-Year College or University | | | | | | | | | | |
| Falfurrias Junior High | 5 | 2.0 | 13 | 5.1 | 58 | 22.7 | 98 | 38.3 | 82 | 32.0 |
| Adams Middle School | 18 | 3.3 | 28 | 5.1 | 119 | 21.8 | 225 | 41.1 | 157 | 28.7 |
| Memorial Middle School | 16 | 3.9 | 14 | 3.4 | 99 | 24.3 | 167 | 40.9 | 112 | 27.5 |
| Driscoll Middle School | 31 | 6.5 | 29 | 6.1 | 147 | 30.9 | 170 | 35.7 | 99 | 20.8 |
| McCraw Junior High | 6 | 3.1 | 14 | 7.2 | 57 | 29.2 | 67 | 34.4 | 51 | 26.2 |
| Odem Junior High | 6 | 3.1 | 9 | 4.7 | 44 | 23.0 | 80 | 41.9 | 52 | 27.2 |
| All Campuses | 82 | 4.0 | 107 | 5.2 | 524 | 25.3 | 807 | 38.9 | 553 | 26.7 |
| A Community or Junior College | | | | | | | | | | |
| Falfurrias Junior High | 6 | 2.4 | 19 | 7.5 | 60 | 23.8 | 77 | 30.6 | 90 | 35.7 |
| Adams Middle School | 24 | 4.6 | 35 | 6.7 | 117 | 22.2 | 185 | 35.2 | 165 | 31.4 |
| Memorial Middle School | 20 | 5.0 | 21 | 5.3 | 114 | 28.7 | 139 | 35.0 | 103 | 25.9 |
| Driscoll Middle School | 32 | 6.9 | 29 | 6.2 | 147 | 31.5 | 184 | 39.5 | 74 | 15.9 |
| McCraw Junior High | 8 | 4.3 | 8 | 4.3 | 58 | 30.9 | 60 | 31.9 | 54 | 28.7 |
| Odem Junior High | 11 | 5.8 | 10 | 5.3 | 65 | 34.4 | 66 | 34.9 | 37 | 19.6 |
| All Campuses | 101 | 5.0 | 122 | 6.0 | 561 | 27.8 | 711 | 35.2 | 523 | 25.9 |
| A Vocational or Technical School | | | | | | | | | | |
| Falfurrias Junior High | 29 | 11.7 | 28 | 11.3 | 74 | 30.0 | 63 | 25.5 | 53 | 21.5 |
| Adams Middle School | 51 | 9.9 | 52 | 10.1 | 194 | 37.5 | 126 | 24.4 | 94 | 18.2 |
| Memorial Middle School | 27 | 6.8 | 36 | 9.1 | 147 | 37.0 | 111 | 28.0 | 76 | 19.1 |
| Driscoll Middle School | 63 | 13.7 | 51 | 11.1 | 193 | 42.0 | 98 | 21.4 | 54 | 11.8 |
| McCraw Junior High | 11 | 5.9 | 12 | 6.4 | 81 | 43.3 | 55 | 29.4 | 28 | 15.0 |
| Odem Junior High | 16 | 8.5 | 18 | 9.6 | 78 | 41.5 | 42 | 22.3 | 34 | 18.1 |
| All Campuses | 197 | 9.9 | 197 | 9.9 | 767 | 38.4 | 495 | 24.8 | 339 | 17.0 |

Table C.16
What is the Highest Level of Education That You Plan to Earn?

| | Less Than High School | | High School | | High School Plus Vocational School | | Some College but Less Than a Four-Year Degree | | Associate's Degree | | Bachelor's Degree | | Graduate or Professional Degree | | Don't Know | |
|------------------------|-----------------------|-----|-------------|-----|------------------------------------|-----|---|-----|--------------------|-----|-------------------|------|---------------------------------|------|------------|------|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Reported Grades | 1 | 0.4 | 14 | 6.0 | 9 | 3.8 | 9 | 3.8 | 13 | 5.5 | 65 | 27.7 | 79 | 33.6 | 45 | 19.1 |
| Falfurrias Junior High | 3 | 0.6 | 36 | 7.1 | 5 | 1.0 | 24 | 4.8 | 24 | 4.8 | 119 | 23.6 | 183 | 36.3 | 110 | 21.8 |
| Adams Middle School | 6 | 1.6 | 15 | 4.1 | 9 | 2.4 | 11 | 3.0 | 17 | 4.6 | 97 | 26.2 | 116 | 31.4 | 99 | 26.8 |
| Memorial Middle School | 6 | 1.4 | 32 | 7.6 | 9 | 2.1 | 18 | 4.3 | 22 | 5.2 | 62 | 14.8 | 138 | 32.9 | 133 | 31.7 |
| Driscoll Middle School | 3 | 1.6 | 7 | 3.8 | 2 | 1.1 | 9 | 4.9 | 9 | 4.9 | 41 | 22.3 | 58 | 31.5 | 55 | 29.9 |
| McCraw Junior High | 3 | 1.8 | 8 | 4.8 | 2 | 1.2 | 7 | 4.2 | 4 | 2.4 | 36 | 21.6 | 58 | 34.7 | 49 | 29.3 |
| Odem Junior High | 22 | 1.2 | 112 | 6.0 | 36 | 1.9 | 78 | 4.1 | 89 | 4.7 | 420 | 22.3 | 632 | 33.6 | 491 | 26.1 |
| All Campuses | | | | | | | | | | | | | | | | |

APPENDIX D

Results from the Survey of High School Students

Appendix D

Spring 2007 STAR High School Student Survey Tables

Table D.1
Number of High School Student Respondents by School

| District/School | Number Sent | Number Received | Response Rate |
|---------------------------|--------------|-----------------|---------------|
| Alice ISD | | | |
| Alice High School | 1,564 | 1,151 | 74% |
| Brooks County ISD | | | |
| Falfurrias High School | 535 | 360 | 67% |
| Corpus Christi ISD | | | |
| Miller High School | 1,124 | 482 | 43% |
| Kingsville ISD | | | |
| H. M. King High School I | 1,160 | 876 | 76% |
| Mathis ISD | | | |
| Mathis High School | 583 | 360 | 62% |
| Odem-Edroy ISD | | | |
| Odem High School | 346 | 291 | 84% |
| Total | 5,312 | 3,520 | 66% |

Table D.2
Grade Levels of Students Responding to the High School Survey

| Campus | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|------------------------|---------|------|----------|------|----------|------|----------|------|
| | N | % | N | % | N | % | N | % |
| Falfurrias High School | 124 | 34.4 | 84 | 23.3 | 68 | 18.9 | 84 | 23.3 |
| Alice High School | 352 | 30.6 | 261 | 22.7 | 283 | 24.6 | 254 | 22.1 |
| H. M. King High School | 337 | 38.6 | 211 | 24.2 | 210 | 24.1 | 115 | 13.2 |
| Miller High School | 162 | 33.6 | 31 | 6.4 | 145 | 30.1 | 144 | 29.9 |
| Mathis High School | 117 | 32.6 | 101 | 28.1 | 67 | 18.7 | 74 | 20.6 |
| Odem High School | 88 | 30.3 | 74 | 25.5 | 71 | 24.5 | 57 | 19.7 |
| All Campuses | 1,180 | 33.6 | 762 | 21.7 | 844 | 24.0 | 728 | 20.7 |

Table D.3
Gender of Students Responding to the High School Survey

| Campus | Female | | Male | | Missing | |
|------------------------|--------|------|-------|------|---------|-----|
| | N | % | N | % | N | % |
| Falfurrias High School | 178 | 49.4 | 179 | 49.7 | 3 | 0.8 |
| Alice High School | 603 | 52.4 | 544 | 47.3 | 4 | 0.3 |
| H. M. King High School | 448 | 51.1 | 428 | 48.9 | 0 | 0.0 |
| Miller High School | 247 | 51.2 | 232 | 48.1 | 3 | 0.6 |
| Mathis High School | 199 | 55.3 | 159 | 44.2 | 2 | 0.6 |
| Odem High School | 140 | 48.1 | 151 | 51.9 | 0 | 0.0 |
| All Campuses | 1,815 | 51.6 | 1,693 | 48.1 | 12 | 0.3 |

Table D.4
Ethnicity of Students Responding to the High School Survey

| Campus | African American | | Hispanic | | White | | Other | |
|------------------------|------------------|-----|----------|------|-------|------|-------|-----|
| | N | % | N | % | N | % | N | % |
| Falfurrias High School | 0 | 0.0 | 343 | 95.3 | 16 | 4.4 | 1 | 0.3 |
| Alice High School | 8 | 0.7 | 999 | 86.9 | 129 | 11.2 | 13 | 1.1 |
| H. M. King High School | 43 | 4.9 | 661 | 75.5 | 152 | 17.4 | 19 | 2.2 |
| Miller High School | 43 | 9.0 | 412 | 85.8 | 23 | 4.8 | 2 | 0.4 |
| Mathis High School | 3 | 0.8 | 312 | 86.9 | 43 | 12.0 | 1 | 0.3 |
| Odem High School | 0 | 0.0 | 232 | 79.7 | 57 | 19.6 | 2 | 0.7 |
| All Campuses | 97 | 2.8 | 2,959 | 84.2 | 420 | 12.0 | 38 | 1.1 |

Table D.5
What Is Your Current Grade Point Average (GPA)?

| Campus | Female | |
|------------------------|--------|------|
| | N | Mean |
| Falfurrias High School | 8 | 3.7 |
| Alice High School | 384 | 3.6 |
| H. M. King High School | 493 | 3.1 |
| Miller High School | 125 | 3.3 |
| Mathis High School | 168 | 3.0 |
| Odem High School | 234 | 3.0 |
| All Campuses | 1,412 | 3.2 |

Table D.6
How Much Time Do You Usually Spend on Homework at Night?

| Campus | Less than 30 Minutes | | 30 to 60 Minutes | | 1 to 2 Hours | | More than 2 Hours | |
|------------------------|----------------------|------|------------------|------|--------------|------|-------------------|-----|
| | N | % | N | % | N | % | N | % |
| Falfurrias High School | 151 | 44.9 | 141 | 42.0 | 40 | 11.9 | 4 | 1.2 |
| Alice High School | 457 | 43.5 | 402 | 38.2 | 152 | 14.5 | 40 | 3.8 |
| H. M. King High School | 282 | 35.6 | 340 | 42.9 | 131 | 16.5 | 40 | 5.0 |
| Miller High School | 208 | 49.9 | 135 | 32.4 | 53 | 12.7 | 21 | 5.0 |
| Mathis High School | 163 | 50.2 | 119 | 36.6 | 36 | 11.1 | 7 | 2.2 |
| Odem High School | 114 | 44.2 | 113 | 43.8 | 27 | 10.5 | 4 | 1.6 |
| All Campuses | 1,375 | 43.2 | 1,250 | 39.3 | 439 | 13.8 | 116 | 3.6 |

Table D.7
In Which of the Following Graduation Plans Are You Currently Enrolled?

| Campus | Minimum Graduation Plan | | Recommended Graduation Plan | | Distinguished Achievement Program | | Don't Know | |
|------------------------|-------------------------|------|-----------------------------|------|-----------------------------------|------|------------|------|
| | N | % | N | % | N | % | N | % |
| Falfurrias High School | 43 | 12.3 | 184 | 52.7 | 92 | 26.4 | 30 | 8.6 |
| Alice High School | 63 | 5.7 | 539 | 49.0 | 165 | 15.0 | 334 | 30.3 |
| H. M. King High School | 27 | 3.2 | 376 | 44.4 | 206 | 24.3 | 238 | 28.1 |
| Miller High School | 31 | 6.9 | 151 | 33.5 | 55 | 12.2 | 214 | 47.5 |
| Mathis High School | 15 | 4.3 | 114 | 32.8 | 94 | 27.0 | 125 | 35.9 |
| Odem High School | 9 | 3.2 | 180 | 63.8 | 26 | 9.2 | 67 | 23.8 |
| All Campuses | 188 | 5.6 | 1,544 | 45.7 | 638 | 18.9 | 1,008 | 29.8 |

Table D.8
Which of the Following Activities Have You Participated in
During This School Year?

| Campus | No | | Yes | |
|---|-------|------|-----|------|
| | N | % | N | % |
| Tutoring for an Academic Subject | | | | |
| Falfurrias High School | 203 | 56.4 | 157 | 43.6 |
| Alice High School | 916 | 79.6 | 235 | 20.4 |
| H. M. King High School | 641 | 73.2 | 235 | 26.8 |
| Miller High School | 353 | 73.2 | 129 | 26.8 |
| Mathis High School | 279 | 77.5 | 81 | 22.5 |
| Odem High School | 209 | 71.8 | 82 | 28.2 |
| All Campuses | 2,601 | 73.9 | 919 | 26.1 |
| Mentoring by an Adult Who is Not Your Parent, Guardian, or a Teacher | | | | |
| Falfurrias High School | 338 | 93.9 | 22 | 6.1 |
| Alice High School | 997 | 86.6 | 154 | 13.4 |
| H. M. King High School | 822 | 93.8 | 54 | 6.2 |
| Miller High School | 470 | 97.5 | 12 | 2.5 |
| Mathis High School | 340 | 94.4 | 20 | 5.6 |
| Odem High School | 263 | 90.4 | 28 | 9.6 |
| All Campuses | 3,230 | 91.8 | 290 | 8.2 |
| Attended a Class or Presentation at a College or University | | | | |
| Falfurrias High School | 286 | 79.4 | 74 | 20.6 |
| Alice High School | 974 | 84.6 | 177 | 15.4 |
| H. M. King High School | 743 | 84.8 | 133 | 15.2 |
| Miller High School | 413 | 85.7 | 69 | 14.3 |
| Mathis High School | 259 | 71.9 | 101 | 28.1 |
| Odem High School | 218 | 74.9 | 73 | 25.1 |
| All Campuses | 2,893 | 82.2 | 627 | 17.8 |
| Counseling About Your Grades | | | | |
| Falfurrias High School | 290 | 80.6 | 70 | 19.4 |
| Alice High School | 934 | 81.1 | 217 | 18.9 |
| H. M. King High School | 714 | 81.5 | 162 | 18.5 |
| Miller High School | 383 | 79.5 | 99 | 20.5 |
| Mathis High School | 323 | 89.7 | 37 | 10.3 |
| Odem High School | 222 | 76.3 | 69 | 23.7 |
| All Campuses | 2,866 | 81.4 | 654 | 18.6 |
| Workshop on College Preparation | | | | |
| Falfurrias High School | 298 | 82.8 | 62 | 17.2 |
| Alice High School | 941 | 81.8 | 210 | 18.2 |
| H. M. King High School | 709 | 80.9 | 167 | 19.1 |
| Miller High School | 435 | 90.2 | 47 | 9.8 |
| Mathis High School | 319 | 88.6 | 41 | 11.4 |
| Odem High School | 239 | 82.1 | 52 | 17.9 |
| All Campuses | 2,941 | 83.6 | 579 | 16.4 |

Table continues

Table D.8 (continued)**Which of the Following Activities Have You Participated in During This School Year?**

| Campus | No | | Yes | |
|---|-------|------|-----|------|
| | N | % | N | % |
| Workshop on Study Skills | | | | |
| Falfurrias High School | 342 | 95.0 | 18 | 5.0 |
| Alice High School | 1,101 | 95.7 | 50 | 4.3 |
| H. M. King High School | 818 | 93.4 | 58 | 6.6 |
| Miller High School | 459 | 95.2 | 23 | 4.8 |
| Mathis High School | 346 | 96.1 | 14 | 3.9 |
| Odem High School | 273 | 93.8 | 18 | 6.2 |
| All Campuses | 3,339 | 94.9 | 181 | 5.1 |
| Other | | | | |
| Falfurrias High School | 336 | 93.3 | 24 | 6.7 |
| Alice High School | 1,089 | 94.6 | 62 | 5.4 |
| H. M. King High School | 824 | 94.1 | 52 | 5.9 |
| Miller High School | 457 | 94.8 | 25 | 5.2 |
| Mathis High School | 342 | 95.0 | 18 | 5.0 |
| Odem High School | 287 | 98.6 | 4 | 1.4 |
| All Campuses | 3,335 | 94.7 | 185 | 5.3 |
| Workshop on Careers | | | | |
| Falfurrias High School | 283 | 78.6 | 77 | 21.4 |
| Alice High School | 905 | 78.6 | 246 | 21.4 |
| H. M. King High School | 739 | 84.4 | 137 | 15.6 |
| Miller High School | 450 | 93.4 | 32 | 6.6 |
| Mathis High School | 316 | 87.8 | 44 | 12.2 |
| Odem High School | 211 | 72.5 | 80 | 27.5 |
| All Campuses | 2,904 | 82.5 | 616 | 17.5 |
| Spent a Day With an Adult at His/Her Job | | | | |
| Falfurrias High School | 329 | 91.4 | 31 | 8.6 |
| Alice High School | 1,042 | 90.5 | 109 | 9.5 |
| H. M. King High School | 820 | 93.6 | 56 | 6.4 |
| Miller High School | 460 | 95.4 | 22 | 4.6 |
| Mathis High School | 327 | 90.8 | 33 | 9.2 |
| Odem High School | 221 | 75.9 | 70 | 24.1 |
| All Campuses | 3,199 | 90.9 | 321 | 9.1 |
| Spent a Day on a College Campus With a College Student | | | | |
| Falfurrias High School | 331 | 91.9 | 29 | 8.1 |
| Alice High School | 1,039 | 90.3 | 112 | 9.7 |
| H. M. King High School | 783 | 89.4 | 93 | 10.6 |
| Miller High School | 453 | 94.0 | 29 | 6.0 |
| Mathis High School | 286 | 79.4 | 74 | 20.6 |
| Odem High School | 251 | 86.3 | 40 | 13.7 |
| All Campuses | 3,143 | 89.3 | 377 | 10.7 |

Table continues

Table D.8 (continued)**Which of the Following Activities Have You Participated in During This School Year?**

| Campus | No | | Yes | |
|---|-------|------|-----|------|
| | N | % | N | % |
| Attended a Family Activity at School | | | | |
| Falfurrias High School | 341 | 94.7 | 19 | 5.3 |
| Alice High School | 1,006 | 87.4 | 145 | 12.6 |
| H. M. King High School | 836 | 95.4 | 40 | 4.6 |
| Miller High School | 462 | 95.9 | 20 | 4.1 |
| Mathis High School | 343 | 95.3 | 17 | 4.7 |
| Odem High School | 244 | 83.8 | 47 | 16.2 |
| All Campuses | 3,232 | 91.8 | 288 | 8.2 |
| Attended a FACE Activity With a Parent or Guardian | | | | |
| Falfurrias High School | 349 | 96.9 | 11 | 3.1 |
| Alice High School | 1,093 | 95.0 | 58 | 5.0 |
| H. M. King High School | 875 | 99.9 | 1 | 0.1 |
| Miller High School | 481 | 99.8 | 1 | 0.2 |
| Mathis High School | 355 | 98.6 | 5 | 1.4 |
| Odem High School | 290 | 99.7 | 1 | 0.3 |
| All Campuses | 3,443 | 97.8 | 77 | 2.2 |
| Attended a Texas Scholars Presentation or Activity | | | | |
| Falfurrias High School | 347 | 96.4 | 13 | 3.6 |
| Alice High School | 1,099 | 95.5 | 52 | 4.5 |
| H. M. King High School | 786 | 89.7 | 90 | 10.3 |
| Miller High School | 464 | 96.3 | 18 | 3.7 |
| Mathis High School | 333 | 92.5 | 27 | 7.5 |
| Odem High School | 259 | 89.0 | 32 | 11.0 |
| All Campuses | 3,288 | 93.4 | 232 | 6.6 |

Table D.9
Which of the Following Extra-Curricular Activities Have
You Participated in During This School Year?

| Campus | No | | Yes | |
|---|-------|------|-------|------|
| | N | % | N | % |
| School Sports | | | | |
| Falfurrias High School | 201 | 55.8 | 159 | 44.2 |
| Alice High School | 587 | 51.0 | 564 | 49.0 |
| H. M. King High School | 455 | 51.9 | 421 | 48.1 |
| Miller High School | 301 | 62.4 | 181 | 37.6 |
| Mathis High School | 185 | 51.4 | 175 | 48.6 |
| Odem High School | 118 | 40.5 | 173 | 59.5 |
| All Campuses | 1,847 | 52.5 | 1,673 | 47.5 |
| Future Teachers of America, Future Homemakers of America, Future Farmers of America, Junior Achievement, or Other Vocational Education or Professional Clubs | | | | |
| Falfurrias High School | 306 | 85.0 | 54 | 15.0 |
| Alice High School | 1,008 | 87.6 | 143 | 12.4 |
| H. M. King High School | 780 | 89.0 | 96 | 11.0 |
| Miller High School | 463 | 96.1 | 19 | 3.9 |
| Mathis High School | 322 | 89.4 | 38 | 10.6 |
| Odem High School | 186 | 63.9 | 105 | 36.1 |
| All Campuses | 3,065 | 87.1 | 455 | 12.9 |
| School Drama Club, School Play, Musical, Dance Group, etc. | | | | |
| Falfurrias High School | 275 | 76.4 | 85 | 23.6 |
| Alice High School | 999 | 86.8 | 152 | 13.2 |
| H. M. King High School | 770 | 87.9 | 106 | 12.1 |
| Miller High School | 412 | 85.5 | 70 | 14.5 |
| Mathis High School | 316 | 87.8 | 44 | 12.2 |
| Odem High School | 239 | 82.1 | 52 | 17.9 |
| All Campuses | 3,011 | 85.5 | 509 | 14.5 |
| Student Government - Student Council, Student Body President, Vice President, Secretary, etc. | | | | |
| Falfurrias High School | 328 | 91.1 | 32 | 8.9 |
| Alice High School | 1,066 | 92.6 | 85 | 7.4 |
| H. M. King High School | 809 | 92.4 | 67 | 7.6 |
| Miller High School | 429 | 89.0 | 53 | 11.0 |
| Mathis High School | 334 | 92.8 | 26 | 7.2 |
| Odem High School | 257 | 88.3 | 34 | 11.7 |
| All Campuses | 3,223 | 91.6 | 297 | 8.4 |
| Other | | | | |
| Falfurrias High School | 336 | 93.3 | 24 | 6.7 |
| Alice High School | 1,014 | 88.1 | 137 | 11.9 |
| H. M. King High School | 772 | 88.1 | 104 | 11.9 |
| Miller High School | 429 | 89.0 | 53 | 11.0 |
| Mathis High School | 346 | 96.1 | 14 | 3.9 |
| Odem High School | 277 | 95.2 | 14 | 4.8 |
| All Campuses | 3,174 | 90.2 | 346 | 9.8 |

Table continues

Table D.9 (continued)**Which of the Following Extra-Curricular Activities Have You Participated in During This School Year?**

| Campus | No | | Yes | |
|---|-------|------|-----|------|
| | N | % | N | % |
| Cheerleading, Drill Team, Pep Club | | | | |
| Falfurrias High School | 326 | 90.6 | 34 | 9.4 |
| Alice High School | 1,076 | 93.5 | 75 | 6.5 |
| H. M. King High School | 820 | 93.6 | 56 | 6.4 |
| Miller High School | 449 | 93.2 | 33 | 6.8 |
| Mathis High School | 339 | 94.2 | 21 | 5.8 |
| Odem High School | 274 | 94.2 | 17 | 5.8 |
| All Campuses | 3,284 | 93.3 | 236 | 6.7 |
| School Yearbook or Newspaper, Other School Magazine | | | | |
| Falfurrias High School | 345 | 95.8 | 15 | 4.2 |
| Alice High School | 1,120 | 97.3 | 31 | 2.7 |
| H. M. King High School | 853 | 97.4 | 23 | 2.6 |
| Miller High School | 459 | 95.2 | 23 | 4.8 |
| Mathis High School | 341 | 94.7 | 19 | 5.3 |
| Odem High School | 266 | 91.4 | 25 | 8.6 |
| All Campuses | 3,384 | 96.1 | 136 | 3.9 |
| School Academic Clubs, such as Art, Computer Science, Math, Science, Debate, Foreign Languages, etc. | | | | |
| Falfurrias High School | 327 | 90.8 | 33 | 9.2 |
| Alice High School | 1,005 | 87.3 | 146 | 12.7 |
| H. M. King High School | 718 | 82.0 | 158 | 18.0 |
| Miller High School | 417 | 86.5 | 65 | 13.5 |
| Mathis High School | 283 | 78.6 | 77 | 21.4 |
| Odem High School | 224 | 77.0 | 67 | 23.0 |
| All Campuses | 2,974 | 84.5 | 546 | 15.5 |
| School Hobby Clubs, such as Photography, Chess, etc. | | | | |
| Falfurrias High School | 358 | 99.4 | 2 | 0.6 |
| Alice High School | 1,099 | 95.5 | 52 | 4.5 |
| H. M. King High School | 823 | 93.9 | 53 | 6.1 |
| Miller High School | 465 | 96.5 | 17 | 3.5 |
| Mathis High School | 348 | 96.7 | 12 | 3.3 |
| Odem High School | 226 | 77.7 | 65 | 22.3 |
| All Campuses | 3,319 | 94.3 | 201 | 5.7 |
| School Band, Orchestra, Choir, or Other Musical Activity | | | | |
| Falfurrias High School | 281 | 78.1 | 79 | 21.9 |
| Alice High School | 880 | 76.5 | 271 | 23.5 |
| H. M. King High School | 649 | 74.1 | 227 | 25.9 |
| Miller High School | 423 | 87.8 | 59 | 12.2 |
| Mathis High School | 286 | 79.4 | 74 | 20.6 |
| Odem High School | 191 | 65.6 | 100 | 34.4 |
| All Campuses | 2,710 | 77.0 | 810 | 23.0 |

Table continues

Table D.9 (continued)**Which of the Following Extra-Curricular Activities Have You Participated in During This School Year?**

| Campus | No | | Yes | |
|--|-------|------|-----|------|
| | N | % | N | % |
| Community Service or Volunteer Activities | | | | |
| Falfurrias High School | 307 | 85.3 | 53 | 14.7 |
| Alice High School | 907 | 78.8 | 244 | 21.2 |
| H. M. King High School | 658 | 75.1 | 218 | 24.9 |
| Miller High School | 407 | 84.4 | 75 | 15.6 |
| Mathis High School | 268 | 74.4 | 92 | 25.6 |
| Odem High School | 176 | 60.5 | 115 | 39.5 |
| All Campuses | 2,723 | 77.4 | 797 | 22.6 |

Table D.10**How Familiar You Are with Each Type of College and University?**

| Campus | Not Familiar | | Somewhat Familiar | | Very Familiar | |
|---|--------------|------|-------------------|------|---------------|------|
| | N | % | N | % | N | % |
| Community or Junior Colleges | | | | | | |
| Falfurrias High School | 102 | 30.3 | 179 | 53.1 | 56 | 16.6 |
| Alice High School | 223 | 20.3 | 661 | 60.1 | 216 | 19.6 |
| H. M. King High School | 260 | 31.3 | 456 | 54.9 | 115 | 13.8 |
| Miller High School | 120 | 26.5 | 240 | 53.0 | 93 | 20.5 |
| Mathis High School | 76 | 22.6 | 191 | 56.8 | 69 | 20.5 |
| Odem High School | 63 | 22.2 | 159 | 56.0 | 62 | 21.8 |
| All Campuses | 844 | 25.3 | 1,886 | 56.5 | 611 | 18.3 |
| Four-Year Colleges or Universities | | | | | | |
| Falfurrias High School | 65 | 19.2 | 128 | 37.9 | 145 | 42.9 |
| Alice High School | 135 | 12.3 | 474 | 43.2 | 489 | 44.5 |
| H. M. King High School | 123 | 14.5 | 353 | 41.7 | 370 | 43.7 |
| Miller High School | 89 | 19.5 | 226 | 49.5 | 142 | 31.1 |
| Mathis High School | 48 | 14.2 | 151 | 44.5 | 140 | 41.3 |
| Odem High School | 42 | 14.6 | 109 | 38.0 | 136 | 47.4 |
| All Campuses | 502 | 14.9 | 1,441 | 42.8 | 1,422 | 42.3 |
| Vocational or Technical Schools | | | | | | |
| Falfurrias High School | 196 | 58.5 | 114 | 34.0 | 25 | 7.5 |
| Alice High School | 608 | 56.0 | 385 | 35.5 | 93 | 8.6 |
| H. M. King High School | 492 | 59.9 | 266 | 32.4 | 64 | 7.8 |
| Miller High School | 258 | 57.3 | 138 | 30.7 | 54 | 12.0 |
| Mathis High School | 197 | 60.2 | 101 | 30.9 | 29 | 8.9 |
| Odem High School | 162 | 57.2 | 99 | 35.0 | 22 | 7.8 |
| All Campuses | 1,913 | 57.9 | 1,103 | 33.4 | 287 | 8.7 |

Table D.11
In Which of the Following Ways Have You Learned about
Colleges and Universities?

| Campus | No | | Yes | |
|--|-------|------|-------|------|
| | N | % | N | % |
| Visited a College or University | | | | |
| Falfurrias High School | 220 | 61.1 | 140 | 38.9 |
| Alice High School | 506 | 44.0 | 645 | 56.0 |
| H. M. King High School | 540 | 61.6 | 336 | 38.4 |
| Miller High School | 239 | 49.6 | 243 | 50.4 |
| Mathis High School | 87 | 24.2 | 273 | 75.8 |
| Odem High School | 158 | 54.3 | 133 | 45.7 |
| All Campuses | 1,750 | 49.7 | 1,770 | 50.3 |
| Discussed College Opportunities With a School Counselor | | | | |
| Falfurrias High School | 209 | 58.1 | 151 | 41.9 |
| Alice High School | 661 | 57.4 | 490 | 42.6 |
| H. M. King High School | 470 | 53.7 | 406 | 46.3 |
| Miller High School | 264 | 54.8 | 218 | 45.2 |
| Mathis High School | 205 | 56.9 | 155 | 43.1 |
| Odem High School | 160 | 55.0 | 131 | 45.0 |
| All Campuses | 1,969 | 55.9 | 1,551 | 44.1 |
| Discussed College Opportunities With Your Teacher | | | | |
| Falfurrias High School | 224 | 62.2 | 136 | 37.8 |
| Alice High School | 769 | 66.8 | 382 | 33.2 |
| H. M. King High School | 628 | 71.7 | 248 | 28.3 |
| Miller High School | 282 | 58.5 | 200 | 41.5 |
| Mathis High School | 242 | 67.2 | 118 | 32.8 |
| Odem High School | 171 | 58.8 | 120 | 41.2 |
| All Campuses | 2,316 | 65.8 | 1,204 | 34.2 |
| Discussed College Opportunities With Your Parent(s) or a Guardian | | | | |
| Falfurrias High School | 162 | 45.0 | 198 | 55.0 |
| Alice High School | 376 | 32.7 | 775 | 67.3 |
| H. M. King High School | 308 | 35.2 | 568 | 64.8 |
| Miller High School | 255 | 52.9 | 227 | 47.1 |
| Mathis High School | 154 | 42.8 | 206 | 57.2 |
| Odem High School | 89 | 30.6 | 202 | 69.4 |
| All Campuses | 1,344 | 38.2 | 2,176 | 61.8 |
| Other | | | | |
| Falfurrias High School | 353 | 98.1 | 7 | 1.9 |
| Alice High School | 1,107 | 96.2 | 44 | 3.8 |
| H. M. King High School | 832 | 95.0 | 44 | 5.0 |
| Miller High School | 462 | 95.9 | 20 | 4.1 |
| Mathis High School | 343 | 95.3 | 17 | 4.7 |
| Odem High School | 285 | 97.9 | 6 | 2.1 |
| All Campuses | 3,382 | 96.1 | 138 | 3.9 |

Table continues

Table D.11 (continued)**In Which of the Following Ways Have You Learned about Colleges and Universities?**

| Campus | No | | Yes | |
|---|-------|------|-------|------|
| | N | % | N | % |
| Discussed College Opportunities With a Brother or Sister | | | | |
| Falfurrias High School | 245 | 68.1 | 115 | 31.9 |
| Alice High School | 758 | 65.9 | 393 | 34.1 |
| H. M. King High School | 597 | 68.2 | 279 | 31.8 |
| Miller High School | 361 | 74.9 | 121 | 25.1 |
| Mathis High School | 253 | 70.3 | 107 | 29.7 |
| Odem High School | 175 | 60.1 | 116 | 39.9 |
| All Campuses | 2,389 | 67.9 | 1,131 | 32.1 |
| Discussed College Opportunities With Another Family Member | | | | |
| Falfurrias High School | 207 | 57.5 | 153 | 42.5 |
| Alice High School | 638 | 55.4 | 513 | 44.6 |
| H. M. King High School | 529 | 60.4 | 347 | 39.6 |
| Miller High School | 319 | 66.2 | 163 | 33.8 |
| Mathis High School | 219 | 60.8 | 141 | 39.2 |
| Odem High School | 139 | 47.8 | 152 | 52.2 |
| All Campuses | 2,051 | 58.3 | 1,469 | 41.7 |
| Used the Internet to Learn About Colleges and Universities | | | | |
| Falfurrias High School | 188 | 52.2 | 172 | 47.8 |
| Alice High School | 493 | 42.8 | 658 | 57.2 |
| H. M. King High School | 392 | 44.7 | 484 | 55.3 |
| Miller High School | 290 | 60.2 | 192 | 39.8 |
| Mathis High School | 201 | 55.8 | 159 | 44.2 |
| Odem High School | 107 | 36.8 | 184 | 63.2 |
| All Campuses | 1,671 | 47.5 | 1,849 | 52.5 |
| Looked at a Guide to Colleges and Universities | | | | |
| Falfurrias High School | 257 | 71.4 | 103 | 28.6 |
| Alice High School | 809 | 70.3 | 342 | 29.7 |
| H. M. King High School | 645 | 73.6 | 231 | 26.4 |
| Miller High School | 332 | 68.9 | 150 | 31.1 |
| Mathis High School | 244 | 67.8 | 116 | 32.2 |
| Odem High School | 192 | 66.0 | 99 | 34.0 |
| All Campuses | 2,479 | 70.4 | 1,041 | 29.6 |

Table D.12

Do You Think That You Could Afford to Attend Each of the Following Using Financial Aid, Scholarships, and Your Family's Resources?

| Campus | Definitely Not | | Probably Not | | Not Sure | | Probably | | Definitely | |
|--|----------------|-----|--------------|-----|----------|------|----------|------|------------|------|
| | N | % | N | % | N | % | N | % | N | % |
| A Four-Year College or University | | | | | | | | | | |
| Falfurrias High School | 24 | 7.0 | 25 | 7.3 | 71 | 20.6 | 141 | 41.0 | 83 | 24.1 |
| Alice High School | 43 | 3.9 | 89 | 8.1 | 257 | 23.3 | 436 | 39.5 | 278 | 25.2 |
| H. M. King High School | 32 | 3.8 | 49 | 5.8 | 213 | 25.3 | 337 | 40.1 | 210 | 25.0 |
| Miller High School | 32 | 7.1 | 34 | 7.5 | 152 | 33.7 | 152 | 33.7 | 81 | 18.0 |
| Mathis High School | 14 | 4.2 | 29 | 8.6 | 95 | 28.3 | 128 | 38.1 | 70 | 20.8 |
| Odem High School | 19 | 6.7 | 24 | 8.5 | 72 | 25.4 | 102 | 35.9 | 67 | 23.6 |
| All Campuses | 164 | 4.9 | 250 | 7.4 | 860 | 25.6 | 1,296 | 38.6 | 789 | 23.5 |
| A Community or Junior College | | | | | | | | | | |
| Falfurrias High School | 14 | 4.2 | 12 | 3.6 | 63 | 18.8 | 150 | 44.6 | 97 | 28.9 |
| Alice High School | 31 | 2.8 | 47 | 4.3 | 201 | 18.4 | 414 | 38.0 | 397 | 36.4 |
| H. M. King High School | 31 | 3.7 | 34 | 4.1 | 200 | 23.9 | 293 | 35.0 | 278 | 33.3 |
| Miller High School | 24 | 5.3 | 22 | 4.9 | 118 | 26.2 | 170 | 37.8 | 116 | 25.8 |
| Mathis High School | 11 | 3.3 | 14 | 4.2 | 77 | 23.2 | 129 | 38.9 | 101 | 30.4 |
| Odem High School | 14 | 5.1 | 5 | 1.8 | 66 | 23.9 | 98 | 35.5 | 93 | 33.7 |
| All Campuses | 125 | 3.8 | 134 | 4.0 | 725 | 21.8 | 1,254 | 37.8 | 1,082 | 32.6 |
| A Vocational or Technical School | | | | | | | | | | |
| Falfurrias High School | 25 | 7.6 | 28 | 8.5 | 86 | 26.1 | 119 | 36.1 | 72 | 21.8 |
| Alice High School | 67 | 6.2 | 91 | 8.5 | 360 | 33.5 | 314 | 29.2 | 244 | 22.7 |
| H. M. King High School | 46 | 5.5 | 71 | 8.6 | 286 | 34.5 | 216 | 26.1 | 210 | 25.3 |
| Miller High School | 33 | 7.4 | 41 | 9.2 | 190 | 42.6 | 113 | 25.3 | 69 | 15.5 |
| Mathis High School | 25 | 7.7 | 29 | 9.0 | 125 | 38.6 | 82 | 25.3 | 63 | 19.4 |
| Odem High School | 20 | 7.3 | 20 | 7.3 | 96 | 35.2 | 74 | 27.1 | 63 | 23.1 |
| All Campuses | 216 | 6.6 | 280 | 8.5 | 1,143 | 34.9 | 918 | 28.0 | 721 | 22.0 |

Table D.13
Indicate Whether You “Have Taken,” “Plan to Take,” or “Will not Take” Each of the Following
College Entrance Exams.

| Campus | Will Not Take | | Unsure | | Plan to Take | | Have Taken | |
|------------------------|---------------|------|--------|------|--------------|------|------------|------|
| | N | % | N | % | N | % | N | % |
| PSAT | | | | | | | | |
| Falfurrias High School | 82 | 26.3 | 38 | 12.2 | 107 | 34.3 | 85 | 27.2 |
| Alice High School | 372 | 36.6 | 91 | 9.0 | 197 | 19.4 | 356 | 35.0 |
| H. M. King High School | 199 | 25.1 | 56 | 7.1 | 233 | 29.4 | 304 | 38.4 |
| Miller High School | 116 | 27.8 | 30 | 7.2 | 76 | 18.2 | 195 | 46.8 |
| Mathis High School | 138 | 44.5 | 30 | 9.7 | 73 | 23.5 | 69 | 22.3 |
| Odem High School | 95 | 37.1 | 25 | 9.8 | 65 | 25.4 | 71 | 27.7 |
| All Campuses | 1,002 | 32.3 | 270 | 8.7 | 751 | 24.2 | 1,080 | 34.8 |
| PLAN | | | | | | | | |
| Falfurrias High School | 174 | 60.4 | 59 | 20.5 | 43 | 14.9 | 12 | 4.2 |
| Alice High School | 603 | 62.2 | 156 | 16.1 | 142 | 14.7 | 68 | 7.0 |
| H. M. King High School | 467 | 65.4 | 146 | 20.4 | 96 | 13.4 | 5 | 0.7 |
| Miller High School | 258 | 68.3 | 69 | 18.3 | 45 | 11.9 | 6 | 1.6 |
| Mathis High School | 193 | 65.0 | 51 | 17.2 | 46 | 15.5 | 7 | 2.4 |
| Odem High School | 81 | 30.7 | 13 | 4.9 | 30 | 11.4 | 140 | 53.0 |
| All Campuses | 1,776 | 61.0 | 494 | 17.0 | 402 | 13.8 | 238 | 8.2 |
| SAT | | | | | | | | |
| Falfurrias High School | 98 | 30.8 | 24 | 7.5 | 174 | 54.7 | 22 | 6.9 |
| Alice High School | 271 | 26.3 | 100 | 9.7 | 559 | 54.2 | 101 | 9.8 |
| H. M. King High School | 150 | 18.8 | 55 | 6.9 | 520 | 65.0 | 75 | 9.4 |
| Miller High School | 116 | 27.4 | 28 | 6.6 | 161 | 38.1 | 118 | 27.9 |
| Mathis High School | 98 | 30.5 | 27 | 8.4 | 177 | 55.1 | 19 | 5.9 |
| Odem High School | 61 | 23.6 | 25 | 9.7 | 154 | 59.7 | 18 | 7.0 |
| All Campuses | 794 | 25.2 | 259 | 8.2 | 1,745 | 55.4 | 353 | 11.2 |

Table continues

Table D.13 (continued)
Indicate Whether You “Have Taken,” “Plan to Take,” or “Will not Take” Each of the Following College Entrance Exams.

| Campus | Will Not Take | | Unsure | | Plan to Take | | Have Taken | |
|------------------------|---------------|------|--------|------|--------------|------|------------|------|
| | N | % | N | % | N | % | N | % |
| ACT | | | | | | | | |
| Falfurrias High School | 81 | 24.8 | 14 | 4.3 | 179 | 54.9 | 52 | 16.0 |
| Alice High School | 231 | 21.9 | 31 | 2.9 | 454 | 43.0 | 339 | 32.1 |
| H. M. King High School | 208 | 26.1 | 38 | 4.8 | 448 | 56.3 | 102 | 12.8 |
| Miller High School | 178 | 44.1 | 33 | 8.2 | 136 | 33.7 | 57 | 14.1 |
| Mathis High School | 91 | 27.6 | 13 | 3.9 | 161 | 48.8 | 65 | 19.7 |
| Odem High School | 67 | 26.1 | 8 | 3.1 | 131 | 51.0 | 51 | 19.8 |
| All Campuses | 856 | 27.0 | 137 | 4.3 | 1,509 | 47.6 | 666 | 21.0 |
| THEA | | | | | | | | |
| Falfurrias High School | 122 | 39.5 | 34 | 11.0 | 143 | 46.3 | 10 | 3.2 |
| Alice High School | 491 | 49.3 | 130 | 13.1 | 302 | 30.3 | 73 | 7.3 |
| H. M. King High School | 442 | 60.5 | 100 | 13.7 | 165 | 22.6 | 24 | 3.3 |
| Miller High School | 151 | 36.6 | 23 | 5.6 | 106 | 25.7 | 133 | 32.2 |
| Mathis High School | 171 | 55.9 | 33 | 10.8 | 70 | 22.9 | 32 | 10.5 |
| Odem High School | 96 | 37.8 | 8 | 3.1 | 93 | 36.6 | 57 | 22.4 |
| All Campuses | 1,473 | 49.0 | 328 | 10.9 | 879 | 29.2 | 329 | 10.9 |

Table D.14
What is the Highest Level of Education That You Plan to Earn?

| | Less than High School | | High School | | High School Plus Vocational School | | Some College but less than a Four-Year Degree | | Associate's Degree | | Bachelor's Degree | | Graduate or Professional Degree | | Don't Know | |
|------------------------|-----------------------|-----|-------------|-----|------------------------------------|-----|---|-----|--------------------|------|-------------------|------|---------------------------------|------|------------|------|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Reported Grades | | | | | | | | | | | | | | | | |
| Falfurrias High School | 1 | 0.3 | 26 | 8.0 | 6 | 1.9 | 12 | 3.7 | 23 | 7.1 | 107 | 33.0 | 84 | 25.9 | 65 | 20.1 |
| Alice High School | 5 | 0.5 | 79 | 7.4 | 21 | 2.0 | 32 | 3.0 | 85 | 8.0 | 369 | 34.7 | 309 | 29.1 | 163 | 15.3 |
| H. M. King High School | 4 | 0.5 | 47 | 5.8 | 17 | 2.1 | 36 | 4.4 | 48 | 5.9 | 282 | 34.6 | 251 | 30.8 | 131 | 16.1 |
| Miller High School | 1 | 0.2 | 36 | 8.3 | 18 | 4.2 | 28 | 6.5 | 44 | 10.2 | 103 | 23.8 | 115 | 26.6 | 88 | 20.3 |
| Mathis High School | 5 | 1.5 | 29 | 9.0 | 9 | 2.8 | 15 | 4.6 | 23 | 7.1 | 92 | 28.5 | 94 | 29.1 | 56 | 17.3 |
| Odem High School | 2 | 0.7 | 17 | 6.2 | 7 | 2.6 | 15 | 5.5 | 19 | 6.9 | 94 | 34.3 | 81 | 29.6 | 39 | 14.2 |
| All Campuses | 18 | 0.6 | 234 | 7.2 | 78 | 2.4 | 138 | 4.3 | 242 | 7.5 | 1,047 | 32.4 | 934 | 28.9 | 542 | 16.8 |

Table D.15
Indicate Whether You “Will not Apply,” “Plan to Apply,” “Have Applied,” or “Have Been “Accepted”
to Each Type of Post-Secondary Program. (Seniors Only)

| Campus | Will Not Apply | | Plan to Apply | | Have Applied | | Have Been Accepted | |
|--|----------------|------|---------------|------|--------------|------|--------------------|------|
| | N | % | N | % | N | % | N | % |
| A Four-Year College or University | | | | | | | | |
| Falfurrias High School | 22 | 27.5 | 24 | 30.0 | 8 | 10.0 | 26 | 32.5 |
| Alice High School | 48 | 20.2 | 75 | 31.5 | 34 | 14.3 | 81 | 34.0 |
| H. M. King High School | 18 | 16.1 | 37 | 33.0 | 19 | 17.0 | 38 | 33.9 |
| Miller High School | 30 | 23.1 | 55 | 42.3 | 18 | 13.8 | 27 | 20.8 |
| Mathis High School | 19 | 26.8 | 24 | 33.8 | 5 | 7.0 | 23 | 32.4 |
| Odem High School | 12 | 21.1 | 18 | 31.6 | 3 | 5.3 | 24 | 42.1 |
| All Campuses | 149 | 21.7 | 233 | 33.9 | 87 | 12.6 | 219 | 31.8 |
| A Community or Junior College | | | | | | | | |
| Falfurrias High School | 33 | 41.8 | 31 | 39.2 | 7 | 8.9 | 8 | 10.1 |
| Alice High School | 93 | 39.2 | 78 | 32.9 | 43 | 18.1 | 23 | 9.7 |
| H. M. King High School | 38 | 34.9 | 40 | 36.7 | 21 | 19.3 | 10 | 9.2 |
| Miller High School | 30 | 23.6 | 43 | 33.9 | 21 | 16.5 | 33 | 26.0 |
| Mathis High School | 22 | 33.3 | 21 | 31.8 | 13 | 19.7 | 10 | 15.2 |
| Odem High School | 10 | 17.9 | 18 | 32.1 | 7 | 12.5 | 21 | 37.5 |
| All Campuses | 226 | 33.5 | 231 | 34.3 | 112 | 16.6 | 105 | 15.6 |
| A Vocational or Technical School | | | | | | | | |
| Falfurrias High School | 57 | 74.0 | 17 | 22.1 | 1 | 1.3 | 2 | 2.6 |
| Alice High School | 169 | 72.2 | 47 | 20.1 | 6 | 2.6 | 12 | 5.1 |
| H. M. King High School | 84 | 80.8 | 17 | 16.3 | 2 | 1.9 | 1 | 1.0 |
| Miller High School | 76 | 60.8 | 25 | 20.0 | 11 | 8.8 | 13 | 10.4 |
| Mathis High School | 45 | 69.2 | 12 | 18.5 | 4 | 6.2 | 4 | 6.2 |
| Odem High School | 40 | 72.7 | 13 | 23.6 | 1 | 1.8 | 1 | 1.8 |
| All Campuses | 471 | 71.4 | 131 | 19.8 | 25 | 3.8 | 33 | 5.0 |

Table D.16

Which of the Following Items Listed Below Are Most Likely to Prevent You from Attending a College or University after You Have Completed High School? (Seniors Only)

| Campus | No | | Yes | |
|---|-----|------|-----|------|
| | N | % | N | % |
| Nothing | | | | |
| Falfurrias High School | 40 | 47.6 | 44 | 52.4 |
| Alice High School | 126 | 49.6 | 128 | 50.4 |
| H. M. King High School | 40 | 34.8 | 75 | 65.2 |
| Miller High School | 70 | 48.6 | 74 | 51.4 |
| Mathis High School | 36 | 48.6 | 38 | 51.4 |
| Odem High School | 22 | 38.6 | 35 | 61.4 |
| All Campuses | 334 | 45.9 | 394 | 54.1 |
| It Costs too Much; Can't Afford it | | | | |
| Falfurrias High School | 62 | 73.8 | 22 | 26.2 |
| Alice High School | 178 | 70.1 | 76 | 29.9 |
| H. M. King High School | 86 | 74.8 | 29 | 25.2 |
| Miller High School | 97 | 67.4 | 47 | 32.6 |
| Mathis High School | 50 | 67.6 | 24 | 32.4 |
| Odem High School | 37 | 64.9 | 20 | 35.1 |
| All Campuses | 510 | 70.1 | 218 | 29.9 |
| I Need, Want to Work | | | | |
| Falfurrias High School | 59 | 70.2 | 25 | 29.8 |
| Alice High School | 192 | 75.6 | 62 | 24.4 |
| H. M. King High School | 91 | 79.1 | 24 | 20.9 |
| Miller High School | 101 | 70.1 | 43 | 29.9 |
| Mathis High School | 57 | 77.0 | 17 | 23.0 |
| Odem High School | 43 | 75.4 | 14 | 24.6 |
| All Campuses | 543 | 74.6 | 185 | 25.4 |
| I am Not Interested in College | | | | |
| Falfurrias High School | 79 | 94.0 | 5 | 6.0 |
| Alice High School | 248 | 97.6 | 6 | 2.4 |
| H. M. King High School | 113 | 98.3 | 2 | 1.7 |
| Miller High School | 138 | 95.8 | 6 | 4.2 |
| Mathis High School | 70 | 94.6 | 4 | 5.4 |
| Odem High School | 54 | 94.7 | 3 | 5.3 |
| All Campuses | 702 | 96.4 | 26 | 3.6 |
| I Want to go Into the Military | | | | |
| Falfurrias High School | 83 | 98.8 | 1 | 1.2 |
| Alice High School | 243 | 95.7 | 11 | 4.3 |
| H. M. King High School | 109 | 94.8 | 6 | 5.2 |
| Miller High School | 137 | 95.1 | 7 | 4.9 |
| Mathis High School | 68 | 91.9 | 6 | 8.1 |
| Odem High School | 56 | 98.2 | 1 | 1.8 |
| All Campuses | 696 | 95.6 | 32 | 4.4 |

Table continues

Table D.16 (continued)

Which of the Following Items Listed Below Are Most Likely to Prevent You from Attending a College or University after You Have Completed High School? (Seniors Only)

| Campus | No | | Yes | |
|--|-----|------|-----|------|
| | N | % | N | % |
| Other | | | | |
| Falfurrias High School | 82 | 97.6 | 2 | 2.4 |
| Alice High School | 243 | 95.7 | 11 | 4.3 |
| H. M. King High School | 114 | 99.1 | 1 | 0.9 |
| Miller High School | 139 | 96.5 | 5 | 3.5 |
| Mathis High School | 70 | 94.6 | 4 | 5.4 |
| Odem High School | 54 | 94.7 | 3 | 5.3 |
| All Campuses | 702 | 96.4 | 26 | 3.6 |
| I Have Responsibilities to Family | | | | |
| Falfurrias High School | 70 | 83.3 | 14 | 16.7 |
| Alice High School | 222 | 87.4 | 32 | 12.6 |
| H. M. King High School | 108 | 93.9 | 7 | 6.1 |
| Miller High School | 126 | 87.5 | 18 | 12.5 |
| Mathis High School | 67 | 90.5 | 7 | 9.5 |
| Odem High School | 52 | 91.2 | 5 | 8.8 |
| All Campuses | 645 | 88.6 | 83 | 11.4 |
| College is too Far From Home | | | | |
| Falfurrias High School | 80 | 95.2 | 4 | 4.8 |
| Alice High School | 248 | 97.6 | 6 | 2.4 |
| H. M. King High School | 110 | 95.7 | 5 | 4.3 |
| Miller High School | 139 | 96.5 | 5 | 3.5 |
| Mathis High School | 71 | 95.9 | 3 | 4.1 |
| Odem High School | 55 | 96.5 | 2 | 3.5 |
| All Campuses | 703 | 96.6 | 25 | 3.4 |
| My Grades are Not Good Enough | | | | |
| Falfurrias High School | 67 | 79.8 | 17 | 20.2 |
| Alice High School | 221 | 87.0 | 33 | 13.0 |
| H. M. King High School | 97 | 84.3 | 18 | 15.7 |
| Miller High School | 124 | 86.1 | 20 | 13.9 |
| Mathis High School | 61 | 82.4 | 13 | 17.6 |
| Odem High School | 45 | 78.9 | 12 | 21.1 |
| All Campuses | 615 | 84.5 | 113 | 15.5 |
| I Have a Disability | | | | |
| Falfurrias High School | 81 | 96.4 | 3 | 3.6 |
| Alice High School | 250 | 98.4 | 4 | 1.6 |
| H. M. King High School | 114 | 99.1 | 1 | 0.9 |
| Miller High School | 141 | 97.9 | 3 | 2.1 |
| Mathis High School | 73 | 98.6 | 1 | 1.4 |
| Odem High School | 56 | 98.2 | 1 | 1.8 |
| All Campuses | 715 | 98.2 | 13 | 1.8 |

Table continues

Table D.16 (continued)

Which of the Following Items Listed Below Are Most Likely to Prevent You from Attending a College or University after You Have Completed High School? (Seniors Only)

| Campus | No | | Yes | |
|------------------------------|-----|------|-----|-----|
| | N | % | N | % |
| I Want to Get Married | | | | |
| Falfurrias High School | 82 | 97.6 | 2 | 2.4 |
| Alice High School | 246 | 96.9 | 8 | 3.1 |
| H. M. King High School | 113 | 98.3 | 2 | 1.7 |
| Miller High School | 142 | 98.6 | 2 | 1.4 |
| Mathis High School | 73 | 98.6 | 1 | 1.4 |
| Odem High School | 55 | 96.5 | 2 | 3.5 |
| All Campuses | 711 | 97.7 | 17 | 2.3 |

APPENDIX E

Instruments and Protocols

Students Training for Academic Readiness (STAR) Teacher, Counselor, and Librarian Survey--2007

This survey is part of the evaluation of the Students Training for Academic Readiness (STAR) project, also known as GEAR UP. The study is being conducted for the Texas Education Agency by the Texas Center for Educational Research.

Individual survey responses are confidential. Thank you for responding!

Please return the survey in the postage-paid envelope by May 11, 2007. If you have any questions, please contact Dr. Fanny Caranikas-Walker at 800-580-8237 or fanny.caranikas-walker@tcer.org.

General Information

First Name

Last Name

School Name

1. Please indicate the position in which you currently work. **(Mark only one.)**

- ☐ teacher ☐ counselor ☐ librarian

2. What grades do you currently work with at this school? **(Mark all that apply.)**

- ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

3. If you are a teacher, what is your *primary* teaching assignment? **(Mark only one.)**

- ☐ Mathematics ☐ Social studies/social science
☐ Science ☐ Self-contained (i.e., teach multiple subjects to the same group of students)
☐ English/language arts ☐ Other (specify) _____

4. Including this school year, how many years have you been employed in your current position (e.g., as a counselor)?

| | |
|---|---|
| 0 | 0 |
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
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5. Including this school year, how many years have you been working in your current position *at this school*?

| | |
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| 0 | 0 |
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6. Which of the following best describes your race or ethnicity? **(Choose only one.)**

- ☐ White
☐ African American
☐ Hispanic/Latino
☐ Asian or Pacific Islander
☐ Native American
☐ Other (specify) _____

7. What is your gender?

- ☐ Male
☐ Female

8. What is your highest educational attainment? **(Choose only one.)**

- ☐ Bachelor's degree ☐ Enrolled in doctoral course work
☐ Enrolled in master's course work ☐ Doctorate
☐ Master's degree ☐ Other (specify) _____

Student Preparation for Higher Education

9. How often do **you** provide your students with counseling or advice about the following topics?

| | Often | Sometimes | Never |
|--|-----------------------|-----------------------|-----------------------|
| Recommended High School Program or Distinguished Achievement Program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Post-secondary admissions requirements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Post-secondary financial aid | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACT/SAT preparation/testing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Career counseling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other (specify): | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PLEASE DO NOT WRITE IN THIS AREA

[SERIAL]

63
62 10. What do you do to make your students more aware of post-secondary educational opportunities?
61
60
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56

55 11. How good a job do you think **your school** is doing at making all students aware of the following topics?
54
53

| | Excellent | Good | Fair | Needs Improvement |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 52 Recommended High School or Distinguished Achievement Programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 51 Post-secondary admissions requirements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50 Post-secondary financial aid | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 49 ACT/SAT preparation/testing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48 Career counseling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47 AP exam strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46 Informational resources such as the GEAR UP Toolkit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45 Other (specify): | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

44
43 **Familiarity with STAR/GEAR UP Programs**
42

41 12. How familiar are you with your school's STAR/GEAR UP (Students Training for Academic Readiness/Gaining Early
40 Awareness and Readiness for Undergraduate Programs) grant project?

- 39 ☐ Very familiar ☐ Somewhat familiar ☐ Not at all familiar
38

37 **Vertical Teams**
36

35 *STAR/GEAR UP supports vertical teams of middle and high school teachers in the core content areas to develop an*
34 *aligned middle-to-high school curriculum. STAR/GEAR UP also supports vertical teams of counselors.*
33

32 13. Have you attended a vertical teaming training **this school year**?
31

- 30 ☐ Yes ☐ No
29

28 14. Does your school require you to participate in vertical teaming training?
27

- 26 ☐ Yes ☐ No ☐ Don't know
25

24 15. In general, how successful is the vertical team approach in your school?
23

- 22 ☐ Very successful ☐ Somewhat successful ☐ Not very successful ☐ Don't know
21

20 16. Did your school provide you with release or paid time for vertical team planning **this school year**?
19 (June 2006-May 2007)
18

- 17 ☐ Yes ☐ No
16

15 17. Did your school provide you with release or paid time for curriculum team writing **this school year**?
14 (June 2006-May 2007)
13

- 12 ☐ Yes ☐ No
11

10 18. How frequently during **this school year** did your vertical team meet?
9

- 8 ☐ At least one a week
7 ☐ At least once a month
6 ☐ 1-2 times a semester
5 ☐ 1-2 times a year
4 ☐ We have never had a meeting
3

2 **If you've never had a meeting, please explain why in the space provided.**
1

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Faculty Fellows (THIS SECTION IS FOR TEACHERS ONLY)

31. Did you attend a university Faculty Fellows orientation meeting?

- ☐ Yes ☐ No

32. Have you been assigned a university faculty mentor through the Faculty Fellows program at Texas A&M University-Kingsville or Texas A&M Corpus Christi University?

- ☐ Yes ☐ No **IF THE ANSWER IS NO, THANK YOU FOR COMPLETING OUR SURVEY
IF THE ANSWER IS YES, PLEASE CONTINUE**

33. Please indicate the kinds of communication that were used with your Faculty Fellow and rate the relative effectiveness of each type of communication.

| | Communication Used | | How Effective? | | | |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Yes | No | Very | Moderately | Somewhat | Not at All |
| Email | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Face-to-face | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Telephone | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

34. How frequently do you communicate with your Faculty Fellow?

- ☐ At least once a week
☐ At least once a month
☐ 1-2 times a semester
☐ Other _____

35. How useful were any lectures, presentations, and/or demonstrations given by a Faculty Fellow in your class?

- ☐ Very useful ☐ Not very useful
☐ Somewhat useful ☐ My Faculty Fellow did not give a lecture/presentation/demonstration

36. What were the **most** useful or effective activities involving your Faculty Fellow mentor?

37. How could the Faculty Fellows program be improved?

THANK YOU FOR YOUR PARTICIPATION
PLEASE RETURN THE SURVEY IN THE POSTAGE-PAID ENVELOPE BY MAY 11, 2007
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www.tcer.org

PLEASE DO NOT WRITE IN THIS AREA



[SERIAL]

Students Training for Academic Readiness (STAR) Middle School Student Survey--Spring 2007

Your individual responses are confidential. You will not be identified by name in any reports.
Thank you for completing this survey!

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
 - Do not use ink, ballpoint, or felt tip pens.
 - Make solid marks that fill the response completely.
 - Erase cleanly any marks you wish to change.
 - Make no stray marks on this form.
- CORRECT: ● INCORRECT: ☒ ☓ ● ●

General Information

First Name

Last Name

School Name

| Student ID | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

| Date of Birth | | | | | | | | |
|---------------|---|---|-----|---|---|------|---|---|
| MONTH | | | DAY | | | YEAR | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
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| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

1. What grade are you in this school year?

- ☐ 6 ☐ 7 ☐ 8

2. What is your gender?

- ☐ Male
☐ Female

3. Which of the following best describes you? (Mark only one.)

- ☐ White ☐ Hispanic/Latino ☐ Native American
☐ African American ☐ Asian or Pacific Islander ☐ Other (describe) _____

4. What kind of grades do you usually receive? (Mark only one.)

- ☐ Mostly A's ☐ B's and C's ☐ Mostly D's
☐ A's and B's ☐ Mostly C's ☐ D's and F's
☐ Mostly B's ☐ C's and D's ☐ Mostly F's

5. How much time do you usually spend on homework at night? (Mark only one.)

- ☐ Less than 30 minutes ☐ 30 to 60 minutes ☐ 1 to 2 hours ☐ More than 2 hours

6. Which of the following statements are true about you? (Mark all that apply.)

| | |
|--|--|
| <input type="checkbox"/> I plan to attend college when I finish high school. | <input type="checkbox"/> I have a brother or sister who attends college now. |
| <input type="checkbox"/> There is a computer at my home. | <input type="checkbox"/> I plan to get a job when I finish high school. |
| <input type="checkbox"/> My mother attended college. | <input type="checkbox"/> I plan to enter the military when I complete high school. |
| <input type="checkbox"/> My parent(s) or guardian rarely helps me with my homework. | <input type="checkbox"/> I believe that what I learn in school will be useful to me in the job I have as an adult. |
| <input type="checkbox"/> I have a brother or sister who has applied to college. | <input type="checkbox"/> A college education is important to my career goals. |
| <input type="checkbox"/> My parent(s) or guardian wants me to go to college after high school. | <input type="checkbox"/> I have Internet access at home. |
| <input type="checkbox"/> I plan to attend a community or junior college when I finish high school. | <input type="checkbox"/> I plan to attend a vocational or technical school after I complete high school. |
| <input type="checkbox"/> I plan to get a GED. | <input type="checkbox"/> My father attended college. |
| <input type="checkbox"/> I study more than other students at this school. | <input type="checkbox"/> I have friends who attend college. |

PLEASE DO NOT WRITE IN THIS AREA



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7. Consider your ability and effort in your schoolwork. Please indicate your agreement or disagreement with each statement listed below. **(Select only one level of agreement for each item.)**

| | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Strongly Disagree | Disagree | Disagree Somewhat | Agree Somewhat | Agree | Strongly Agree |
| a. If I try hard, I can get good grades in school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I am prepared to do good work in my current classes because of what I studied last year. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. I know what I need to do to get good grades on my assignments in class and on my homework. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I have good study skills. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. If you have a job at this time, how many hours a week do you work? **(Mark only one.)**

| | |
|---|--|
| <input type="radio"/> I do not have a job | <input type="radio"/> 20 to 30 hours |
| <input type="radio"/> 10 hours or less | <input type="radio"/> 30 to 40 hours |
| <input type="radio"/> 10 to 20 hours | <input type="radio"/> More than 40 hours |

Advanced Placement (AP) and Pre-Advanced Placement Coursework

9. Which of the following Pre-Advanced Placement or Advanced Placement courses are you taking at this time? **(Mark all that apply.) IF YOU ARE NOT TAKING PRE-AP OR AP COURSES, SKIP TO QUESTION # 11.**

| | |
|--|---|
| <input type="radio"/> Pre-AP Math | <input type="radio"/> Pre-AP Social Studies |
| <input type="radio"/> Pre-AP Science | <input type="radio"/> Pre-AP Spanish |
| <input type="radio"/> Pre-AP English/Language Arts | <input type="radio"/> AP Spanish |

10. If you have taken AP Spanish, did you take or are you planning to take the AP Spanish exam?

| | | |
|---|---|--|
| <input type="radio"/> Yes, I have <i>taken</i> the exam | <input type="radio"/> Yes, I <i>plan to take</i> the exam | <input type="radio"/> No, I will not take the exam |
|---|---|--|

School and Extra-Curricular Activities

11. Which of the following activities have you participated in during this school year? **(Mark all that apply.)**

| | |
|---|---|
| <input type="radio"/> Tutoring for an academic subject (e.g., math, science, ELA, social studies). <input type="radio"/> Mentoring by an adult who is not your parent, guardian, or a teacher. <input type="radio"/> Attended a class or presentation at a college or university. <input type="radio"/> Counseling about your grades. <input type="radio"/> Workshop on college preparation (e.g., a college fair). <input type="radio"/> Workshop on study skills. <input type="radio"/> Other (please explain): | <input type="radio"/> Workshop on careers (e.g., a career day). <input type="radio"/> Spent a day with an adult at his/her job (e.g., job shadow program). <input type="radio"/> Spent a day on a college campus with a college student. <input type="radio"/> Attended a family activity at school. <input type="radio"/> Attended a Fathers Active in Communities and Education (FACE) activity with a parent or guardian. <input type="radio"/> Attended a "Texas Scholars" presentation or activity. |
|---|---|

12. Which of the following extracurricular activities have you participated in during this school year? **(Mark all that apply.)**

| | |
|--|--|
| <input type="radio"/> School sports (e.g., soccer, football, golf, gymnastics, tennis, track, swimming, etc.) <input type="radio"/> Future Teachers of America, Future Homemakers of America, Future Farmers of America, Junior Achievement, or other vocational education or professional clubs. <input type="radio"/> School drama club, school play, musical, dance group, etc. <input type="radio"/> Student government-student council, student body president, vice president, secretary, etc. <input type="radio"/> Other (please explain): | <input type="radio"/> Cheerleading, drill team, pep club. <input type="radio"/> School yearbook or newspaper, other school magazine. <input type="radio"/> School academic clubs, such as art, computer science, math, science, debate, foreign languages, etc. <input type="radio"/> School hobby clubs, such as photography, chess, etc. <input type="radio"/> School band, orchestra, choir, or other musical activity. <input type="radio"/> Community service or volunteer activities. |
|--|--|

Familiarity with Colleges and Universities

13. Please indicate how familiar you are with each type of college and university.

(Select only one response for each item.)

| | Not Familiar | Somewhat Familiar | Very Familiar |
|---|-----------------------|-----------------------|-----------------------|
| a. Community or junior colleges (two-year programs) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Four-year colleges or universities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Vocational or technical schools | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

14. We'd like to know how you learn about colleges and universities. Please mark any of the ways in which you have learned about colleges and universities this year. (Mark all that apply.)

| | |
|---|--|
| <input type="checkbox"/> Visited a college or university. | <input type="checkbox"/> Discussed college opportunities with a brother or sister. |
| <input type="checkbox"/> Discussed college opportunities with a school counselor. | <input type="checkbox"/> Discussed college opportunities with another family member (e.g., an aunt, uncle, or cousin). |
| <input type="checkbox"/> Discussed college opportunities with your teacher. | <input type="checkbox"/> Used the Internet to learn about college and universities. |
| <input type="checkbox"/> Discussed college opportunities with your parent(s) or guardian. | <input type="checkbox"/> Looked at a guide to colleges and universities (e.g., <i>Barron's</i>). |
| <input type="checkbox"/> Other (please explain): | |

15. How often does each of the following occur? (Select only one response for each item.)

| | Never | Not Very Often | Sometimes | Very Often |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. My parent(s) or guardian talks to me about my grades. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. My parent(s) or guardian talks to me about attending college. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. My school counselor talks to me about my grades. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. My school counselor talks to me about attending college. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. My teacher(s) talks to me about my grades. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. My teacher(s) talks to me about attending college. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Someone else talks to me about my grades. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Someone else talks to me about attending college. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. If someone else talks to you about your grades and college, who is this person? | | | | |

16. Has anyone talked to you about college entrance requirements? (Mark all that apply.)

| | |
|--|--|
| <input type="checkbox"/> A GEAR UP/STAR representative | <input type="checkbox"/> My principal/assistant principal |
| <input type="checkbox"/> My parent(s) or guardian | <input type="checkbox"/> My brother or sister |
| <input type="checkbox"/> My school counselor | <input type="checkbox"/> Another family member (e.g., an aunt, uncle, or cousin) |
| <input type="checkbox"/> My teacher(s) | <input type="checkbox"/> No one has spoken to me about financial aid opportunities |
| <input type="checkbox"/> Other (please explain): | |

17. Has anyone talked to you about the classes you will need to take in school so you can attend college?

☐ Yes ☐ No

18. Has anyone talked to you about financial aid opportunities that will help pay college or university tuition expenses? (Mark all that apply.)

| | |
|--|--|
| <input type="checkbox"/> A GEAR UP/STAR representative | <input type="checkbox"/> My principal/assistant principal |
| <input type="checkbox"/> My parent(s) or guardian | <input type="checkbox"/> My brother or sister |
| <input type="checkbox"/> My school counselor | <input type="checkbox"/> Another family member (e.g., an aunt, uncle, or cousin) |
| <input type="checkbox"/> My teacher(s) | <input type="checkbox"/> No one has spoken to me about financial aid opportunities |
| <input type="checkbox"/> Other (please explain): | |

| | Definitely | Probably | Not Sure | Probably Not | Definitely Not |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. A four-year college or university | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. A community or junior college (two-year program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. A vocational or technical school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

20. What is the highest level of education that you plan to achieve? **(Mark only one.)**

- ☐ Less than high school
- ☐ High school
- ☐ High school plus vocational school
- ☐ Some college but less than a four-year degree (not an associate's degree)
- ☐ Associate's degree (two-year community college)
- ☐ Bachelor's degree (four-year college or university degree)
- ☐ Graduate or professional degree (master's, Ph.D., law degree, M.D., etc.)
- ☐ Don't know

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www.tcer.org

Students Training for Academic Readiness (STAR)

High School Student Survey--Spring 2007

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ● INCORRECT: ✗

Your individual responses are confidential.
You will not be identified by name in any reports.
Thank you for completing this survey.

General Information

First Name

Last Name

School Name

1. What grade are you in this school year?

① 9 ① 10 ① 11 ① 12

2. Which of the following best describes you?

(Mark only one.)

- ☐ White
- ☐ African American
- ☐ Hispanic/Latino
- ☐ Asian or Pacific Islander
- ☐ Native American
- ☐ Other (describe) _____

3. What is your gender?

☐ Male ☐ Female

4. What is our current grade point average (GPA)?

| | | | | |
|---|---|---|---|---|
| | . | | | |
| 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 |

Student ID

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

Date of Birth

| MONTH | | DAY | | YEAR | |
|-------|---|-----|---|------|---|
| | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 |

5. How much time do you usually spend on homework at night? (Mark only one.)

- ☐ Less than 30 minutes
- ☐ 30 to 60 minutes
- ☐ 1 to 2 hours
- ☐ More than 2 hours

6. Which of the following statements are *true about you*? (Mark all that apply.)

| | |
|--|--|
| <input type="checkbox"/> I plan to attend college when I finish high school. | <input type="checkbox"/> I have a brother or sister who attends college now. |
| <input type="checkbox"/> There is a computer at my home. | <input type="checkbox"/> I plan to get a job when I finish high school. |
| <input type="checkbox"/> My mother attended college. | <input type="checkbox"/> I plan to enter the military when I complete high school. |
| <input type="checkbox"/> My parent(s) or guardian helps me with my homework. | <input type="checkbox"/> I believe that what I learn in school will be useful to me in the job I have as an adult. |
| <input type="checkbox"/> I have a brother or sister who has applied to college. | <input type="checkbox"/> A college education is important to my career goals. |
| <input type="checkbox"/> My parent(s) or guardian wants me to go to college after high school. | <input type="checkbox"/> I have Internet access at home. |
| <input type="checkbox"/> I plan to attend a community or junior college when I finish high school. | <input type="checkbox"/> I plan to attend a vocational or technical school after I complete high school. |
| <input type="checkbox"/> I plan to get a GED. | <input type="checkbox"/> My father attended college. |
| <input type="checkbox"/> I study more than other students at this school. | <input type="checkbox"/> I have friends who attend college. |

7. Consider your ability and effort in your schoolwork. Please indicate your agreement or disagreement with each statement listed below. (Select only one level of agreement for each item.)

| | Strongly Disagree | Disagree | Somewhat Disagree | Agree Somewhat | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. If I try hard, I can get good grades in school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I am prepared to do good work in my current classes because of what I studied last year. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. I know what I need to do to get good grades on my assignments in class and on my homework. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I have good study skills. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PLEASE DO NOT WRITE IN THIS AREA



[SERIAL]

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8. If you have a job at this time, how many hours a week do you work? **(Mark only one.)**

- ☐ I do not have a job ☐ 10 to 20 hours ☐ 30 to 40 hours
☐ 10 hours or less ☐ 20 to 30 hours ☐ More than 40 hours

9. In Which of the following graduation plans are you currently enrolled? **(Mark only one.)**

- ☐ Minimum Graduation Plan ☐ Distinguished Achievement Program
☐ Recommended Graduation Plan ☐ Don't know

Advanced Placement (AP) Coursework

10. In the following section, we would like you to mark each of the AP courses you have taken this year and indicate whether you have taken or will take the AP exam for the course this year. **(Mark all that apply.) IF YOU DID NOT TAKE ANY AP COURSES OR EXAMS THIS SCHOOL YEAR, PLEASE SKIP TO QUESTION # 11.**

| Took AP Course This Year | Took or Will Take AP Exam This Year |
|---|---|
| <input type="radio"/> AP Art History | <input type="radio"/> AP Art History |
| <input type="radio"/> AP Biology | <input type="radio"/> AP Biology |
| <input type="radio"/> AP Calculus (AB) | <input type="radio"/> AP Calculus (AB) |
| <input type="radio"/> AP Calculus (BC) | <input type="radio"/> AP Calculus (BC) |
| <input type="radio"/> AP Computer Science (A and AB) | <input type="radio"/> AP Computer Science (A and AB) |
| <input type="radio"/> AP English Language and Composition | <input type="radio"/> AP English Language and Composition |
| <input type="radio"/> AP English Literature and Composition | <input type="radio"/> AP English Literature and Composition |
| <input type="radio"/> AP Environmental Science | <input type="radio"/> AP Environmental Science |
| <input type="radio"/> AP European History | <input type="radio"/> AP European History |
| <input type="radio"/> AP French Language | <input type="radio"/> AP French Language |
| <input type="radio"/> AP French Literature | <input type="radio"/> AP French Literature |
| <input type="radio"/> AP German Language | <input type="radio"/> AP German Language |
| <input type="radio"/> AP Government and Politics: Comparative | <input type="radio"/> AP Government and Politics: Comparative |
| <input type="radio"/> AP Government and Politics: United States | <input type="radio"/> AP Government and Politics: United States |
| <input type="radio"/> AP Human Geography | <input type="radio"/> AP Human Geography |
| <input type="radio"/> AP Italian Language and Culture | <input type="radio"/> AP Italian Language and Culture |
| <input type="radio"/> AP Latin | <input type="radio"/> AP Latin |
| <input type="radio"/> AP Macroeconomics | <input type="radio"/> AP Macroeconomics |
| <input type="radio"/> AP Microeconomics | <input type="radio"/> AP Microeconomics |
| <input type="radio"/> AP Music Theory | <input type="radio"/> AP Music Theory |
| <input type="radio"/> AP Physics (B) | <input type="radio"/> AP Physics (B) |
| <input type="radio"/> AP Physics (C): Electricity and Magnetism | <input type="radio"/> AP Physics (C): Electricity and Magnetism |
| <input type="radio"/> AP Physics (C): Mechanics | <input type="radio"/> AP Physics (C): Mechanics |
| <input type="radio"/> AP Psychology | <input type="radio"/> AP Psychology |
| <input type="radio"/> AP Spanish Language | <input type="radio"/> AP Spanish Language |
| <input type="radio"/> AP Spanish Literature | <input type="radio"/> AP Spanish Literature |
| <input type="radio"/> AP Statistics | <input type="radio"/> AP Statistics |
| <input type="radio"/> AP Studio Art | <input type="radio"/> AP Studio Art |
| <input type="radio"/> AP U.S. History | <input type="radio"/> AP U.S. History |
| <input type="radio"/> AP World History | <input type="radio"/> AP World History |

School and Extra-Curricular Activities

11. Which of the following activities have you participated in during this school year? **(Mark all that apply.)**

| | |
|--|---|
| <input type="radio"/> Tutoring for an academic subject (e.g., math, science, ELA, social studies). | <input type="radio"/> Workshop on careers (e.g., a career day). |
| <input type="radio"/> Mentoring by an adult who is not your parent, guardian, or a teacher. | <input type="radio"/> Spent a day with an adult at his/her job (e.g., job shadow program). |
| <input type="radio"/> Attended a class or presentation at a college or university. | <input type="radio"/> Spent a day on a college campus with a college student. |
| <input type="radio"/> Counseling about your grades. | <input type="radio"/> Attended a family activity at school. |
| <input type="radio"/> Workshop on college preparation (e.g., a college fair). | <input type="radio"/> Attended a Fathers Active in Communities and Education (FACE) activity with a parent or guardian. |
| <input type="radio"/> Workshop on study skills. | <input type="radio"/> Attended a "Texas Scholars" presentation or activity. |
| <input type="radio"/> Other (please explain): | |

| | | |
|--|---|----|
| 12. Which of the following extracurricular activities have you participated in during this school year? (Mark all that apply.) | | 63 |
| <input type="checkbox"/> School sports (e.g., soccer, football, golf, gymnastics, tennis, track, swimming, etc.) | <input type="checkbox"/> Cheerleading, drill team, pep club. | 62 |
| <input type="checkbox"/> Future Teachers of America, Future Homemakers of America, Future Farmers of America, Junior Achievement, or other vocational education or professional clubs. | <input type="checkbox"/> School yearbook or newspaper, other school magazine. | 61 |
| <input type="checkbox"/> School drama club, school play, musical, dance group, etc. | <input type="checkbox"/> School academic clubs, such as art, computer science, math, science, debate, foreign languages, etc. | 60 |
| <input type="checkbox"/> Student government-student council, student body president, vice president, secretary, etc. | <input type="checkbox"/> School hobby clubs, such as photography, chess, etc. | 59 |
| <input type="checkbox"/> Other (please explain): | <input type="checkbox"/> School band, orchestra, choir, or other musical activity. | 58 |
| | <input type="checkbox"/> Community service or volunteer activities. | 57 |
| | | 56 |
| | | 55 |
| | | 54 |
| | | 53 |
| | | 52 |
| | | 51 |
| | | 50 |

Familiarity with Colleges and Universities

| | | | | |
|---|-----------------------|-----------------------|-----------------------|----|
| 13. Please indicate how familiar you are with each type of college and university. (Select only one response for each item.) | | | | 49 |
| | Not Familiar | Somewhat Familiar | Very Familiar | 48 |
| a. Community or junior colleges (two-year programs) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 47 |
| b. Four-year colleges or universities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 46 |
| c. Vocational or technical schools | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 45 |
| | | | | 44 |

| | | |
|--|--|----|
| 14. We'd like to know how you learn about colleges and universities. Please mark any of the ways in which you have learned about colleges and universities this year. (Mark all that apply.) | | 39 |
| <input type="checkbox"/> Visited a college or university. | <input type="checkbox"/> Discussed college opportunities with a brother or sister. | 38 |
| <input type="checkbox"/> Discussed college opportunities with a school counselor. | <input type="checkbox"/> Discussed college opportunities with another family member (e.g., an aunt, uncle, or cousin). | 37 |
| <input type="checkbox"/> Discussed college opportunities with your teacher. | <input type="checkbox"/> Used the Internet to learn about college and universities. | 36 |
| <input type="checkbox"/> Discussed college opportunities with your parent(s) or guardian. | <input type="checkbox"/> Looked at a guide to colleges and universities (e.g., <i>Barron's</i>). | 35 |
| <input type="checkbox"/> Other (please explain): | | 34 |
| | | 33 |
| | | 32 |
| | | 31 |
| | | 30 |

| | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|----|
| 15. How often does each of the following occur? (Select only one response for each item.) | | | | | 29 |
| | Never | Not Very Often | Sometimes | Very Often | 28 |
| a. My parent(s) or guardian talks to me about my grades. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 27 |
| b. My parent(s) or guardian talks to me about attending college. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 26 |
| c. My school counselor talks to me about my grades. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 25 |
| d. My school counselor talks to me about attending college. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 24 |
| e. My teacher(s) talks to me about my grades. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 23 |
| f. My teacher(s) talks to me about attending college. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 22 |
| g. Someone else talks to me about my grades. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 21 |
| h. Someone else talks to me about attending college. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 20 |
| i. If someone else talks to you about your grades and college, who is this person? | | | | | 19 |
| | | | | | 18 |
| | | | | | 17 |

| | | |
|--|---|----|
| 16. Has anyone talked to you about college entrance requirements? (Mark all that apply.) | | 16 |
| <input type="checkbox"/> A GEAR UP/STAR representative | <input type="checkbox"/> My principal/assistant principal | 15 |
| <input type="checkbox"/> My parent(s) or guardian | <input type="checkbox"/> My brother or sister | 14 |
| <input type="checkbox"/> My school counselor | <input type="checkbox"/> Another family member (e.g., an aunt, uncle, or cousin) | 13 |
| <input type="checkbox"/> My teacher(s) | <input type="checkbox"/> No one has spoken to me about college entrance requirements. | 12 |
| <input type="checkbox"/> Other (please explain): | | 11 |
| | | 10 |

| | | |
|--|---|---|
| 17. Has anyone talked to you about financial aid opportunities that will help pay college or university tuition expenses? (Mark all that apply.) | | 9 |
| <input type="checkbox"/> A GEAR UP/STAR representative | <input type="checkbox"/> My principal/assistant principal | 8 |
| <input type="checkbox"/> My parent(s) or guardian | <input type="checkbox"/> My brother or sister | 7 |
| <input type="checkbox"/> My school counselor | <input type="checkbox"/> Another family member (e.g., an aunt, uncle, or cousin) | 6 |
| <input type="checkbox"/> My teacher(s) | <input type="checkbox"/> No one has spoken to me about financial aid opportunities. | 5 |
| <input type="checkbox"/> Other (please explain): | | 4 |
| | | 3 |
| | | 2 |
| | | 1 |

18. Do you think that you could afford to attend each of the following using financial aid, scholarships, and your family's resources? (Mark only one response for each item.)

| | Definitely | Probably | Not Sure | Probably Not | Definitely Not |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. A four-year college or university | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. A community or junior college (two-year program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. A vocational or technical school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

College Entrance Exams

19. In the next section, please indicate whether you "Have Taken", "Plan to Take", or "Will Not Take" each of the following college entrance exams. If you are unsure of your plans, mark the circle in the column with the heading "Unsure". (Mark only one response for each item.)

| | Have Taken | Plan to Take | Will Not Take | Unsure |
|---------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. PSAT | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. PLAN | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. SAT | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. ACT | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. THEA | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Post High School Plans

20. What is the highest level of education that you plan to earn? (Mark only one.)

- ☐ Less than high school
- ☐ High school
- ☐ High school plus vocational school
- ☐ Some college but less than a four-year degree (not an associate's degree)
- ☐ Associate's degree (two-year community college)
- ☐ Bachelor's degree (four-year college or university degree)
- ☐ Graduate or professional degree (master's, Ph.D., law degree, M.D., etc.)
- ☐ Don't know

THE FOLLOWING QUESTIONS ARE ONLY FOR STUDENTS WHO ARE CURRENTLY IN THEIR SENIOR YEAR OF HIGH SCHOOL

21. Please mark whether you "Will Not Apply", "Plan to Apply", "Have Applied", or "Have Been Accepted" to each type of post-secondary program. (Select only one response for each item.)

| | Will Not Apply | Plan to Apply | Have Applied | Have Been Accepted |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. A four-year college or university | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. A community or junior college (two-year program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. A vocational or technical school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

22. Which of the items listed below are most likely to prevent you from attending a college or university after you have completed high school? (Mark all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Nothing is likely to prevent me from attending a college or university | <input type="checkbox"/> I have responsibilities to family |
| <input type="checkbox"/> It costs too much/can't afford it | <input type="checkbox"/> College is too far from home |
| <input type="checkbox"/> I need/want to work | <input type="checkbox"/> My grades are not good enough |
| <input type="checkbox"/> I am not interested in college | <input type="checkbox"/> I have a disability |
| <input type="checkbox"/> I want to go into the military | <input type="checkbox"/> I want to get married |
| <input type="checkbox"/> Other (please explain): | |

Thank you for taking this survey.

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[SERIAL]

Students Training for Academic Readiness (GEAR UP/STAR) Parent Telephone Survey - Spring 2007

Introduction

Hello! My name is [interviewer's name]. I am calling on behalf of the Texas Center for Educational Research.

We are conducting a survey with parents of students who are attending [school name] to obtain parents' experiences with the school and with activities to help students get ready for college.

May I speak with the parent or guardian of [child's name] or the adult in your household who is most involved in decisions about the education of this child?

We would like to talk with you about [child's name]'s and your experiences at school.

Your name has been randomly selected to participate in this survey. All answers will be kept completely confidential. Your participation is voluntary, and if there is a question you don't wish to answer, please let us know and we will go on to the next question.

Survey

Are you at least 18 years old? *{If "no", end survey.}*

{Please note gender of respondent: Female, Male.}

Parent Involvement/Familiarity with School

1. How many times have you visited [child's name] school in the past year? *[Record number of times.]*
2. Which of the following school activities have you participated in over the course of the past school year?

| Activity | Yes | No |
|---|-----|----|
| a. PTA/PTO meeting | 1 | 2 |
| b. Volunteer activities for your child's school | 1 | 2 |
| c. Parent-teacher conferences | 1 | 2 |
| d. Observed/visited your child's classroom | 1 | 2 |
| e. Talked with a teacher, counselor, or administrator about your child's education | 1 | 2 |
| f. Computer classes or other classes for parents | 1 | 2 |
| g. Presentations on college preparation, career planning, study skills | 1 | 2 |
| h. Cultural events (band, concert, play, etc.) | 1 | 2 |
| i. Family events, including student-father or student-mother activities | 1 | 2 |
| j. Received a home visit from a teacher, counselor, or administrator at your child's school | 1 | 2 |

3. How familiar are you with the GEAR UP/STAR Program at [child's name] school?
 - a. very familiar
 - b. somewhat familiar
 - c. not very familiar
 - d. not familiar at all

Involvement in Child's Schooling

4. Over the past school year, how often did you do each of the following activities?

| Activity | Never | Several Times a Month | Several Times a Week | Every Day |
|--|-------|-----------------------|----------------------|-----------|
| a. Assist with or monitor your child's homework at home | 1 | 2 | 3 | 4 |
| b. Tutor your child at home using materials and instructions provided by the teacher | 1 | 2 | 3 | 4 |
| c. Read with your child at home | 1 | 2 | 3 | 4 |
| d. Discuss school with your child | 1 | 2 | 3 | 4 |
| e. Talk to other parents about your child's school | 1 | 2 | 3 | 4 |

Educational Expectations/Aspirations

5. Has [child's name] expressed an interest in going to college?

- a. yes
- b. no
- c. don't know

6. What is the highest level of education that you think [child's name] will achieve?

- a. Less than high school
- b. High school
- c. Some college but less than a four-year degree
- d. 4-year degree or higher
- e. Don't know

7. How often do you do each of the following with [child's name]?

| | Never | Not Very Often | Sometimes | Very Often |
|---|-------|----------------|-----------|------------|
| a. Talk about attending college | 1 | 2 | 3 | 4 |
| b. Help select classes that support [CHILD'S] college plans | 1 | 2 | 3 | 4 |
| c. Talk about taking one or more of the college entrance exams (SAT, ACT, PSAT, PLAN) | 1 | 2 | 3 | 4 |
| d. Talk about financial aid opportunities, scholarships, and other resources that might provide the money to attend a college | 1 | 2 | 3 | 4 |

8. To better prepare [child's name] for college, have you ever taken him or her to visit a college or university campus?

- a. yes
- b. no

9. Does [child's name] have any brothers or sisters who have applied for college or are attending college?

- a. yes
- b. no

10. If in the future [child's name] were not to be able to continue his/her education after high school for some reason or other, what would be the most likely or most important obstacle?
- it costs too much/can't afford it
 - he/she needs/wants to work
 - his/her grades are not good enough
 - he/she is not interested in college
 - he/she has a disability (physical, learning, emotional)
 - he/she wants to go into the military
 - he/she wants to get married
 - he/she has responsibilities to parents, brothers and sisters
 - he/she has children
 - other/don't know
 - child not likely to have an obstacle preventing him/her from continuing beyond high school
11. In the past year, has any one from [child's name] school or the GEAR UP program ever spoken with you about...

| | Yes | No | Don't Know |
|---|-----|----|------------|
| a. college entrance requirements. | 1 | 2 | 3 |
| b. the availability of financial aid for college. | 1 | 2 | 3 |
| c. the courses your child should take to prepare for college. | 1 | 2 | 3 |

Financial Resources for Post-secondary Education

12. Do you think that [child's name] could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources?
- Definitely
 - Probably
 - Not sure
 - Probably not
 - Definitely not
13. Do you think that [child's name] could afford to attend a public community college (two-year) using financial aid, scholarships, and your family's resources?
- Definitely
 - Probably
 - Not sure
 - Probably not
 - Definitely not
14. Have you started saving money for [child's name] college expenses?
- yes
 - no
 - don't know

14a. If yes, how old was your child when you started saving? *[Record child's age.]*

[If child is in high school (i.e., grades 9, 10, 11, or 12), go to question 15.]

[If child is not in high school, skip to question 19.]

Parents of High School Students

15. Have you received any information from [child's name] school about the graduation plan called the Recommended High School Program in Texas?
- a. yes
 - b. no
 - c. don't know/refused
16. Do you know which of the following graduation plans [child's name] is enrolled in? Is it
- a. the Minimum Graduation Program?
 - b. the Recommended High School Program?
 - c. the Distinguished Achievement Program?
 - d. don't know
17. How familiar are you with the FAFSA (Free Application for Federal Student Aid) form that a high school student must complete to qualify for federal financial aid for college?
- a. very familiar
 - b. somewhat familiar
 - c. not very familiar
 - d. not familiar at all
18. Do you know if [child's name] has completed the FAFSA form and is eligible for federal financial aid for college?
- a. yes, my child has completed the FAFSA form
 - b. no, my child has not completed the FAFSA form

Personal/Demographic Information

19. How many children do you have still living at home? *[Record the number of children.]*
20. Which of the following languages are primarily spoken in your home?
- a. English
 - b. Spanish
 - c. Vietnamese
 - d. Japanese
 - e. Chinese
 - f. Other *[Record the language.]*
21. Which best describes your household?
- a. Two parents or guardians
 - b. Single parent or guardian
 - c. Other {specify}
22. How many years have you lived at your current address? *[Record the number of years.]*

23. Consider your current work status and that of the child's other parent, guardian, or other adult in the home. Are either of you:

a. Employed full-time?

Yes

No

b. Employed part-time?

Yes

No

c. Unemployed?

Yes

No

d. In another work status I have not mentioned?

Yes. If you responded "other", please describe this employment status. *{Record description of work status.}*

No.

e. Refused/Don't know.

24. How do you think of yourself?

a. Black, non-Hispanic

b. Asian/Asian-American

c. Latino/Hispanic

d. White, non-Hispanic

e. Native American/American Indian

f. Other _____

g. Refused/don't know

25. How many years of formal schooling have you completed? *[Formal schooling includes elementary and secondary education. Record the number of years.]*

26. Have you attended college?

a. Yes

b. No

c. Refused/don't know

27. If yes, how many years of college have you completed? *[College includes postsecondary education. Record the number of years.]*

28. What is your current yearly household income?

a. less than \$15,000/year

b. \$15,000-24,999/year

c. \$25,000-34,999/year

d. \$35,000-49,999/year

e. \$50,000-74,999/year

f. more than \$75,000/year

g. refused/don't know

YOUR RESPONSES HAVE BEEN VERY HELPFUL. YOUR PARTICIPATION IN THIS SURVEY WILL HELP YOUR SCHOOL DISTRICT BETTER UNDERSTAND THE NEEDS OF THEIR STUDENTS. THANK YOU FOR COMPLETING THIS SURVEY!

Background Information

May 2007

Texas Center for Educational Research

Research Evaluation of GEAR UP/STAR grant: Brief Description of GEAR UP/STAR

The Texas Education Agency (TEA) received a multi-year, statewide grant through the U.S. Department of Education (USDE) for a new Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project. The grant funds the Students Training for Academic Readiness (STAR) project for a six-year period, 2006 through 2012. The federal GEAR UP program provides services and support in low-income minority school districts to achieve three goals. These goals are (1) to academically prepare students for higher education, (2) to ensure that students graduate from high school, and (3) to provide students with access to higher education opportunities.

The school districts include:

Alice ISD - William Adams Middle School, Alice High School

Brooks County ISD - Falfurrias Junior High, Falfurrias High School

Corpus Christi ISD – Robert Driscoll Middle School, Roy Miller High School

Kingsville ISD - Memorial Middle School, H.M. King High School

Mathis ISD - McCraw Junior High, Mathis High School

Odem-Elroy ISD - Odem Junior High, Odem High School

**Students Training for Academic Readiness (GEAR UP/STAR)
Parent Telephone Survey - Spring 2007
SPANISH VERSION**

Inicio y saludos

Buenos días (for a.m) buenas tardes (early p.m.) or buenas noches (for after 6 or 7 p.m.), me llamo [interviewer's name] y estoy llamando porque el *Texas Center for Education Research*, un centro de investigación de asuntos educativos desea entrevistar a los padres de los estudiantes que asisten a [school name] para averiguar cuál ha sido su experiencia con la escuela y con las actividades de prepararlo para la universidad.

Si por favor me permite, necesito hablar con uno de los padres o tutores de [child's name] o con el adulto que juega el papel más activo en sus estudios y que viva en este mismo hogar.

Con su permiso, quisiera hacerle unas preguntas sobre las experiencias que Vd. y [child's name] han tenido en esta escuela.

Antes de comenzar debo asegurarle que toda información proporcionada se mantendrá en reserva absoluta. La selección de este hogar fue al azar y es a discreción suya si desea participar. Si en algún momento le hago una pregunta que no desea contestar, por favor avíseme y pasaremos a la siguiente pregunta.

Encuesta

¿Tiene Vd. por los menos 18 años de edad? *{If "no", end survey.}*

{Please note gender of respondent: Female, Male.}

Participación de los padres de familia / Cuán familiarizados están con la escuela

1. En el ultimo año, ¿cuántas veces ha visitado la escuela a la que asiste [child's name]? *[Record number of times.]*

2. En el transcurso de este último año escolar, ¿participó en alguna de las siguientes actividades escolares?

| Actividad | Sí | No |
|---|----|----|
| a. Reuniones de la Organización de Padres y Maestros (PTA o PTO) | 1 | 2 |
| b. Voluntario en alguna actividad en la escuela | 1 | 2 |
| c. Consultas con algún maestro de su hijo | 1 | 2 |
| d. Visitó u observó una de las clases de su hijo | 1 | 2 |
| e. Conversaciones con algún maestro, orientador o administrador escolar en cuanto a los estudios de su hijo | 1 | 2 |
| f. Clases en computación o alguna otra materia organizada para los padres de familia | 1 | 2 |
| g. Presentaciones sobre cómo preparase para asistir a la universidad, cómo escoger una carrera, técnicas de estudio | 1 | 2 |
| h. Eventos culturales (ensayos, obras de teatro, conciertos, etc.) | 1 | 2 |
| i. Eventos organizados para las familias como actividades para los padres o las madres | 1 | 2 |
| j. Algún maestro, orientador o administrador de la escuela ha llegado a su hogar para hablar de su hijo | 1 | 2 |

3. ¿Cuán familiarizado está con el programa llamado GEAR UP o STAR que ofrece la escuela de su hijo?
- muy
 - no muy
 - poco
 - nada

Participación en los estudios de su hijo

4. Durante el último año escolar, ¿cuántas veces realizó alguna de las siguientes actividades?

| Actividad | Nunca | Varias veces al mes | Varias veces a la semana | Todos los días |
|---|-------|---------------------|--------------------------|----------------|
| a. ayudó a su hijo hacer sus tareas escolares o lo supervisó mientras las hacía | 1 | 2 | 3 | 4 |
| b. estando en casa, le enseñó utilizando materiales o instrucciones proporcionadas por los maestros | 1 | 2 | 3 | 4 |
| c. leyó con su hijo en la casa | 1 | 2 | 3 | 4 |
| d. hablaron de la escuela | 1 | 2 | 3 | 4 |
| e. habló con otros padres de familia sobre la escuela de su hijo | 1 | 2 | 3 | 4 |

Expectativas y anhelos relativos a la educación

5. ¿Alguna vez ha dicho [child's name] que quisiera asistir a la universidad?

- sí
- no
- no sé

6. ¿Cuáles es el nivel más alto escolar que piensa que [child's name] logrará?

- no terminará los doce años de estudios
- se recibirá
- asistirá a la universidad pero no completará su licenciatura
- a lo mínimo terminará una licenciatura
- No sé

7. ¿Con qué frecuencia realiza una de las siguientes actividades con [child's name]?

| | Nunca | No muy seguido | Algunas veces | Muy seguido |
|---|-------|----------------|---------------|-------------|
| a. Conversan sobre la posibilidad de asistir a la universidad | 1 | 2 | 3 | 4 |
| b. Le ayuda a escoger clases que lo prepararán para sus estudios universitarios | 1 | 2 | 3 | 4 |
| c. Hablan de si presentará alguno de los exámenes de aptitudes académicas como el SAT, ACT, PSAT, PLAN | 1 | 2 | 3 | 4 |
| d. Hablan de las oportunidades que existen para financiar sus estudios, la posibilidad de becas u otros recursos que podrían utilizarse para pagar la universidad | 1 | 2 | 3 | 4 |

8. Como parte de los preparativos para la universidad, ¿alguna vez ha llevado a [child's name] a que conozca alguna universidad o centro de estudios pos-secundarios?

- a. sí
- b. no

9. ¿Algún hermano de [child's name] ha solicitado ingreso o está estudiando en una universidad?

- a. sí
- b. no

10. Si por alguna razón su hijo no pudiera continuar con sus estudios, ¿cuál piensa sería el obstáculo principal a dichos estudios?

- a. es demasiado caro o falta de recursos económicos
- b. quiere o necesita trabajar
- c. no cuenta con las calificaciones necesarias
- d. no le interesa
- e. es discapacitado (ya sea en forma física, mental o por problemas de aprendizaje)
- f. quiere prestar servicio militar
- g. se quiere casar
- h. tiene que cumplir con sus responsabilidades ante sus padres o hermanos
- i. ya tiene hijos
- j. alguna otra razón o no sé
- k. no existe obstáculo alguno a que continúe con sus estudios pos-secundarios

11. En el último año, ¿alguien de la escuela de [child's name] o que forme parte del programa GEAR UP se ha comunicado para hablar de alguno de los siguientes temas?

| | Sí | No | No sé |
|---|----|----|-------|
| a. los requisitos de ingreso de las universidades | 1 | 2 | 3 |
| b. la disponibilidad de ayuda económica para que su hijo asista a la universidad. | 1 | 2 | 3 |
| c. los cursos que su hijo debe completar si desea estudiar la universidad. | 1 | 2 | 3 |

Recursos económicos disponibles para los estudios universitarios

12. ¿Considera que por medio de una combinación de préstamos educativos, becas y los recursos de su familia [child's name] podría costear los gastos de asistir a una universidad pública por 4 años?

- a. sí
- b. probablemente
- c. no sé
- d. probablemente no
- e. de ninguna manera

13. ¿Considera que por medio de una combinación de préstamos educativos, becas y recursos de su familia [child's name] podría costear los gastos de asistir a un programa de estudios universitarios de 2 años?

- f. sí
- g. probablemente
- h. no sé
- i. probablemente no
- j. de ninguna manera

14. ¿Ha comenzado a ahorrar dinero para cubrir los gastos universitarios de [child's name]?

- a. sí
- b. no
- c. no sé

14a. Si ya comenzó a ahorrar, ¿qué edad tenía su hijo cuándo inició el plan de ahorros? *[Record child's age.]*

[If child is in high school (i.e., grades 9, 10, 11, or 12), go to question 15.]

[If child is not in high school, skip to question 19.]

Padres cuyos hijos están en “high school”

15. La escuela a la que asiste [child's name] ¿le ha enviado información sobre el plan de estudios llamado el *Recommended High School Program* o sea el Programa de estudios recomendados para las escuelas de Texas?

- a. sí
- b. no
- c. no sé / no quiso contestar

16. ¿Sabe en cuál de los siguientes planes de estudio está matriculado su hijo?

- a. el Programa de estudios mínimo
- b. el Programa de estudios recomendados
- c. el Programa de estudios destacados
- d. no sé

17. ¿Cuán familiarizado está con el formulario de FAFSA (Solicitud gratis de fondos federales en la educación) que todo estudiante deberá llenar si desea calificarse para recibir ayuda económica federal para sus estudios universitarios?

- a. muy
- b. un poco
- c. no muy familiarizado
- d. no lo conozco

18. ¿Sabe si [child's name] ha llenado el formulario FAFSA y si reúne los requisitos para recibir ayuda económica federal para sus estudios universitarios?

- a. sí lo ha hecho
- b. no lo ha hecho

Datos personales / Información demográfica

19. ¿Cuántos menores viven en su hogar? *[Record the number of children.]*

20. ¿Cuáles de los siguientes idiomas acostumbra hablar en su casa?

- a. inglés
- b. español
- c. vietnamita
- d. japonés

- e. chino
- f. otro idioma [*Record the language.*]

21. ¿Cuál de estas categorías mejor describe su hogar?

- a. ambos padres de familia o tutores viven en el hogar
- b. madre o padre soltero o tutor soltero
- c. otra opción {especifique}

22. ¿Cuánto tiempo ha vivido en su domicilio actual? [*Record the number of years.*]

23. Tanto Vd., como para su pareja y todo otro adulto que radique en su hogar,

- a. ¿tiene un empleo donde trabaja tiempo completo? Sí _____ No _____
- b. ¿tiene empleo donde trabaja pero no a tiempo completo? Sí _____ No _____
- c. ¿no tiene empleo ni trabaja? Sí _____ No _____
- d. ¿cuenta con algún otro tipo de trabajo? Sí _____

Si tiene algún otro tipo de trabajo, por favor describalo. {*Record description of work status.*}
No _____

- e. No quiso contestar./ No sé

24. Con respecto a su ascendencia étnica o racial, ¿cómo se define Vd.?

- a. negro, no hispano o latino
- b. asiático, no hispano o latino
- c. latino o hispano
- d. raza blanca no-hispano o latino
- e. indígena
- f. otro grupo étnico _____
- g. no quiso contestar

25. ¿Cuántos años o grados de estudios formales completó? [*Formal schooling includes elementary and secondary education. Record the number of years.*]

26. ¿Asistió a la Universidad?

- a. sí
- b. no
- c. no quiso contestar / no sé

27. *If yes*, ¿Cuántos años de universidad ha completado? [*College includes postsecondary education. Record the number of years.*]

28. ¿Cuál es el ingreso anual de su hogar?

- a. menos de \$15.000 al año
- b. entre \$15.000 y \$24.999 al año
- c. entre \$25.000 y \$34.999 al año
- d. entre \$35.0000 y \$49.999 al año
- e. entre \$50.000 y \$74.999 al año
- f. más de \$75.000 al año
- g. se negó a contestar / no sabe

GRACIAS POR HABER ACEPTADO PARTICIPAR, SUS RESPUESTAS Y COOPERACIÓN PERMITIRÁN QUE EL PERSONAL DE SU DISTRITO ESCOLAR ENTIENDA MEJOR LO QUE NECESITAN LOS ESTUDIANTES.

Background Information

May 2007

Texas Center for Educational Research

Research Evaluation of GEAR UP/STAR grant: Brief Description of GEAR UP/STAR

La Agencia encargada de la Educación del Estado de Texas (conocida como la TEA) recibió fondos de parte del Departamento de Educación federal (USDE) para crear y administrar en todo el estado durante los siguientes años el programa de Información y Preparación preliminar sobre Estudios Universitarios conocido por las siglas (GEAR UP). Estos fondos también se utilizarán para poner en práctica el programa de Capacitación y Preparación Académica Estudiantil (que en inglés se conoce como el programa STAR) durante los próximos seis años, o sea del 2006 hasta el 2012. Por medio del programa GEAR UP distritos escolares con un altos porcentajes de estudiantes de ingresos bajos o que integran distintos grupos minoritaria recibirán ayuda adicional que les permitirá lograr las siguientes tres metas: (1) obtener la formación académica necesaria para realizar estudios universitarios, (2) recibir su título de estudios secundarios y (3) tener acceso a distintas oportunidades que les ayudarán realizar sus estudios pos-secundarios.

Los distritos escolares que participarán en son:

Las escuelas William Adams Middle School y Alice High School del distrito escolar de Alice

Las escuelas Falfurrias Junior High y Falfurrias High School del distrito escolar de condado de Brooks

Las escuelas Robert Driscoll Middle School y Roy Miller High School del distrito escolar de Corpus Christi

Las escuelas Memorial Middle School y H.M. King High School del distrito escolar de Kingsville

Las escuelas McCraw Junior High y Mathis High School del distrito escolar de Mathis

Las escuelas Odem Junior High y Odem High School del distrito escolar de Odem-Elroy

**Students Training for Academic Readiness (STAR)
District GEAR UP/STAR Coordinator Interview Spring 2007**

Administrator Name:

District:

Date:

Interviewer:

New Administrator (to this district) 2006-07 : ____ Yes ____ No

1. Pre-GEAR UP/STAR Resources

- a) What campus or district-level activities or resources were available to students to support college readiness in the years prior to the GEAR UP/STAR grant?
- b) How were these activities/resources funded?

2. The Grant Application Process

- a) What was your role in developing the GEAR UP/STAR grant application?
- b) Which other individuals/organizations played a key role in developing the grant application?
- c) Please describe the process(es) by which your district developed the activities included in your GEAR UP/STAR grant application.

3. First Year Implementation of GEAR UP/STAR Activities

- a) What are the main emphases or programmatic areas of your campus's plan for implementing GEAR UP/STAR? (*Probe for information on components related to academic support, informational resources, parent activities, and community support.*)
- b) Which individuals or committees are responsible for implementing the various parts of your district's GEAR UP/STAR program?
- c) Please describe some of the GEAR UP/STAR activities that have been implemented in your district during the 2006-07 school year. (*Probe for information on components related to academic support, informational resources, parent activities, and community support.*)
- d) Who participated in these activities?
- f) Are you aware of any GEAR UP/STAR academic support activities to assist students in core subject area courses that are planned for the summer?
If yes, please describe these activities.

4. Vertical Teams

- a) Have you had vertical teams in your school district in the past?
- b) Which faculty and staff comprise your vertical teams under the GEAR UP/STAR project?
- c) What goals or expectations do you have for vertical teaming in your school district?

5. Successes and Challenges of First Year GEAR UP/STAR Implementation

Please think about the successes and challenges you encountered in implementing the GEAR UP/STAR project this school year.

- a) What are the primary successes your district has experienced in implementing GEAR UP/STAR during this school year?
- b) What were the primary barriers or challenges to implementing GEAR UP/STAR this school year?
- c) How did your district resolve or overcome these challenges?

6. Communication of GEAR UP/STAR Activities to Staff, Students, Parents, and Community Members

- a) How have GEAR UP/STAR activities been communicated to teachers and other school staff?
- b) What measures have been taken to encourage staff participation in GEAR UP/STAR activities?
- c) How have GEAR UP/STAR activities been communicated to students?
- d) What measures have been taken to encourage student participation in GEAR UP/STAR activities?
- e) How have GEAR UP/STAR activities been communicated to parents?
- f) What measures have been taken to encourage parent participation in GEAR UP/STAR activities?
- g) How have GEAR UP/STAR activities been communicated to members of the local business community?
- h) What measures have been taken to encourage community support of GEAR UP/STAR activities in your school district?

7. Role of GEAR UP/STAR Partner Organizations

- a) Please describe how GEAR UP/STAR partner organizations have participated in the implementation of GEAR UP/STAR activities during the 2006-07 school year. Partner organizations in the GEAR UP/STAR project include Fathers Active in Communities and Education, National Hispanic Institute, Doris Teague, GEAR UP outreach staff at Texas A&M – Corpus Christi, the College Board. *(Note other partner organizations that are mentioned.)*
- b) Which partner organizations played the greatest role in implementing GEAR UP/STAR activities?
- c) Overall, are you satisfied with the participation of partner organizations?
- d) How could the participation of GEAR UP/STAR partner organizations be improved?

8. Continuation of GEAR UP/STAR in the 2007-08 School Year

- a) What specific activities are you planning for next year's implementation of GEAR UP/STAR?

9. Other

- a) Are there any district or campus initiatives, besides the GEAR UP/STAR project, that are being implemented this school year? Please describe.
- b) Is there anything that I have not asked that you think is important to understanding GEAR UP/STAR implementation in your district this year?

**Students Training for Academic Readiness (STAR)
Campus Administrator Interview Spring 2007**

Administrator Name:

Campus/District:

Date:

Interviewer:

Administrator: Yrs. as an administrator _____ Yrs. as an administrator on this campus _____

1. Pre-GEAR UP/STAR Resources

- a) What campus or district-level activities or resources were available to students to support college readiness in the years prior to the GEAR UP/STAR grant?
- b) How were these activities/resources funded?

2. The Grant Application Process

- a) What was your role in developing the GEAR UP/STAR grant application?
- b) Which other individuals/organizations played a key role in developing the grant application?
- c) Please describe the process(es) by which your campus/district developed the activities included in your GEAR UP/STAR grant application.

3. First Year Implementation of GEAR UP/STAR Activities

- a) What are the main emphases or programmatic areas of your campus's plan for implementing GEAR UP/STAR? *(Probe for information on components related to academic support, informational resources, parent activities, and community support.)*
- b) Which individuals or committees are responsible for implementing the various parts of your campus's GEAR UP/STAR program?
- c) Please describe some of the GEAR UP/STAR activities that have been implemented on your campus during the 2006-07 school year. *(Probe for information on components related to academic support, informational resources, parent activities, and community support.)*
- d) Who participated in these activities?
- f) Describe the STAR professional development activities offered this school year for teachers and for counselors. *(Probe for information about vertical team training, faculty fellows mentoring.)*
- g) Have you observed any changes in instruction or classroom practice that is a result of STAR professional development? If yes, please describe.

4. Successes and Challenges of First Year GEAR UP/STAR Implementation

Please think about the successes and challenges you encountered in implementing the GEAR UP/STAR project this school year.

- a) What are the primary successes your campus has experienced in implementing GEAR UP/STAR during this school year?
- b) What were the primary barriers or challenges to implementing GEAR UP/STAR this school year?
- c) How did your campus resolve or overcome these challenges?

5. Communication of GEAR UP/STAR Activities to Staff, Students, Parents, and Community Members

- a) How have GEAR UP/STAR activities been communicated to teachers and other school staff?
- b) What measures have been taken to encourage staff participation in GEAR UP/STAR activities?
- c) How have GEAR UP/STAR activities been communicated to students?
- d) What measures have been taken to encourage student participation in GEAR UP/STAR activities?
- e) How have GEAR UP/STAR activities been communicated to parents?
- f) What measures have been taken to encourage parent participation in GEAR UP/STAR activities?
- g) How have GEAR UP/STAR activities been communicated to members of the local business community?
- h) What measures have been taken to encourage community support of GEAR UP/STAR activities in your school district?

6. Role of GEAR UP/STAR Partner Organizations

- a) Please describe how GEAR UP/STAR partner organizations have participated in the implementation of GEAR UP/STAR activities during the 2006-07 school year. Partner organizations in the GEAR UP/STAR project include, Fathers Active in Communities and Education, National Hispanic Institute, Doris Teague, GEAR UP outreach staff at Texas A&M – Corpus Christi, the College Board. *(Note other partner organizations that are mentioned.)*
- b) Which partner organizations played the greatest role in implementing GEAR UP/STAR activities?
- c) Overall, are you satisfied with the participation of partner organizations?
- d) How could the participation of GEAR UP/STAR partner organizations be improved?

7. Continuation of GEAR UP/STAR in the 2007-08 School Year

- a) What specific activities are you planning for next year's implementation of GEAR UP/STAR?

8. Other District Initiatives

- a) Are there any district or campus initiatives, besides the GEAR UP/STAR project, that are being implemented this school year? Please describe.
- b) Is there anything that I have not asked that you think is important to understanding GEAR UP/STAR implementation on your campus this year?

**Students Training for Academic Readiness (STAR)
Counselor Interview Spring 2007**

Counselor Name/Title:

Campus/District:

Counselor: Years as a counselor _____ Years as counselor at this school _____

Date:

Interviewer:

1. Pre-GEAR UP/STAR Resources

- a) What campus or district-level activities or resources were available to students to support college readiness in the years prior to the GEAR UP/STAR grant?
- b) How were these activities/resources funded?
- c) What have you learned from implementing college readiness activities in the past that might assist you with the implementation of STAR activities?

2. The Grant Application Process

- a) What was your role in developing the GEAR UP/STAR grant application?
- b) Which other individuals/organizations played a key role in developing the grant application?
- c) Please describe the process(es) by which your campus/district developed the activities included in your GEAR UP/STAR grant application.

3. First Year Implementation of GEAR UP/STAR Activities

- a) What are the main emphases or programmatic areas of your campus's plan for implementing GEAR UP/STAR? (*Probe for information on components related to academic support, informational resources, parent activities, and community support.*)
- b) Which individuals or committees are responsible for implementing the various parts of your campus's GEAR UP/STAR program?
- c) Please describe some of the GEAR UP/STAR activities that have been implemented on your campus during the 2006-07 school year. (*Probe for information on activities related to academic support, informational resources, parent activities, and community support.*)
- d) Who participated in these activities?
- e) How do these activities differ from those offered in previous years to support students' college readiness?
- f) Have you observed any effects of STAR activities? (*Probe for changes in parent, student, and/or teacher behavior.*)

4. Successes and Challenges of First Year GEAR UP/STAR Implementation

Please think about the successes and challenges you encountered in implementing the GEAR UP/STAR project this school year.

- a) What are the primary successes your campus has experienced in implementing GEAR UP/STAR during this school year?
- b) What were the primary barriers or challenges to implementing GEAR UP/STAR this school year?
- c) How did your campus resolve or overcome these challenges?
- d) What resources or assistance are still needed to improve STAR implementation?

5. Team Training for Counselors

- a) Please describe professional development activities that you have received this school year.
(*Probe for professional development funded by the GEAR UP grant.*)
- b) Did any of these sessions address strategies teachers and others might use with students in Pre-AP and AP courses?
If yes, please describe these sessions.
- c) Did any of these sessions address vertical teaming in counseling?
If yes, please describe these sessions.
If yes, what effect has vertical team training had on counseling services in this school or district?

6. Role of GEAR UP/STAR Partner Organizations

- a) Please describe how GEAR UP/STAR partner organizations have participated in the implementation of GEAR UP/STAR activities during the 2006-07 school year. Partner organizations in the GEAR UP/STAR project include Fathers Active in Communities and Education, National Hispanic Institute, Doris Teague, GEAR UP outreach staff at Texas A&M – Corpus Christi, the College Board. (*Note other partner organizations that are mentioned.*)
- b) Which partner organizations played the greatest role in implementing GEAR UP/STAR activities this year?
- c) Overall, are you satisfied with the participation of partner organizations?
- d) How could the participation of GEAR UP/STAR partner organizations be improved?

7. Continuation of GEAR UP/STAR in the 2007-08 School Year

- a) What specific activities are you planning for next year's implementation of GEAR UP/STAR?

8. Other

- a) Are there any district or campus initiatives, besides the GEAR UP/STAR project, that are being implemented this school year? Please describe.
- b) Is there anything that I have not asked that you think is important to understanding GEAR UP/STAR implementation on your campus this year?

**Students Training for Academic Readiness (STAR)
Teacher Focus Group – Moderator's Guide
Spring 2007**

Participants: _____

Campus: _____ District: _____

Date: _____ Moderator: _____

Moderator Introduction

[Distribute index cards to participants. Ask participants to write their name and teaching assignment. Collect cards at the end as a record of teacher participation.]

Purpose of Teacher Focus Group:

Your school has received funding under the federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) to support the Students Training for Academic Readiness Program (STAR). The Texas Education Agency has contracted with the Texas Center for Educational Research conduct a research study of the STAR program. This focus group is part of that research.

Here are some Ground Rules:

1. Recording the session—responses confidential; individuals not identified
2. One person speak at a time
3. Speak loudly enough to be picked up on tape
4. All views are important—need open, candid responses
5. Everyone participates
6. We need to stay on schedule (40-45 minutes). I may interrupt you to get back on task

Participant Introductions

[Begin taping. Give the name of the school. Ask participants to give their names and teaching assignments, grades taught, and number of years teaching]

1. The Grant Application Process

- a) Did teachers play a role in the GEAR UP/STAR grant application? If yes, describe their role.
- b) Please describe the process(es) by which your campus/district developed the activities included in your GEAR UP/STAR grant application.
- c) Which other individuals/organizations played a key role in developing the grant application?

2. Vertical Teaming

- a) Please describe how verticals teams are implemented on this campus. *(Probe for membership of teams, differences among subject areas.)*
- b) Are there any district or campus expectations about teachers' participation in vertical teams?
- c) What are the goals of vertical teams? *(Probe for differences among subject areas.)*

3. Professional Development for Vertical Teaming

- a) Describe the professional development provided this school year to support vertical teaming.
- b) What aspects of this training were most useful to you?
- c) What aspects were least useful to you?
- d) Are there any district or campus expectations with respect to teachers' participation in vertical team training?

4. Role in Supporting Students for College Readiness

How do you perceive your role relative to preparing students academically for college and supporting students with other kinds of preparation and planning for college?

5. Faculty Fellows Mentoring Program

- a) Did you participate in the Faculty Fellows Program this year?
- b) If yes, please describe the kinds of activities that are offered through the program.

6. Informational Resources

- a) What informational resources are available to you to share with students to assist them with college preparation and planning?
- b) Have you used these resources with students? If yes, explain how.
- c) What aspects of these resources were most useful?
- d) What aspects of these resources were least useful?

7. Parent Support

- a) Please describe any activities offered by your school this year that are designed to increase parent involvement in students' education.
- b) Have you participated in these activities?
- c) Have you observed any effects of these activities? If yes, please explain/describe.

8. Other District Initiatives

- a) Are there any district or campus initiatives, besides the GEAR UP/STAR project, that are being implemented this school year? Please describe.
- b) Is there anything that I have not asked that you think is important to understanding GEAR UP/STAR implementation on your campus this year?