Students Training for Academic Readiness (STAR)

Year Two Evaluation Report

December 2008

TCER
Texas Center for Educational Research

TEXAS GEAR UP

Texas Center for Educational Research
P.O. Box 679002
Austin, Texas 78767-9002
800.580.TCER (8237)
512.467.3632 512.467.3658 (fax)
tcer.org

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Prepared for
Texas Education Agency

Prepared By

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Credits

Texas Center for Educational Research

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For additional information about TCER research, please contact:

Catherine Maloney, Director
Texas Center for Educational Research
12007 Research Blvd.
P.O. Box 679002
Austin, Texas 78767-9002
Phone: 512-467-3632 or 800-580-8237
Fax: 512-467-3658

Reports are available on the TCER Web Site at www.tcer.org

Contributing Authors

Texas Center for Educational Research
Catherine Maloney, Ph.D.
Daniel Sheehan, Ed.D.
Katie Rainey, M.P.P.
Allyson Whipple, M.A.

Prepared for

Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701-1494
Phone: 512-463-9734

Research Funded by

Texas Education Agency

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EXECUTIVE SUMMARY

The federal Gaining Early Awareness and Readiness for Undergraduate Programs, or GEAR UP, project 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. GEAR UP operates on an add-a-cohort model, in which the grade levels served by the grant expand as students matriculate. In the grant's initial year, services are focused on the seventh grade cohort, and as this cohort progresses, the grant expands to include each subsequent grade level until the initial cohort completes the twelfth grade.

The United States Department of Education (USDE) provides for two types of GEAR UP grants: (1) partnerships grants made up of school districts, colleges or universities, and other organizations, and (2) state grants administered by state agencies, either alone or in partnership with other entities. In 2006, the Texas Education Agency (TEA) applied for and received a state grant to administer a GEAR UP project in six Gulf Coast area school districts. The state grant, titled Students Training for Academic Readiness, or STAR, is implemented in six school districts in south Texas: Alice ISD, Brooks County ISD, Corpus Christi ISD, Kingsville ISD, Mathis ISD, and Odem-Edroy ISD. Each STAR district includes a high school and its associated feeder pattern middle school in the project

In addressing GEAR UP grant objectives, the STAR project 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).

In conjunction with these purposes, STAR identifies eight specific project goals for participating districts:

1. Increase the number of underrepresented (low-income and minority students) who are prepared to go to college.
2. Increase the number of limited English proficient (LEP) Hispanic students who successfully graduate and go to college.
3. Strengthen academic programs and student services at participating schools.
4. Build an academic pipeline from school to college.
5. Develop effective and enduring alliances among schools, colleges, students, parents, government, and community groups
6. Improve teaching and learning.

7. Provide students with intensive, individualized support.
8. Raise standards of academic achievement for all students.

Each goal contains a set of specific objectives that outline clear criteria for the achievement of each goal across project years. The complete set of STAR goals and their associated objectives are included in Appendix F of this report. In addition, Appendix F contains evaluation results that reflect STAR districts' progress toward achieving project goals and objectives.

STAR addresses its goals through a collaborative partnership that includes TEA, College Board the College of Education at Texas A&M University – Corpus Christi, Fathers Active in Communities and Education (FACE), and the National Hispanic Institute (NHI). GEAR UP grant requirements include an evaluation component designed to assess effectiveness and measure progress toward project goals. TEA contracted the Texas Center for Educational Research (TCER), a nonprofit research entity, to conduct an external evaluation of the state's GEAR UP/STAR project. TCER's evaluation is limited to the GEAR UP state grant (i.e., STAR) and does not include GEAR UP partnership grants awarded to other entities in Texas.[1] The findings presented in this report make up the second year evaluation of the state's GEAR UP/STAR project.

DATA SOURCES

The evaluation employs a mixed-methods research design that combines qualitative and quantitative approaches to analyses. Data sources include interviews with district and campus-level administrators, core subject area teachers, counselors, and STAR coordinators; surveys of students, parents, teachers, librarians, and counselors; observations in STAR classrooms; and demographic and performance data collected through the Texas Public Education Information Management System (PEIMS) and the Texas Academic Excellence Indicator System (AEIS).

MAJOR FINDINGS

Characteristics of STAR Districts and Campuses

On average, STAR districts lagged the state in terms of financial characteristics in 2006-07. Average district wealth per student in STAR districts was $247,150 compared with $360,926 for the state. STAR districts also spent an average of $778 less per student on instruction than schools across the state ($4,600in STAR districts versus $5,378 for the state, on average).

STAR schools enrolled substantially larger proportions of Hispanic and low-income students than state averages in 2006-07. Hispanic students comprised 86% of STAR districts' enrollments compared with a 46% statewide enrollment, and 70% of STAR students was 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 (43% versus 21%) than Texas schools in 2006-07. Despite their concentration of Hispanic students, STAR schools enrolled notably lower proportions of limited English proficient (LEP) students (3% versus 16%) and proportionately fewer students in bilingual and English as a second language (ESL) programs than schools across the state (3% versus 15%).

[1] In 2007-08, 19 GEAR UP partnership grants, or "Statewide Initiatives," operated in Texas.

Instruction in STAR Classrooms

In spring of 2008, evaluators conducted observations in 82 core content area STAR classrooms (39 middle school and 43 high school classrooms). Observations were evenly distributed across English/language arts (ELA), math, science, and social studies classes, with the largest proportion of observations taking place in science (29%) and ELA (27%). Classroom observations generally lasted 55 minutes and evaluators recorded information about classroom arrangement and organization, teacher and student roles during the lesson, as well as information about student engagement, opportunities for higher order thinking, and subject-specific indicators of rigorous course content and instruction.

The largest proportion of class time in both STAR middle and high school classrooms was spent in whole class activities. Students spent notably smaller percentages of class time working alone or in small groups. Relative to high school students, middle school students spent a smaller percentage of class time working alone and a larger percentage of time in activities that combined aspects of whole group, small group, and individual student work.

Across both middle school and high school classrooms, students demonstrated moderate engagement in instructional activities for the largest proportion of class time. Moderately engaged students participated in class activities and listened to teachers' instructions, but exhibited little enthusiasm or interest in their assigned tasks.

Indicators of higher order thinking were present to a very small or small extent in both middle school and high school classrooms. Indicators of higher order thinking include questioning strategies that require students to explain their reasoning, justify ideas, explain concepts, and relate class content to other contexts or their own lives.

Across all core content subject areas and each level of schooling, subject specific indicators of rigorous course content were present to a very small or small extent in observed STAR classrooms. Subject-specific indicators of course content were adapted from AP course documents for each subject area and measure the degree to which instruction in specific content areas is rigorous and provides opportunities for meaningful student engagement in course content.

Informational Resources and Family and Community Participation and Support

Counselors continue to be critical in coordinating informational resources and services that provide parents and students with college planning information. Middle school counselors spent a larger percentage of their time coordinating GEAR UP implementation, while high school counselors spent a greater percentage of their time assisting with tasks that promote the goals of GEAR UP (i.e., career counseling, assisting with course selection, and assisting with postsecondary admissions).

In the project's second year, teachers said they continued to promote college awareness through classroom activities focused on college readiness. Teachers said they delivered rigorous instruction designed prepare students for the challenges of postsecondary education and planned lessons that required students to research the educational prerequisites for their preferred careers

Middle school and high school students' responses to surveys indicate that a majority of STAR activities are implemented intermittently or as a supplement to the regular curriculum, as students either never participate in activities, or do so infrequently. High school students are more likely to participate in school activities, but do so at a lower frequency than middle school students.

STAR students and parents continued to have high educational aspirations in 2007-08. A majority of middle school and high school students expect to receive a bachelor's degree or higher, and most surveyed parents expected that their child would obtain a bachelor's degree.

Most STAR students were either familiar with four-year colleges and community colleges, but fewer were aware of vocational or technical postsecondary educational options. This result is surprising given the large proportion of STAR students enrolled in career and technical education (68% of high school students and 18% of middle school students).

STAR middle school and high school students were most likely to get information about college planning from a parent or guardian; however, parents indicated that they did not communicate with school personnel about college preparation and admissions. Less than half of parents of high school students knew the graduation plan in which their child was enrolled.

Districts experienced greater participation from partner organizations, such as FACE, NHI and P^2S^2, in 2007-08. However, districts struggled to maintain parent attendance at partner events and expressed a need for better communication with parents and community members.

Advanced Academics and Educator Preparation

STAR students spend little time on nightly homework. In 2007-08, more than half of middle school students (51%) and slightly less than half of high school students (46%) reported spending 30 minutes or less on homework. Only 9% of middle school students and 15% of high school students reported spending an hour or more on homework.

Districts faced challenges in implementing AP programs in 2007-08. School administrators said that parents voiced concern about lower student grades in AP courses, and some administrators worried that the AP curriculum was being watered down to accommodate students who were not academically prepared for course content. In addition, many students choose less rigorous dual credit courses over AP coursework.

Districts continue to face challenges in enabling teachers to participate in vertical team training. Teachers and administrators said that it was difficult to coordinate training, noting the challenges in terms of securing substitutes and concerns over lost instructional time.

Within districts and campuses, vertical teams met infrequently in 2007-08. Time and scheduling constraints were the most common reason for the lack of meetings. However, when schools implemented vertical teams, administrators and teachers noticed positive changes, including increased rigor in classroom instruction.

The Faculty Fellows program expanded to include more teachers during STAR's second year. Proportionately more middle school than high school teachers participated in the program (19% versus 3%, respectively). Teachers said they generally communicated with their Faculty Fellows mentor about once a month and most teachers found mentor activities useful.

Year One (2006-07) Performance Indicators

The results presented in this section are drawn from PEIMS and AEIS data for the 2006-07 school year (the most current data available). Results are compared to baseline data collected for the 2005-06 school year—one year prior to the implementation of STAR.

TAKS passing rates have improved in most subject areas, although scores still lag behind state passing rates. Compared with 2006, STAR 2007 TAKS passing rates were higher in all tested areas except science. In addition, STAR 2007 TAKS passing rate gains exceeded state average in all content areas except science.

Commended TAKS performance rates improved in most subject areas, although scores still lag behind state commendable performance rates. Compared with 2006, STAR 2007 TAKS commended performance rates were higher in all tested areas except writing and all tests taken. In 2007, STAR TAKS commended performance rates still trailed state average commended performance rates in all tested areas.

The percentages of high school students receiving credit for at least one AP course were similar in 2006 and 2007. In 2006, 12.5% of STAR high school students received credit for at least one AP course. That percentage increased slightly to 13.7% in 2007. In both 2006 and 2007, the largest numbers of students received credit in AP English Language and Composition, AP English Literature and Composition, AP U.S. History, and AP World History.

STAR high schools experienced a slight decrease in their graduation rates. The 2007 graduation rate for STAR high schools (73%) was about four percentage points lower than the 2006 graduation rate (77%), and it was lower than the 2007 state (78%) and peer campus (78%) averages.

STAR campuses experienced a slight increase in the number of students taking more rigorous coursework. Compared to the baseline year of 2005-06, there was a one point increase in the percentage of STAR students who completed the more rigorous Recommended High School Program/Distinguished Achievement Program (RHSP/DAP) in 2006-07 (80% in 2005-06 and 81% in 2006-07). In addition, compared to the state average, a higher percentage of STAR students completed the RHSP/DAP in 2006-07 (81% compared with 78%). However, a lower percentage of STAR students completed the RHSP/DAP compared to the peer campus average (81% compared with 86%).

Advanced course completion rates increased slightly in 2006-07. Compared with 2005-06, STAR 2006-07 advanced course completion rates were slightly higher (16% versus 15%). STAR high school students had lower 2006-07 advanced course completion rates than peer campuses and the state overall (16% versus 18% for peer campuses and 22% for the state).

The 2006-07 percentage of STAR students taking college entrance examinations was higher than peer campus and state averages (75% for STAR campuses, 69% for peer campuses and 68% for the state). The percentage scoring at or above the criterion was similar to the peer campuses but much lower than the state average (8% for STAR and peer campuses and 27% for the state).

The percentage of STAR high school graduates who were college ready in both reading and mathematics increased slightly in 2006-07 (by one percentage point). The percentage of 2006-07 STAR high school graduates who were college-ready in both reading and mathematics was lower than the state average but higher than peer campus average (25% of STAR graduates were college ready compared to 37% across the state and 22% at peer campuses).

STAR districts experienced an increase in graduates pursuing postsecondary education opportunities. Compared with 2006, there were percentage increases in STAR graduates entering a four year university (a less than one percentage point increase), a community college or technical school (a three percentage point increase), and entering higher education (a three percentage point increase) in 2007.

CHAPTER 1
INTRODUCTION

The federal Gaining Early Awareness and Readiness for Undergraduate Programs, or GEAR UP, project 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. GEAR UP operates on an add-a-cohort model, in which the grade levels served by the grant expand as students matriculate. In the grant's initial year, services are focused on the seventh grade cohort, and as this cohort progresses, the grant expands to include each subsequent grade level until the initial cohort completes the twelfth grade.

The United States Department of Education (USDE) provides for two types of GEAR UP grants: (1) partnerships grants made up of school districts, colleges or universities, and other organizations, and (2) state grants administered by state agencies, either alone or in partnership with other entities. Nationally, about a third of GEAR UP funds have been awarded in terms of state grants, and two thirds of funds have been awarded in the form of partnership grants (USDE, 2003). In 2006, the Texas Education Agency (TEA) applied for and received a state grant to administer a GEAR UP project in six Gulf Coast area school districts in which "a college education seems almost impossible" for many students (TEA, GEAR UP grant application, 2006). The state project, Students Training for Academic Readiness, or STAR, will receive approximately $18 million in federal funding across six school years (about $3 million each project year) to implement GEAR UP in the six STAR districts. Each 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. STAR began providing services to students in 2006-07, and the project will continue through the 2010-11 school year. Each STAR district includes a high school and its associated feeder pattern middle school in the project. 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.

GEAR UP grant requirements include an evaluation component designed to assess effectiveness and measure progress toward project goals. TEA contracted the Texas Center for Educational Research (TCER), a nonprofit research entity, to conduct an external evaluation of the state's GEAR UP/STAR project. TCER's evaluation is limited to the GEAR UP state grant (i.e., STAR) and does not include GEAR UP partnership grants awarded to other entities in Texas.[1] The findings presented in this report make up the second year evaluation of the state's GEAR UP/STAR project.

[1] In 2007-08, 19 GEAR UP partnership grants, or "Statewide Initiatives," operated in Texas.

STAR GOALS

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, TEA has 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 achieve four broad purposes:

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).

In conjunction with these purposes, STAR identifies eight specific project goals for participating districts:

1. Increase the number of underrepresented (low-income and minority students) who are prepared to go to college.
2. Increase the number of limited English proficient (LEP) Hispanic students who successfully graduate and go to college.
3. Strengthen academic programs and student services at participating schools.
4. Build an academic pipeline from school to college.
5. Develop effective and enduring alliances among schools, colleges, students, parents, government, and community groups
6. Improve teaching and learning.
7. Provide students with intensive, individualized support.
8. Raise standards of academic achievement for all students.

Each goal contains a set of specific objectives that outline clear criteria for the achievement of each goal across project years. The complete set of STAR goals and their associated objectives are included in Appendix F of this report. In addition, Appendix F contains evaluation results that reflect STAR districts' progress toward achieving project goals and objectives.

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. Providing access to such a 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 TEA, local school districts, and partner organizations drawn from colleges and universities as well community groups in addressing the project's goals.

STAR Partners

TEA has four GEAR UP partners: (1) the College of Education at Texas A&M University at Corpus Christi, (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). 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. TEA also houses the state GEAR UP offices which implements initiatives designed to help achieve GEAR UP goals across the state, including Texas GEAR UP toolkits, the annual State GEAR UP Conference, and networking opportunities for other GEAR UP projects across the state.

During the second year of the project, 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 second 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.

College of Education at Texas A&M University at Corpus Christi. In its role as a STAR partner, the College of Education supports two STAR initiatives: the GEAR UP/STAR Pre-College Outreach Center (POC) and the Faculty Fellows educator mentoring program. The POC 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 with Texas A&M University –Corpus Christi and Texas A&M University – Kingsville Faculty Fellows mentoring programs.

The STAR Implementation Director, the Senior Outreach Coordinator, and the Outreach Specialist, housed at the POC, develop activities for students, parents, and educators at the six districts. During the second year of the project, POC staff members provided STAR districts with technical assistance and help in planning and executing college awareness activities. They visited campuses and worked with 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.

College Board. College Board is a nonprofit association that strives to assist students in preparing for and enrolling in college. 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, 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 second year of the project, College Board also provided a college awareness curriculum – CollegeEd – offered to seventh and eighth grade students.

The National Hispanic Institute (NHI). 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, NHI's role is to mentor and provide leadership training for students and to facilitate student visits to college and university campuses. In the summer of 2008, NHI implemented its "Best of the Best" program for approximately 20 eighth grade students from each STAR district. Selected students participated in a two-day program that included training modules designed to address objectives related to developing confidence, leadership skills, problem solving skills, and effective spoken communication. The program included an opportunity for students to practice their skills in a debate competition.

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.

IMPLEMENTING STAR

STAR districts and partner organizations are expected to work together to design services and activities that will enhance early awareness of postsecondary educational opportunities and improve students' readiness for and access to postsecondary education, To achieve these ends, the STAR project focuses on four key areas:

- Student and family information access and early intervention,
- Advanced academic opportunities,
- Education preparation and quality,

- Family and community support.

These four program components provide a framework for implementing STAR that encompasses the more specific GEAR UP goals included in Appendix F of this report. In addition, the STAR components provide an organizing structure for report chapters. 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 all core content area teachers in planning more rigorous instruction and encourage all students to pursue challenging coursework, particularly AP and pre-AP courses. Further, STAR districts are expected to expand their AP offerings and encourage greater student participation through open enrollment in AP 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.[2] In addition, educator preparation includes the 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 activities designed to increase parent involvement in education, facilitate parent interactions with school staff, provide 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 second year (2007-08) of the STAR project, making comparisons, where appropriate, to first year (2006-07) findings and baseline data collected for the 2005-06 school year. Report chapters rely on data collected through paper and pencil surveys of middle and high school students; an online survey of STAR teachers, counselors, and librarians; and a telephone survey of parents of students enrolled in STAR campuses; as well as data collected through interviews with administrators and counselors in STAR districts, focus group discussions with teachers on STAR campuses, and observations in STAR core content area classrooms. In addition, the report incorporates archival data

[2] Descriptions of the various initiatives associated with STAR are included in the Glossary of Programs.

drawn from TEA's Public Education Information Management System (PEIMS) and Academic Excellence Indicator System (AEIS), the Texas Higher Education Coordinating Board (THECB) and College Board reports.

The 2007-08 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 the STAR districts and campuses as well as the characteristics of respondents to STAR's 2008 surveys of middle and high school students; teachers, counselors, and librarians; and parents of students attending STAR campuses.
- Chapter 3 presents baseline information about instruction in STAR classrooms. Classroom observation data were collected during spring 2008 site visits and will provide an initial measure against which evaluators will assess changes in classroom practice across future evaluation years.
- 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 to increase students' access to advanced academic programs and to provide 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' first year (2006-07) academic performance, advanced course completion, and graduation and college enrollment rates for STAR districts relative to baseline data collected in 2005-06. 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 the findings of the 2007-08 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; the classroom observation instrument use to collect data on instruction on STAR campuses; as well as the protocols for interviews with district and campus administrators, counselors, and teacher focus groups.
- Appendix F includes the eight specific STAR goals and their associated objectives, as well as evaluation results that reflect districts' progress toward achieving goals and objectives.

CHAPTER 2
EVALUATION DESIGN AND THE CHARACTERISTICS OF STAR SCHOOLS

The evaluation of the GEAR UP/Students Training for Academic Readiness, or STAR, project spans six years, from the 2006-07 school year through 2010-11, and 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.[1]

In addition to the six-year evaluation design, this chapter also includes information specific to second-year evaluation findings. In particular, it describes response rates to the second evaluation year's surveys of STAR students, parents, and school faculty as well as the characteristics of survey respondents; the distribution of classroom observations across middle and high schools and subject areas; 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 2006-07 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

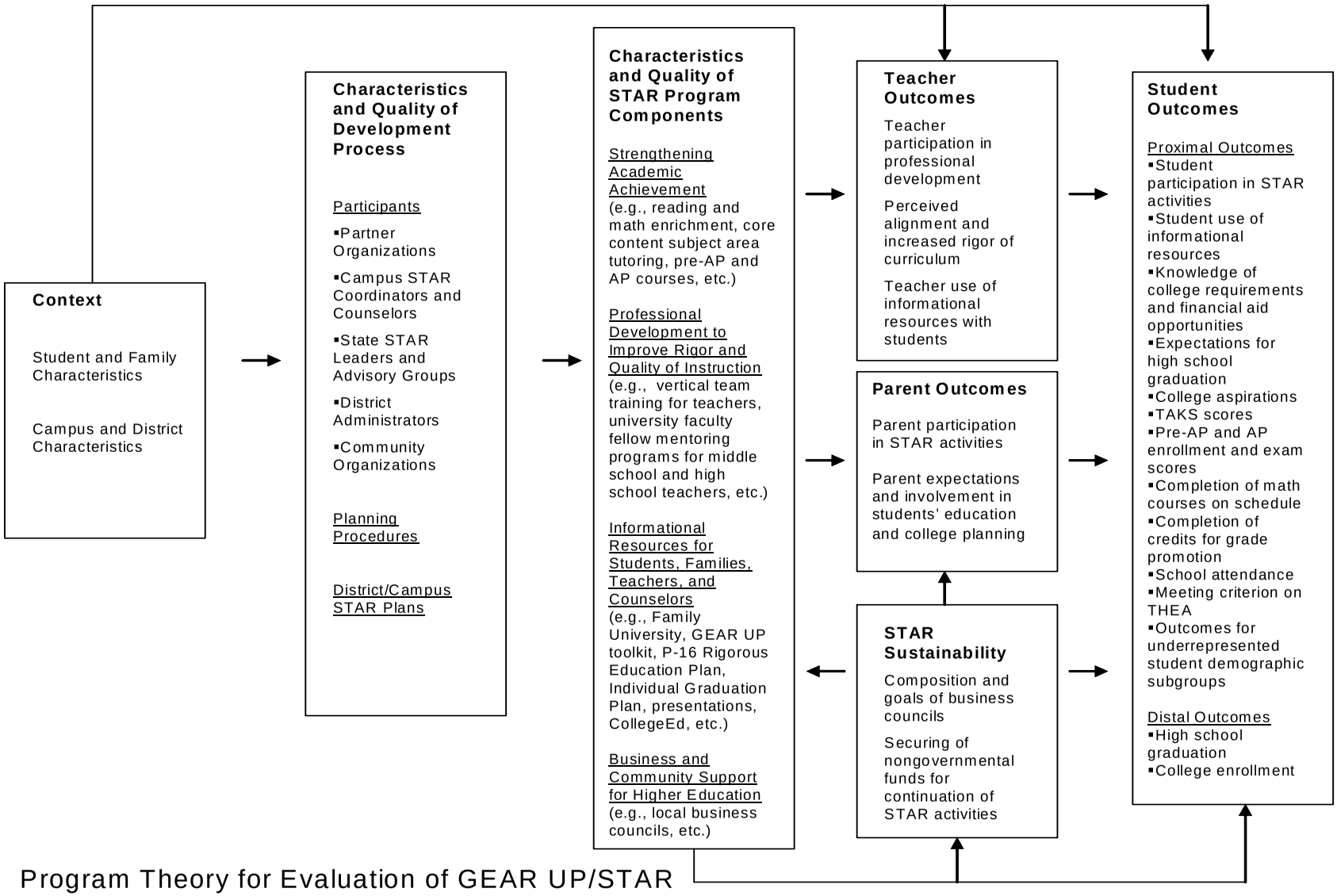
[1] The evaluation presented in this report is limited to the STAR project and does not cover statewide initiatives and activities implemented under the "Texas GEAR UP" project. The two initiatives are both part of Texas' GEAR UP grant, but are branded differently in order to distinguish the separate projects.

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

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 change 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, 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, TEA, and STAR partner organizations across the 2007-08 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 2008, 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.

The spring 2008 site visits also included observations in a sample of core content area classrooms. Classroom observations were not included in the Year 1 evaluation; consequently, there are no comparison data for the observations conducted for the Year 2 evaluation. Observations generally lasted 55 minutes and were guided by the STAR/GEAR UP Classroom Observation Form saved in Appendix E. Table 2.1 presents the number of observations in each subject area conducted at STAR middle schools and high schools during spring 2008 site visits.

Table 2.1
Number of Classroom Observations Conducted in Spring 2008, by Subject Area and Level of Schooling

	Middle School Classrooms		High School Classrooms		All Classrooms	
Subject Observed	n	%	n	%	N	%
English/language arts	12	30.7%	10	23.3%	22	26.8%
Math	8	20.5%	10	23.3%	18	22.0%
Social studies	7	18.0%	11	25.5%	18	21.9%
Science	12	30.8%	12	27.9%	24	29.3%
Total	**39**	**100.0%**	**43**	**100.0%**	**82**	**100.0%**

Source: Spring 2008 Classroom Observations at STAR Campuses.

Surveys

Student. Student surveys were distributed to students on all STAR campuses in April of 2008. 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 69%; however, middle school students responded at notably higher rates (83%) than high school students (61%). 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 types 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 2.2's results indicate that the characteristics of middle and high school student survey respondents in 2008 were largely reflective of all students enrolled in STAR middle and high schools in 2006-07 (see Table 2.8). Because STAR operates in an add-a-cohort model that began with the seventh grade students in 2006-07 and added eighth grade students in 2008-09, the survey responses of middle school students are more reflective of the project's effects. However, the responses of high school students are included to provide a context for understanding the current district climate with respect to college readiness.

Table 2.2
Characteristics of Middle School and High School Student Survey Respondents

Characteristic/Category	Middle School (n=2,291)	High School (n=3,326)	All Students (N=5,617)
Ethnicity			
White	8.2%	8.9%	8.5%
African American	3.2%	2.8%	2.9%
Hispanic/Latino	84.2%	85.4%	85.1%
Other	4.5%	3.0%	3.6%
Gender			
Male	51.9%	48.5%	49.9%
Female	48.1%	51.5%	50.1%

Sources: STAR Middle School Student Survey, STAR High School Student Survey, Spring 2008.

Teacher, Counselor, and Librarian. Teachers, counselors, and librarians on STAR campuses responded to an online survey in May of 2008. 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. Counselors responded to a section that asked them to rate the level of importance they assigned to a variety of counseling tasks as well as the percentage of their time spent on tasks such as assisting students with course selection, providing counseling on personal issues, career choices, or postsecondary educational opportunities.

Of the 670 staff members identified as teachers, counselors, or librarians on STAR campuses, 634 completed a survey for a response rate of 95%. The teacher, counselor, and librarian survey is included in Appendix E.

As presented in Table 2.3, teachers comprised the largest proportion of survey respondents (93%), followed by counselors (5%), and librarians (2%). On average, respondents had about 9 years experience in their current position and about 6 years experience working at their current campus. A majority of teachers responding to the survey taught core subject area courses (57%).

Table 2.3
Characteristics of Teacher, Counselor, Librarian Survey Respondents

Characteristic/Category	Middle School (n=227)	High School (n=407)	All Respondents (N=634)
Ethnicity			
White	32.3%	35.9%	34.6%
African American	1.8%	3.0%	2.5%
Hispanic/Latino	62.0%	57.9%	59.4%
Other	3.9%	3.2%	3.5%
Gender			
Male	28.6%	41.4%	36.8%
Female	71.4%	58.6%	63.2%
Experience			
Average. Years in Position	8.8	9.6	9.3
Average Years at this Campus	6.2	6.5	6.4
Position			
Teacher	93.8%	92.4%	92.9%
Counselor	4.0%	5.9%	5.2%
Librarian	2.2%	1.7%	1.9%
Subject Area Taught (teachers only)			
Math	18.8%	13.0%	15.1%
Science	12.7%	11.9%	12.2%
English/language arts	19.7%	14.6%	16.5%
Social studies	12.7%	13.6%	13.3%
Self-contained (special education)	4.2%	2.7%	3.2%
Other	31.9%	44.2%	39.7%

Source: STAR Teacher, Counselor, and Librarian Survey, Spring 2008.

Parent. A telephone survey of parents of students attending STAR campuses was conducted in May of 2008. 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 809 parents and 809 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 script for the telephone survey of parents is included in Appendix E.

Table 2.4 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, 2.3 children living at home. Slightly over two thirds of households (70%) consist of two parents, and just under one third (30%) of households have a single parent. Parents are predominately Hispanic (83%), with about 12% White parents. English is spoken in 92% of households, and Spanish is spoken in 29% 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 52% 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 51% reported at least some college attendance, compared to 51% for the state of Texas (U. S. Census Bureau, Census 2000). Given the emphasis on STAR at the middle school level in 2007-08, the responses of middle school parents will provide the best measure of STAR's influence. High school parents' responses will provide a baseline understanding of their level of involvement in their children's schooling and educational planning, which will be used to measure the project's effectiveness when the first STAR cohort moves to the ninth grade in 2008-09.

Table 2.4
Characteristics of Parent Survey Respondents

Characteristic	Middle School Parents (n=281)	High School Parents (n=528	All Parents (N=809)
Average number of children living at home	2.8	2.0	2.3
Households, Two parent	67.6%	70.5%	69.5%
Households, Single parent	31.3%	28.8%	29.7%
Average number of years at current address	10.6	12.1	11.6
Either parent employed full-time	82.6%	80.1%	81.0%
Ethnicity Latino/Hispanic	82.2%	83.0%	82.7%
Ethnicity White	12.5%	11.0%	11.5%
Ethnicity African American	2.1%	3.4%	3.0%
Average number of years on formal schooling	12.7	12.4	12.5
College attendance	49.5%	52.1%	51.2%
Average number of years of college attendance	2.6	3.7	3.4
Household income less than $35,000[a]	53.4%	51.2%	52.0%
Household income between $35,000 and $75,000 [a]	25.9%	26.5%	26.3%
Household income more than $75,000[a]	12.5%	15.2%	14.2%
English spoken at home	92.9%	92.0%	92.3%
Spanish spoken at home	28.5%	29.0%	28.8%

Source: STAR Parent Survey, Spring 2008.
[a]Percentages will not total to 100. Some parents did not know or did not answer.

Demographic and Performance Data

The evaluation relies on demographic and performance data collected primarily from 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 TEA's AEIS reports. Because AEIS data for the 2007-08 school year were not available at the time of this writing, the reported data are for 2006-07.

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 2.5 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 2.5
Student Enrollment for STAR Districts and Campuses, 2006-07

	Mid-Level Schools		High Schools	
District	Name (grades)	Number	Name (grades)	Number
Brooks County ISD	Falfurrias Junior High (6-8)	327	Falfurrias High School	536
Alice ISD	Adams Middle School (7-8)	722	Alice High School	1,581
Kingsville ISD	Memorial Middle School (7-8)	509	H. M. King High School	1,182
Corpus Christi ISD	Driscoll Middle School (6-8)	662	Miller High School	1,193
Mathis ISD	McCraw Junior High (7-8)	282	Mathis High School	583
Odem-Edroy ISD	Odem Junior High (6-8)	245	Odem High School	346
Group Average		**458**		**904**
Total		**2,747**		**5,421**

Source: Student enrollment (8,172) from TEA AEIS 2007 campus data file.

Student enrollment in STAR schools varied widely. On average, middle schools had fewer students (458 students) than high schools (904) students). Odem Junior High had the lowest mid-level school enrollment, with 245 students, while Adams Middle School had the highest enrollment, with 722 students. The smallest high school was Odem (346 students), while Alice High School (1,581 students) was the largest. Since 2000-01, overall enrollment has steadily decreased from 9,359 to 8,168. Yearly decreases ranged from 30 students in 2002-03 to 394 students in 2006-07. The average yearly decrease was 199 students.

Financial Characteristics

STAR districts' expenditure and property value information is summarized in Figure 2.1 and Tables 2.6 and 2.7. STAR campuses, on average, spent fewer instructional dollars per student ($5,166) than the state average ($6,220). The district wealth per student was considerably lower for STAR schools ($247,150) than the state average ($360,926). However, district wealth varied among the STAR districts. The wealth for one STAR district (Mathis ISD) was about $100,000 per student, and for three others (Alice ISD, Kingsville ISD, and Odem-Edroy ISD) district wealth ranged between $150,022 and $162,658 per student. However, the district wealth in Brooks County ISD exceeded the state average by more than $330,000 per pupil. This is because of the extensive oil and gas resources in Brooks County. (Seventy-five 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 $1.45, the same as the state average. However, Brooks County had a lower tax rate ($1.30) than the state average and a lower rate than the other five STAR districts (which ranged from $1.45 to $1.52). With Brooks County (64% 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.

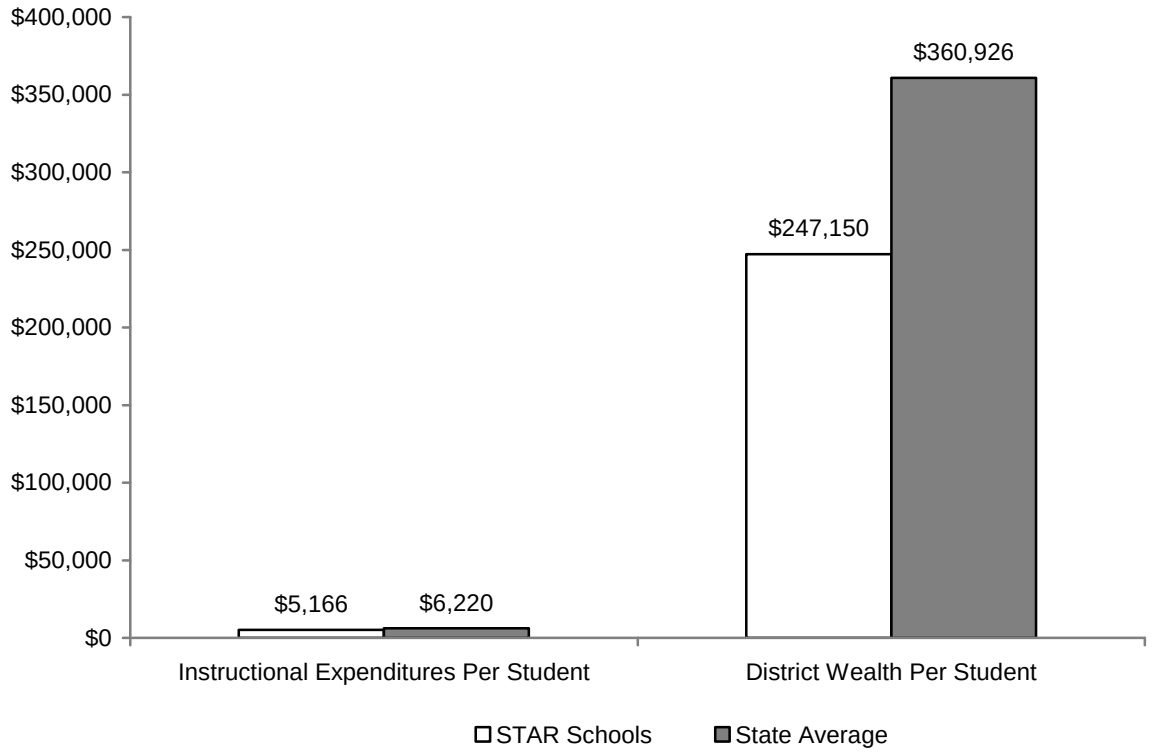


Figure 2.1. STAR expenditure and property value information.

Table 2.6
STAR Total Instructional Expenditures Per Pupil, 2007

Campus	Instructional Expenditures[a]
Falfurrias Junior High	$7,006
Adams Middle School	$4,629
Memorial Middle School	$4,365
Driscoll Middle School	$4,804
McCraw Junior High	$5,195
Odem Junior High	$5,244
Group Average	**$5,207**
Falfurrias High School	$5,660
Alice High School	$4,576
H. M. King High School	$4,577
Miller High School	$5,738
Mathis High School	$4,920
Odem High School	$5,274
Group Average	**$5,124**
GEAR UP Average	**$5,166**
State Average[b]	**$6,220**

Source: Campus-level data from 2007-08 TEA AEIS campus financial data file.
[a]Expenditure by function, 2007. Includes expenditures from all funds for instruction and instructional leadership.
[b]Excluding STAR campuses.

Table 2.7
STAR District Wealth Per Pupil, 2007

District	District Wealth[a]
Brooks County ISD	$691,760
Alice ISD	$150,022
Kingsville ISD	$162,658
Corpus Christi ISD	$222,368
Mathis ISD	$102,923
Odem-Edroy ISD	$153,169
GEAR UP Average	**$247,150**
State Average[b]	**$360,926**

Source: District-level data from 2006-07 TEA AEIS district financial data file.
[a]District 2007 finance: Tax property value-standardized total (after exemptions) per pupil.
[b]Excluding STAR districts.

Student Characteristics

As shown in Figure 2.2, STAR districts enrolled substantially larger proportions of Hispanic students than the state as a whole (86% versus 46% for the state) and notably smaller proportions of White (11% versus 36%) and African American students (3% versus 14%). Relative to state averages, a larger percentage of students enrolled in STAR districts were characterized as economically disadvantaged (70% versus 56%), a smaller percentage were limited English proficient (3% versus 16%), and a somewhat larger percentage were special education students (16% versus 11%).

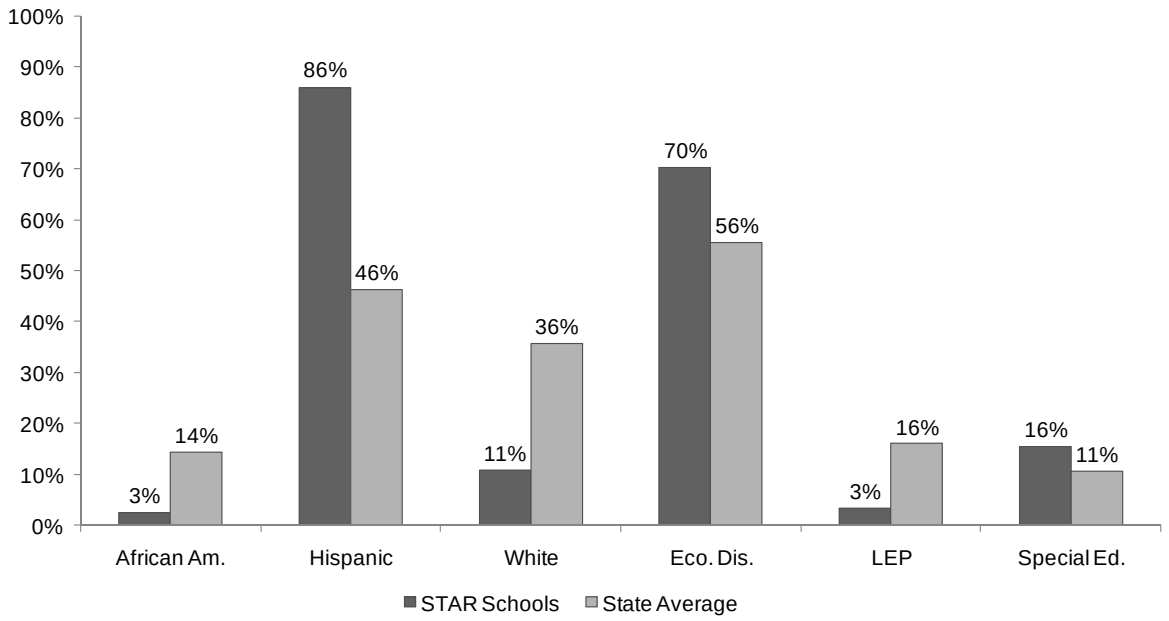


Figure 2.2. STAR student characteristics, 2007.

Table 2.8 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 more than 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 79% Hispanic students, respectively.

Table 2.7 illustrates that STAR middle schools enrolled somewhat higher percentages of disadvantaged students (75%) compared to high schools (66%), and that economic disadvantage varied widely by campus, with percentages ranging from 48% (Odem High School) to 89% (Driscoll Middle School). Limited English Proficient (LEP) percentages at all STAR campuses were well below the state average (3% compared to the state average of 16%). Mobility rates at STAR schools (18%) also were lower than the state average (22%). STAR high school students were slightly more mobile than middle school students (19% compared to 17%).

Table 2.8
STAR Student Characteristics, 2006-07

Campus	Percent African American	Percent Hispanic	Percent White	Percent Eco. Disadv.	Percent LEP	Student Mobility[a]
Falfurrias Junior High	0.0	94.5	5.2	86.9	3.1	9.3
Adams Middle School	0.4	90.3	8.9	63.9	4.4	11.2
Memorial Middle School	4.3	78.6	15.5	73.3	6.5	24.3
Driscoll Middle School	8.9	85.5	5.3	89.4	4.4	30.2
McCraw Junior High	1.8	88.3	9.9	84.0	2.8	16.0
Odem Junior High	0.0	79.2	19.6	50.6	2.4	10.0
Group Average	**2.6**	**86.1**	**10.7**	**74.7**	**3.9**	**16.8**
Falfurrias High School	0.0	96.3	3.5	90.1	2.1	12.7
Alice High School	0.4	89.2	9.6	47.1	3.1	17.3
H. M. King High School	4.7	76.2	17.9	56.7	2.5	24.2
Miller High School	9.1	85.6	5.2	79.1	4.9	35.1
Mathis High School	0.5	88.5	10.8	73.2	1.9	15.3
Odem High School	0.0	80.1	19.7	48.3	3.2	9.7
Group Average	**2.5**	**86.0**	**11.1**	**65.8**	**3.0**	**19.1**
GEAR UP Average	**2.5**	**86.0**	**10.9**	**69.9**	**3.4**	**18.0**
State Average[b]	**14.4**	**46.3**	**35.7**	**55.5**	**16.0**	**22.3**

Source: Student-level demographic data files from TEA.
[a]*Source: 2006-07 TEA AEIS campus data file.*
[b]*Source*: TEA 2006-07 State profile report. Includes all school types as well as STAR campuses.

Educational Programs

Figure 2.3 and Table 2.9 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 smaller percentage of STAR students was enrolled in bilingual/ESL programs than students statewide (3% versus 15%). The percentage of students enrolled in gifted and talented programs in STAR schools was essentially the same as the state average (7% versus 8%). The percentage of STAR students enrolled in career and technology education (CTE) courses substantially exceeded the state average (43% versus 21%). At the high school level, 68% of STAR students were enrolled in CTE compared with 18% of middle school students.

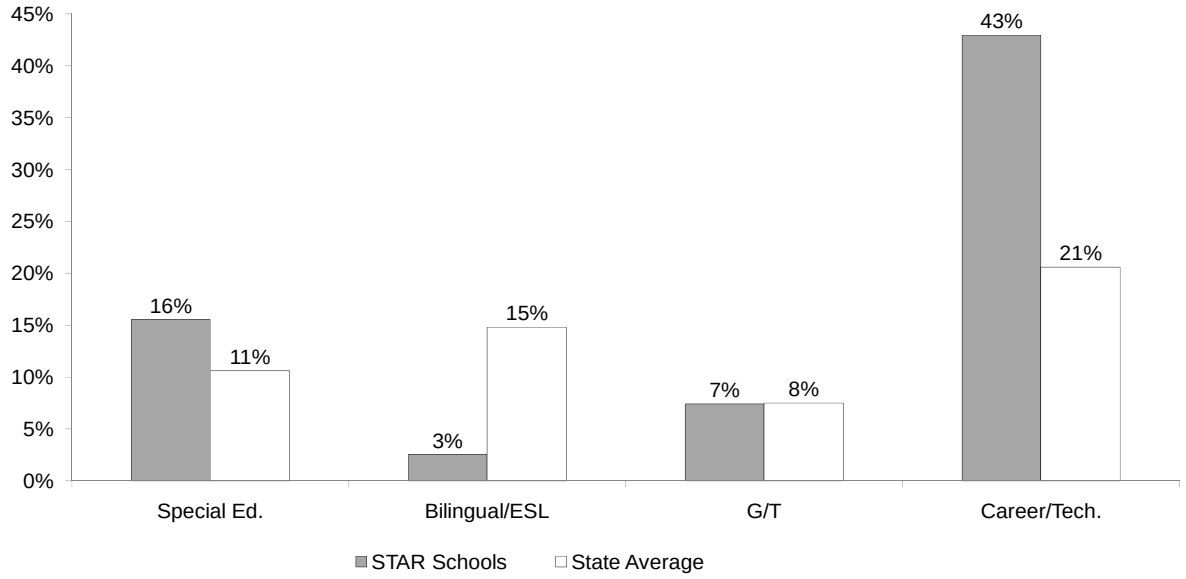


Figure 2.3. STAR students participating in special programs, 2006-07.

Table 2.9
STAR Special Programs, 2006-07

Campus	Percent Special Education	Percent Bilingual/ ESL	Percent Gifted and Talented	Percent Career/ Technology
Junior High and Middle Schools				
Falfurrias Junior High	19.6	2.8	13.1	37.0
Adams Middle School	13.7	4.3	9.6	14.3
Memorial Middle School	15.5	2.0	8.3	0.0
Driscoll Middle School	21.9	4.2	0.0	2.7
McCraw Junior High	11.0	2.1	4.6	54.3
Odem Junior High	15.5	2.4	7.8	0.0
Group Average	**16.2**	**3.0**	**7.2**	**18.1**
High Schools				
Falfurrias High School	14.6	2.1	10.4	65.9
Alice High School	10.4	3.0	9.2	73.0
H. M. King High School	15.5	1.2	8.5	63.4
Miller High School	23.4	4.9	3.4	69.7
Mathis High School	11.0	1.2	5.0	67.1
Odem High School	14.2	0.0	9.2	67.9
Group Average	**14.9**	**2.1**	**7.6**	**67.8**
GEAR UP Average	**15.5**	**2.5**	**7.4**	**42.9**
State Average[a]	**10.6**	**14.8**	**7.5**	**20.6**

Source: Student-level data from 2006-07 TEA AEIS campus student data file.
[a]*Source*: TEA 2006-07 State profile report. Includes all school types as well as STAR campuses.

Teacher Characteristics

Table 2.10 provides data showing that STAR teachers, on average, had approximately 12 years teaching experience, which was somewhat greater than the state average (11 years); STAR average teacher experience, however, varied from 9 to about 17 years by campus. STAR campuses enrolled a similar percentage of beginning teachers as the state (about 9% for both). Three STAR campuses, however, employed 15% or more first-year teachers (Driscoll Middle School, Mathis High School, and Adams Middle School). STAR campuses employed a larger percentage of minority teachers relative to the state average (59% versus 32%). In STAR middle schools, instructional aides represented a slightly higher percentage of the total staff (15%) compared to the percentage of aides in STAR high schools (11%) and the state as a whole (10%). District-level teacher turnover rates at 18% were slightly above the state average of 21%. Turnover rates varied from 11% at Corpus Christi ISD to 26% at Mathis ISD.

Table 2.10
STAR Teacher Characteristics, 2006-07

Campus	Number	Average Years Teacher Experience	Percent Beginning Teachers	Percent Minority Teachers[a]	Percent Instructional Aides
Falfurrias Junior High	34	16.6	5.9	85.3	15.6
Adams Middle School	59	9.3	17.0	65.0	13.3
Memorial Middle School	41	11.3	0.0	63.3	12.0
Driscoll Middle School	45	10.7	15.7	58.1	16.6
McCraw Junior High	23	10.0	11.0	46.3	12.4
Odem Junior High	19	13.1	5.3	38.7	21.2
Group Average	**37**	**11.8**	**9.1**	**59.4**	**15.2**
Falfurrias High School	43	11.6	11.0	82.9	9.7
Alice High School	114	12.2	12.2	53.7	10.7
H. M. King High School	77	13.4	1.3	60.8	11.9
Miller High School	97	11.3	7.2	58.7	10.9
Mathis High School	43	10.4	19.3	61.6	8.5
Odem High School	24	14.5	4.3	33.9	12.0
Group Average	**66**	**12.2**	**9.2**	**58.6**	**10.6**
STAR Average	**51**	**12.0**	**9.2**	**59.0**	**12.9**
State Average[b]	**48**	**11.3**	**8.1**	**31.5**	**10.0**

Source: Campus-level data from 2006-07 TEA AEIS campus staff data file.
[a]Minority includes all non-White groups.
[b]Includes 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 $247,150 compared with $360,926 for the state in 2006-07. STAR districts also spent an average of $1,054 less per student on instruction than the state average ($5,166 in STAR districts versus $6,220 for the state). 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 (86% versus 46%) and low income students (70% versus 56%) than state averages in 2006-07. Correspondingly, STAR schools enrolled smaller proportions of African American (3% versus 14%) and White (11% versus 36%) students than Texas schools as a whole. Despite their concentration of Hispanic students, STAR schools enrolled notably lower proportions of limited English proficiency (LEP) students (3% versus 16%) than schools across the state in 2006-07.

In terms of their educational programs, STAR campuses enrolled proportionately more students in special education (16% versus 11%) and career and technology education (43% versus 21%) 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 2006-07 (12 years on average for both groups). STAR schools employed a similar percentage of beginning teachers (9%) and a larger percentage of minority teachers than the state average (59% versus 32%).

CHAPTER 3
THE CLASSROOM IMPLEMENTATION OF STAR

GEAR UP presents a two-pronged approach to increasing low-income students' participation in postsecondary educational programs. GEAR UP focuses on increasing parents' and students' *awareness* of educational opportunities, and it stresses the importance of student *readiness* for the academic demands of education beyond high school. In preparing Texas students for college and other postsecondary programs, the STAR program emphasizes the importance of a rigorous curriculum for all students. This emphasis is supported by a considerable body of research that finds that completion of a rigorous curriculum is the best predictor of a students' readiness for college (Adelman, 1999, 2006; Barth, 2003).

In order to facilitate increased rigor in classroom instruction, STAR provides professional development for teachers in implementing Advanced Placement (AP) strategies in all core content classrooms and in working in vertical teams to align instruction between grade levels. Teachers and administrators also participate in training designed to increase differentiated instruction through use of data and incorporation of multiple learning styles. As teachers learn and implement techniques designed to increase the rigor of instruction, students are expected to become more engaged in learning and experience improved academic outcomes. As a means measure the effect of STAR on classroom instruction, the second-year (2007-08) evaluation introduced classroom observations in a sample of core content classrooms in STAR middle and high schools. This chapter presents information on the instructional practices evident in STAR core-content area classrooms in the spring of 2008. Results are baseline measurements of classroom practice and do not comprise an evaluation of the effectiveness of instruction in STAR classrooms.

METHODOLOGY

As part of the spring 2008 site visits to STAR campuses, evaluators conducted observations in 82 core-content area classrooms (39 middle school and 43 high school classrooms). Table 3.1 presents the number and percentage of classroom observations conducted for each subject area at each level of schooling and shows that observations were fairly evenly distributed across content areas.

Table 3.1
Classroom Observations Conducted by Subject Area and School Type, Spring 2008

	Middle School Classrooms		High School Classrooms		All Classrooms	
Subject Observed	n	%	n	%	N	%
English/language arts	12	30.7%	10	23.3%	22	26.8%
Math	8	20.5%	10	23.3%	18	22.0%
Social studies	7	18.0%	11	25.5%	18	21.9%
Science	12	30.8%	12	27.9%	24	29.3%
Total	**39**	**100.0%**	**43**	**100.0%**	**82**	**100.0%**

Source: Spring 2008 observations in STAR classrooms.

Classroom observations generally lasted 55 minutes and evaluators recorded information about classroom arrangement and organization, teacher and student roles during the lesson, as well as information about student engagement, opportunities for higher order thinking, and subject-specific indicators of rigorous course content and instruction. The classroom observation instrument is included in Appendix E of this report.

CLASSROOM ARRANGEMENT

Observers recorded information on classroom arrangements, noting whether furniture was configured in traditional rows facing the teacher at the front of the room, in tables or desks arranged so that students faced each other, or in other arrangements (e.g., rows of desks with students facing each other, labs). Figure 3.1 indicates that a majority of high school classrooms were arranged in traditional rows in which students sit facing a black board or an overhead screen. However, middle schools were considerably more likely to utilize classroom configurations in which students were grouped at tables or in small clusters of desks and which facilitate student interactions.

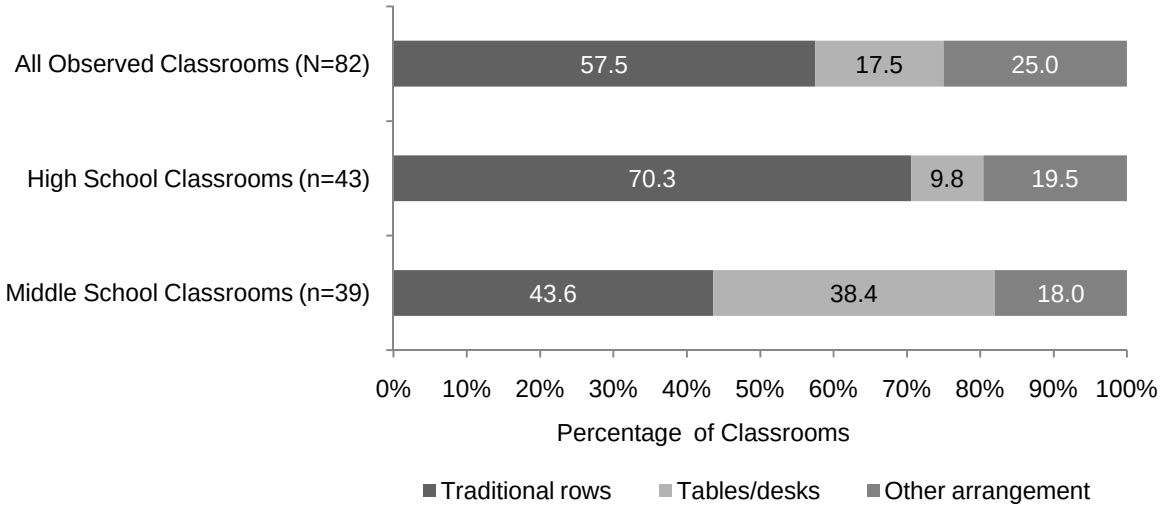


Figure 3.1. Classroom arrangement: Desks in traditional rows, tables or small clusters of desks, or desks in other arrangements.
Source: Spring 2008 observations in STAR classrooms

CLASSROOM ORGANIZATION AND ROLES

While observing core-content classes, evaluators made recorded information at 10-minute intervals in order to capture the nature and prevalence of class organization strategies, teacher's role, students' activities, and student engagement. Findings represent the mean percentage of time points for which observers recorded events during an observation (e.g., 2 out of 5 time points = 40% of time). Results for individual classrooms are averaged across all observed classrooms to determine the mean percentage of time for core-content classrooms.

Classroom organization. Table 3.2 presents teachers' approaches to classroom organization as measured by the mean percentage of class time allocated for each of five configurations: individual students working alone, student pairs, small groups (3+ students), whole class, or a combination of organizational methods. Results indicate few differences across school types. Both middle school and high school students in core content areas spend most of their class time working in whole group activities. High school students spend a somewhat larger percentage of class time working alone than do middle school students (27% versus 21% of time), and middle school students spend more time in combined activities (17% versus 8% of time for high school students).

Table3.2
Classroom Organization: Mean Percentage of Time for Core-Content Classes, by School Type, Spring 2008

Organization	Middle School Classrooms (n=39)	High School Classrooms (n=43)	All Observed Classrooms (N=82)
Whole class	46.4%	47.8%	47.1%
Individual students working alone	20.6%	27.3%	23.8%
Students work in small groups (3+ students)	10.0%	10.1%	10.0%
Students work in pairs	5.7%	7.2%	6.4%
Combination	17.3%	8.3%	13.0%

Source: Spring 2008 observations in STAR classrooms.

Teacher's role. Table 3.3 shows that teachers at all schools spent a majority of their time directing the whole class through lectures and explanations or monitoring student work. Teachers also spent a notable amount of time managing materials and student behavior as well as facilitating student work. On average, middle school teachers spent a larger proportion of class time managing behavior and materials (15% versus 8%) and facilitating student work (14% versus 7%) than high school teachers.

Table 3.3
Teacher's Role: Mean Percentage of Time for Core-Content Classrooms, by School Type, Spring 2008

Activity	Middle School Classrooms (n=39)	High School Classrooms (n=43)	All Observed Classrooms (N=82)
Directing whole group	37.8%	37.7%	37.8%
Monitoring student work	22.9%	24.7%	23.8%
Managing behavior or materials	15.2%	8.1%	11.5%
Facilitating/coaching	13.5%	7.2%	10.2%
Sitting at desk	4.3%	7.4%	5.9%
Providing one-on-one instruction	2.6%	5.8%	4.3%
Showing a video/CD-ROM	1.2%	4.1%	2.7%
Guiding interactive discussion	1.9%	0.0%	0.9%
Checking/grading student work	0.0%	1.5%	0.8%
Modeling for whole group	0.0%	0.6%	0.3%
Giving a test	0.6%	0.0%	0.3%
Other	0.5%	3.5%	2.1%

Source: Spring 2008 observations in STAR classrooms.

Students' role. Table 3.4 presents the mean percentage of class time that students spent in various class activities. Across both types of schooling, students spend about a third of class time listening to the teacher presentations or teacher-led discussions, although the proportion of class time spent listening to teachers was greater for high school students (37% versus 30%). High school students also spent more time using technology resources in the classroom. In contrast, middle school students spent more time completing worksheets and in-class writing assignments, and engaging in interactive discussions.

Table 3.4
Students' Role: Mean Percentage of Time for Core-Content Classrooms, by School Type, Spring 2008

Activity	Middle School Classrooms (n=39)	High School Classrooms (n=43)	All Observed Classrooms (N=82)
Listening to teacher presentation/rote discussion	30.0%	37.2%	33.8%
Listening to student presentation	2.3%	3.5%	2.9%
Giving a presentation	0.0%	1.7%	0.9%
Engaging in interactive discussion	9.4%	3.6%	6.3%
Using graphic organizers or linking maps	6.4%	1.2%	3.6%
Taking notes	9.5%	9.3%	9.4%
Writing communication related to lesson	18.9%	12.9%	15.8%
Engaging in problem solving/investigation	12.6%	7.8%	10.1%
Engaging in individual reading	4.7%	3.3%	3.9%
Completing an exercise or short answer worksheet	32.1%	25.9%	28.8%
Viewing a video/CD ROM	2.4%	5.2%	3.9%
Taking a test	1.3%	5.0%	3.2%
Using technology or audio visual resources	1.0%	11.5%	6.5%
Other	28.6%	25.0%	26.7%

Source: Spring 2008 observations in STAR classrooms.
Note. Students may be engaged in multiple activities; thus, the sum across all activity categories may equal more than 100%.

STUDENT ENGAGEMENT

Evaluators also recorded time-interval ratings to estimate the level of student engagement. Engagement was measured by a 5-point rubric describing levels of engagement with three anchors: (1) *low engagement*, (3) *moderate engagement*, and (5) *high engagement*. Each of the five levels included qualitative descriptions. For example, *low engagement* reflected a lack of student focus on learning tasks, inappropriate behavior, and minimal effort to learn or understand. *Moderate engagement* indicated student compliance with expectations but limited or moderate interest in the content. In contrast, *high engagement* required nearly all students to be substantively engaged and focused on meaningful and intellectually challenging tasks.

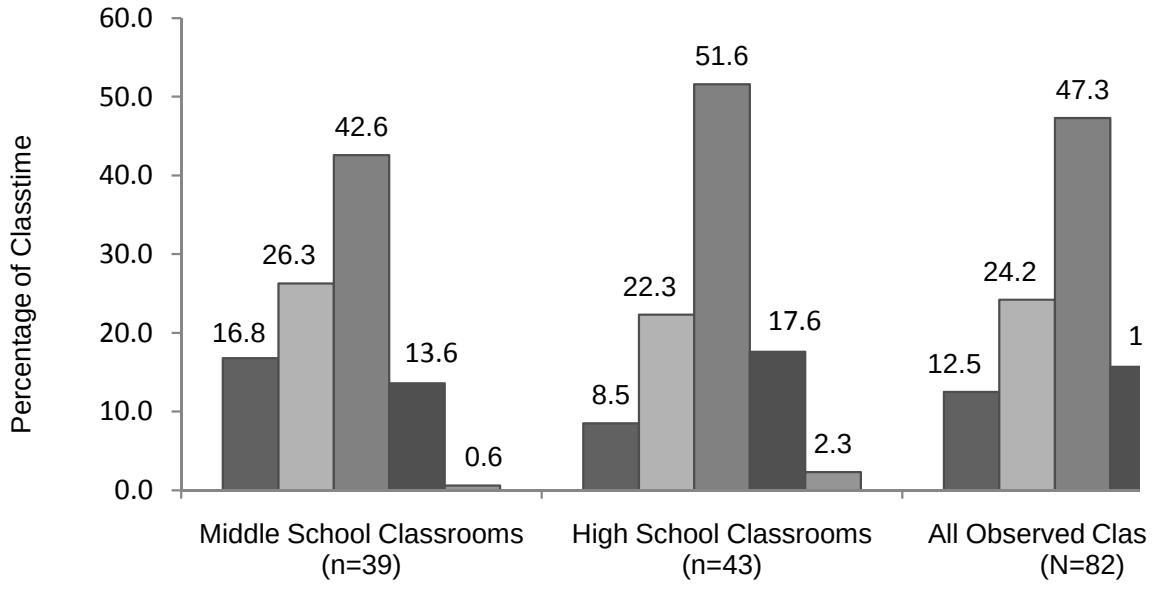


Figure 3.2. Ratings of student engagement on a 5-point scale, by school type, Spring 2008.
Source: Spring 2008 observations in STAR classrooms.

Ratings for student engagement illustrated in Figure 3.2 show that across both levels of schooling, students were *moderately* engaged for the largest proportion of observed class time. Students were mindful of their teachers' instructions and attended to activities; however, they exhibited little interest or enthusiasm for assigned tasks. Students in middle school classrooms exhibited *low engagement* for a notably larger percentage of observed class time compared to high school students (17% versus 9%). Thus, middle school students spent more class time off-task and engaging in inappropriate behavior than did high school students. This finding is supported by results presented in Table 3.3, which indicate that middle school teachers spend more time managing student behavior than do their high school counterparts.

INDICATORS OF HIGHER ORDER THINKING

Current research on how children learn has stressed the need for students to engage in higher order thinking in which they explore concepts and construct their own understandings of course content. Resnick and Klopfer (1989) maintain that "[t]he goal of all instructional activities is to simulate and nourish students' own mental elaborations of knowledge and to help them grow in their capacity to monitor and guide their own learning and thinking" (p. 4). Further research has established that students are able to develop such thinking when they are provided with opportunities to acquire a substantial and organized *body of knowledge*, which they may use to understand concepts, solve problems, evaluate solutions, and make connections between content and other contexts (Fennemore & Tenymann, 1991; Marzano, 1992). As a means to measure the opportunities for students to engage in higher order thinking in STAR classrooms, evaluators indicated the degree to which teachers incorporated a variety of questioning strategies and instructional techniques designed to enable students to make sense of course content and make connections between the subject matter, other contexts, and their own lives using a 4-point scale: (1*) not present*, (2) *present to a small extent*, (3) *present to a moderate extent*, and (4) *present to a large extent*.

As presented in Table 3.5, most indicators of higher order thinking were present to a *very small* extent across both middle and high school classrooms, and there were few differences across indicators in the ratings for each type of school.

Table 3.5
Indicators of Higher Order Thinking: Mean Level of Use, by School Type, Spring 2008

The teacher…	Middle School Classrooms (n=37)	High School Classrooms (n=37)	All Observed Classrooms (N=74)
asks open-ended questions with multiple answers or interpretations.	1.5	1.7	1.6
asks questions that require reasoning (*if/then, what if, or suppose that).*	1.6	1.7	1.6
asks students to justify ideas and explain their thoughts (*Why do you think so?).*	1.4	1.7	1.6
asks students to explain key concepts, definitions, and attributes in their own words.	1.7	1.6	1.7
has students think about and relate examples from their own experience.	1.5	1.4	1.5
relates subject matter to other contexts or to everyday life.	1.9	1.8	1.8
did not include questioning as part of class activities.	2.0	1.8	1.9
Overall Average	**1.6**	**1.6**	**1.6**

Source: Spring 2008 observations in STAR classrooms.
Note. Ratings based on a 4-point scale: 1 (not present), 2 (present to a small extent), 3 (present to a moderate extent), and 4 (present to a large extent). Evaluators failed to record indicators of higher order thinking for five observations.

SUBJECT SPECIFIC INDICATORS

Evaluators also indicated the degree to which subject-specific indicators of rigorous course content and instruction were present in observed lessons using a 4-point scale: (1) *not present*, (2) *present to a small extent*, (3) *present to a moderate extent*, and (4) *present to a large extent*. Subject specific indicators are adapted from AP course documents and teaching materials and are identified for each of the four core-content subject areas: English/language arts (ELA), math, science, and social studies.

English language arts (ELA). In ELA classrooms, evaluators recorded whether the lesson provided opportunities for students to apply their knowledge of literary elements, build their vocabularies, organize and write compositions, use critical thinking skills, and make connections between ELA content and other subject areas or their own lives. As presented in Table 3.6, most indicators of rigorous content and instruction in the ELA classroom were evident to a *very small* or *small* extent, although most indicators were more evident in high school ELA classrooms.

Table 3.6
English Language Arts Indicators: Mean Level of Use, by School Type, Spring 2008

In the ELA classroom students are…	Middle School Classrooms (n=12)	High School Classrooms (n=10)	All Observed Classrooms (N=22)
applying knowledge of literary elements to understand written texts.	1.5	1.9	1.7
acquiring vocabulary through reading and systematic word study.	1.7	1.6	1.6
producing compositions for a specific purpose (content, organization, mechanics).	1.9	2.8	2.3
recognizing appropriate organization of ideas in written text (using models, examples).	1.5	2.2	1.8
using critical thinking/problem solving skills to analyze/evaluate written texts.	1.1	2.1	1.5
using graphic organizers, summarizing, note taking/outlining, identifying main ideas.	1.5	1.6	1.5
linking ELA concepts to their own experiences or other subject areas.	1.8	1.9	1.8
Overall Average	**1.6**	**2.0**	**1.7**

Source: Spring 2008 observations in STAR classrooms.
Note. Ratings based on a 4-point scale: 1 (not present), 2 (present to a small extent), 3 (present to a moderate extent), and 4 (present to a large extent).

Mathematics. In math classrooms, evaluators recorded whether students used manipulatives or calculators during the lesson and whether students discussed problem solving strategies with their teachers or classmates. Evaluators recorded whether students used graphs to express math concepts, wrote about their math experiences, or connected math content to other subject areas or their own lives. Table 3.7 presents evaluators' mean, or average, ratings across math indicators and shows that most indicators were present to a *very small* or *small* extent in STAR math classrooms.

Table 3.7
Mathematics Indicators: Mean Level of Use, by School Type, Spring 2008

In the math classroom students are…	Middle School Classrooms (n=12)	High School Classrooms (n=11)	All Observed Classrooms (N=23)
using active manipulation as a model for the mathematical situation in the lesson.	1.5	1.9	1.7
using calculators to explore mathematical situation.	1.3	2.0	1.6
discussing the mathematical situation, the problem solving process they are using.	1.9	2.3	2.1
are asking mathematical questions of the teacher and each other.	1.6	1.7	1.7
using writing to describe their solution strategies or mathematical thinking.	1.3	1.2	1.3
using graphic data representation, concept mapping, graphic organizers; creating models.	1.8	1.7	1.8
linking mathematics in this lesson to real world experiences or other subject areas.	1.8	1.6	1.7
summarizing mathematical ideas from this lesson.	1.3	1.6	1.5
Overall Average	**1.6**	**1.8**	**1.7**

Source: Spring 2008 observations in STAR classrooms.
Note. Ratings based on a 4-point scale: 1 (not present), 2 (present to a small extent), 3 (present to a moderate extent), and 4 (present to a large extent).

Science. In science classrooms, evaluators recorded whether students used calculators or technology resources, or scientific tools to explore science concepts as well as if students participated in experiments or content-related discussions with teachers or classmates. Evaluators recorded whether students wrote about scientific concepts, used graphic organizers, summarized ideas, or linked the science to other subject areas or their own experiences. Table 3.8 presents evaluators' mean ratings for each indicator of rigorous content and instruction in the science classroom and indicates that each indicator was present to a *very small* or *small* extent across both middle school and high school science classrooms.

Table 3.8
Science Indicators: Mean Level of Use, by School Type, Spring 2008

In the science classroom students are…	Middle School Classrooms (n=7)	High School Classrooms (n=9)	All Observed Classrooms (N=16)
using calculators/computers to explore a scientific situation.	1.0	1.1	1.1
using scientific tools to model the scientific situation in the lesson.	1.6	1.6	1.6
participating in experiments/investigations.	1.9	2.0	1.9
discussing the scientific situation, problem, or discoveries they are making.	1.9	1.8	1.8
asking scientific questions of the teacher and each other.	1.9	2.0	1.9
using written communication to describe their solution strategies or scientific thinking.	1.1	1.1	1.1
using graphic organizers, summarizing, note taking/outlining, identifying main ideas.	1.4	1.7	1.6
linking science in this lesson to real world experiences or other subject areas.	1.7	1.4	1.6
summarizing scientific ideas from this lesson.	1.4	1.8	1.6
Overall Average	**1.5**	**1.6**	**1.6**

Source: Spring 2008 observations in STAR classrooms.
Note. Ratings based on a 4-point scale: 1 (not present), 2 (present to a small extent), 3 (present to a moderate extent), and 4 (present to a large extent).

Social studies. In social studies classrooms, evaluators recorded whether students used maps or charts, wrote about the lesson, evaluated types of evidence, explored trends, conducted research, made connections between past and present events, and whether students connected social studies topics to other subject areas or their own lives. Table 3.9 presents evaluators' mean ratings for each indicator of rigorous content and instruction in the social studies classroom. Similar for findings for other subject areas, social studies indicators were present to a *very small* or *small* extent across STAR middle school and high school classrooms.

Table 3.9
Social Studies Indicators: Mean Level of Use, by School Type, Spring 2008

In the social studies classroom students are…	Middle School Classrooms (n=8)	High School Classrooms (n=9)	All Observed Classrooms (N=17)
using maps, charts, globes to interpret events.	1.0	1.8	1.4
using written communication to analyze, make judgments, draw conclusions.	1.6	1.3	1.5
evaluating the validity of various types of evidence.	1.3	1.2	1.2
examining trends, themes, and interactions (e.g., graphs, charts).	1.4	1.4	1.4
exploring cause and effect relationships.	1.3	1.4	1.4
conducting research (gather, analyze, interpret, synthesize).	1.1	1.2	1.2
making connections between past and present events.	2.0	1.3	1.6
using graphic organizers, summarizing, note taking/outlining, identifying main ideas.	1.6	1.4	1.5
linking the social studies lesson to real world experiences or other subject areas.	2.1	1.9	2.0
Overall Average	**1.5**	**1.4**	**1.5**

Source: Spring 2008 observations in STAR classrooms.
Note. Ratings based on a 4-point scale: 1 (not present), 2 (present to a small extent), 3 (present to a moderate extent), and 4 (present to a large extent).

SUMMARY

In spring 2008, evaluators conducted 82 observations in STAR classrooms (39 middle school and 43 high school classrooms). Observations were evenly distributed across content areas with the largest proportion of observations taking place in science (29%) and ELA (27%) classrooms. Across middle school and high schools, most observed classrooms (58%) were arranged in traditional rows in which students face a blackboard or overhead screen; however middle school classrooms were more likely to facilitate student interactions through arrangements in which students sit at tables or in groups of desks that face one another (38% of middle school classrooms versus 10% of high school classrooms).

Evaluators recorded classroom organization strategies, teacher behaviors, and student behaviors at 10 minute intervals throughout each observed lesson. Recordings were averaged across all observed classrooms to determine the average percentage of time spent in activities. Across both middle school and high school classrooms, 47% of class time was spent in whole class activities. Students spent notably smaller proportions of class time working alone (24%) or in small groups (10%). There were few differences in the organizational strategies observed in middle school and high school classrooms. Middle school students spent somewhat smaller percentages of class time working alone than high school students (21% versus 27%), and a somewhat larger percentage of class time in activities that combined

aspects of whole group, small group, and individual student work (17% versus 8% for high school students).

Both middle school and high school teachers spent more than a third of class time directing whole group activities (39%) and about 24% of time monitoring student work. Middle school teachers spent more time than their high school counterparts managing student behavior and class materials (15% versus 8%) and facilitating or coaching student work (14% versus 7%). Similarly, students spent about a third of their class time listening to teacher presentations or discussions (30% of time for middle school students and 37% of time for high school students). Students also spent a considerable amount of class time completing worksheets (29%) and writing assignments related to the lesson (16%).

Evaluators also completed time-interval ratings for students' level of engagement in class activities. Results indicate that across both types of schooling, students were *moderately* engaged for the largest proportion of class time (47%). Students participated in class activities and listened to teachers' instructions, but exhibited little enthusiasm or interest in their assigned tasks. Middle school students exhibited *low* engagement for a larger proportion of class time than did high school students (17% versus 9%).

After the lesson, evaluators recorded the degree to which indicators of higher order thinking were present in the lesson. Indicators of higher order thinking include questioning strategies that require students to explain their reasoning, justify ideas, explain concepts, and relate class content to other contexts or their own lives. Indicators of higher order thinking were present to a *very small* or *small* extent in observed middle school and high school classrooms.

Similarly, evaluators indicated the degree to which subject-specific indicators of rigorous course content and instruction were evident in observed lessons. Subject-specific indicators of course content were adapted from AP course documents for each subject area. Across subject areas and level of schooling, subject specific indicators were present to a *very small* or *small* extent in observed STAR classrooms.

CHAPTER 4
INFORMATIONAL RESOURCES AND FAMILY AND COMMUNITY PARTICIPATION AND SUPPORT

Research exploring the factors that contribute to educational attainment indicates that minority and first-generation college students are less likely to be familiar with postsecondary educational opportunities, as well as the planning required to attend these programs (Venezia, Kirst, & Antonio, 2003; Roderick, Nagaoka, & Allensworth, 2006). In order to successfully promote postsecondary educational opportunities, both students and their families must be provided access to information that not only increases their awareness of available opportunities and the benefits of attending, but also the requirements to enter these settings. However, access to information does not guarantee student success. Findings indicate students are more likely to succeed with the continued support of their family (Roderick, Nagaoka, & Allensworth, 2006; Levin, Belfield, Muennig, Rouse, 2007). Therefore, objectives specific to three of the eight GEAR UP/STAR goals[1] address providing information to stakeholders regarding college awareness and planning, as well as increasing parent participation in school activities and their child's education. This chapter explores the means utilized by districts to meet these objectives and increase support for GEAR UP/STAR goals in the second year of STAR implementation.

Utilizing information gathered in the spring of 2008 from site visit interviews with teachers and administrators and from surveys of teachers, counselors, parents, and students, this chapter examines districts' efforts to maintain and modify strategies utilized in 2006-07, as well as to implement new strategies intended to expand access to informational resources and engage parents and the community in 2007-08.[2] 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 2008. Although responses from high school parents and high school students cannot be directly attributed to the implementation of STAR because the program was implemented at the middle school level in 2007-08, these responses will provide valuable baseline data for subsequent evaluation years when the GEAR UP student cohort enters high school.[3]

PROVIDING ACCESS TO COLLEGE INFORMATION

District Approaches

In 2007-08, STAR districts continued to offer a variety of programs intended to provide parents and students with access to college information. One high school principal stated that his school sustained "GEAR UP initiatives that began several years ago," and implemented awareness activities that "were very similar to those offered in other years." However, one district coordinator noted that schools within her district were determined to be "more creative with [their] activities" and utilized entirely new programs or implemented existing programs in new ways. The following sections describe specific strategies districts used to provide greater access to college information in the second year of STAR implementation.

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[1] GEAR UP/STAR goals and objectives as well as evaluation results demonstrating districts' progress toward goals are included in Appendix F of this report.
[2] Descriptions of survey participants and response rates are provided in chapter 2.
[3] GEAR UP operates on an add-a-cohort model in which the grade levels served by the project expand as students matriculate. The first student cohort served by the STAR project was in the seventh grade in 2006-07, in the eighth grade in 2007-08, and will enter the ninth grade in 2008-09.

College visits and fairs. Recognizing students' lack of exposure to educational options beyond the boundaries of their hometown, all districts continued promoting early college awareness, taking seventh and eighth grade students to visit college campuses during the 2007-08 school year. College visits included Texas A&M-Kingsville, Texas A&M-Corpus Christi, University of Texas-San Antonio, University of Texas-Pan Am, and Del Mar College. As one middle school principal noted, these experiences "seem to keep [students] interested in the GEAR UP program." Therefore, several districts used local funds to expand the experience to students not yet in the GEAR UP cohort (grades 5 and 6), promoting earlier awareness of "the culture of college." With a year of experience, one middle school counselor noticed increased organization and GEAR UP coordination, stating: "Planning for campus tours was better this year." However, several districts have already recognized areas for future growth, such as trips that include community colleges and technical institutes. Some STAR campuses enable students to visit college campuses via virtual tours hosted on school computers. A middle school principal explained, "I put twenty computers in [the library], and when the kids come in, the librarian gives the kids a chance to use virtual campus visits."

In 2007-08, four districts continued to offer college and career fairs that provide students and parents with opportunities to obtain information from community organizations, employers, and university representatives. Many schools also continued to promote a college-going environment by displaying information about successful alumni, creating posters representing teachers' college experiences, as well as implementing college t-shirt days in which faculty and staff wear t-shirts representing their favorite colleges.

College preparation workshops. More districts implemented special workshops designed to provide parents and students with information on students' academic progress, as well as college preparation and enrollment, during STAR's second year. One program that was expanded within its district was "Monday Matters," which allows parents and school staff to work collaboratively college planning and readiness issues. "Monday Matters has become very strong and very successful because [schools] have reached a lot of parents" explained one middle school counselor. "We have 15 to 20 parents every Monday night, and they keep their appointments."

Another program two districts continued to find successful is the Walk for Success. During the Walk for Success, school administrators and teachers, visit students' homes and provide parents with information about students' academic performance, campus calendars, and college readiness information. One district coordinator said that several schools within her district have "spiced things up" in 2007-08, offering mini-lessons in core subject areas and inviting families to participate in activities. Families not only participated, but began to anticipate these Walks. "Last year the parents weren't waiting for us…they didn't know what Walk for Success was," said one counselor. "This year they were waiting for us." The popularity of the Walk for Success motivated the district to add a second Walk during the spring semester.

Several districts also offered parent college workshops, at which representatives from universities and college planning services provided information on writing resumes, college entrance exams, college application and enrollment processes, and financial aid. To increase participation, some schools merged GEAR UP activities with other, required school functions, such as freshman orientation and open house. A high school counselor explained:

> We make [students] fill out all the paperwork and give them their schedule for the next year. We have tables set up for all of these things. If [families] want to pick up information on GEAR UP, we'll have a table for GEAR UP. If [families] want to pick up information about the Apply Texas, we have a college table with The Apply Texas and the FAFSA. We have 99% of our parents show up that night because [students] cannot do the paperwork and pick up the schedule without a parent.

College readiness and awareness courses. Several districts implemented new programs and courses that promoted college readiness within the regular school day in 2007-08. For example, one district offered courses designed by SureScore to develop study skills and some campuses offered higher level courses (i.e. Advanced Placement, dual credit) for the first time. Although the STAR cohort is not yet in the high school, several high schools have already begun implementing activities that promote STAR goals. One high school introduced college readiness classes that provide support for students in completing scholarships and college applications, and another high school created a STAR period, which the counselor described as "a 25-minute block, [during which] students who have already passed TAKS are working on… college readiness activities."

In 2007-08, all districts continued to utilize GO Centers—a room designated specifically for college-going activities, such as virtual campus tours, researching universities, and filling out applications. Although GO Centers are sponsored by the Texas Higher Education Coordination Board, many schools found that GO Center objectives aligned with STAR goals and used the Center for STAR purposes. However, the level of implementation and the degree of utilization of GO Centers varied across campuses. GO Centers were described within several schools as "very active" and "very useful." In contrast, one middle school representative stated that the Center was rarely used, explaining, "We don't think [the GO Center] is well stocked yet."

Talent search and development. Two districts also offered programs that provide opportunities to identify academically talented students early, such as the Duke University Talent Identification Program and allowing representatives from Coastal Bend Community College to conduct their own talent searches.[4]

Summer bridge programs. In 2007-08, every STAR district continued to offer summer programs that allow rising eighth and ninth grade students to "bridge" the distance between high school and college. Students participated in leadership courses at their middle school or high school campus and then spent time during the summer studying with college professors in university classrooms.

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

Teachers. Teachers expressed varied understandings of their role in the STAR grant during the project's second year. Middle school teachers in one district stated "their role changed as their awareness of the grant increased." However, teachers in another district said their role had not changed. Teachers in yet another district said they were "unsure" of their role in STAR implementation or of the grant's goals. "We spent two years getting ready for this [STAR student] group to get [to high school]," explained one teacher, "and I'd like to know what is expected of us when the [students] hit high school. What end results do we expect to see?" Varied understandings of their role in STAR affected the ways in which teachers addressed college readiness in their classrooms.

Most focus group teachers said they promoted college awareness in their classrooms by talking to students about college, and encouraging students to attend college. Several teachers addressed college awareness through career exploration units in which students researched the education and training necessary for certain careers. However, other teachers explained that it was difficult to encourage students to think about postsecondary education when their parents did not go to college and they were not raised in a "culture of college." Similarly, some teachers said it was difficult to motivate at-risk students to think about college. "[Students] kind of come into the classroom with [failure] already in their mind, and the challenges are like trying to aim them higher," explained one teacher. Another said her role was to

[4] The Duke Talent Identification Program allows seventh grade students to take the SAT in order to identify talented students early.

provide students with opportunities for success, “We help them be successful in our classrooms so that they understand that they *can* be successful.”

Several teachers said they addressed college readiness as well as college awareness through classroom instruction. One teacher designed lessons that reflected college course structures, noting “I just try to use a lot of strategies that they’ll see in history at the college level.” Some teachers helped students build study skills and note taking strategies. Teachers also said they began to recognize the importance of using the strategies they learned in STAR training. These teachers used techniques that promoted higher level thinking and “ramp[ed] up academic rigor,” including implementing pre-Advanced Placement (AP) and AP strategies in core content classrooms.

Several teachers introduced students to college *planning*. Within one middle school, eighth grade students were asked to research and compare three colleges, develop a college resume and other application requirements, and take the PSAT. Middle school teachers in another district said they discussed college planning in their classrooms when it was appropriate to the lesson.

Insufficient time was primary barrier to implementing STAR for most teachers. Several teachers expressed frustration in their inability to incorporate STAR training content in their lessons. “Our classes are only 50 minutes, and a lot of what we have learned, especially in math, is the hands-on activities and getting the kids involved in the group work,” explained one teacher. “[It] just takes a lot of time.” Teachers also said that student absenteeism and lack of parental support limited their ability to address college readiness issues.

Counselors. Across STAR districts, counselors play a key role in grant implementation. Counselors often serve as the campus GEAR UP coordinator, disseminating information to students, informing teachers of training, completing grant reporting requirements, coordinating GEAR UP partner events, and facilitating activities that promote college and career awareness. “[Counselors] take on a big role in this [STAR], explained one district coordinator. “They’re there for all the functions and they help us put on the functions. … They’re really involved—especially at the high school.”

In addition to coordinating STAR, counselors promote college planning and assist students with enrollment requirements and the college application process. This planning begins with the selection of middle school courses. Noting the importance of this process, one counselor explained, “We get to see if they’re [students] already on the path or give them direction.” Several counselors said they addressed students’ career interests through career aptitude assessments, such as EXPLORE and Career Occupational Preference tests (COPS). Many counselors provided workshops in resume building, scholarships, the college application process, and the importance of good attendance. Several counselors met with classes and distributed monthly reminders of important dates and deadlines. Counselors also provided parents with information about college and conducted parent meetings throughout the school year.

Figure 4.1 presents counselors’ perceptions of the importance of specific counseling tasks drawn from the spring 2008 survey of teachers, counselors, and librarians. In responding to the survey counselors ranked the importance of a set of counseling tasks using a 5-point scale: (1) *least important*, (3) *neutral*, and (5) *most important*, and Figure 5.1 presents the average, or mean, of counselors’ responses disaggregated by level of schooling. Results indicate that *assisting students with personal matters* was the most important task for both middle school and high school counselors. Given that the GEAR UP student cohort was in middle school in 2007-08, it is not surprising that middle school counselors placed more emphasis on *coordinating GEAR UP*. High school counselors were more involved in assisting students with college planning.

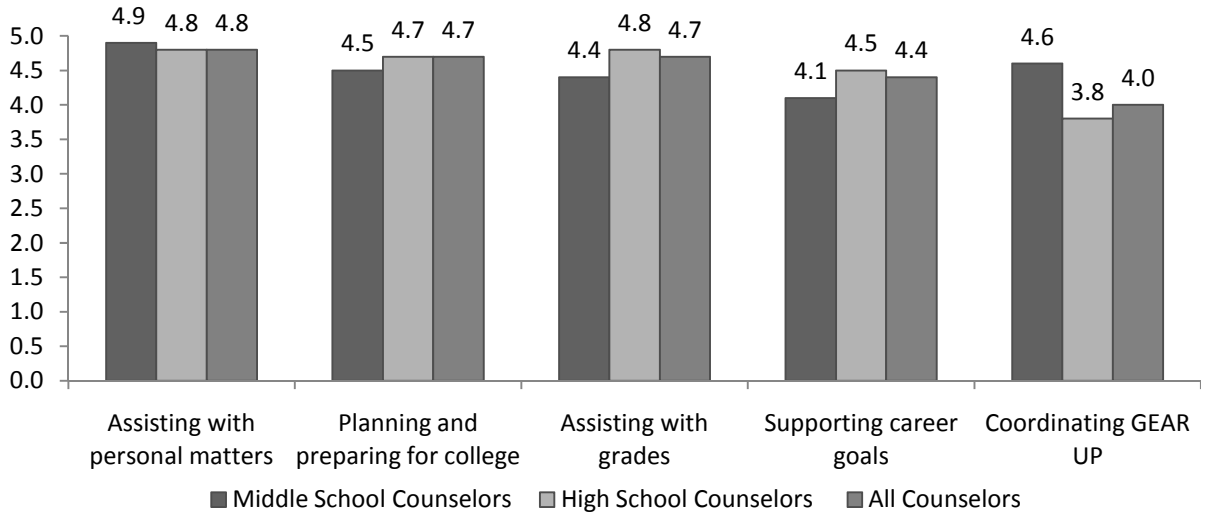

Figure 4.1.Counselors' perceptions of specific counseling tasks, (mean response).
Source: STAR Teacher, Counselor, and Librarian Survey, Spring 2008.
Note. 1= least important, 3= neutral, 5= most important.

Similar to teachers, counselors said lack of time was their main challenge to implementing STAR. Coordinating counseling and GEAR UP tasks, attending STAR training events, as well as providing support for teachers and students created demands on counselors' time. "There's just so much to do," explained one middle school counselor. "You wish you had a longer day." Another counselor commented, "I'm the only counselor; that's it. To do just the everyday things you need to do, much less trying to bring this stuff in—it's very time consuming."

The survey also asked counselors to estimate the percentage of time that they spent on various counseling tasks. Results presented in Figure 4.2 indicate that across both types of schooling, counselors spend the largest percentage of time *scheduling courses* (19%), although high school counselors spend a somewhat larger percentage of time *scheduling courses* than middle school counselors (20% versus 17%). Consistent with the findings presented in Table 4.1, middle school counselors spent a larger percentage of their time *coordinating GEAR UP* implementation than did high school counselors, but high school counselors spent a greater percentage of their time assisting with tasks that promote the goals of GEAR UP (*career counseling*, *assisting with course selection*, and assisting with *postsecondary admissions*). Noting the demands on counselors, representatives of GEAR UP partner organizations indicated the need to hire full-time GEAR UP coordinators with the sole responsibility of addressing grant issues to address the counselors' time constraints.

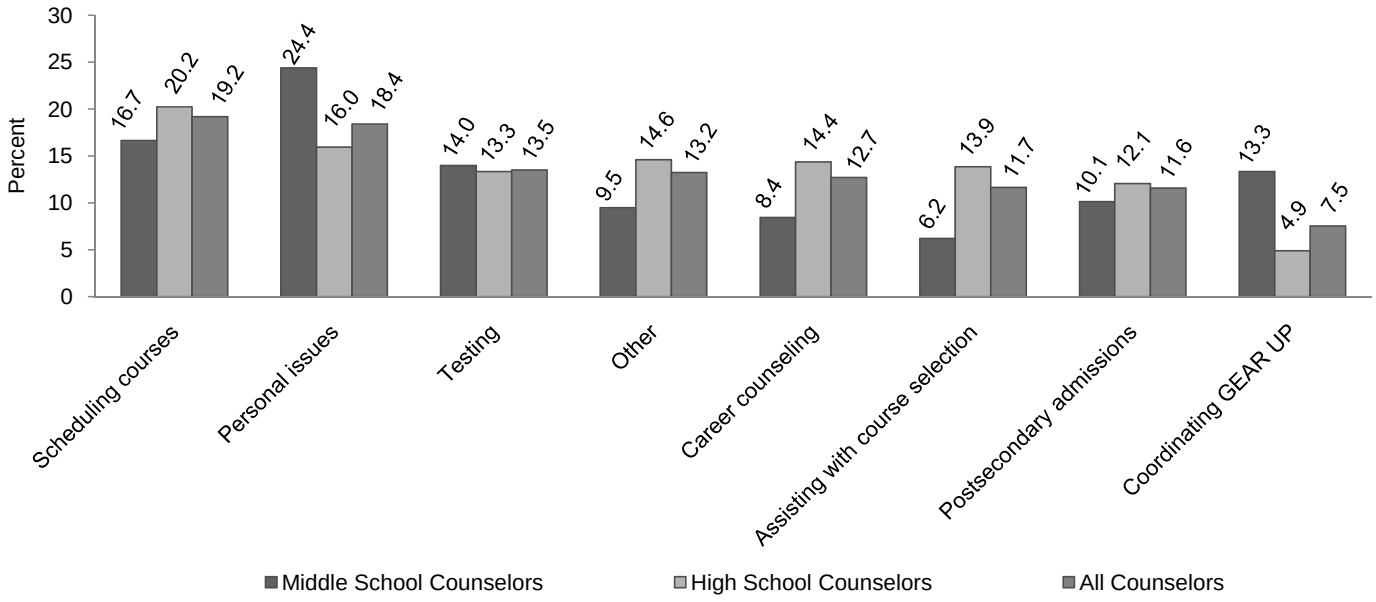

Figure 4.2. Average amount of time counselors spend on specific tasks (percentages).
Source: STAR Teacher, Counselor, and Librarian Survey, Spring 2008.

RESULTS FROM STUDENT AND PARENT SURVEYS

The spring 2008 surveys of middle school and high school students asked students to describe their involvement in school activities, 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 2008 parent survey asked parents about their involvement in planning for college, their educational expectations for their children, the affordability of college options, as well as their level of communication with school sources about college preparation.

Findings from the Spring 2008 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 college readiness, rating the frequency of participation using the scale: *never*, *rarely*, *sometimes*, *often*, or *almost every day*. Figures 4.3a and 4.3b illustrate the frequency of participation in specific academic activities of middle school and high school students, respectively. The findings indicate that, although GEAR UP was not officially implemented at the high school level in 2007-08, high school students are more likely to participate in school activities promoting GEAR UP goals. On average, a smaller percentage of high school students responded that they *never* participate in these activities. However, high school students were more likely to participate *rarely* or *sometimes*, while middle school students who participated in activities were more likely to do so *often* or *almost every day*. Of the school activities listed, proportionately more middle school and high school students participated in activities that helped them "Learn about college." Interestingly, despite the focus of GEAR UP implementation at the middle school level, a larger percentage of middle school students stated they *never* participated in activities promoting college awareness (33% vs. 25%). Students that participated in "Tutoring" did so more frequently than any other activity, with proportionately more students responding *often* or *almost every day*. On average, both middle school and high school responses indicate that a majority of activities intended to promote GEAR UP/STAR goals are implemented intermittently or as a supplement to the regular curriculum, as students either never participate in these

intermittently or as a supplement to the regular curriculum, as students either never participate in these activities, or do so infrequently. A district coordinator explained that schools generally add short-term supplemental services and programs instead of "*really* changing the culture or curriculum of the school."

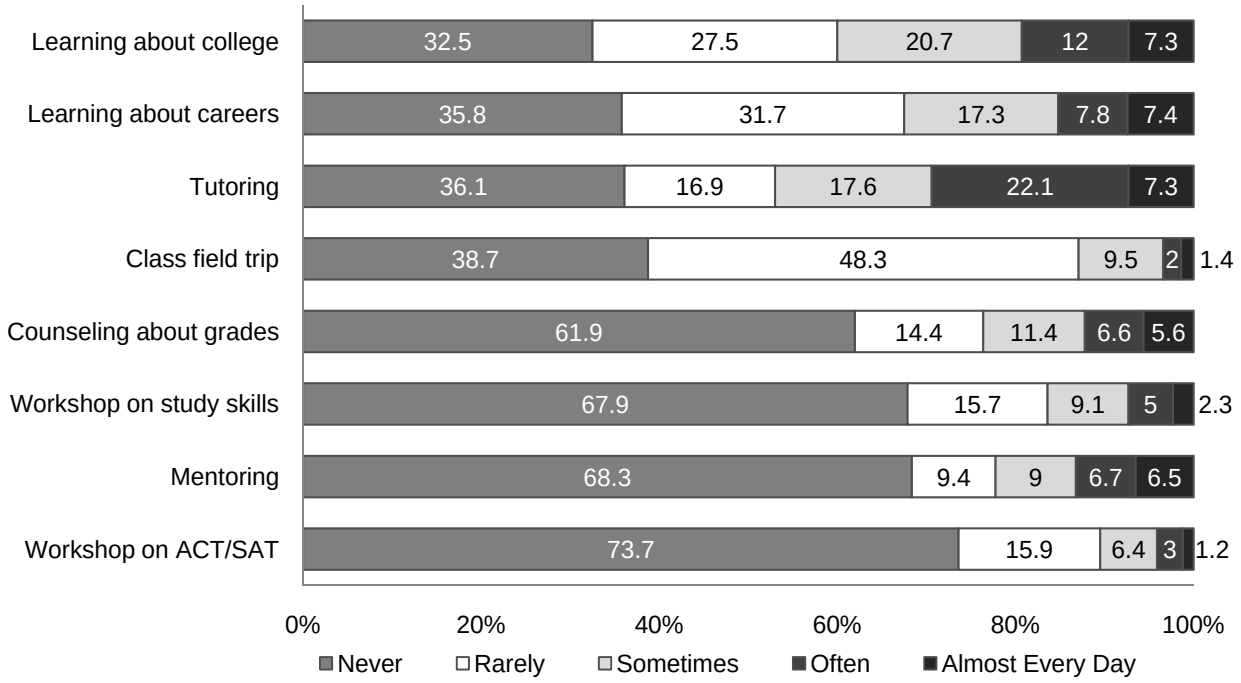

Figure 4.3a. Reported school activity participation of middle school students (percentages).
Source: STAR Middle School and High School Student Surveys, Spring 2008.
Note. Of sixteen activities, only the eight representing the highest levels of participation are presented.

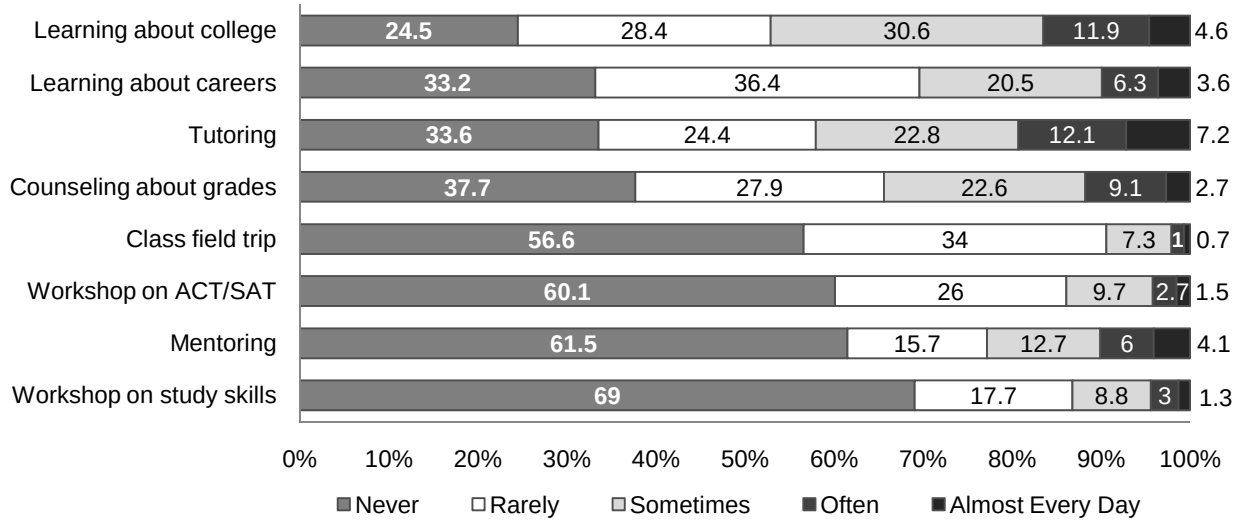

Figure 4.3b. Reported school activity participation of high school students (percentages).
Source: STAR Middle School and High School Student Surveys, Spring 2008.
Note. Of sixteen activities, only the eight representing the highest levels of participation are presented.

Educational Aspirations. The survey asked students to indicate the highest level of education they expected to achieve. The findings, as presented in Table 4.1, indicate that both middle school and high school students were more interested in exploring options beyond high school in 2007-08 than in 2006-07, with a smaller percentage of respondents expecting to conclude their education with a high school diploma. Although high school responses cannot be directly attributed to the STAR program because the program was implemented at the middle school level in 2007-08, these results may indicate a paradigm shift and an increased interest in postsecondary opportunities within STAR districts. Consistent with the previous year, in 2007-08 a majority of students expect to earn a college degree, with 59% of middle school and high school students planning to earn a bachelor's or graduate degree. This finding represents 6% growth in the percentage of middle school students expecting to earn a college degree. Middle school students expressed greater interest in graduate school than high school students—37% of middle school students expect to complete graduate school compared with 27% of high school students. This may reflect the emphasis on STAR at the middle school level, or a greater awareness of other postsecondary opportunities at the high school level, as proportionately more high school students expected to attend vocational schools and earn an associate's degree than middle school students. Approximately a quarter (23%) of middle school students and 17% of high school students were still unsure of their academic future (*don't know*), representing the third largest response among students. Interestingly, the percentage of both middle school and high school students who aspire to *some college* without earning a degree increased across implementation years. This finding may illustrate the general emphasis within STAR districts for students to pursue to college without necessarily emphasizing a degree.

Table 4.1
Educational Aspirations of STAR Students, by Percentage of Respondents

	Middle School		High School	
Educational Level	2006-07 (N=1,880)	2007-08 (N=2,020)	2006-07 (N=3,233)	2007-08 (N=3,118)
Bachelor's degree	22.3%	22.5%	32.4%	32.8%
Graduate or professional degree	33.6%	36.9%	28.9%	26.6%
Don't know	26.1%	22.6%	16.8%	16.9%
Associate's degree	4.7%	5.0%	7.5%	9.4%
High School	6.0%	5.0%	7.2%	5.5%
Some college but not an associate's degree	4.1%	5.7%	4.3%	6.1%
High school plus vocational school	1.9%	1.4%	2.4%	2.4%
Less than high school	1.2%	0.9%	0.6%	0.3%

Source: STAR Middle School and High School Student Surveys, Spring 2007, 2008.

Student awareness of college opportunities. The student surveys asked both middle and high school students the ways in which they learned about college opportunities, rating each item as *not at all, important, not important, neither important or not important, Important* or *very important*. As shown in Table 4.2, conversations with a parent or guardian were still considered the most important means to learn about colleges for both middle school (53%) and high school students (53%). STAR sponsored campus visits have been a beneficial way to increase early college awareness, as 64% of middle school students and 66% of high school students responded college visits were *important* or *very important* sources of college information. Similar to the 2006-07 evaluation, middle school students were more likely to rely on teachers (33% considering teachers *very important*) than school counselors (31% considering school counselors *very important*), but in high school, the reverse was true. Despite the implementation of STAR activities in middle schools, Table 4.2's results indicate that, in comparison to high school students, middle school students tend to rely more heavily on information from family members (including "siblings" and "another family member") than school personnel.

Table 4.2
Students' Perceptions of College and University Informational Sources, by Percentage of Respondents

Ways Students Learned about Colleges	Middle School (N=2,278)				High School (N=3,324)			
	Not at all	Not Important	Important	Very	Not at all	Not Important	Important	Very
Parent(s) or guardian	8.4%	5.7%	18.4%	52.9%	6.4%	5.6%	19.0%	52.9%
Visited a campus	10.7%	5.5%	18.3%	45.5%	7.1%	5.4%	22.0%	44.4%
Another family member	15.9%	9.7%	20.4%	34.9%	12.8%	10.8%	22.1%	30.6%
College guide	14.0%	11.7%	20.6%	33.9%	10.1%	9.3%	22.3%	36.8%
Teacher	12.0%	10.5%	21.4%	32.8%	9.6%	11.3%	23.7%	27.3%
Siblings	22.2%	11.4%	17.7%	30.2%	18.1%	10.6%	20.3%	28.1%
School counselor	15.6%	11.4%	19.5%	31.4%	8.1%	8.0%	23.8%	38.4%
Other	41.8%	8.8%	9.6%	22.9%	39.5%	9.2%	10.8%	19.2%

Source: STAR Middle School and High School Student Surveys, Spring 2008.
Note. Percentages will not total 100 because *neither important* or *not important* has not been placed in the Table.

Students' familiarity with postsecondary educational options. The 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 4.4a, 4.4b, and 4.4c, students indicated levels of familiarity that are consistent with 2006-07 findings. Respondents were substantially more familiar with four-year colleges than community colleges or vocational schools, with 42% of middle school students and 45% of high school students indicating they were *very familiar* with four-year colleges (see Figure 4.4a). Interestingly, these findings indicate that a somewhat larger percentage of middle school students are *not familiar* with four-year colleges in 2007-08 than in 2006-07. While the percentage of middle school and high school students *very familiar* with community or junior colleges increased, approximately half of the respondents (48% of middle school students and 53% of high school students) only felt *somewhat familiar* with this type of schooling (Figure 4.4b). Students are still unfamiliar with vocational and technical programs, with more than half of respondents indicating they are *not familiar* (56% of middle school students and 53% of high school students). These findings suggest that students within STAR districts are not familiar with the full range of postsecondary opportunities available to them. Notably, middle school students receiving STAR services were less aware of postsecondary opportunities than high school students.

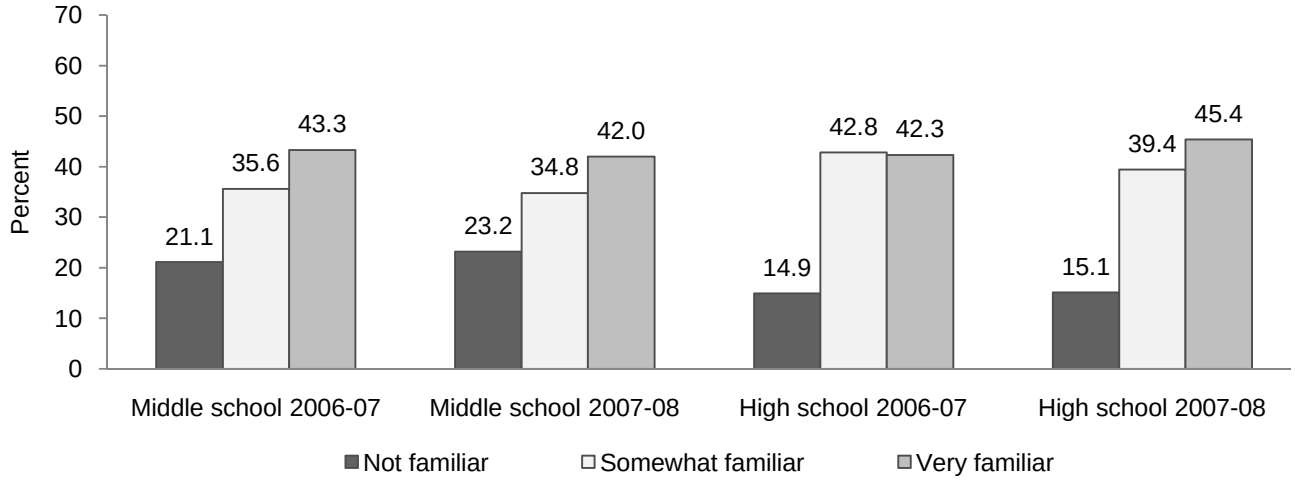

Figure 4.4a. Students' familiarity with four-year colleges or universities (percentages).
Source: STAR Middle School and High School Student Surveys, Spring 2007, 2008.

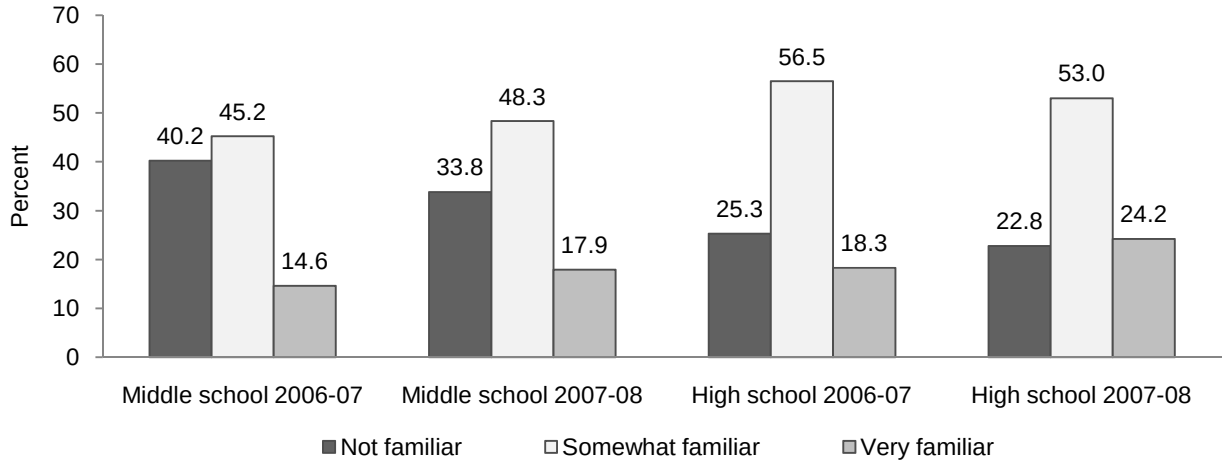

Figure 4.4b. Students' familiarity with community or junior colleges (percentages).
Source: STAR Middle School and High School Student Surveys, Spring 2007, 2008.

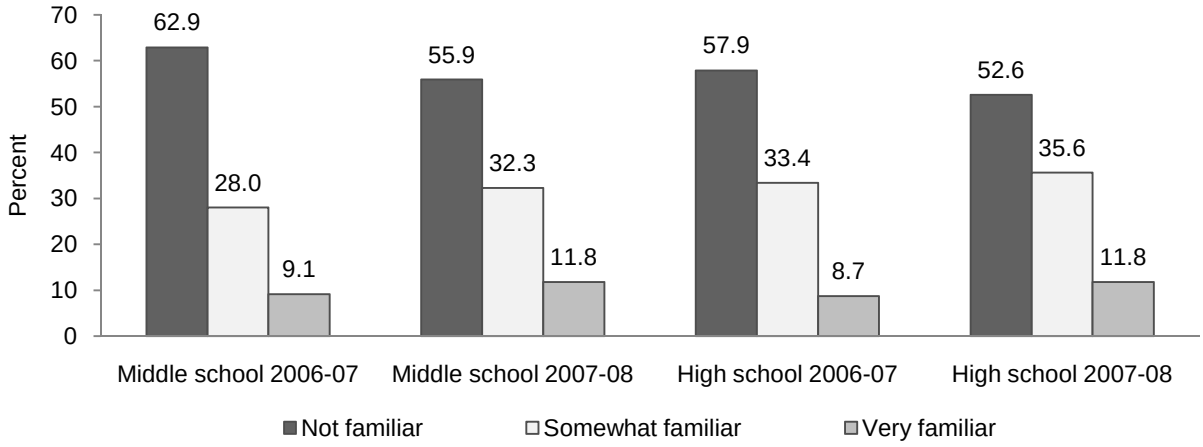

Figure 4.4c. Students' familiarity with vocational or technical schools (percentages).
Source: STAR Middle School and High School Student Surveys, Spring 2007, 2008.

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 using the following response categories: *Definitely not*, *probably not*, *not sure*, *probably*, and *definitely*. Figures 4.5a, 4.5b, and 4.5c present students' responses, collapsing *definitely not* and *probably not* into one category.

Generally speaking, middle school and high school students' perceptions of postsecondary affordability have not changed across the evaluation years. Both age groups expect that they will be able to afford an education at a four-year college or a community college. As shown in Figure 4.5a, 67% of middle school students and 58% of high school students responded that they could either *probably* or *definitely* afford a four-year college or university. However, these findings illustrate a 7% reduction in the percentage of high school respondents confident in their ability to afford a four-year college or university from 2006-07, possibly representing a better understanding of the actual costs of college. Overall, students expressed greater confidence in their ability to pay for community colleges than four-year colleges, with 65% of middle school students and 70% of high school students indicating community colleges are affordable (see Figure 4.5b). Middle school students' confidence in their ability to pay for community college increased 6% from 2006-07. This change is likely related to the increased awareness of community colleges, as presented in Figure 4.4b. Consistent with the 2006-07 findings, students were less sure of the affordability of vocational or technical schools—only 47% of middle school students and 48% of high school students thought vocational or technical schools were *probably* or *definitely* affordable, while 35% of middle school students and 38% of high school students stated they were *unsure* of their ability to afford a vocational or technical education (see Figure 4.5c). Highlighting students' uncertainty, in 2007-08, middle school students perceived vocational and technical programs to be more expensive than four year programs, with a larger percentage of students indicating these programs were *probably* or *definitely not affordable*. These findings are consistent with the substantial percentage of students who were unfamiliar with vocational or technical programs (see Figure 4.4c).

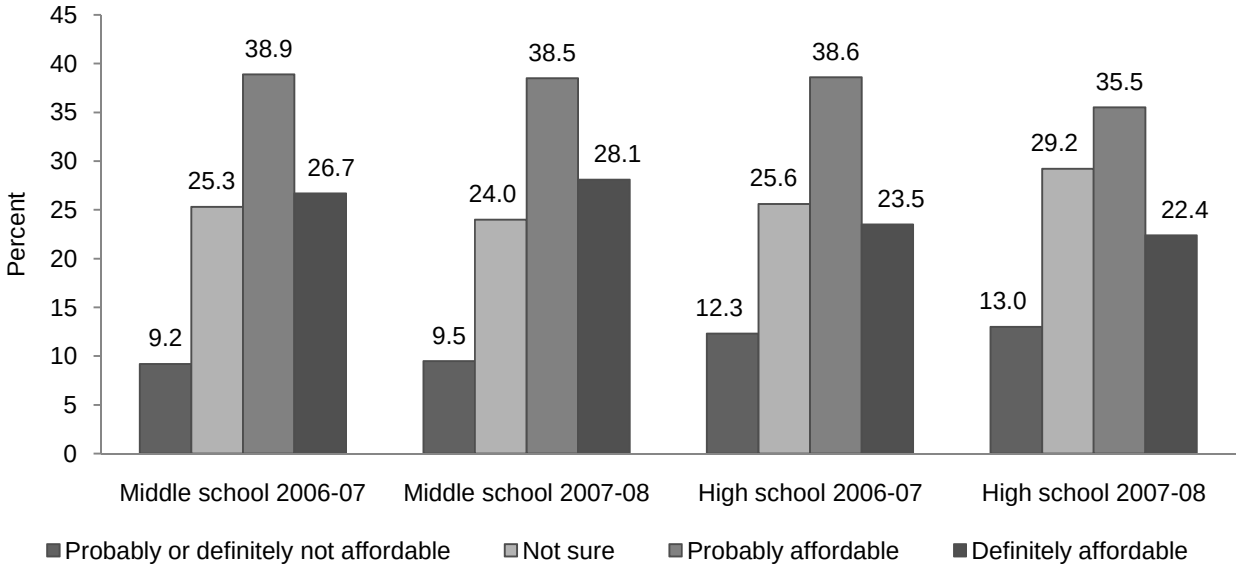

Figure 4.5a. Students' perceptions of the affordability of a public four-year college or university (percentages).
Source: STAR Middle School Surveys, STAR High School Surveys, Spring 2007, 2008.

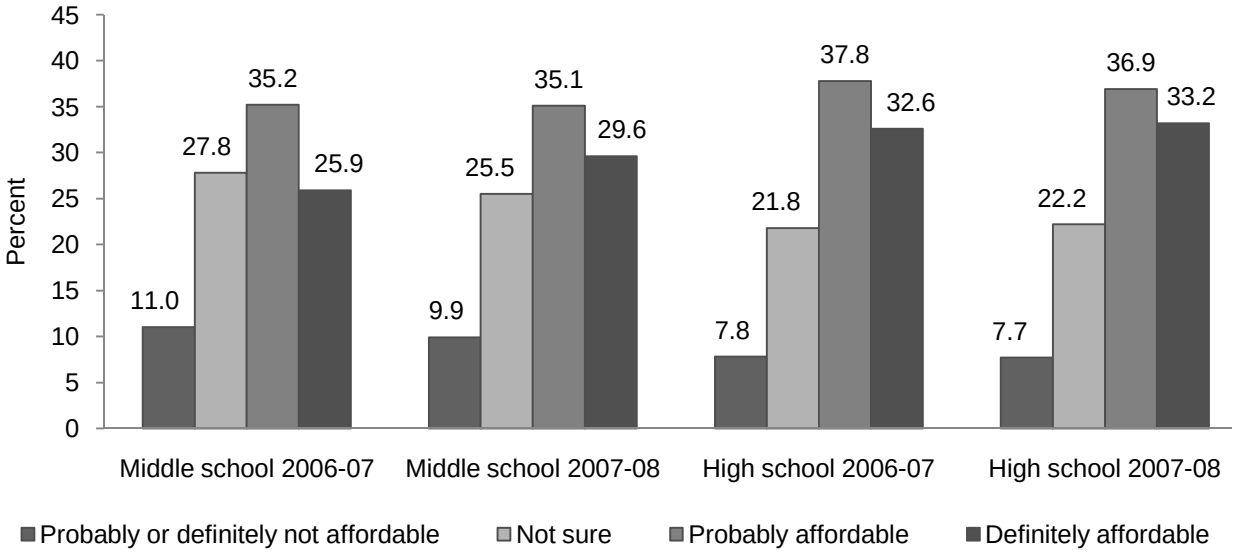

Figure 4.5b. Students' perceptions of the affordability of community or junior colleges (percentages).
Source: STAR Middle School Surveys, STAR High School Surveys, Spring 2007, 2008.

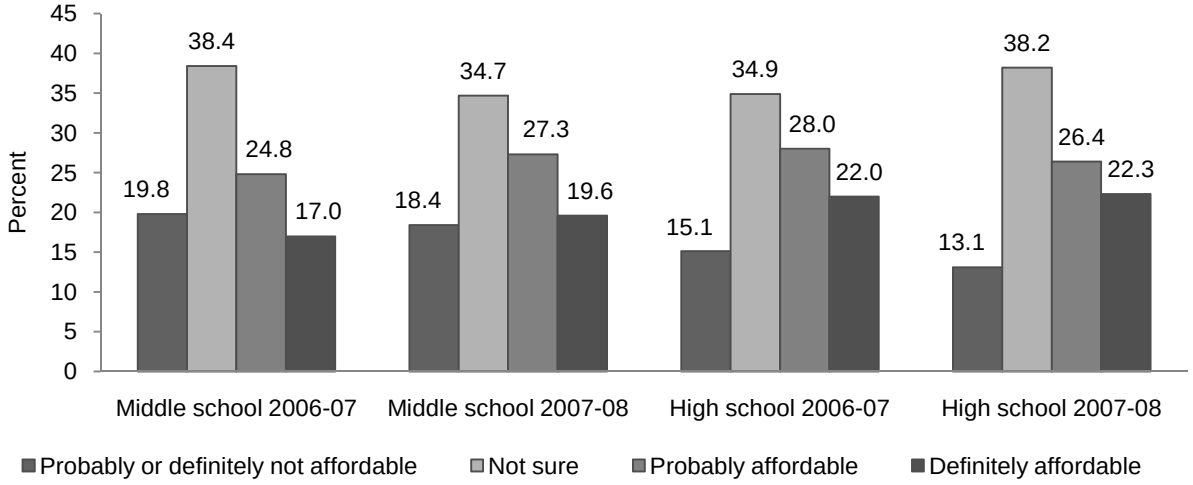

Figure 4.5c. Students' perceptions of the affordability of a vocational or technical school (percentages).
Source: STAR Middle School Surveys, STAR High School Surveys, Spring 2007, 2008.

College Planning

The student survey contained a section that asked students to respond to items regarding the status of their postsecondary educational planning, including their plans to take a college entrance exam, their college application status, possible barriers to college application/attendance, and sources of information about these processes.

College entrance exams. Serving as baseline data for future years when the STAR student cohort reaches high school, the survey asked high school students whether or not they were planning to take or had taken college entrance examinations (see Figure 4.6). While the percentage of students stating they had taken the ACT held fairly constant from 2006-07, the percentage of students stating they had taken the SAT dropped in 2007-08. Consistent with 2006-07, a large percentage of students reported they are *planning to take* the SAT and ACT (57% and 48%, respectively). Although a substantially smaller proportion of students responded that they did not plan to take a college entrance exam larger percentages of students were *unsure* if they would take the SAT or the ACT in 2007-08.

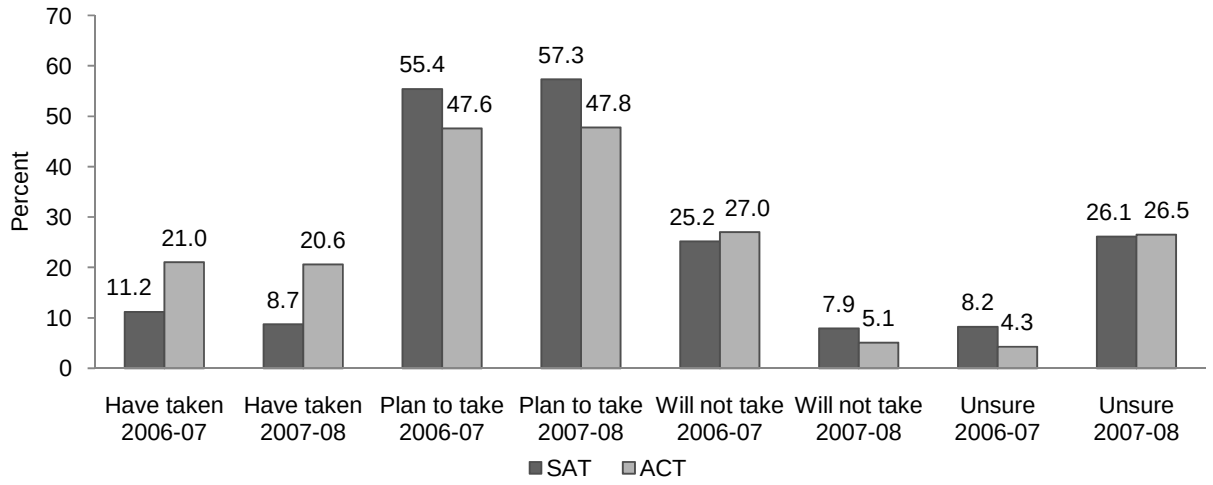

Figure 4.6 College entrance examination plans of high school STAR students (percentages).
Source: STAR High School Surveys, Spring 2007, 2008.

Graduation plans of seniors. In 2007-08, approximately half of the senior respondents (52%) either had *been accepted* or *had applied* to a four-year college (see Figure 4.7). More than a third (39%) of seniors had been accepted or applied to a community college. These numbers represent an increase in the percentage of STAR seniors that applied to four-year colleges (a 27% increase) and the percentage of STAR seniors that have been accepted to four-year colleges and community colleges (a 10% and 29% increase, respectively). Although these changes cannot be directly attributed to the STAR program because STAR was not implemented at the high school level in 2007-08, this may indicate a general cultural change with increased interest in postsecondary educational opportunities within STAR districts.

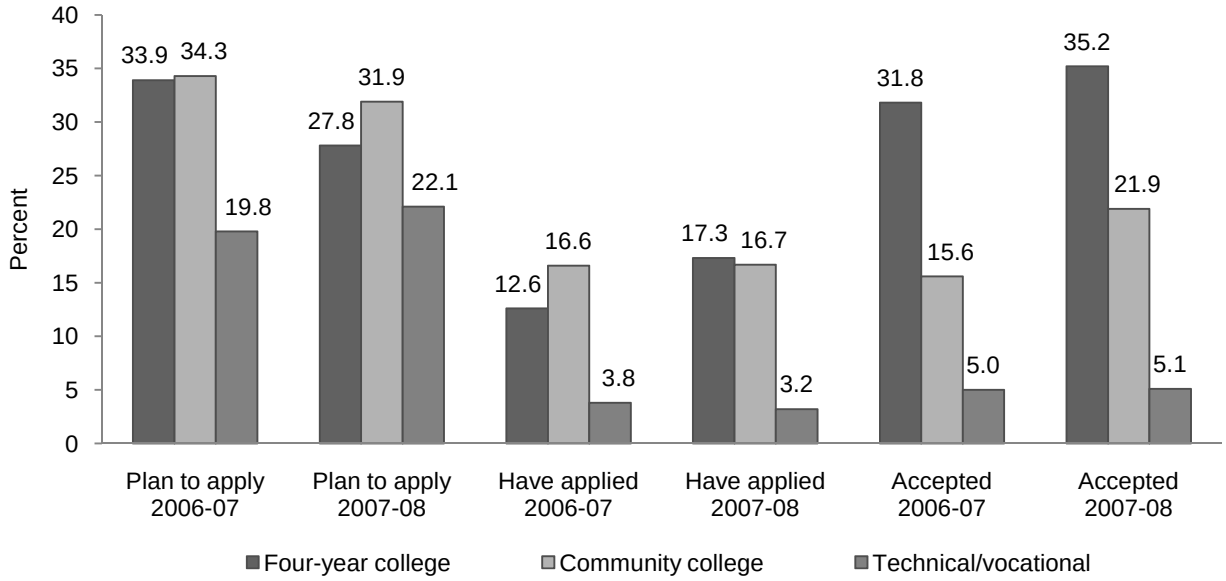

Figure 4.7. College application plans of STAR seniors (percentages).
Source: STAR High School Surveys, Spring 2007, 2008.

Barriers to attending college. Similar to 2006-07, when high school seniors were asked to identify possible barriers to college application and attendance, more than half (52%) indicated that *nothing* would prevent them from attending college (Table 4.3). Although a smaller percentage of 2007-08 seniors indicated *nothing* would prevent them from attending college, findings may indicate that students have a better understanding of the cost associated with college, as evidenced by a slight increase in the percentage of seniors indicating the cost of postsecondary education was a barrier (see also Figure 4.5a). Students felt less obligated to work immediately after graduation, with a smaller percentage of respondents stating employment would keep them from attending college (although work represented the third largest barrier). Other reasons for not attending college included poor grades (14%), obligations to family (11%), and the desire to enlist in the military (5%). It is not surprising that findings held fairly constant since STAR was not implemented at the high school level in 2007-08. These findings will provide baseline data for future years when the STAR student cohort is in high school.

Table 4.3
Barriers to Attending College for High School Seniors, by Percentage of Respondents

Barrier	2006-07 (N=1,132)	2007-08 (N=968)
Nothing	54.1%	52.1%
It costs too much; can't afford it	29.9%	31.3%
I need, want to work	25.4%	21.4%
My grades are not good enough	15.5%	14.1%
I have responsibilities to family	11.4%	10.8%
I want to go into the military	4.4%	5.2%
I am not interested in college	3.6%	3.7%
Other	3.6%	4.1%
College is too far from home	3.4%	3.1%
I want to get married	2.3%	1.8%
I have a disability	1.8%	1.1%

Source: STAR High School Student Surveys, Spring 2007, 2008.
Note. Percents will not total to 100. Students were able to mark multiple responses.

Information about college planning. The student survey asked middle school and high school students to identify the ways they learned about college planning—specifically, college entrance requirements and financial aid. Students responded *yes* or *no* to each item. As Table 4.4 indicates, a large percentage of students are not receiving college planning information. In general, middle school students were more likely to indicate they had been provided with college planning information than high school students, likely due to the implementation of the STAR grant within the middle school grades. Parents were the largest source of information for both middle school and high school students. Sixty-nine percent of middle school students received information on college entrance requirements, and 53% received financial aid information from their parents. Similarly, parents provided 62% of high school students with information regarding college entrance requirements and 47% with financial aid information. Although counselors were the second largest source of information for high school students, providing information on college entrance requirements to 53% of high school students and financial aid to 45%, a substantially smaller percentage of middle school students received college planning information from counselors. This finding supports middle school counselors' estimations of time spent coordinating GEAR UP versus providing college planning information, as presented in Figure 4.2. Middle school students were more likely to receive information from parents, teachers, another family member, a GEARUP representative, and siblings before their school counselor.

While 75% of school counselors consider preparing students for postsecondary education their *most important* task (see Figure 4.1), approximately 69% of middle school students and 47% of high school students did not receive information regarding college entrance requirements from their school counselors. Similarly, although 88% of teachers stated they incorporate college information into classroom instruction (see Table A.8 in Appendix A), approximately half of all students (49% of middle school students and 56% of high school students) did not receive information regarding college entrance requirements from their teacher. This may indicate the tendency to promote "awareness" more than "readiness" or "planning," as evidenced by responses to other survey items. For example, a large proportion of teachers and counselors responded that they *rarely* or *sometimes* provided counseling or advice regarding course selection (61%), college entrance exams (59%), financial aid (56%), or college applications and postsecondary admissions requirements (44%) (see Table A.9 in Appendix A). During interviews, several teachers said they were not likely to discuss college planning and career information in great detail due to the information available from the campus GO Center, career center, library, or available online, as well as the information provided by counselors. One teacher explained, "[I] could obviously do better, but we do have that career center. It is open to students every day." Similar comments from other teachers and counselors indicate there may be confusion regarding their respective roles in implementing the STAR grant. Likely due to the implementation of STAR activities and services at the middle school level, proportionately more middle school students indicated they had received college planning information than high school students, despite its more immediate importance at the high school level. Specifically, more than half of all high school seniors indicated they had not received information about financial aid from each source, and 22% stated they had not received any financial aid information at all. Increasing students' access to financial aid information in the future may prove highly beneficial for seniors that have consistently viewed cost as a major barrier to postsecondary education (Table 4.3).

Table 4.4
Receiving Information about College Planning, by Percentage of Respondents

	College Entrance Requirements		Financial Aid	
Source of Information	Middle School Students (N= 2,301)	High School Students (N= 3,371)	Middle School Students (N= 2,301)	High School Students (N= 3,371)
Parents	68.6%	62.3%	52.5%	47.3%
School counselor	31.4%	53.3%	22.0%	44.6%
Teachers	51.2%	43.7%	31.1%	27.1%
Another family member	46.7%	38.3%	30.4%	22.4%
Siblings	31.9%	31.7%	21.8%	19.7%
GEARUP/STAR representative	38.3%	18.4%	28.3%	14.6%
No one	11.6%	13.8%	22.9%	21.9%
Principal/assistant principal	25.4%	11.7%	15.2%	7.6%
Other	7.9%	7.1%	5.2%	6.1%

Source: STAR Middle School Student Survey, STAR High School Student Survey, Spring 2007, 2008.
Note. Percents will not total to 100. Students were able to mark multiple responses.

Results from the Spring 2008 Survey of STAR Parents

The results of the STAR parent survey indicate that approximately half of all parents (51%) have attended college (see Table 2.4 in chapter 2). This suggests that, while many parents have first-hand experience with college application and enrollment practices to share with their children, equally as many do not. Recognizing that parents are often students' main source of information regarding college (see Tables 4.2 and 4.4), the parent survey sought to understand parents' role in helping students prepare for college,

including parents' involvement in school activities, students' academics, and college planning; their educational aspirations for their children, 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 parents to indicate their level of involvement within their child's school. Table 4.5 presents the percentage of parents who said they participated in a range of different types of school activities. Consistent with 2006-07, parents of both middle and high school students stated they were more likely to speak with school staff about their child's education (85%) and attend parent teacher conferences (70%) than other activities. In contrast, only 30% of middle school students and 18% of high school students *agree* or *strongly agree* that their parents meet with teachers or school staff (see Tables C.12 and D.13 in Appendix C and Appendix D). 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 and volunteered in school. Although parents were 6% more likely to attend "family events," all parents were less likely to observe their child's classroom (by 15%), volunteer (by 10%), and attend parent-teacher conferences (by 6%) in 2007-08 than in 2006-07. Notably, the level of parent participation at the middle school level was more likely to decrease than at the high school level, with fewer middle school parents indicating they "Talked with teachers," "Attended parent-teacher conferences," "Observed their child's classroom," or "Volunteered at their child's school," despite objectives within the STAR program to increase parent participation. These findings are consistent with information provided by GEAR UP partner organization interviews, which addressed the struggle to not only increase, but maintain parent attendance and engagement in year two of the project.

Table 4.5
Parent Involvement in School Activities, by Percentage of Respondents

	Middle School Parents		High School Parents		All Parents	
School Activity	2006-07 (n=270)	2007-08 (n=281)	2006-07 (n=530)	2007-08 (n=528)	2006-07 (N=800)	2007-08 (N=809)
Talked with teacher/counselor/administrator about child's education	86.7%	85.8%	83.0%	85.2%	84.3%	85.4%
Parent-teacher conferences	81.5%	74.7%	70.9%	67.0%	74.5%	69.7%
Cultural events	61.1%	61.6%	58.3%	58.5%	59.3%	59.6%
Observed/visited child's classroom	48.1%	43.8%	42.3%	34.1%	44.3%	37.5%
Family events, including student-father or student-mother activities	44.4%	44.8%	36.0%	39.8%	38.9%	41.5%
Presentations on college preparation, career planning, study skills	34.4%	35.2%	36.6%	37.3%	35.9%	36.6%
Volunteer activities for child's school	25.6%	23.1%	32.5%	29.2%	30.1%	27.1%
PTA, PTO meeting	32.6%	33.1%	24.7%	30.1%	27.4%	31.1%
Computer classes or other classes for parents	8.9%	12.8%	11.5%	11.0%	10.6%	11.6%
Received a home visit from a teacher, counselor, or administrator	12.6%	13.2%	7.4%	11.4%	9.1%	12.0%

Source: STAR Parent Surveys, Spring 2007, 2008.
Note. Percents will not total to 100. Parents were able to mark multiple responses.

The parent survey also explored the degree to which parents were involved in their child's education outside of school (see Table 4.6). Parents were asked how often they engaged in a variety of educational

activities at home. Consistent with 2006-07's findings, middle and high school parents were much more likely to "discuss school with [their] child" than participate in activities that might assist their child's academic progress. However, similar to the decreased involvement in school activities (see Table 4.5), parents were less involved with students' academics at home in 2007-08. At both the middle school and high school level, proportionately fewer parents "discussed school with their child", "assisted with their child's homework", "talked to other parents about their child's school", "read with their child", or "tutored their child". Possibly due to the implementation of STAR at the middle school level, middle school parents expressed greater levels of involvement than high school parents in all activities, except "talking to other parents about [their] child's school". Specifically, middle school parents were 26% more likely to assist with homework every day and 9% more likely to discuss school with their child every day. Notably, when students were asked *their* impressions of parental involvement, only 48% of middle school and 37% of high school students *agreed* or *strongly agreed* that their parents follow their academic progress (see Tables C.12 and D.13 in Appendix C and Appendix D).

Table 4.6
Parent Involvement with Students' Academics, by Percentage of Respondents

	Middle School Parents		High School Parents		All Parents	
Academic Activity	2006-07 (n=270)	2007-08 (n=281)	2006-07 (n=530)	2007-08 (n=528)	2006-07 (N=800)	2007-08 (N=809)
Assist or monitor your child's homework at home						
Never	8.5%	13.2%	18.3%	24.2%	15.0%	20.4%
Several times a month	18.1%	20.6%	24.7%	25.9%	22.5%	24.1%
Several times a week	32.6%	33.1%	30.2%	25.0%	31.0%	27.8%
Every day	40.0%	31.7%	26.6%	23.5%	31.1%	26.3%
Tutor child at home using teacher-provided materials/instructions						
Never	35.9%	41.6%	55.7%	60.2%	49.0%	53.8%
Several times a month	23.0%	26.3%	21.3%	20.5%	21.9%	22.5%
Several times a week	25.6%	21.4%	17.9%	10.4%	20.5%	14.2%
Every day	14.8%	8.9%	4.9%	6.4%	8.3%	7.3%
Read with your child at home						
Never	31.5%	40.9%	57.2%	59.7%	48.5%	53.2%
Several times a month	28.9%	25.3%	21.9%	18.8%	24.3%	21.0%
Several times a week	24.8%	23.5%	13.6%	15.2%	17.4%	18.0%
Every day	14.1%	10.3%	7.4%	6.1%	9.6%	7.5%
Discuss school with your child						
Never	3.0%	1.8%	2.8%	3.6%	2.9%	3.0%
Several times a month	7.8%	6.8%	9.8%	11.0%	9.1%	9.5%
Several times a week	19.6%	22.4%	19.4%	23.1%	19.5%	22.9%
Every day	69.6%	68.3%	67.5%	61.9%	68.3%	64.2%
Talk to other parents about your child's school						
Never	29.6%	38.4%	29.2%	38.3%	29.4%	38.3%
Several times a month	35.6%	31.3%	37.7%	32.0%	37.0%	31.8%
Several times a week	19.6%	18.1%	19.4%	18.4%	19.5%	18.3%
Every day	14.4%	9.6%	13.6%	10.0%	13.9%	9.9%

Source: STAR Parent Surveys, Spring 2007, 2008.
Note. Percentages will not total to100 because *don't know* responses were omitted from the table.

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. Responses indicate that a majority of parents (69%) talk to their students about attending college *very often* (see Table 4.7). However, parents are less likely to help students take the steps necessary to attend college. Specifically, only 47% of parents discuss financial aid options, 41% of parents help students select courses which support college plans, and only 32% of parents discuss college entrance exams *very often*. Notably, there is evidence of GEAR UP implementation in the middle schools, as the percentage of middle school parents helping students with their course selection and talking about college and financial aid increased, while high school parents' involvement decreased in 2007-08.

Table 4.7
Parent Involvement in Planning for Postsecondary Education, by Percentage of Respondents

Involvement activity/Group	Middle School Parents		High School Parents		All Parents	
	2006-07 (n=270)	2007-08 (n=281)	2006-07 (n=530)	2007-08 (n=528)	2006-07 (n=800)	2007-08 (N=809)
Talk about attending college						
Never	2.6%	2.8%	2.6%	3.0%	2.6%	3.0%
Not very often	5.6%	3.9%	3.4%	4.7%	4.1%	4.4%
Sometimes	28.5%	23.1%	21.5%	23.1%	23.9%	23.1%
Very often	63.3%	70.1%	72.5%	68.8%	69.4%	69.2%
Help select classes that support college plans						
Never	24.8%	28.1%	18.3%	24.1%	20.5%	25.5%
Not very often	8.9%	8.9%	8.5%	8.3%	8.6%	8.5%
Sometimes	29.3%	24.9%	30.9%	23.7%	30.4%	24.1%
Very often	35.6%	37.0%	41.9%	42.4%	39.8%	40.5%
Talk about taking one or more of the college entrance exams						
Never	45.2%	40.9%	24.7%	26.3%	31.6%	31.4%
Not very often	9.3%	14.2%	9.6%	8.5%	9.5%	10.5%
Sometimes	24.1%	25.3%	24.7%	24.8%	24.5%	25.0%
Very often	20.4%	19.2%	40.8%	38.6%	33.9%	31.9%
Talk about financial aid, etc. to provide money for college						
Never	27.0%	22.8%	14.7%	17.0%	18.9%	19.0%
Not very often	5.9%	12.5%	8.1%	8.0%	7.4%	9.5%
Sometimes	31.1%	26.7%	23.8%	21.6%	26.3%	23.4%
Very often	35.6%	37.7%	53.2%	52.5%	47.3%	47.3%

Source: STAR Parent Surveys, Spring 2007, 2008.
Note. Percentages will not total to 100 because *don't know* responses were omitted from the table.

The parent survey also asked high school parents if they were aware of the graduation plan in which their child was enrolled. Figure 4.8 indicates that a fairly large proportion of parents (43%) did not know their child's graduation plan. When asked if they had received information regarding the "Recommended High School Program", 72% of parents stated they had not (see Table B.12 in Appendix B). This suggests that a large percentage of parents are not sure if their children are taking the appropriate courses to prepare for them for college. Although STAR was not implemented at the high school level in 2007-08, these findings will provide helpful information when implementing the program at the high school level in future years and serve as baseline data for future evaluations.

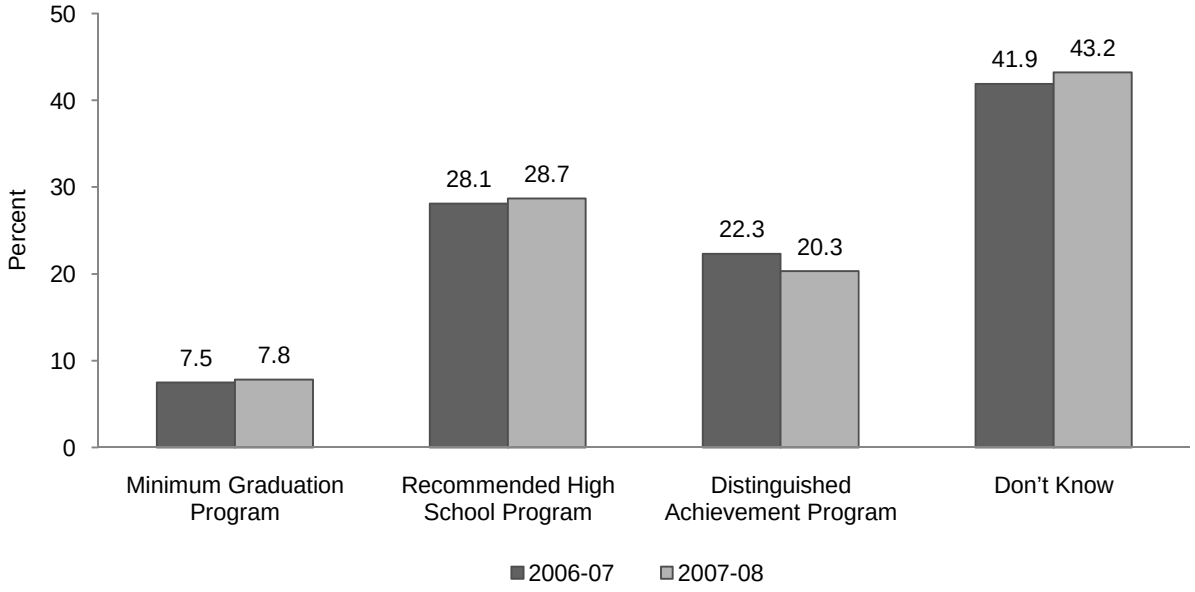

Figure 4.8. High school parents' knowledge of their child's graduation plan (percentages).
Source: STAR Parent Surveys, Spring 2007, 2008.
Note. Percents will not total to 100. Parents who did not answer were omitted from the figure.

Parents' expectations. Most parents—71% of middle school parents and 64% of high school parents—expected that their child would obtain a college degree (see Figure 4.9). These findings have fluctuated slightly since 2006-07, with 5% more middle school parents and 7% fewer high school parents expecting their child to receive a bachelor's or graduate degree. However, a larger proportion of middle school and high school parents were unsure of their child's educational future.

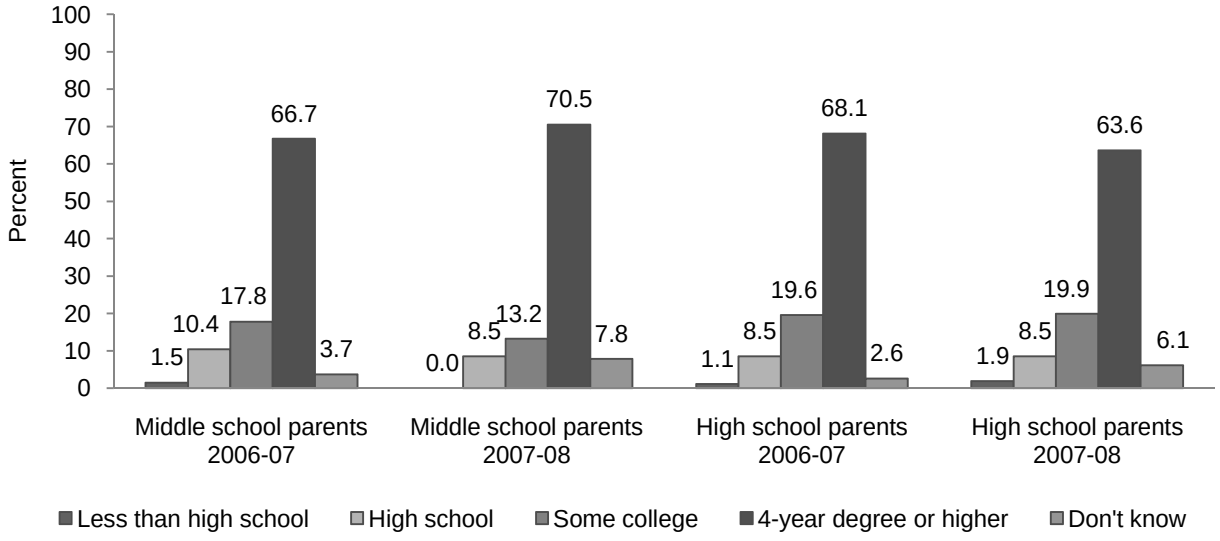

Figure 4.9. Parents' expectations for students' educational attainment (percentages).
Source: STAR Parent Surveys, Spring 2007, 2008.

Parents' perceptions of affordability. The survey asked parents about their perceptions of the affordability of four-year public colleges and community colleges, including the use of financial aid, scholarships, and family resources. Similar to 2006-07, parents expressed greater confidence than their children in their ability to pay for postsecondary education. Eighty-seven percent of parents said that they can *probably* or *definitely* afford a four-year college, and 92% said they can *probably* or *definitely* afford tuition at a community college. As shown in Figure 4.10, this confidence actually increased in 2007-08, as 62% of parents said they can *definitely* afford a four-year college (an 11% increase) and 71% said they can *definitely* afford tuition at a community college (an 11% increase).

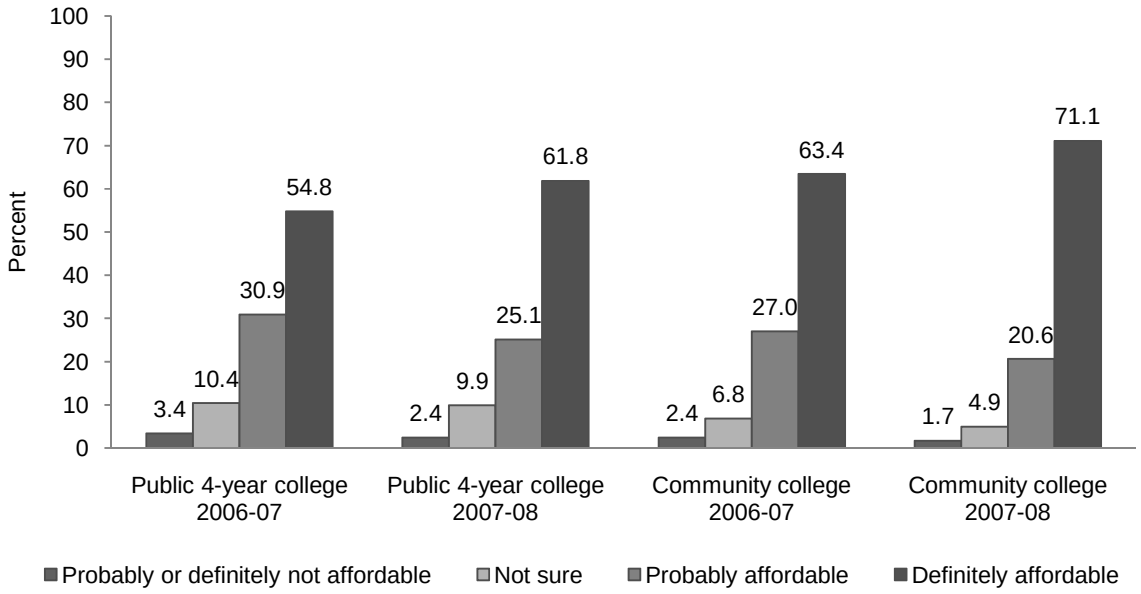

Figure 4.10. Parent perceptions of college affordability (percentages).
Source: STAR Parent Surveys, Spring 2007, 2008.
Note. Percentages will not total to 100. *Don't know* responses are omitted.

Parents' understandings of the barriers to attending college. The 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 percentage of all parents responding to each item. Despite parents' confidence in their ability to pay for college tuition (Figure 4.10), 38% of parents viewed cost as the largest obstacle to their students' college attendance. In contrast to results from 2006-07, proportionately more middle school parents felt that tuition expenses were a barrier to postsecondary education than high school parents (40% compared to 38%), with 26% more middle school parents viewing cost as a challenge than the previous year. Twenty four percent of parents did not foresee an obstacle preventing their students from attending school, 17% fewer than 2006-07. 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 (6% versus 3%).

Table 4.8
Likely Reasons Child May Not Attend College, by Percentage of Respondents

Barrier	Middle School Parents		High School Parents		All Parents	
	2006-07 (n=270)	2007-08 (n=284)	2006-07 (n=530)	2007-08 (n=528)	2006-07 (N=800)	2007-08 (N=809)
Cost	29.6%	40.2%	35.1%	37.5%	33.3%	38.4%
Do not foresee an obstacle	27.4%	26.3%	30.6%	22.7%	29.5%	24.0%
Not interested in college	3.0%	5.0%	5.1%	6.8%	4.4%	6.2%
Needs/wants to work	5.2%	4.3%	7.0%	6.4%	6.4%	5.7%
Has a disability	8.1%	6.0%	6.0%	4.5%	6.8%	5.1%
Grades are not good enough	6.3%	5.0%	5.1%	4.5%	5.5%	4.7%
Wants to go into the military	5.2%	2.8%	3.2%	5.1%	3.9%	4.3%
Don't know	10.4%	6.0%	2.6%	3.4%	5.3%	4.3%
Other	1.1%	1.8%	1.9%	2.8%	1.6%	2.5%
Has children	0.7%	1.1%	0.9%	3.2%	0.9%	2.5%
Wants to get married	2.6%	0.7%	1.7%	1.7%	2.0%	1.4%
Responsibilities to family	0.4%	0.4%	0.6%	0.9%	0.5%	0.7%

Source: STAR Parent Surveys, Spring 2007, 2008.
Note. Percents will not total to 100. Parents were able to respond to multiple items.

Communication. 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 whether parents communicated with school staff or a GEAR UP partner organization about college entrance requirements, including preparatory coursework and financial aid opportunities, during the 2007-08 school year. Although students indicated that parents were the main source of information for college planning, few surveyed parents confirmed that they communicated with school personnel or a GEAR UP partner organization to gain information on college planning matters (see Table 4.9). High school parents were more likely than middle school parents to discuss college with district or GEAR UP representatives; however, the proportion of high school parents indicating they have received information or discussed college planning with school personnel is low. This is not surprising given the fact that GEAR UP was not being implemented at the high school level in 2007-08. A possible explanation for the small percentage of middle school parents requesting help and information from GEAR UP representatives is the large percentage of surveyed parents that are not familiar with the STAR project at their child's school—63% of all parents said that they were *not very familiar* or *not familiar at all* with the STAR program (see Table B.2 in Appendix B). While parents may be familiar with GEAR UP goals, findings suggest they are not familiar with the program itself, meaning they will likely be unfamiliar with available resources for information.

Table 4.9
Parent Communication with the District or the GEAR UP Program, by Percentage of Respondents

Topic of Communication	Middle School Parents 2006-07 (n=270)	Middle School Parents 2007-08 (n=281)	High School Parents 2006-07 (n=530)	High School Parents 2007-08 (n=528)	All Parents 2006-07 (N=800)	All Parents 2007-08 (N=809)
College entrance requirements						
Yes	21.1%	19.9%	23.4%	26.9%	22.6%	24.5%
No	78.1%	78.6%	76.0%	72.5%	76.8%	74.7%
Don't know	0.7%	1.4%	0.6%	0.6%	0.6%	0.9%
Availability of financial aid for college						
Yes	18.5%	19.6%	28.9%	30.7%	25.4%	26.8%
No	80.7%	79.7%	70.8%	68.9%	74.1%	72.7%
Don't know	0.7%	0.7%	0.4%	0.4%	0.5%	0.5%
Courses your child should take to prepare for college						
Yes	24.1%	26.3%	31.9%	33.5%	29.3%	31.0%
No	74.4%	73.3%	67.4%	65.9%	69.8%	68.5%
Don't know	1.5%	0.4%	0.8%	0.6%	1.0%	0.5%

Source: STAR Parent Surveys, Spring 2007, 2008.

FAMILY AND COMMUNITY SUPPORT FOR COLLEGE READINESS

During the second year of STAR, districts were able to devote more time and energy developing means to increase parent engagement. STAR districts not only enlisted partner organizations such as the National Hispanic Institute (NHI), Fathers Active in Communities and Education (FACE), and the Pre-College Outreach Center (POC), to assist in the development of programs that engage the larger community, but they also reached out to businesses and community organizations to a greater extent than in the previous year. Consistent with previous survey findings, partner organizations indicated parent attendance at many partner activities and events was low and districts struggled to maintain and/or increase parent and community engagement in 2007-08.

Fathers Active in Communities and Education (FACE)

FACE's role in STAR is to help districts design programs that increase parent involvement in schools and develop fathers as role models for students' education and employment choices. Consistent with 2006-07, FACE received positive feedback from school personnel. One principal said FACE "played the greatest role in implementing GEAR UP/STAR activities." Another principal agreed, noting FACE was the school's "most effective program." The principal continued, "[FACE] is easy to contact, they're here when you need them, they'll do whatever you need to do to help promote the FACE program and get the dads to the campus." A middle school counselor also praised FACE, stating the program had "the biggest impact of all partner organizations."

While a majority of districts continued to have great success with FACE programs, two district coordinators commented on the lack of parent participation and attendance in 2007-08. One coordinator noted, "We just didn't get a good response from our community." A middle school counselor within the district agreed, stating, "We haven't had the parent turnout like we would want to." The district coordinator was optimistic despite a lack of parent participation stating, "There weren't a lot of people there, but the ones that came, they gained a lot from it." Another district coordinator assumed partial

responsibility in the lack of attendance, noting, “It was probably our fault for not pursuing it in greater detail.” To address this problem, the district will be utilizing a parent volunteer to organize other parents and promote their participation in future years.

National Hispanic Institute (NHI)

NHI’s role in the STAR project is to assist districts in building community relationships and to provide programs to develop students’ leadership skills. Although many districts were disappointed with NHI’s level of participation in 2006-07, several noted “an improvement” in 2007-08. One high school principal explained, “NHI is working more closely with us this year.” This relationship includes offering Youth Leadership camps for a week in the summer to a selective group of rising eleventh grade students.

Despite NHI’s increased involvement in STAR, several administrators voiced concerns about NHI’s role. One principal stated, “I would have liked to have had more activities with NHI.” Another principal was pleased with the summer leadership activities provided through the NHI’s “Best of the Best” program, but questioned, “What about during the year?” Some administrators questioned the selective nature of the program. A high school principal explained:

> NHI has been competitive here. … My only concern is that we’re limited to only four kids. … The best kids are already going to succeed. They already have a stable home. They’ve already got a good attitude about learning. The kids that we need to focus on are the at-risk kids, not your “Best of the Best.”

Similar to 2006-07, several districts that did not participate in the leadership camps were still confused about the role of NHI and its lack of participation. “I know at NHI they’ve done two years of research to kind of see. … Their game plan is basically what they’re looking at, I guess,” questioned one district coordinator.

Pre-College Outreach Center at Texas A&M University Corpus Christi (POC)

The POC office at Texas A&M University—Corpus Christi assists districts with the implementation of the STAR grant, serving as advisors and providing consistent guidance, including professional development. POC representatives also collaborated with other GEAR UP projects in the state to collect and distribute effective ideas and strategies for grant implementation. One district coordinator described POC as “a very good support system.” A first-year assistant principal agreed, stating the guidance was “extremely helpful” in clarifying the grant and implementation process. POC developed activities for districts to promote college readiness through academic rigor, including classroom presentations of college level material, visits from college student ambassadors who talked to STAR students about the importance of academic achievement and summer programs that provide students’ with opportunities to study with professors on college campuses. POC representatives provided college awareness and planning information to students and families through structured activities, including campus tours and family nights. Districts were also impressed with the calendars provided by POC detailing important GEAR UP dates and deadlines.

Although districts were generally pleased with the efforts of Texas A&M Corpus Christi, one high school counselor expressed an interest in future assistance and partnerships with “more local personnel and the community.” Within another district, a middle school counselor said that the distance between the Corpus Christi campus and her district affected communication. “I don’t think that the A&M staff really had enough knowledge as to how our campus worked, explained the counselor. At times they did not understand what our predicament was. … That could be attributed to communication.”

Other Activities Designed to Increase Community Involvement in Schools

Districts also relied on community support for college readiness goals and the implementation of the STAR grant. Some districts developed partnerships with the local chambers of commerce. Chamber members developed career awareness programs, sent employees to schools to present career information to students, provided mentoring opportunities for students, and helped advertise STAR activities in the monthly newsletter. Campus Junior Achievement programs also enlisted help from the community, inviting business members and representatives from numerous fields to discuss career opportunities with students. Similarly, community organizations and businesses attended campus career nights, generally resulting in "a great turnout." Schools also expressed appreciation for donations from community businesses, including HEB Grocery Store and Sam's Club.

Districts generally used similar avenues to communicate information to the business community, including the local newspaper, the local community college representative, telephone calls, newsletters, advertisements on the school marquee, and at school football games. However, one middle school principal admitted, "[We] probably need to go to those businesses or partners and say, 'We want to see you there at the school more,'… [We] probably [need] more communication than anything else."

Changes for 2008-09

Learning from previous years' experiences, districts plan to make a variety of changes to STAR implementation in 2008-09, including integration of STAR strategies within the regular curriculum, improved organization and planning, implementing a Spanish component to the FACE program, tutoring specifically for SAT and ACT preparation, promoting greater numbers of students taking college entrance exams, increasing student attendance by actively creating a challenge to absenteeism, and finding new means of communication with the community (such as cable TV).

One district coordinator said the district would be "more aggressive" in 2008-09, creating individual graduation plans for each student. The individual graduation plans will include an advising and mentoring component, which will provide students with greater awareness of their personal goals and the education necessary to attain them. The advising and mentoring component of this plan would require training for teachers to learn how to effectively serve as advisors and mentors to students. The district coordinator explained:

> You know, if you got a kid going to college for the first time or filling out an application for one of these symposiums for the first time, and they've never done it, it takes a significant amount of, "Okay, sit down and fill out this part. And here's how you do that." … So we're trying to help teachers understand that and giving them the training so that they feel confident about being able to help with that.

SUMMARY

In 2007-08, districts sustained many of the activities and services intended to promote college awareness and provide informational resources to parents and students that were offered in 2006-07, including opportunities for students to visit college campuses, Monday Matters workshops, and parent meetings and workshops designed to increase college planning information. Several districts implemented new strategies and added new components to existing strategies. Such changes included offering opportunities to younger students, adding interactive components to the Walk for Success, introducing class periods and courses designed to assist students with college readiness and planning, and offering summer programs for students on college campuses.

In year two, teachers continued to promote college awareness. Several teachers said they more actively promoted college readiness by introducing cognitive strategies and academic rigor learned within STAR training. Middle school teachers within two districts began implementing college planning within the classroom as well. Counselors assisted students more directly with college planning, including course selection, counseling about grades, and information on entrance exams, entrance requirements and financial aid. Counselors were also critical in coordinating informational activities and services that provided parents with college planning information. Teachers and counselors cited insufficient time, as the largest barrier to STAR implementation. Other barriers included student absenteeism, lack of parental support, and students' previous academic difficulties.

Findings indicate that most STAR activities within schools are supplemental. Many students stated they did not participate in activities that support STAR goals. A substantial percentage of students indicated they never participate in school activities that promote learning about college (33% of middle school students and 25% of high school students). Students that did participate in STAR activities tended to do so infrequently.

STAR students' educational aspirations in 2007-08 were similar to those expressed in 2006-07, with 59% of middle school and high school students expecting to receive a bachelor's degree or higher. Most parents—71% of middle school parents and 64% of high school parents—expected that their child would obtain a bachelor's degree. A large percentage of both parents and students were "unsure" of students' academic futures.

Consistent with 2006-07, most students were either "familiar" or "very familiar" with four-year colleges and community colleges. With increased awareness, the percentage of middle school students that felt confident in their ability to afford a community college education increased slightly as well. In contrast, proportionately fewer students were aware of vocational or technical postsecondary educational options. Subsequently, more students were unsure of their ability to pay for vocational programs. In contrast, parents expressed greater confidence in their ability to afford postsecondary educational options in 2007-08.

While most high school seniors felt that nothing would prevent them from attending college, the percentage of seniors that viewed cost as a barrier increased across evaluation years. Despite increased confidence in their ability to pay for college, a larger percentage of parents viewed cost as a barrier to their student's attendance as well. However, survey results indicate a majority of parents and students are not receiving financial aid information from school staff or GEAR UP representatives.

Despite these barriers, compared to 2006-07, a larger percentage of high school students said they had applied to or were accepted to four-year colleges and community colleges in the spring of 2008. However, a substantial proportion of students indicated they had not been provided information about college entrance requirements, as evidenced in the consistently low percentage of students who had taken an entrance exam.

Similar to 2006-07, 53% of middle school and high school students still viewed their parent or guardian as the most important source for college information in 2007-08. Middle school students were more likely to rely on other family members (in addition to parents or guardians) for support and information than high school students. Although parents indicated they discussed college with their students regularly, proportionately fewer parents were likely to discuss topics related to college readiness and planning, such as course selection, entrance exams, or financial planning. Similarly, few parents indicated they had communicated with school personnel about college preparation and admissions.

Districts indicated they experienced greater participation from partner organizations, such as FACE, NHI and POC in 2007-08. However, many districts still struggled with not only increasing, but maintaining levels of parental attendance at partner events and expressed a need for better communication with parents and community members. Despite lower attendance rates in 2007-08, districts stated FACE was the “most effective” GEAR UP partner organization.

In 2008-09, districts hope to address implementation challenges by integrating STAR across the curriculum, implementing programs to meet the needs of the Spanish-speaking population, increasing tutoring and preparation for entrance exams, actively challenging student absenteeism, creating individual graduation plans, increasing mentoring programs, and improving organization, planning and communication.

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, including Advanced Placement (AP) courses. Districts are also expected to support teachers' ability to plan and teach intellectually challenging lessons by enabling teachers in Grades 7 through 12 to participate in professional development activities focused on rigorous instruction. STAR establishes clear goals and objectives for the increased academic performance of students. The complete set of STAR goals and their associated objectives as well as evaluation results that reflect districts' progress toward meeting goals and objectives are included in Appendix F of this report.

Across project years, STAR districts are expected increase the proportions of students, particularly those with limited English proficiency, enrolled in pre-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. As a GEAR UP partner 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 Faculty Fellows program links STAR teachers to college professors who will serve as mentors in the process of developing more challenging instruction.

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 information 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 reported on the spring 2008 surveys of middle and high school students. The chapter presents information about professional development designed to increase the rigor of classroom instruction gathered from the spring 2008 teacher, counselor, and librarian survey. In addition the discussion includes information gathered during spring 2008 site visits to STAR campuses, which included interviews with counselors and administrators and focus group discussions with core content area teachers. (Note: The survey response rates and the characteristics of survey respondents are discussed in chapter 2.)

Overcoming a Culture of Low Expectations

Across STAR districts, administrators noted the difficulty of preparing students for college when the culture of the surrounding community did not always value higher education. An administrator in one district explained that parents and students were satisfied with low levels of academic achievement:

> We have such apathy here at the district of feeling that high school graduation is good enough. We're just trying to change that perception or belief. We even have a belief in people of this district that getting away with a junior high graduation would be a good thing, because sometimes that's the only graduation some of our kids may have. Some people are satisfied with just a junior high graduation ceremony, which we know leaves nothing in the road. That's something we're trying to change here, and change the mindset of our parents and our community members that our students can be successful up to the college level.

A principal in another district expressed a similar view:

> I have to emphasize that these kids really are not thinking about college. It doesn't matter how smart they are, it doesn't matter that they're in pre-algebra or algebra classes, or if they're in advanced AP classes. They're thinking, "I'm doing good in school, and I'm going to go to high school," and that's it – it stops there.

The principal explained that the STAR program provided an avenue for school staff and for students to focus on postsecondary educational opportunities and "to know that there are other things and that something's going to happen beyond high school." A school administrator in another district explained that STAR was helpful in "not just getting kids to understand that they can go to college and that there's life after high school' but that the program also "help[ed] them understand that there's life while you're in high school and there's things to do!"

Student Study Habits and Academic Achievement

One measure of students' study habits is the amount of time they spend on homework. The 2006-07 evaluation presented baseline information that suggested that students in STAR campuses spent little time completing school work at home. As presented in Figure 5.1, 48% of middle school students and 43% of high school students reported spending 30 minutes or less on homework in 2006-07. For the same year, about 11% of middle school students and 17% of high school students indicated that they spent more than an hour or more working on homework each night. Despite STAR districts' efforts to reframe parent and student academic expectations in 2007-08, the results of the spring 2008 student surveys indicate that the amount of time students spent on nightly homework decreased across evaluation years. During the second year of STAR implementation larger proportions of students reported spending less than 30 minutes each evening on homework (51% of middle school students and 47% of high school students), and somewhat smaller proportions of students reported spending an hour or more on homework (10% of middle school students and 15% of high school students).

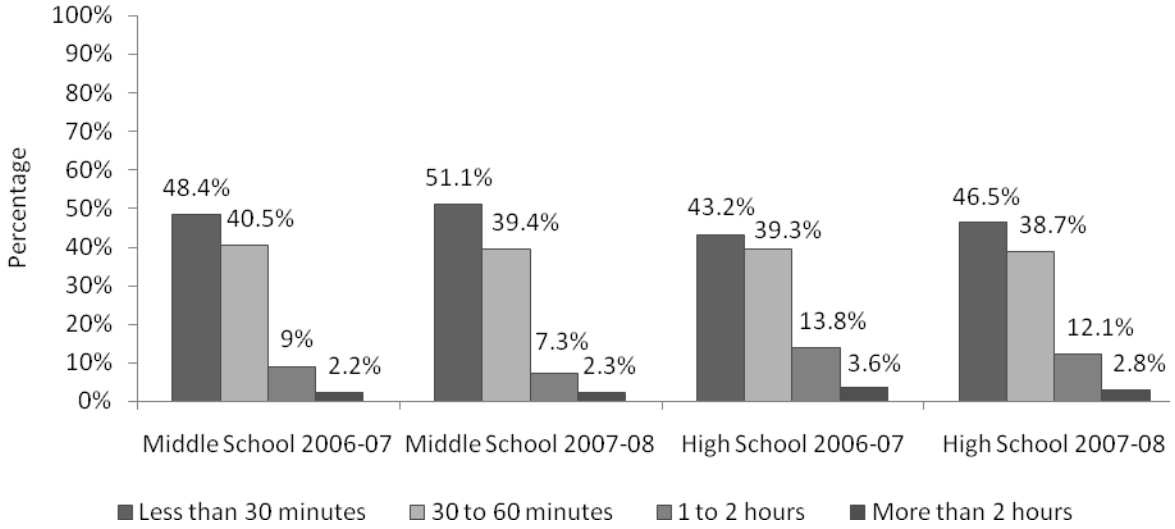

Figure 5.1 Time spent on homework nightly by STAR students (percentages).
Source: STAR Middle School Student Surveys, Spring 2007, 2008; STAR High School Student Surveys, Spring 2007, 2008.

The middle school survey also asked students to report the grades they generally receive. Results presented in Table 5.1 indicate that in spite of the limited time spent on homework, most middle school students tend to earn good grades, and the percentage of middle school students receiving "Mostly B's" or better increased across evaluation years (51% in 2006-07 versus 55% in 2007-08).

Table 5.1
Middle School Student Grades, 2006-07 and 2007-08

Grades You Usually Receive	Percentage of Students in 2006-07 (N=2,216)	Percentage of Students in 2007-08 (N= 2,016)
Mostly A's	9.5%	8.4%
A's and B's	34.2%	37.4%
Mostly B's	7.1%	8.7%
B's and C's	35.0%	32.8%
Mostly C's	3.1%	4.4%
C's and D's	7.7%	6.4%
Mostly D's	0.3%	0.3%
D's and F's	2.1%	1.3%
Mostly F's	0.9%	0.4%

Source: STAR Middle School Student Surveys, Spring 2007, 2008.

Advanced Placement Programs and College Preparation

In addition to homework and student grades, the proportion of students who participate in pre-AP and AP coursework also provides information about the level of academic preparation students receive in school. Chapter 6 provides information about high school students' participation in AP coursework and testing outcomes as well as college readiness drawn from Texas' Public Education Information Management System (PEIMS) database. The 2006-07 evaluation included sections addressing AP courses on the high

school student survey and reported students' survey responses; however, researchers noted substantial discrepancies between what high school students reported on 2007 surveys and data reported in PEIMS. For example, many high school students reported taking AP courses that were not offered at their campus. In the interest of reporting accurate data, researchers eliminated the AP course section of the high school student survey in 2008, opting to rely on more accurate PEIMS reports.

Because PEIMS does not include data on middle school courses, researchers included a section on advanced course completions in the 2008 middle school student survey, but rephrased questions somewhat in order to reduce the possibility of incorrect responses.[1]

Table 5.2
Number and Percentage of Students in STAR Middle Schools Reporting Taking Advanced Courses, 2007-08

	Students Enrolled	
Course	N	%
Algebra I	144	6.3
Algebra II	17	0.7
Geometry	20	0.9
Enrolled in a Pre-AP or AP course in 2007-08	470	20.4

Source: STAR Middle School Student Survey, Spring 2008.

Given differences in the phrasing of the advanced course completion question on the spring 2008 middle school survey, the findings presented in Table 5.2 are not directly comparable to results from the 2007 survey. However, the percentage of middle school students indicating that they participated in a pre-AP or AP course in 2007-08 (20%) decreased from the percentage reported in 2006-07 (30%).

Barriers to AP enrollment. In interviews, school administrators noted the difficulty of increasing students' enrollment in AP and other advanced courses. Administrators explained that some parents did not recognize the value of the more rigorous coursework when students received lower grades. "You know, [parents are] seeing 70's on a report card where [they]'re used to seeing A's," explained one principal. "[Parents need to] understand that it's better to struggle in a pre-AP class than it is to ace something a little simpler." In order to increase students' success in pre-AP as well as other coursework, one middle school used teachers' team planning time to provide tutoring assistance to struggling students. Another administrator questioned students' ability to be successful in AP coursework without reducing course rigor:

> [I]f you're taking students who are unaccustomed to that level of rigor, and you're putting them into that kind of class [AP] without lowering expectations or dumbing down the curriculum, how do you help get them up to the level of rigor?

High school administrators explained the difficulty of increasing enrollment in AP courses when students may also enroll in dual credit programs, which may be more appealing to parents and students. In order to receive college credit for an AP course, students must take the AP exam for the course and earn a score of 3 or better, and college credit is not awarded until the student enrolls in an undergraduate program. In contrast, dual credit courses allow students to earn college credit for courses passed while in high school.[2]

[1] Researchers focused on advanced math courses because these courses have discrete curricula. At many middle schools, AP courses are taught in combination with regular courses and AP students complete additional or more rigorous assignments. The combined format of such classes increases the likelihood that students may confuse AP and non-AP course enrollment.
[2] For more information on dual credit coursework, please see http://www.tea.state.tx.us/gted/Dual_Credit

Dual credit courses are often perceived as easier than AP courses, and students are not required to pass a separate exam in order to receive college credit. One principal explained the challenge:

> [A] lot of the students have been bypassing the AP classes their junior and senior year and going to dual credit route at Costal Bend [Community College]. So I have tons of kids that are coming out of here with tons of dual credit, but none with AP credit. And that's going to be the biggest challenge. But it's a systemic issue that's been here for years. You've got a community college across the street and their curriculum is less demanding than the AP curriculum, and it shows up on [a student's] transcript as dual credit. Guess which route they're going to go?

Overcoming barriers and expanding access to AP courses. A counselor noted that expanding middle school AP programs may facilitate greater participation in AP coursework in high school, noting that middle school is a "stepping block" to high school. "A lot of them [students] are afraid to take them [pre-AP/AP courses] in high school," explained the counselor. "But if they take them here [in middle school], they'll be more comfortable, they feel more capable [in high school]."

In another district, ninth and tenth grade students who were accepted to the district's International School were required to enroll in pre-AP classes. A school administrator noted that the approach provides "a model for what we can do with kids who didn't choose to be a part of that [the AP] program." In addition to requiring participation in pre-AP coursework, the district expanded its AP Spanish program and bolstered its dual credit offerings.

COLLEGE BOARD PROFESSIONAL DEVELOPMENT AND VERTICAL TEAMS

In order to support teachers in improving students' academic achievement, GEAR UP partner College Board offers professional development in vertical teaming to faculty on all STAR campuses. While 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, College Board offers training designed to support vertical teams among middle and high school counselors.

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.

Vertical Team Training for Teachers

Table 5.3 presents teachers' responses to survey items describing their participation in vertical teaming professional development activities across the first two years of STAR implementation. Over half of teachers (70% of middle school and 55% of high school) attended vertical teaming training during 2007-08, which represents a slight increase over teachers' participation in 2006-07. In both 2006-07 and 2007-

08, middle school teachers participated in vertical team training at higher rates than did high school teachers.

Table 5.3
Percentage of Core Content Area Teachers Responding to Vertical Team Items, 2006-07 and 2007-08

Vertical Teams Issues	Middle Schools 2006-07 (n=112)	Middle Schools 2007-08 (n=227)	High Schools 2006-07 (n=155)	High Schools 2007-08 (n=407)	All 2006-07 (N=267)	All 2007-08 (N=634)
Have you attended a vertical teaming training this school year?	61.8%	70.2%	51.6%	55.3%	55.9%	60.6%
Are you required to participate in vertical teaming training?	57.8%	69.5%	40.9%	50.3%	47.9%	57.2%
Were you provided with release/paid time for vertical team planning?	53.9%	76.5%	37.8%	61.3%	44.3%	66.8%
Were you provided with release/paid time for curriculum team writing?	31.7%	71.2%	36.7%	63.3%	34.7%	66.1%

Source: STAR Teacher, Counselor, and Librarian Surveys, Spring 2007, 2008.

At least half of teachers indicated they were required to participate in vertical teaming trainings (69% middle school and 50% high school). Teachers in one district explained that "it's just understood" that they will participate training. Teachers at another district reported that participation in training was required; however, some teachers registered for training but did not attend. In another district, attending vertical team training was "highly recommended," but not required. "They're not going to punish you [if you don't go]," explained one teacher.

Teachers who participated in training appreciated what they learned. One teacher reported that she liked the training's emphasis on challenging all students, not just the gifted and talented or those enrolled in pre-AP classes. A group of high school teachers said they benefitted from the presentation of information on different learning styles, and teachers on another campus valued the training's focus on developing smooth instructional paths between grade levels. Other teachers liked that College Board workshops provided opportunities for teachers from high schools and middle schools to work together, but some felt the training did not fully address their needs in terms of vertically aligning curricula. One teacher explained:

> [T]hey [trainers] give you an assignment, and you make a poster and you present that in front of everybody, but you all work together. I think what their purpose is so everybody can work together, junior high and high school, to meet a certain goal. But it doesn't really prepare you for getting the curriculum from elementary or junior high into high school. And that's the point of vertical alignment.

Teachers on another campus said they participated in training too late in the school year to fully implement what they had learned.

Challenges to Participation in Vertical Team Training

Scheduling conflicts and concerns over lost instructional time. Administrators said that the schedule for vertical team professional development did not always align well with district calendars. "[Trainings do not] always work best for the calendar that we have in place," explained one principal, "Sometimes

there are conflicts there." The principal added that concerns over school accountability ratings and concerns over lost instructional time also created barriers to training:

> Sometimes I can't send my teachers to some of the things that are out there, because we're a campus that was recognized as being unacceptable last year, so there were a lot of requirements that are being expected of us. …So we're limited to how many times we can be off campus. A lot of my teachers have gotten barrel-loads of staff development this year – 15, 16 days; that's quite a bit for a teacher. And when you have them out so much, the instruction suffers.

A district coordinator in another district agreed that concerns over testing and lost instructional time made it difficult for teachers to attend training during the school year:

> The only barriers… [are] pulling teachers out of class to do the vertical training during the school year because of TAKS… [and] trying to make sure that students continue learning while those teachers are being pulled out of class.

Teachers also voiced concerned about the amount of time spent in training. "We don't have time to teach," said one teacher, "We're too busy going to the meetings, we're too busy learning what we should be doing, when we're already doing that… it's crazy." For some administrators, concerns over lost instructional time were alleviated when they observed teachers implementing training content in their classrooms. One principal explained:

> So when I sit down and do observations now and walk through, you see where these kids are being challenged, where they need to be challenged. So in the beginning I was a little leery of it [releasing teachers for training], but then when you see it being put to work, in action, you feel better about it.

In an attempt to keep teachers in the classroom, a principal on another campus planned some professional development before and after school; however, more extensive trainings still required teachers to be out of the classroom for multiple school days. Another district planned for training during the summer months, but experienced challenges when training schedules conflicted with summer school activities and teachers' planned leave time.

The need for substitutes. Across STAR districts, teachers and administrators said that the need for substitutes to cover teachers' classes limited teachers' ability to participate in training. In some cases, districts did not have enough substitutes to allow all subject area teachers to participate in training on the same day. In order to reduce the need for substitutes, some districts identified department heads or selected groups of teachers to participate in training. Participating teachers were then expected to "turnaround" and share training content with teachers who did not attend. However, teachers who received "turnaround" training said the practice was not always effective. "I found out about [the training] afterwards," explained one such teacher. "[A colleague said], 'Oh, we did some really cool stuff while we were there yesterday. Here's a copy of it, figure it out.'"

Weak incentives. Administrators explained that it was difficult to motivate some teachers to participate in trainings without incentives. "There's really no incentive," said one administrator. "We can't give [teachers] any incentives or anything of the sort. It would have to be intrinsic where they just want to better themselves, to become a better educator." In another district, teachers received a small stipend for attending training. "Teachers don't get paid very much," noted an administrator, "So it's nice to be able to say, 'Yes, we'll be able to compensate you with some funds.'"

Vertical Team Training for Counselors

In addition to professional development for teachers, STAR provides vertical team training for counselors. Counselors said that the training provided valuable opportunities for middle school and high school counselors to work together. As one counselor explained:

> We talked about the activities that we do that are going to be going on to the high school. We met about our jobs – what do high school counselors do and what they deal with in their jobs. And our jobs in our junior high, what we can do to make sure our kids are going up, or the activities that we do with the students.

Another counselor said that training provided assistance to counselors who were charged with organizing and implementing GEAR UP activities.

> When I went to [one workshop], I got to sit in on the Implementation Plan. There I got to see the layout, and there was a format; if you're going to do this activity, then define the activity, break out how it's going to start, who's going to be in charge, dollars needed. Here they did the whole layout; that was amazing. That helps in the level of organization.

The Benefits of Participation in Vertical Team Training

In spite of the challenges to participation, teachers reported that professional development activities had positive effects on their teaching. Teachers said they implemented, "Different, new activities to get the kids interested." Teachers explained that training activities enabled them to view instruction from the student perspective and that the techniques they learned "really helped some… kids get that light bulb turned on." Working in vertical teams also "helped us [teachers] to be more organized so that we weren't overlapping on certain topics or issues or testing." Counselors said the training facilitated collaboration between middle school and high school counseling departments and enabled counselors to work together to address college readiness issues.

Implementing Vertical Teams in STAR Districts

The goal of vertical team training is to enable teachers and counselors to work together to streamline curricula and instruction between grade levels in order to create a seamless instructional pipeline between the middle school and the high school. Within districts, teachers are expected to work within their subject areas to plan instruction and ensure that students are well prepared for the challenges of rigorous coursework at each subsequent grade level. Districts used a variety of approaches to implementing vertical teams. In some districts, department heads acted as vertical team leaders, and team planning occurred during subject area department meetings. Other districts arranged for common planning periods for teachers within a subject area and expected that vertical teams would meet during planning times. Generally speaking, such arrangements worked well within a middle school or high school campus, but vertical teams experienced challenges when high school and middle school faculty needed to work together.

Frequency of vertical team meetings. The spring 2008 survey of teachers, counselors, and librarians asked respondents how often they met in vertical teams. Table 5.4 presents teachers' responses and indicates that, for the most part, vertical teams met infrequently in 2007-08. The largest proportion of middle school teachers (28%) indicated that they met in vertical teams only one or two times a year, and 21% of middle school teachers had never met with their team. Among high school teachers, more than a third (34%) had never met with their vertical team, and 30% indicated that they met with their team only once or twice a year.

Table 5.4
Frequency of Vertical Team Meetings, 2007-08

Frequency of Vertical Team Meetings	Middle School Teachers (n=214)	High School Teachers (n=388)	All Teachers (N=602)
At least once a week	17.3%	8.2%	11.5%
At least once a month	16.4%	14.2%	15.0%
1-2 times a semester	17.3%	13.7%	15.0%
1-2 times a year	28.0%	29.9%	29.2%
We have never met	21.0%	34.0%	29.4%

Source: STAR Teacher, Counselor, and Librarian Survey, Spring 2008.

Challenges to Implementing Vertical Teams

The survey also asked teachers about the barriers that limit their ability to work in vertical teams. Figure 5.4a presents middle school teachers' responses, and Figure 5.4b presents the responses of high school teachers. Across both levels of schooling, teachers indicated that time and scheduling constraints were the primary barrier to implementing vertical teams, with 33% of middle school teachers and 35% of high school teachers responding a "large extent" of the challenges facing vertical teams in 2007-08 were due to lack of time.

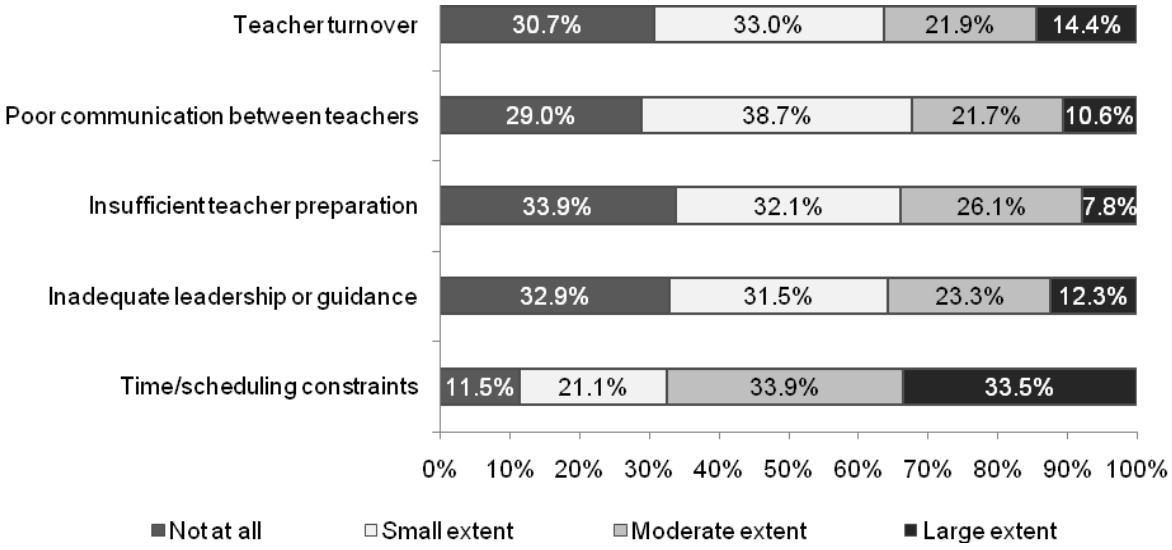

Figure 5.4a. Middle school challenges in implementing vertical teams (percentages).
Source: STAR Teacher, Counselor, and Librarian Survey, Spring 2008.

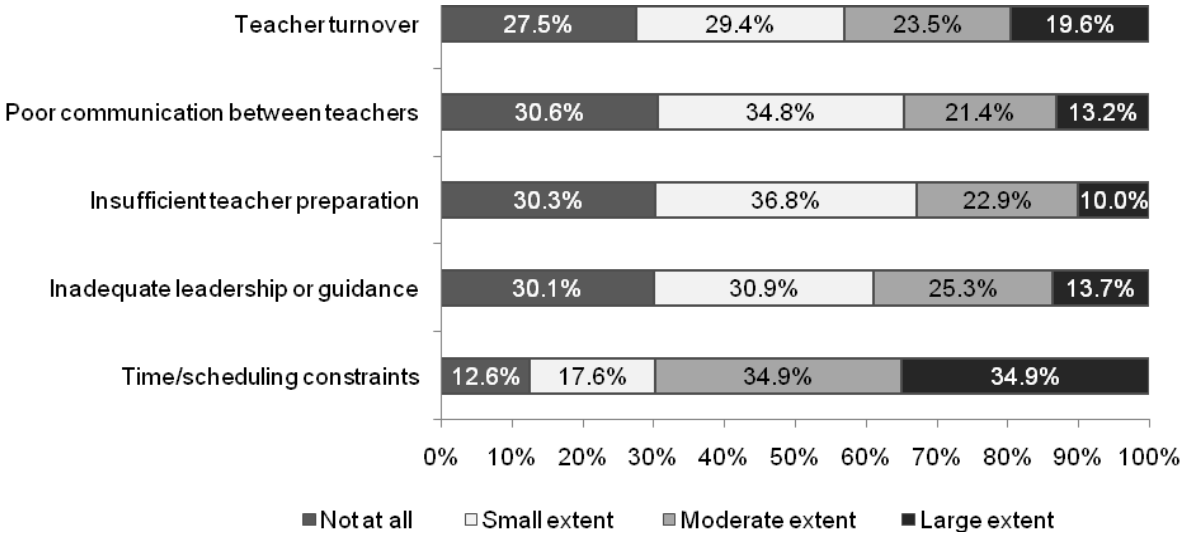

Figure 5.4b. High school challenges in implementing vertical teams (percentages).
Source: STAR Teacher, Counselor, and Librarian Survey, Spring 2008.

Interviews with teachers and administrators conducted as part of the spring 2008 site visits provided more information about the barriers to implementing vertical teams within districts.

Difficulty planning team meetings. Across districts, teachers said that differences in priorities and scheduling between the high school and middle school made it difficult for teachers to work collaboratively in vertical teams. Middle school and high school teachers rarely shared the same planning period and the distance between campuses created an obstacle to team meetings in some districts. Teachers also said that work on vertical alignment diminished as the school year progressed, and as teachers became "bogged down" in other issues.

Teacher resistance. Administrators in some STAR districts said that although teachers participated in vertical team training, many teachers were slow to implement content. In some instances, teachers were reluctant to move out of their comfort zone and experiment with new instructional techniques. For some teachers, however, resistance was rooted in a belief that lower achieving students could not perform at the same levels as AP students.

High rates of turnover. High rates of teacher and administrator turnover also created challenges to implementing vertical teams in some STAR districts. New teachers must receive training in order to fully participate in discussions of curricular and instructional alignment; however, new teachers who participated in focus group discussions indicated that they had little knowledge of the STAR project and its emphasis on vertical teaming. One new high school teacher explained:

> This is my first year teaching, my first year on this campus… But I do know it's a program [STAR], but I don't know what exactly or how it affects us and the students. But I do know, like she said, that there is training provided through GEAR UP, but I don't know exactly.

In addition to teacher turnover, changes in administrative leadership also limited the implementation of vertical teams. A teacher at a campus that had experienced a change in leadership noted, "We were kind

of getting started on math vertical teams two years ago, and then with the major change in administration that we had, vertical teams have kind of gone out the window this year."

The Benefits of Implementing Vertical Teams within Districts

Administrators in districts that overcame the challenges to implementing vertical teams said they observed benefits in terms of better collaboration between teachers and increased rigor in classroom instruction. A campus-level administrator noted:

> This year… it's not one subject versus another subject, one subject's more important than another. It's they are all important, so how do we work together? I think if anything, it's provided more of a time to be able to have a conversation, how to make sure everybody's involved in anything that we're doing.

An administrator in another district credited vertical teams with improving the rigor of instruction, adding that he planned for more teachers to receive training.

> I think the vertical teaming is playing its role here in presenting the academics. The rigor is getting more rigorous… We do have pre-AP course… They started them this year. What I would like to see is far more teachers to get trained in pre-AP and AP. As I have told you earlier, they're already expressing the desire to attend the [professional development] institute this summer. So that's a success.

Counselors also reported benefits from working in vertical teams. One middle school counselor explained that her work with high school counselors enabled her to understand some middle school student problems and identify solutions:

> When we met together, there were some issues that I didn't know what to do [about], so they [high school counselors] helped. The counselors were able to tell me, "These are some of the resources you can use." For example, this is my second year and then I found out that there were some kids that were cutters. And I would ask the high school counselors, "How do you deal with this? What resources do you use for these kids?" We were able to talk and give me ideas.

FACULTY FELLOWS MENTORING PROGRAM

In addition to College Board training in vertical teaming, STAR districts also participate in the 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. 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, Faculty Fellows professors are asked to attend a College Board vertical team training as well as an annual orientation to the 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.

Results from the 2006-07 evaluation indicated that the Faculty Fellows program got off to a slow start in STAR's first year of implementation. In 2006-07, only 5% of teachers said they had been assigned a Faculty Fellows mentor and only 3% reported that they had attended a Faculty Fellows orientation meeting. Results from the 2007-08 survey suggest that the Faculty Fellows gained some ground during STAR's second year. In 2007-08, 9% of all teachers said they had been assigned a mentor (19% of middle school teachers and 3% of high school teachers) and 7% of teachers reported attending a Faculty Fellows orientation session (12% of middle school teachers and 3% of high school teachers).

Table 5.5 presents information about the frequency of teachers' communication with their Faculty Fellows mentor. Overall, middle school teachers tended to communicate more frequently with their mentor than did their counterparts in high school. In interviews, one middle school principal noted that Faculty Fellows visited his campus "religiously, at least two to three times a month" and that the mentor's repeated visits were having a positive effect on math instruction.

Table 5.5
Frequency of Faculty Fellow and Teacher Communication, 2007-08

Frequency of Communication with Faculty Fellows Mentor	Middle School Teachers (n=41)	High School Teachers (n=12)	All Teachers (N=53)
At least once a week	12.2%	9.1%	11.5%
At least once a month	46.3%	9.1%	38.5%
1-2 times a semester	19.5%	36.4%	23.1%
Other	22.0%	45.5%	26.9%

Source: STAR Teacher, Counselor, and Librarian Survey, Spring 2008.

The survey also asked teachers about the usefulness of the lectures, presentations, or demonstrations that Faculty Fellows gave while visiting classrooms. Table 5.6 presents teachers responses and indicates that when a Faculty Fellow presented material to a class, teachers generally considered the information useful. However, notable proportions of teachers who worked with a Faculty Fellow said that their mentors did not present information to the class (24% of middle school teachers and 46% of high school teachers).

Table 5.6
Usefulness of Faculty Fellow Presentations, 2007-08

Usefulness	Middle School Teachers (n=41)	High School Teachers (n=12)	All Teachers (N=53)
Very useful	39.0%	27.3%	36.5%
Somewhat useful	31.7%	27.3%	30.8%
Not very useful	4.9%	0.0%	3.8%
Faculty Fellow did not make a presentation	24.4%	45.5%	28.8%

Source: STAR Teacher, Counselor, and Librarian Survey, Spring 2008.

In interviews, teachers and administrators reported that Faculty Fellows worked collaboratively with teachers and with GEAR UP partner organizations to develop lessons that engaged students in course content. "We did electrifying a pickle," noted one set of group teachers, "We did the flame chest, you know where they burn the salts. We did rocks and minerals; he brought whole big cases full." Other teachers appreciated that their mentors worked collaboratively in the classroom. "We were team-teaching," explained a teacher. "He [the mentor] kind of lead, but I would help him, and we would work together on it."

In addition to collaborating with teachers, Faculty Fellows representatives also worked with GEAR UP partner organization Fathers Active in Communities and Education (FACE) to create engaging activities. Once principal explained:

> [A Faculty Fellow and the FACE coordinator] all planned and collaborated on what [a presentation], and they brought in genealogy, and the history of the different families in the area. The Faculty Fellow actually did research – it was wonderful – on the names. Like "Gonzalez," what did it actually

> mean? And [research on] the different nationalities that came into the area at different time frames and things of that sort.

At another school, Faculty Fellows collaborated with the FACE program to teach lessons about math and science to both students and parents:

> [The Faculty Fellow] also… comes to our evening workshops with FACE and [collaborates]. I think one of our most fun workshops was the pumpkin carving and the pumpkin drop. Parents and their children were put together in teams. And they had to pack this pumpkin in a box, with different kinds of material. And pack it as much as they could, because it was going to be dropped from our second story. And they had to find the differentiation of how fast it was going to drop and from how many feet. From 200 feet, how fast it was going to travel? They had to work with velocity, there's a lot of math, there's a lot of science involved. They had to see how the pumpkin would drop and not be cracked. It was very competitive, that's for sure. It was hilarious, we had a great time.

SUMMARY

This chapter has examined GEAR UP/STAR districts' second-year efforts to address academic readiness as well as teachers' abilities to support student achievement through professional development. While districts have made an effort to increase academic rigor and professional development, they still face a number of obstacles towards full implementation of GEAR UP goals.

Administrators noted that both students and parents live in a "culture of low expectations," and that even students who are doing well in school and are able to handle advanced coursework do not necessarily plan for college. Most are satisfied by the prospect of a high school diploma. These administrators credit the STAR program as an important avenue for focusing on postsecondary education opportunities.

Students at both the middle and high school levels reported that they devoted relatively little time to homework activities. Over half of middle school students (51%) and slightly less than half of high school students (46%) reported spending 30 minutes or less on homework. Furthermore, only 9% of middle school students and 15% of high school students reported spending an hour or more on homework. These percentages represent a slight decrease in time spent on homework across the first and second years of GEAR UP/STAR implementation; in 2007, 48% of middle school students and 43% of high school students reported spending 30 minutes or less on homework, while 11% of middle school students and 17% of high school students reported spending an hour or more. Although students spent less time on their homework, they still managed to earn fairly good grades; 37% of students in 2007-08 reported earning A's and B's, while 32% reported earning a mix of B's and C's.

Schools faced several barriers to increasing student participation in AP coursework in 2007-08. Some students who enrolled in AP courses struggled with course content and received poor grades, which worried parents, and administrators worried that course material would be "watered down" to accommodate struggling students. Further, some students preferred to enroll in less rigorous dual credit courses rather than participate in AP programs

During the second year of STAR implementation, 60% of teachers participated in vertical team training; 57% percent of respondents were required to participate. These percentages represent an increase between the first and second years of implementation; during the first year, 56% of teachers participated in vertical team training, with 62% of middle school teachers and 52% of high school teachers participating. Furthermore, 48% of respondents reported being required to participate. In both 2006-07 and 2007-08, teacher participation was higher at the middle school level than at the high school level.

In general, teachers appreciated what they learned during vertical team training. Teachers cited the the training's emphasis on challenging all students, not just those who were gifted and talented or enrolling in AP courses. Other teachers enjoyed experiencing new opportunities for collaboration between middle school and high school teachers. Teachers noted that the trainings had positive effects on their teaching skills. The emphasis on collaboration meant that teachers were better able to organize curriculum without as much overlap between courses.

District encountered a number of challenges to ensuring teacher participation in vertical team training. Administrators said they experienced that professional development activities often conflicted with the school calendar. When GEAR UP professional development could be scheduled, districts often did not have enough available substitutes, or the district could not afford those substitutes. In addition, some teachers were hesitant to leave their classrooms, even if professional development would help them prepare students for the TAKS test and postsecondary opportunities. STAR administrators said that the lack of incentives for teachers to participate in training activities created barriers

Despite training opportunities, vertical teams were weakly implemented in districts in 2007-08. Twenty eight percent of middle school teachers said they met in vertical teams only one or two times a year, while 21% had never met with their team. More than a third of high school teachers (34%) reported that they never met with their vertical team, while 30% indicated that they met with their team only once or twice a year. Teachers identified time and scheduling constraints as the primary reason why vertical team meetings happened infrequently (or not at all). During 2007-08, 33% of middle school teachers and 35% of high school teachers considered time and scheduling constraints to be challenges to implementing vertical teams. Other challenges included teacher resistance and high rates of teacher turnover. When teachers were able to implement vertical teams, administrators and teachers noticed positive changes, including increased rigor in classroom instruction and greater collaboration between teachers.

The Faculty Fellows program made gains during STAR's second year, particularly at the middle school. Teachers and administrators expressed largely positive views about the Faculty Fellows program. When mentors were active in classrooms and communicated with their mentee on a regular basis, teachers and administrators alike tended to be pleased with the results. But while some Faculty Fellows presented interactive and engaging lessons or collaborated with other GEAR UP partners, other Fellows were less involved. Generally speaking, middle school teachers tended to be more satisfied with the program. On surveys, 39% of mentored middle school teachers considered the Faculty Fellows presentations *very useful*, while 31% considered them *somewhat useful*, relative to 27% for each response for mentored high school teachers.

CHAPTER 6
STAR PERFORMANCE INDICATORS (2006-07)

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 compares first year data (2006-07) with baseline data (2005-06) across a variety of academic indicators that are benchmarks against which districts' progress toward STAR goals may be measured this year and 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 and 2006-07 school years[1] 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, college readiness indicators, 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" campuses[2] 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, completion rates, and dropout rates. For each year from 2005-06 through 2007-08, all of the STAR districts received the *Academically Acceptable* rating. In 2005-06, all of the middle schools and five of the six high schools were classified as *Academically Acceptable*. Mathis High School was the high school classified as *Academically Unacceptable* (See Table 6.1). In 2006-07, five of the six middle schools and four of the six high schools were classified as *Academically Acceptable*. Falfurrias Junior High along with Mathis and Alice High Schools were rated *Academically Unacceptable*. There was a slight improvement in 2007-08 with five of the six middle schools and five of the six high schools rated *Academically Acceptable*. Odem Junior High School and Miller High School were the two schools classified as *Academically Unacceptable*.

[1] The most recent years for which data are available.

[2] For each campus in the state, TEA has created a peer or comparison group of 40 public school campuses selected on the basis of six student demographic characteristics, including the percentages of African American, Hispanic, and White students, the percentage of economically disadvantaged students, the percentage of limited English proficient students, and the campus mobility rate (2007 Accountability Manual, TEA). For a specific performance indicator, TEA reports the median value of the 40 comparison campuses on that indicator. Thus, peer groups allow for comparisons of campus performance for similar schools.

Table 6.1
STAR Campus Accountability Ratings, 2005-06 through 2007-08

	Middle Schools			High Schools		
Rating	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Exemplary	0	0	0	0	0	0
Recognized	0	0	0	0	0	0
Acceptable	6	5	5	5	4	5
Academically Unacceptable	0	1	1	1	2	1

Sources: 2005-06 and 2006-07 campus reference files (AEIS), and 2007-08 standard campus accountability ratings data file.

TAKS Performance

Table 6.2 compares STAR campuses' 2006 and 2007 TAKS performance with state averages. In all tested subject areas, and for both of the school years, *overall* TAKS performance in STAR campuses is below state averages. Table 6.2 and Figure 6.1 show, for example, that 2007 STAR passing rates were 7 percentage points lower in reading/English language arts (ELA), 8 points lower in social studies, 18 points lower in science, 22 points lower in mathematics, and 24 points lower in all tests taken. Only in writing did STAR students perform slightly above the state average (93 percent compared with 92 percent). Likewise, 2007 STAR commended performance rates were 6 percentage points lower in writing, 9 percentage points lower in all tests taken, 11 points lower in reading/ELA, 13 points lower in science, 15 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, 2005-06 AND 2006-07

Category	2005-06			2006-07		
	STAR Schools	State	STAR – State Difference	STAR Schools	State	STAR – State Difference
Students Passing TAKS						
All tests taken	41%	67%	-26	46%	70%	-24
Reading/ELA	78%	87%	-9	82%	89%	-7
Mathematics	50%	75%	-25	55%	77%	-22
Science	55%	70%	-15	53%	71%	-18
Social Studies	76%	87%	-11	81%	89%	-8
Writing	86%	91%	-5	93%	92%	+1
Students Attaining Commended Performance						
All tests taken	4%	11%	-7	4%	13%	-9
Reading/ELA	16%	27%	-11	19%	30%	-11
Mathematics	7%	23%	-16	9%	25%	-16
Science	5%	16%	-11	6%	19%	-13
Social Studies	16%	30%	-14	20%	35%	-15
Writing	29%	30%	-1	24%	30%	-6
Students Passing All Tests Taken						
African American	27%	52%	-25	29%	55%	-26
Hispanic	39%	58%	-19	44%	62%	-18
White	61%	81%	-20	64%	82%	-18
Economically Disadvantaged	35%	56%	-21	40%	60%	-20

Sources: 2005-06 and 2006-07 State Performance Reports and 2005-06 and 2006-07 individual student TAKS data from TEA for STAR campuses.
Notes. STAR students were enrolled in the same campus in fall and spring of each year. Data are averages across students. STAR students are included in state averages.

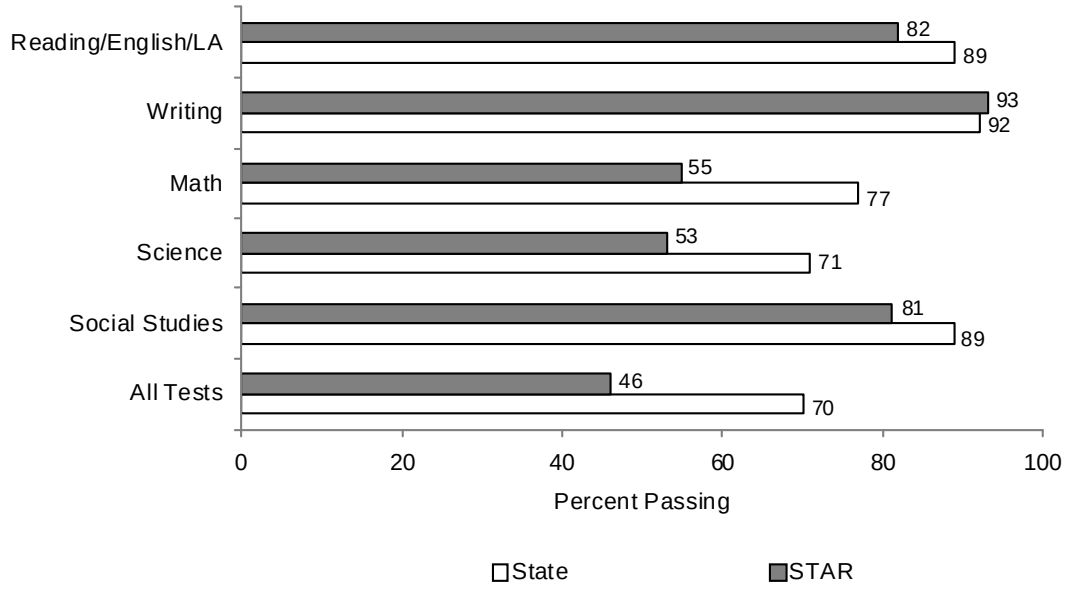

Figure 6.1. 2007 TAKS passing rates for STAR students and state averages.

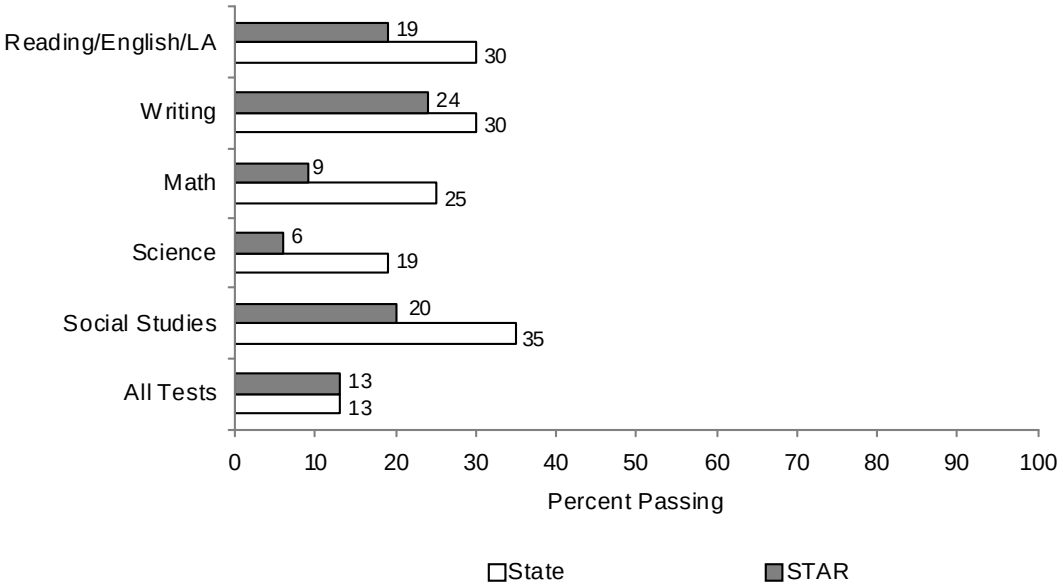

Figure 6.2. 2007 TAKS commended performance rates for STAR students and state averages.

Table 6.3 compares 2005-06 and 2006-07 STAR and state average TAKS passing rates by content area and grade level. In 2005-06, in all tested subjects and at all grade levels, STAR TAKS passing rates were below state averages. In 2006-07, STAR TAKS passing rates were also below state averages in all areas and at all grades except for grade 7 writing. The 2006-07 STAR deficits ranged from 2 to 9 percentage points in reading, from 11 to 23 percentage points in mathematics, from 13 to 18 percentage points in science, from 4 to 13 percentage points in social studies, and from 12 to 22 percentage points in all tests taken. However, compared with 2005-06, the 2006-07 STAR deficits were smaller in grades 6 through 8 in all areas tested except science. The 2006-07 STAR deficits were also smaller in English language arts

at grades 10 and 11 and in social studies at grade 10. The deficits were the same or slightly larger at grades 9 through 11 in mathematics, science, and all tests taken.

Table 6.3
STAR TAKS Passing Rates by Subject-Area and Grade, 2005-06 and 2006-07

	2005-06			2006-07		
Grade	STAR Schools	State	STAR – State Difference	STAR Schools	State	STAR – State Difference
Reading/English Language Arts						
6	83%	92%	-9	89%	92%	-3
7	68%	80%	-12	79%	85%	-6
8	74%	84%	-10	80%	89%	-9
9	82%	88%	-6	81%	87%	-6
10	76%	86%	-10	80%	85%	-5
11	85%	89%	-4	89%	91%	-2
Mathematics						
6	63%	81%	-18	68%	80%	-12
7	55%	71%	-16	64%	77%	-13
8	48%	68%	-20	61%	73%	-12
9	37%	58%	-21	38%	61%	-23
10	47%	62%	-15	48%	65%	-17
11	68%	78%	-10	70%	81%	-11
Science						
8	60%	72%	-12	55%	71%	-16
10	43%	61%	-18	41%	59%	-18
11	63%	76%	-13	65%	78%	-13
Social Studies						
8	69%	84%	-15	74%	87%	-13
10	71%	84%	-13	79%	87%	-8
11	90%	94%	-4	90%	94%	-4
Writing						
7	86%	91%	-5	93%	93%	0
All Tests Taken						
6	59%	78%	-19	65%	78%	-13
7	48%	65%	-17	59%	71%	-12
8	37%	58%	-21	44%	61%	-17
9	36%	57%	-21	38%	60%	-22
10	33%	50%	-17	34%	51%	-17
11	53%	66%	-13	56%	70%	-14

Sources: 2005-05 and 2006-07 State Performance Reports and 2005-06 and 2006-07 individual student TAKS data from TEA for STAR campuses (AEIS).
Notes. Each year, STAR students were enrolled in the same campus in fall and spring. State averages are student level and include STAR campuses.

ADVANCED COURSE PERFORMANCE MEASURES

Advanced Placement Program

AP teachers. Table 6.4 shows that in 2006-07 Miller high school had 14 AP teachers—the largest number across STAR high schools. Alice High School had 12 AP teachers followed by Falfurrias and H. M. King High Schools with 6 AP teachers, Odem High School with 4, and Mathis High School with 2. There were similar numbers of AP teachers at STAR high schools in 2005-06 and 2006-07. Slight differences in 2006-07 included two more AP teachers at Falfurrias High School, one more AP teacher at Miller High School, and one fewer AP teacher at Alice High School.

AP teachers (*n*=42 in 2005-06 and *n*=44 in 2006-07) in STAR schools differed from non-AP teachers (*n*=397 in 2005-06 and *n*=386 in 2006-07) in several ways. AP teachers were more likely to be female (71% versus 53% in 2005-06 and 66% versus 55% in 2006-07) and more likely to hold an advanced degree (41% versus 32% in 2005-06 and 46% versus 33% in 2006-07). AP teachers were also somewhat more experienced than their non-AP counterparts (14 years experience versus 12 years experience in both 2005-06 and 2006-07).

Table 6.4
Number of AP Teachers in STAR High Schools, 2005-06 and 2006-07

	Number of AP Teachers	
Campus	2005-06	2006-07
Falfurrias HS	4	6
Alice HS	13	12
H. M. King HS	6	6
Miller HS	13	14
Mathis HS	2	2
Odem HS	4	4
Total	**42**	**44**

Sources: 2005-06 and 2006-07 staff responsibilities files (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 and 2006-07. The AP courses in which the largest percentages of students received credit were English Language and Composition (4.2% in 2005-06 and 4.7% in 2006-07) and English Literature and Composition (3.0% in 2005-06 and 3.6% in 2006-07), followed by U. S. History (2.5% in 2005-06 and 3.2% in 2006-07), and World History (1.8% in 2005-06 and 2.2% in 2006-07).

Table 6.5
Percentage of Students in Grades 9 through 12 Who Received AP Course Credit by STAR High School, 2005-06 and 2006-07

	Falfurrias High School		Alice High School		H. M. King High School		Miller High School		Mathis High School		Odem High School		All Schools	
AP Course	05-06	06-07	05-06	06-07	05-06	06-07	05-06	06-07	05-06	06-07	05-06	06-07	05-06	06-07
AP Biology, 1-1.5 units	0.0	4.3	1.7	1.7	0.3	0.9	0.0	0.0	0.0	0.0	6.4	3.8	1.0	1.4
AP Chemistry, 1-1.5 units	0.0	0.0	0.3	0.0	0.0	0.8	0.4	0.7	0.0	0.0	0.0	0.0	0.2	0.3
AP Physics B, 1-1.5 units	0.0	0.0	0.0	0.0	0.0	0.4	0.4	1.1	2.3	0.0	0.0	0.0	0.3	0.3
AP Calculus AB, .5-1 unit	0.0	1.0	1.0	0.9	1.0	1.0	2.3	1.2	0.2	0.4	2.0	2.1	1.2	1.0
AP Calculus BC, .5-1 unit	0.2	0.0	0.0	0.0	0.0	0.0	1.0	1.3	0.0	0.0	0.0	0.0	0.2	0.3
AP Statistics, 1 unit	0.0	0.0	1.7	1.2	0.0	0.0	0.6	1.0	0.0	0.0	0.0	0.0	0.6	0.6
AP English Lang. & Comp., .5-1 unit	4.8	3.2	6.0	6.2	4.3	3.6	3.8	5.8	2.2	4.6	0.0	0.0	4.2	4.7
AP English Lit. & Comp., .5-1 unit	1.8	5.1	6.6	6.6	0.6	0.2	1.6	4.0	1.7	0.0	4.4	4.4	3.0	3.6
AP Microeconomics, .5 unit	3.6	6.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.6
AP Macroeconomics, .5 unit	0.0	0.0	0.0	1.1	0.0	0.0	3.4	4.1	0.0	0.0	0.0	0.0	0.8	1.1
AP U. S. Gov. & Politics, .5 unit	3.8	6.1	0.5	1.1	0.7	0.0	3.5	3.8	2.0	0.0	0.0	0.0	1.7	1.7
AP U. S. History, 1 unit	8.5	5.5	1.7	3.1	0.0	0.0	3.2	5.7	2.5	2.3	4.1	4.7	2.5	3.2
AP Human Geography, .5-1 unit	0.0	0.0	0.0	0.0	0.0	0.0	0.9	1.7	0.0	0.0	0.0	0.0	0.2	0.3
AP World History, 1 unit	0.0	0.0	4.4	5.4	0.0	0.0	2.3	2.7	0.0	0.0	0.0	0.0	1.8	2.2
AP French language, level IV, 1 unit	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.1	0.0
AP French literature, level V, 1 unit	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0
AP Spanish language, level IV, 1 unit	0.0	0.0	0.0	0.1	0.0	0.0	0.4	0.2	0.0	0.0	0.0	0.0	0.1	0.1
AP Art, Drawing, 1 unit	0.0	0.0	0.5	0.7	0.1	0.0	0.7	0.5	0.0	0.0	0.0	0.0	0.3	0.3
AP Art, 2-Dimen. Design Portfolio, 1 unit	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
AP Art, 3-Dimen. Design Portfolio, 1 unit	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
At least one AP course passed	12.5	14.8	17.7	19.3	6.6	5.3	14.2	19.8	7.2	5.0	12.2	10.6	12.5	13.7

Sources: Student course completion records for 2005-06 and 2006-07 (AEIS).

In other AP courses, five or fewer students (0.1% or less) received credit each year. These courses were AP French language, AP French literature, AP Spanish language, AP Art, 2-Dimensional Design Portfolio, and AP Art, 3- Dimensional Design Portfolio.

There were 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. Students received credit for AP U. S. History at all high schools except H. M. King High School.

The two largest high schools offered the most AP courses. Miller High School had the largest roster of AP courses (16 each year), followed by Alice High School (10 in 2005-06 and 11 in 2006-07). Not surprisingly, the smaller high schools (Odem, Mathis, and Falfurrias) offered the fewest AP courses.

The percentages of high school students receiving credit for at least one AP course were similar in 2005-06 and 2006-07. In 2005-06, 12.5% of STAR high school students received credit for at least one AP course. That percentage increased slightly to 13.7% in 2006-07. (As one would expect, this percentage was higher [26% in both 2005-06 and 2006-07] when only grades 11 and 12 were considered.) The highest levels of participation were at Miller (14.2% in 2005-06 and 19.8% in 2006-07) and Alice (17.7% in 2005-06 and 19.3% in 2006-07) High Schools, while the lowest levels were at H. M. King (6.6% in 2005-06 and 5.3% in 2006-07) and Mathis High Schools (7.2% in 2005-06 and 5.0% in 2006-07). AP participation increased at three high schools in 2006-07. These schools were Miller, Falfurrias, and Alice High Schools. The largest increase in participation was 5.6% at Miller High School. On the other hand, AP participation decreased at Mathis, Odem, and H. M. King High Schools, with the largest decrease, 2.2%, at Mathis High School.

The characteristics of students who did and did not receive credit for at least one AP course in 2005-06 and 2006-07 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. In addition, females were more likely than males to receive credit for an AP course.

Table 6.6
Characteristics of Students Receiving Credit and Not Receiving Credit for at Least One AP Course at STAR High Schools, 2005-06 and 2006-07

	Passing At Least One AP Course				Not Passing At Least One AP Course			
	2005-06		2006-07		2005-06		2006-07	
Category	N	%	N	%	N	%	N	%
Hispanic	545	78.9%	530	80.2%	3,880	86.0%	3,671	86.6%
White	117	16.9%	100	15.1%	461	10.2%	433	10.2%
Other	29	4.2%	7	1.1%	171	3.8%	136	3.2%
Female	416	60.2%	411	62.2%	2,142	47.5%	2,021	47.7%
Male	275	39.8%	250	37.8%	2,370	52.5%	2,219	52.3%
Free or reduced-price lunch	299	43.3%	287	43.4%	2,955	65.5%	2,764	65.2%
No free or reduced-price lunch	392	56.7%	374	56.6%	1,557	34.5%	1,476	34.8%

Sources: Student course completion records from TEA for 2005-06 and 2006-07.

Advanced Placement (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., World), 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.

Figure 6.3 and Table 6.7 present information on AP examination participation in STAR high schools in 2006 and 2007. In 2006, 558 students took AP examinations, while, in 2007, 465 students took AP Examinations. Overall, 93 fewer students took AP Examinations in 2007 than in 2006. From 2006 to 2007, student participation dropped at all of the STAR high schools. The number of test takers decreased by 29 students at H. M. King High School, 19 students at Miller High School, 15 students at Falfurrias High School and Mathis High School, 14 students at Odem High School, and 1 student at Alice High School.

Table 6.7 also reports the number of examinations taken in 2006 and 2007. In 2006, 854 AP Examinations were taken at STAR high schools. In 2007, 163 fewer, or 691 AP Examinations were taken. Similar to the changes in student participation between 2006 and 2007, the number of examinations taken decreased at all of the STAR high schools. The decreases ranged from 56 examinations at H. M. King High School to 3 examinations at Alice High School. Each year approximately 1.5 AP examinations were taken per AP test taker at the STAR high schools. AP examination taking rates were higher statewide and nationally. For example, the AP examination taking rates per test taker were about 1.7 examinations nationally and 1.8 examinations in Texas.

Also reported in Table 6.7 and Figure 6.4 is the percentage of examinations having scores of 3 to 5 (typically considered the range of acceptable performance). While participation at both the student and examination levels decreased from 2006 to 2007, performance also decreased (typically there is an increase in performance when participation decreases). In 2006, 10.8% of AP Examinations at STAR high schools received a score of 3 or above. In 2007, only 8.2% (2.6 percentage point decrease) of examinations received a score of 3 or above. There were decreases in performance at five of the STAR high schools (Miller High School, Odem High School, Alice High School, Falfurrias High School, and Mathis High School) and an increase (of 26 percentage points) at one high school (H. M. King High School). Both years the highest level of performance was at H. M. King High School. For example, in 2007, 48% of the AP examinations taken at H. M. King High School received a grade of 3 or above. The next closest campus was Alice High School at 7%.

It is interesting to note that from 2006 to 2007 performance also decreased slightly across the state of Texas (by 1.0 percentage point) and nationally (by 0.3 percentage point). Yet the overall level of performance was considerably higher in Texas and nationally. For example, STAR performance deficits to the state were 36 (2006) and 38 (2007) percentage points, while the STAR deficits to all public schools were 47 (2006) and 49 (2007) percentage points.

Table 6.8 reports, for specific AP Examinations at STAR campuses, the number of examinations taken and the percentage having scores of 3 or above. English Language and Composition was the most popular AP Examination at STAR campuses. Overall, 186 examinations were taken in 2006 and 138 in 2007. The percentages of English Language and Composition examinations having scores of 3 or above were 9% in 2006 and 10% in 2007. Other popular examinations at STAR high schools included English Literature and Composition, World History, and U.S. History. The number of English Literature and Composition examinations taken was 122 in 2006 and 109 in 2007. Percentages of scores 3 or above were 4% in 2006 and 5% in 2007. The number of World History examinations taken was 99 in both 2006 and 2007. Percentages of scores 3 or above were 5% in 2006 and 3% in 2007. The number of U.S. History examinations taken was 98 in 2006 and 82 in 2007. Percentages of scores 3 or above were 8% in 2006 and 6% in 2007.

Other AP Examinations taken by at least 30 STAR students each year included U.S. Government and Politics, Calculus AB, Macroeconomics, and Biology. Noteworthy was the low level of participation on the Spanish Language and Spanish Literature examinations. While 50 Spanish Language examinations were taken in 2006, only 16 were taken in 2007. Only one Spanish Literature examination was taken in 2006 and none in 2007.

Low percentages of AP Examinations received scores of 3 or above at STAR campuses. Considering the most popular examinations, the aggregate (across two years) percentages having scores of 3 or above were 10% for English Language and Composition, 9% for Biology, 7% for Calculus AB, U.S. Government and Politics and U.S. History, 4% for both English Literature and Composition and World History, and 2% for Macroeconomics. Performance was highest on the Spanish Language examination, with 61% of the examinations having scores of 3 or above. Yet this rate of 61% scoring 3 or higher was lower than the national rate of 70% (aggregate across two years). Clearly, with the possible exception of the Spanish Language AP Examination, performance on the AP Examinations at STAR campuses was well below qualification standards and very far below national averages.

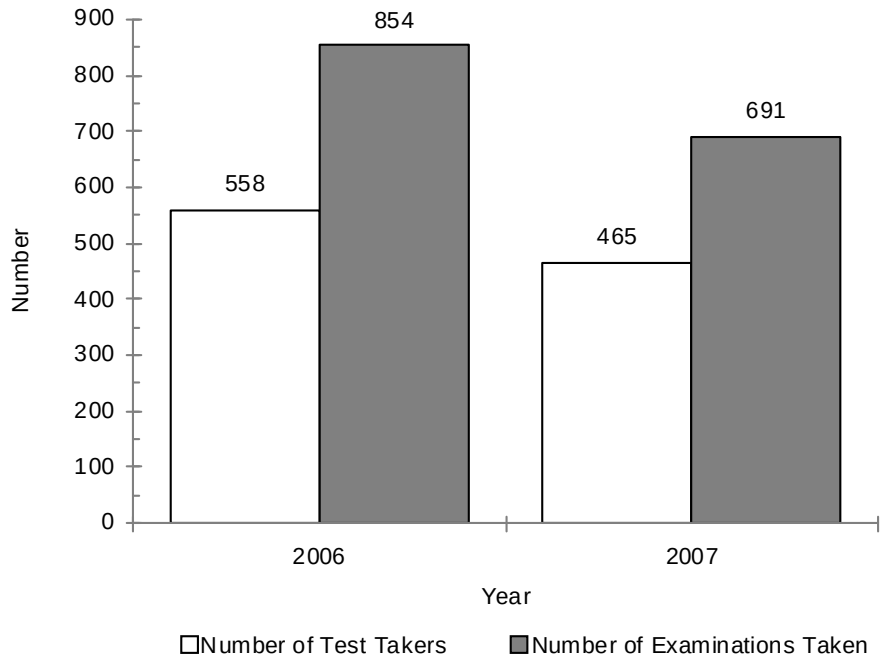

Figure 6.3. AP Examination participation at STAR High Schools, 2005-06 and 2006-07.

Table 6.7
AP Examination Performance of STAR High Schools, 2005-06 and 2006-07

	Number of Test Takers			Number of Exams Taken			Percentage of Grades 3-5		
Campus	2005-06	2006-07	07 minus 06 Change	2005-06	2006-07	07 minus 06 Change	2005-06	2006-07	07 minus 06 Change
Falfurrias HS	22	7	-15	34	8	-26	2.9%	0.0%	-2.9
Alice HS	279	278	-1	419	416	-3	10.3%	6.5%	-3.8
H. M. King HS	61	32	-29	98	42	-56	21.4%	47.6%	+26.2
Miller HS	141	122	-19	236	188	-48	10.6%	5.3%	-5.3
Mathis HS	33	18	-15	43	29	-14	2.3%	0.0%	-2.3
Odem HS	22	8	-14	24	8	-16	4.2%	0.0%	-4.2
Group Total	**558**	**465**	**-93**	**854**	**691**	**-163**	**10.8%**	**8.2%**	**-2.6**
Texas Public Schools	**114,427**	**125,526**	**+11,099**	**208,646**	**228,885**	**+20,239**	**47.0%**	**46.0%**	**-1.0**
All Public Schools	**1,131814**	**1,239,336**	**+107,522**	**1,943,164**	**2,133,594**	**+190,430**	**57.5%**	**57.2%**	**-0.3**

Sources: College Board Advanced Placement Examination Performance and Participation Overview reports for 2005-06 and 2006-07.

Table 6.8
STAR AP Examination Scores, 2005-06 through 2006-07

AP Examination	2005-06			2006-07		
		Grades 3 or Higher			Grades 3 or Higher	
	N Exams	N	%	N Exams	N	%
Art History	4	1	25.0%	3	Mask[a]	Mask
Art : Studio 2D Design	7	3	42.9%	7	0	0.0%
Studio Art-Drawing	10	3	30.0%	8	2	25%
Biology	39	3	7.7%	32	3	9.4%
Chemistry	8	0	0.0%	8	2	25.0%
Economics-Macro	38	2	5.3%	56	0	0.0%
Economics-Micro	15	2	13.3%	0	--	--
English Lang. Comp.	186	17	9.1%	138	14	10.1%
English Lit. Comp.	122	5	4.1%	109	5	4.6%
French Language	5	1	20.0%	0	--	--
Gov. & Pol., U.S.	58	6	10.3%	51	2	3.9%
European History	1	1	100.0%	4	Mask	Mask
U.S. History	98	8	8.2%	82	5	6.1%
World History	99	5	5.1%	99	3	3.0%
Human Geography	10	0	0.0%	17	0	0.0%
Calculus AB	60	1	1.7%	35	6	17.1%
Calculus BC	5	2	40.0%	0	--	--
Music Theory	1	0	0.0%	2	Mask	Mask
Physics B	0	0	0.0%	4	Mask	Mask
Physics C, Mechanics	5	0	0.0%	1	Mask	Mask
Psychology	2	0	0.0%	0	--	--
Spanish Language	50	31	62.0%	16	9	56.3%
Spanish Literature	3	1	33.3%	0	--	--
Statistics	28	0	0.0%	19	0	0.0%
Totals	**854**	**92**	**10.8%**	**691**	**57[b]**	**8.2%**

Sources: College Board 2005-06 school AP distributions and 2006-07 District Integrated Summary reports.
[a]In 2006-07, scores are not reported when there are fewer than 5 examinations.
[b]Includes numbers that were masked in the rows above.

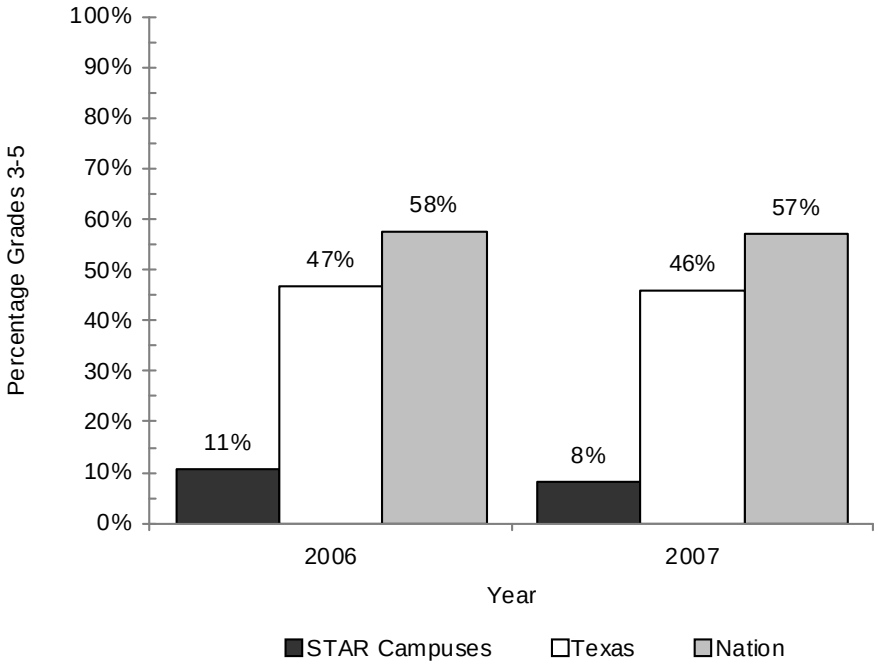

Figure 6.4. AP Examination performance at STAR High Schools, 2005-06 and 2006-07.

GRADUATION RATES AND OTHER MEASURES OF ACADEMIC PERFORMANCE

Graduation rates, advanced course completion rates, and Recommended High School Program/ Distinguished Achievement Program (RHSP/DAP) completion rates are also indicators of high school student and campus academic performance. Table 6.9 presents 2005-06 and 2006-07 (from 2006-07 and 2007-08 AEIS files) information on these measures for STAR high schools with comparison data provided for peer campuses and the state as a whole. The 2006-07 STAR high school graduation rate of 73% represented a decrease of over four percentage points. It was also below the peer campus and state averages (78% for both). In 2006-07, three campuses exceeded state and peer campus averages. These campuses were Falfurrias High School, Mathis High School, and Odem High School with graduation rates of 81% at all three campuses. The graduation rates at the other STAR high school were lower than state and peer campus averages. The deficits ranged from 7 percentage points at H. M. King High School to 19 percentage points at Alice High School.

Table 6.9
Graduation Rates, Recommended High School Program/Distinguished Achievement Program (RHSP/DAP) Completion Rates, and Advanced Course Completion Rates of STAR High Schools, 2005-06 and 2006-07

	Graduation Rate		RHSP/DAP Completion Rate		Advanced Course Completion Rate	
Group	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Falfurrias HS	87.1%	81.4%	70.0%	74.5%	12.7%	17.5%
Alice HS	67.3%	58.6%	92.7%	93.9%	20.4%	21.0%
H. M. King HS	77.3%	71.1%	86.7%	84.6%	14.7%	15.7%
Miller HS	73.3%	63.7%	67.6%	67.7%	17.4%	19.6%
Mathis HS	70.2%	81.2%	87.6%	93.8%	10.8%	8.6%
Odem HS	88.5%	80.7%	76.1%	73.6%	14.0%	16.2%
Group Average[a]	**77.3%**	**72.8%**	**80.1%**	**81.4%**	**15.0%**	**16.4%**
Peer Campuses[a]	**80.5%**	**78.0%**	**84.2%**	**85.5%**	**17.8%**	**18.1%**
State Average	**80.4%**	**78.0%**	**75.7%**	**77.9%**	**21.0%**	**22.1%**

Sources: STAR and peer data are from 2006-07 and 2007-08 AEIS campus college and admission rate statistics data files. State data are from 2006-07 and 2007-08 AEIS reports.
[a]Simple average.

Another measure of academic readiness is the RHSP/DAP completion rate. The RHSP requires 24 credits and more rigorous elective courses (e.g., fine arts, languages other than English) than the 22-credit minimum graduation plan. The DAP requires completion of RHSP requirements plus one additional credit in a foreign language and any combination of four advanced measures (e.g., a 3 or higher on an AP Examination, a grade of 3.0 or higher on courses that count for college credit, an original, judged, research project, and a score on the PSAT that qualifies the student for recognition). Compared to the baseline year of 2005-06, there was a one point increase in the percentage of STAR students who completed the RHSP/DAP in 2006-07. In addition, compared to the state average, a higher percentage of STAR students completed the RHSP/DAP in 2006-07 (81% compared with 78%). However, a lower percentage of STAR students completed the RHSP/DAP compared to the peer campus average (81% compared with 86%). Alice High School, Mathis High School, and H. M. King High School had RHSP/DAP completion rates above the state average. In addition, Alice and Mathis High Schools had RHSP/DAP rates that exceeded both the peer campus and state averages.

Advanced course completions are another measure of rigorous academic preparation. Advanced courses include Advanced Placement and International Baccalaureate courses along with higher-level core content area courses (e.g., pre-calculus, research/technical writing, economics advanced studies), advanced elective courses (e.g., French IV, Theatre Arts IV, Music IV Jazz Band), and dual enrollment courses for which a student gets both high school and college credit. Compared with 2005-06, STAR 2006-07 advanced course completion rates were slightly higher (16% versus 15%). However, STAR high school students had lower 2006-07 advanced course completion rates than peer campuses and the state overall (16% versus 18% for peer campuses and 22% for the state). Campus rates ranged from 9% at Mathis High School to 21% 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 6.10 presents college entrance examination data for STAR high schools, peer campuses, and state averages. Data were gathered from the 2006-07 and 2007-08 AEIS files, but reported results are for 2005-06 and 2006-07 school years. In 2006-07, the percentage of STAR students taking college entrance examinations decreased by two percentage points. This slight decrease in participation was accompanied by a slightly higher percentage scoring at or above the criterion (one percentage point higher) and higher SAT and ACT average scores (35 score points higher on the SAT and 0.3 score points higher on the ACT). Compared to 2006-07 peer campus and state averages, the percentage of STAR students taking college entrance examinations was higher than both comparison groups (75% for STAR campuses, 69% for peer campuses and 68% for the state). The percentage scoring at or above the criterion was similar to the peer campuses but much lower than the state average (8% for STAR and peer campuses and 27% for the state). The 2006-07 STAR campus average ACT scores were lower than peer campus and state averages (17.4 for STAR, 17.8 for peer campuses, and 20.2 for the state average). However, the 2006-07 STAR campus average SAT scores were higher than the peer campus average but lower than the state average (931 for STAR, 898 for peer campuses, and 992 for the state average).

Participation and performance varied from campus to campus. In 2006-07, five of six STAR campus participation rates exceeded peer campus and state averages. The participation rates ranged from 87% at Alice High School to 64% at Mathis High School, while the percentage scoring at or above the criterion ranged from 2% at Odem High School to 12% at Falfurrias High School.

Table 6.10
College Entrance Examination Performance of STAR High Schools, 2005-06 and 2006-07

	Percent Taking Exams		Percent at or Above Criterion		ACT Average		SAT Average	
Group	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Falfurrias HS	67.1%	72.8%	2.0%	11.9%	16.4	18.4	857	979
Alice HS	90.3%	86.7%	7.4%	9.2%	17.7	17.5	918	1,049
H. M. King HS	75.7%	76.0%	11.4%	11.0%	18.0	18.4	910	891
Miller HS	77.1%	73.4%	3.9%	6.5%	15.8	16.2	794	864
Mathis HS	70.9%	64.4%	8.2%	8.9%	16.2	16.8	1,013	MASK[a]
Odem HS	77.6%	75.9%	11.1%	2.3%	18.2	17.3	885	870
Group Average[b]	**76.5%**	**74.9%**	**7.3%**	**8.3%**	**17.1**	**17.4**	**896**	931
Peer Campuses[b]	**65.5%**	**68.7%**	**8.5%**	**7.9%**	**18.1**	**17.8**	**894**	**898**
State Average	**65.8%**	**68.2%**	**27.1%**	**27.0%**	**20.1**	**20.2**	**991**	**992**

Sources: STAR and peer data are from 2006-07 and 2007-08 AEIS campus college and admission rate statistics data file. State data are from 2006-07 and 2007-08 AEIS reports.
[a]Data are masked. The denominator is less than 5 (including 0).
[b]Simple average.

At the campus level, there is mixed evidence of increased participation being associated with lower levels of overall performance. At Alice High School, Miller High School, and Mathis High School, decreases in

2006-07 percentages of students taking college entrance examinations were associated with higher percentages scoring at or above the criterion. However, at Falfurrias High School, there was a 6 percentage point increase in participation, yet the percentage scoring at or above the criterion also increased (by 10 percentage points). At Odem High School, there was a 2 percentage point decrease in participation, yet the percentage scoring at or above the criterion also decreased (by 9 percentage points).

COLLEGE READINESS

The 2006-07 AEIS data included a new indicator of college readiness, the percentage of college-ready graduates. This indicator is a measure of progress toward preparation for postsecondary success. To be considered college-ready as defined by this indicator, a graduate must have met or exceeded specified criteria on the exit-level TAKS test, or the SAT, or the ACT. These criteria are listed in Table 11.

Table 6.11. College-Readiness Indicators and Criteria for the Class of 2006 and the Class of 2007

Subject	Exit-level TAKS		**SAT**		**ACT**
ELA	>= 2200 scale score on ELA test AND a "3" or higher on the essay	OR	>=500 on Critical Reading AND >=1070 Total	OR	>= 19 on English AND >= 23 Composite
Mathematics	>= 2200 scale score on mathematics test	OR	>=500 on Math AND >=1070 Total	OR	>= 19 on Math AND >= 23 Composite

Sources: AEIS Glossary, p.10, November 2007.

As Table 6.12 indicates, the percentages of STAR high school graduates who were college ready increased slightly in 2006-07 (by one percentage point in mathematics, 3 percentage points in reading, and by one percentage point in both subjects). In mathematics, the percentage of 2006-07 STAR high school graduates who were college-ready (40%) was lower than both the state average (56%) and the peer campus average (43%). In reading, the percentage of 2006-07 STAR graduates who were college-ready (47%) was lower than the state average (49%) but higher than the peer campus average (38%). In both subjects, the percentage of STAR graduates who were college-ready (25%) was also lower than the state average (37%) but higher than the peer campus average (22%).Relative performance of STAR graduates was much better in reading than in mathematics. In mathematics, the STAR deficit with the state average was 16 percentage points, while in reading the deficit was only 2 percentage points.

Across STAR high schools, there was more variation in the percentages of college ready graduates in reading than in mathematics. In mathematics, the highest percentages of college ready graduates were 49% at H. M. King High School and 48% at Falfurrias High School, while the lowest percentages were 29% at Odem High School and 30% at Mathis High School. However, in reading, the highest percentages of college ready graduates ranged from 70% at Falfurrias High School to 28% at Mathis High School.

In both mathematics and reading, the highest percentage of college ready graduates was at Falfurrias High School (41%) followed by H. M. King High School (36%), Alice High School (29%), and Miller High School (18%). The lowest percentages of college ready graduates in both subjects were at Mathis High School (13%) and Odem High School (10%).

Table 6.12. College Readiness Indicators by Comparison Group, 2005-06 and 2006-07

	College Ready Mathematics		College Ready Reading		College Ready Both Subjects	
Group	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Falfurrias HS	37%	48%	44%	70%	26%	41%
Alice HS	38%	38%	60%	56%	29%	29%
H. M. King HS	41%	49%	68%	64%	32%	36%
Miller HS	36%	44%	30%	30%	16%	18%
Mathis HS	39%	30%	21%	28%	12%	13%
Odem HS	42%	29%	39%	31%	28%	10%
Group Average[a]	**39%**	**40%**	**44%**	**47%**	**24%**	**25%**
Peer Campuses[a]	**38%**	**43%**	**35%**	**38%**	**20%**	**22%**
State Average	**52%**	**56%**	**48%**	**49%**	**35%**	**37%**

Sources: STAR and peer data are from 2006-07 and 2007-08 campus college and admission rate statistics data files. State data are from 2006-07 and 2007-08 AEIS reports.
[a]Simple average.

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. The STAR project began providing services to students in the 2006-07 school year. Table 6.13 and Figures 6.5, 6.6 and 6.7 present data on the percentages of graduates from STAR campuses who entered Texas universities and community colleges or vocational programs. Information is presented for three years prior to project implementation (2004 through 2006) and for the first year following project implementation (2007). In 2007, 51% of STAR graduates entered a postsecondary educational program in Texas—30% enrolled in a four-year university and 21% enrolled in a community college or technical school. For each reported year, approximately 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.

Compared with 2006, there were 2007 percentage increases in STAR graduates entering a four-year university (one percentage point increase), a community college or technical school (a three percentage point increase), and entering higher education (a three percentage point increase). All but one campus reported 2007 increases in the percentage of graduates entering higher education. The largest percentage increase (11 percentage points) was at H. M. King High School, and the smallest increase (1 percentage point) was at Alice High School. Only Odem High School reported a 2007 decrease in the percentage of graduates entering higher education (a 12 percentage point decrease).

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 2007, 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 (50% versus 12% in 2007). Odem students were also more likely to have selected a university (31% versus 17% in 2007), as were Alice (31% versus 22% in 2007), and Falfurrias (30% versus 23% in 2007) high schools. However, graduates at Miller (26% versus 15% in 2007) High School were more likely to have selected a community college or technical school. At Mathis graduates were about evenly split between a four-year university (22%) and a community college or technical school (20%).

Table 6.13
STAR Graduates Entering Higher Education in Texas, 2004-2007

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	35.3%	45	17.2%	137	52.5%	124	47.5%
2007	81	30.8%	59	22.4%	140	53.2%	123	46.8%
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%
2007	28	29.8%	22	23.4%	50	53.2%	44	46.8%
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%
2007	96	49.5%	24	12.4%	120	61.9%	74	38.1%
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%
2007	21	21.9%	19	19.8%	40	41.7%	56	58.3%
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%
2007	35	15.3%	60	26.2%	95	41.5%	134	58.5%
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%
2007	22	30.6%	12	16.7%	34	47.2%	38	52.8%
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%**
STAR 2007	**283**	**29.9%**	**196**	**20.7%**	**479**	**50.5%**	**469**	**49.5%**
Change 04-07	--	-1.5	--	+3.8	--	+2.3	--	-2.3

Source: Texas Higher Education Coordinating Board.
Notes. Graduates enrolled in higher education for the fall of the year (e.g., 2007 is fall 2007). Statistics include only students entering Texas public and private institutions.

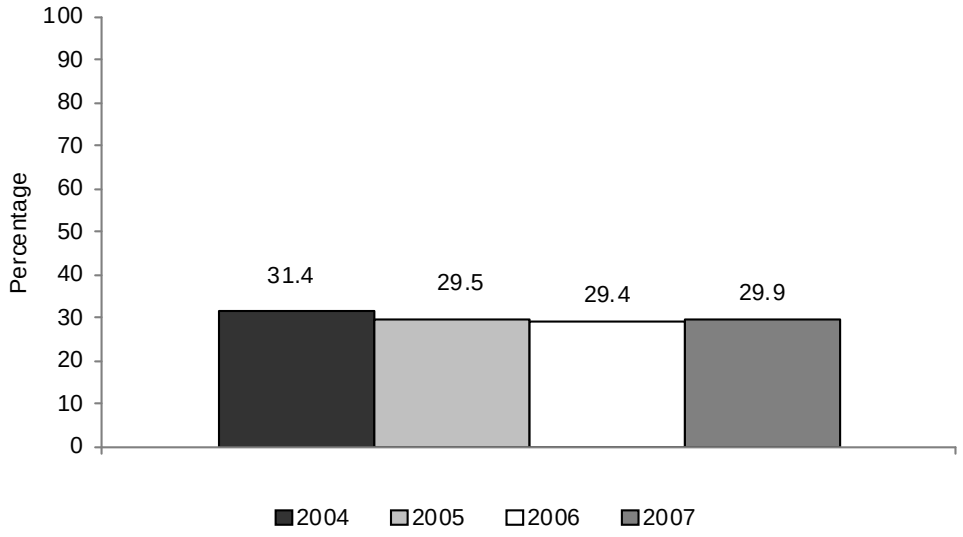

Figure 6.5. Percentage of STAR high school graduates entering a four-year university in Texas, 2004-2007.

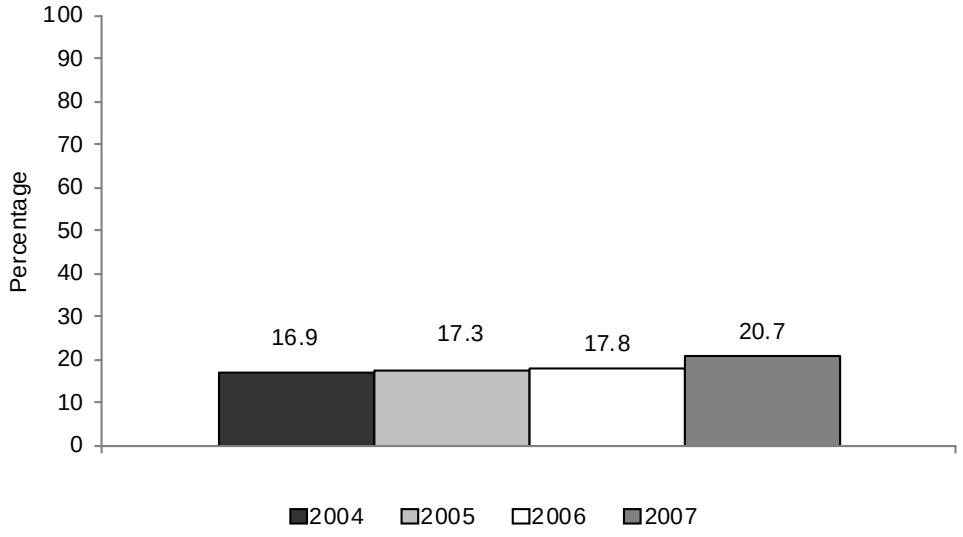

Figure 6.6. Percentage of STAR high school graduates entering a community college or technical school in Texas, 2004-2007.

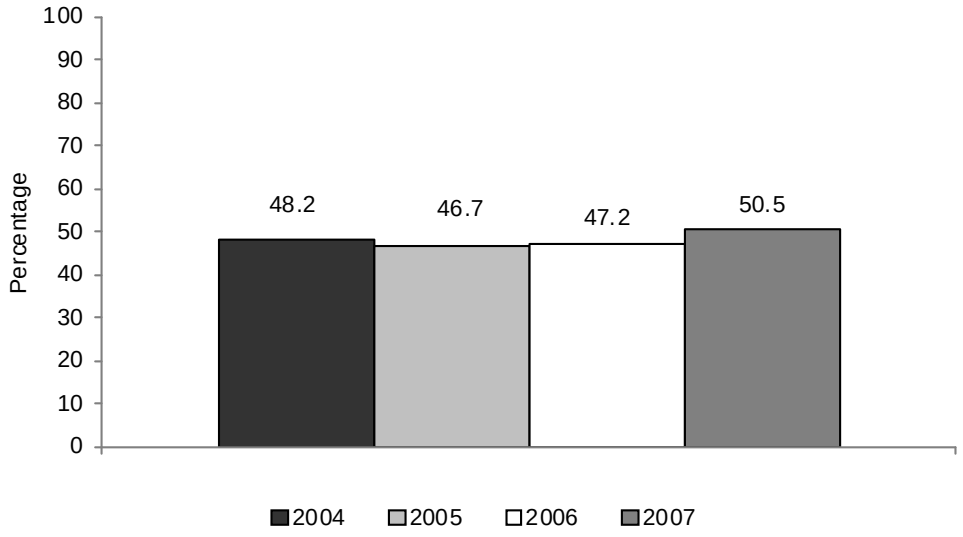

Figure 6.7. Percentage of STAR high school graduates entering higher education in Texas, 2004-2007.

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 and first year measures on STAR campuses' academic outcomes. The comparisons of first year data with baseline data across a variety of academic indicators give initial indications of districts' progress toward STAR goals that can serve as benchmarks for future evaluation years.

For each year from 2006 through 2008, all of the STAR districts received the *Academically Acceptable* rating. In 2006, all of the middle schools and five of the six high schools were classified as *Academically Acceptable*. One high school was classified as *Academically Unacceptable*. In 2007, five of the six middle schools and four of the six high schools were classified as *Academically Acceptable*. One middle school and two high schools were rated *Academically Unacceptable*. In 2008, five of the six middle schools and five of the six high schools rated *Academically Acceptable*. One middle school and one high school were classified as *Academically Unacceptable*.

Compared with 2006, STAR 2007 TAKS passing rates were higher in all tested areas except science (seven percentage points higher in writing, five percentage points higher in mathematics, social studies, and all tests taken, and four percentage points higher in reading/English language arts). In addition, STAR 2007 TAKS passing rate gains exceeded state average gains (by from two to six percentage points) in all content areas except science. Yet in 2007, STAR TAKS passing rates still trailed state averages by 7 percentage points in reading/English language arts, 8 percentage points in social studies, 18 percentage points in science, 22 percentage points in mathematics, and 24 percentage points in all tests taken. Only in writing did STAR students perform slightly above the 2007 state average (93% passing compared with 92% passing).

Likewise, compared to state averages, 2007 STAR commended performance rates were 6 percentage points lower in writing, 9 percentage points lower in all tests taken, 11 points lower in reading/ELA, 13

points lower in science, 15 points lower in social studies, and 16 points lower in mathematics. The average STAR deficit was 12 percentage points in 2007 and 10 percentage points in 2006.

Grade level TAKS passing rate comparisons with state averages show that the 2007 STAR deficits were smaller than the 2006 deficits in grades 6 through 8 in all areas tested except science. The 2007 STAR deficits were also smaller in English language arts at grades 10 and 11 and in social studies at grade 10. The deficits were the same or slightly larger at grades 9 through 11 in mathematics, science, and all tests taken.

The percentages of high school students receiving credit for at least one AP course were similar in 2006 and 2007. In 2006, 12.5% of STAR high school students received credit for at least one AP course. That percentage increased slightly to 13.7% in 2007. Although the number of courses offered varied across STAR campuses (the larger campuses offered more AP courses), for both years, the greatest numbers of students received credit in AP English Language and Composition, AP English Literature and Composition, AP U.S. History, and AP World History. The majority of students who received credit for at least one AP course did not qualify for free- or reduced-price lunches. In addition, females were more likely than males to receive credit for an AP course.

Compared to the baseline year of 2006, AP Examination participation was lower in 2007. Overall, 93 fewer STAR students took AP Examinations in 2007 than in 2006. From 2006 to 2007, student participation dropped at all of the STAR high schools. Another measure of participation is the number of AP Examinations taken each year. Compared to 2006, 163 fewer AP Examinations were taken in 2007. Similar to changes in student participation, the number of examinations taken decreased at all of the STAR high schools. Each year approximately 1.5 AP examinations were taken per AP student at the STAR high schools. This AP examination taking rate was lower than the state (1.8 examinations per student) and national rates (1.7 examinations per student).

From 2006 to 2007, the percentage of examination grades that were 3 or above decreased by 2.6 percentage points at STAR campuses, by 1.0 percentage points in Texas, and by 0.3 percentage points nationally. Yet the overall level of performance at STAR campuses was considerably lower than state or national standards. Specifically, STAR performance deficits to the state were 36 (2006) and 38 (2007) percentage points, while the STAR deficits to all public schools were 47 (2006) and 49 (2007) percentage points.

Performance at individual campuses varied. From 2006 to 2007, there were decreases in performance at five of the STAR high schools (Miller High School, Odem High School, Alice High School, Falfurrias High School, and Mathis High School) and an increase (of 26 percentage points) at one high school (H. M. King High School). Both years the highest level of performance was at King High School. For example, in 2007, 48% of the AP examinations taken at H. M. King High School received a grade of 3 or above. The next closest campus was Alice High School at 7%.

The AP Examinations taken most frequently at STAR campuses included English Language and Composition, English Literature and Composition, World History, U.S. History, U.S. Government and Politics, Calculus AB, Macroeconomics, and Biology. Noteworthy was the relatively low level of participation on the Spanish Language examination. While 50 Spanish Language examinations were taken in 2006, only 16 were taken in 2007. Also noteworthy were the low percentages of AP Examinations receiving scores of 3 or above at STAR campuses. Considering the most popular examinations, the aggregate (across two years) percentages having scores of 3 or above were 10% for English Language and Composition, 9% for Biology, 7% for Calculus AB, U.S. Government and Politics and U.S. History, 4% for both English Literature and Composition and World History, and 2% for Macroeconomics. While performance was highest on the Spanish Language examination, with 61% of the

examinations having scores of 3 or above, this rate was lower than the national rate of 70% (aggregate across two years). These low levels of performance make one question the academic rigor of AP courses at STAR campuses.

The 2007 graduation rate (73%) was over four percentage points lower than the 2006 graduation rate (77%), and it was lower than the 2007 state (78%) and peer campus (78%) averages. Compared to the baseline year of 2005-06, there was a one point increase in the percentage of STAR students who completed the more rigorous RHSP/DAP in 2006-07 (80% in 2005-06 and 81% in 2006-07). In addition, compared to the state average, a higher percentage of STAR students completed the RHSP/DAP in 2006-07 (81% compared with 78%). However, a lower percentage of STAR students completed the RHSP/DAP compared to the peer campus average (81% compared with 86%).

Compared with 2005-06, STAR 2006-07 advanced course completion rates were slightly higher (16% versus 15%). STAR high school students had lower 2006-07 advanced course completion rates than peer campuses and the state overall (16% versus 18% for peer campuses and 22% for the state).

In 2006-07, the percentage of STAR students taking college entrance examinations decreased by 2 percentage points. This slight decrease in participation was accompanied by a slightly higher percentage scoring at or above the criterion (one percentage point higher) and higher SAT and ACT average scores (35 score points higher on the SAT and 0.3 score points higher on the ACT). The 2006-07 percentage of STAR students taking college entrance examinations was higher than peer campus and state averages (75% for STAR campuses, 69% for peer campuses and 68% for the state). The percentage scoring at or above the criterion was similar to the peer campuses but much lower than the state average (8% for STAR and peer campuses and 27% for the state). The STAR campus average ACT scores were lower than peer campus and state averages (17.4 for STAR, 17.8 for peer campuses, and 20.2 for the state average). However, the STAR campus average SAT scores were higher than the peer campus average but lower than the state average (931 for STAR, 898 for peer campuses, and 992 for the state average).

The percentage of STAR high school graduates who were college ready in both reading and mathematics increased slightly in 2006-07 (by one percentage point). The percentage of 2006-07 STAR high school graduates who were college-ready in both reading and mathematics was lower than the state average but higher than peer campus average (25% of STAR graduates were college ready compared to 37% across the state and 22% at peer campuses). STAR graduates were better prepared for college in reading than in mathematics. In mathematics, the STAR deficit with the state average was 16 percentage points, while in reading the deficit was only 2 percentage points.

In 2007, 51% of STAR graduates entered a postsecondary educational program in Texas; 30% enrolled in a four-year university and 21% enrolled in a community college or technical school. Compared with 2006, there were 2007 percentage increases in STAR graduates entering a four-year university (one percentage point increase), a community college or technical school (a three percentage point increase), and entering higher education (a three percentage point increase).

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 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. GEAR UP operates on an add-a-cohort model, in which the grade levels served by the grant expand as students matriculate. In the grant's initial year, services are focused on the seventh grade cohort, and as this cohort progresses, the grant expands to include each subsequent grade level until the initial cohort completes the twelfth grade.

The United States Department of Education (USDE) provides for two types of GEAR UP grants: (1) partnerships grants made up of school districts, colleges or universities, and other organizations, and (2) state grants administered by state agencies, either alone or in partnership with other entities. In 2006, the Texas Education Agency (TEA) applied for and received a state grant to administer a GEAR UP project in six Gulf Coast area school districts. The state grant, titled Students Training for Academic Readiness, or STAR, is implemented in six school districts in south Texas: Alice ISD, Brooks County ISD, Corpus Christi ISD, Kingsville ISD, Mathis ISD, and Odem-Edroy ISD. Each STAR district includes a high school and its associated feeder pattern middle school in the project

In addressing GEAR UP grant objectives, the STAR project 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).

In conjunction with these purposes, STAR identifies eight specific project goals for participating districts:

1. Increase the number of underrepresented (low-income and minority students) who are prepared to go to college.
2. Increase the number of limited English proficient (LEP) Hispanic students who successfully graduate and go to college.
3. Strengthen academic programs and student services at participating schools.
4. Build an academic pipeline from school to college.
5. Develop effective and enduring alliances among schools, colleges, students, parents, government, and community groups
6. Improve teaching and learning.
7. Provide students with intensive, individualized support.
8. Raise standards of academic achievement for all students.

Each goal contains a set of specific objectives that outline clear criteria for the achievement of each goal across project years. The complete set of STAR goals and their associated objectives are included in Appendix F of this report. In addition, Appendix F contains evaluation results that reflect STAR districts' progress toward achieving project goals and objectives.

STAR addresses its goals through a collaborative partnership that includes TEA, College Board the College of Education at Texas A&M University – Corpus Christi, Fathers Active in Communities and Education (FACE), and the National Hispanic Institute (NHI). GEAR UP grant requirements include an evaluation component designed to assess effectiveness and measure progress toward project goals. TEA contracted the Texas Center for Educational Research (TCER), a nonprofit research entity, to conduct an external evaluation of the state's GEAR UP/STAR project. TCER's evaluation is limited to the GEAR UP state grant (i.e., STAR) and does not include GEAR UP partnership grants awarded to other entities in Texas.[1] The findings presented in this report make up the second year evaluation of the state's GEAR UP/STAR project.

DATA SOURCES

The evaluation employs a mixed-methods research design that combines qualitative and quantitative approaches to analyses. Data sources include interviews with district and campus-level administrators, core subject area teachers, counselors, and STAR coordinators; surveys of students, parents, teachers, and counselors; observations in STAR classrooms, and demographic and performance data collected through the Texas Public Education Information Management System (PEIMS) and the Texas Academic Excellence Indicator System (AEIS).

CHARACTERISTICS OF STAR DISTRICTS AND CAMPUSES

On average, STAR districts, had lower wealth and spending abilities than the rest of the state. STAR districts spent fewer instructional dollars per student ($4,600) than the state average ($5,378). The district wealth per student was considerably lower for STAR schools ($247,150) than the state average ($360,926). However, the district wealth in Brooks County ISD exceeded the state average by more than $330,000 per pupil, due to the extensive oil and gas resources in Brooks County.

STAR districts enrolled substantially larger proportions of Hispanic and low-income students than the state average. Hispanic students comprised 86% of STAR districts' enrollments compared with 43% statewide enrollment (middle and high school campuses only); and 67% of students enrolled in STAR districts were characterized as economically disadvantaged compared with 48% statewide (middle and high school campuses only).

STAR campuses enrolled proportionately more students in special education (16% versus 12%) and career and technology education students (50% versus 42%). STAR schools enrolled lower proportions of students in bilingual/ESL programs than students statewide (3% versus 7%).

STAR campuses employed a larger percentage of minority teachers relative to the state average (59% versus 32%). STAR teachers, on average, had approximately 12 years teaching experience, which was somewhat greater than the state average (11 years). STAR campuses enrolled a similar percentage of beginning teachers as the state (about 9% for both).

[1] In 2007-08, 19 GEAR UP partnership grants, or "Statewide Initiatives," operated in Texas.

INSTRUCTION IN STAR CLASSROOMS

In spring of 2008, evaluators conducted observations in 82 core content area STAR classrooms (39 middle school and 43 high school classrooms). Observations were evenly distributed across English/language arts (ELA), math, science, and social studies classes, with the largest proportion of observations taking place in science (29%) and ELA (27%). Classroom observations generally lasted 55 minutes and evaluators recorded information about classroom arrangement and organization, teacher and student roles during the lesson, as well as information about student engagement, opportunities for higher order thinking, and subject-specific indicators of rigorous course content and instruction. The classroom observation instrument is included in Appendix E of this report.

Most observed classrooms were arranged in traditional rows in which students face a blackboard or overhead screen. Middle schools were more likely than high schools to have classrooms arrangements that facilitated student interactions (e.g., desks grouped together).

Across both middle school and high school classrooms, the largest proportion of class time was spent in whole class activities. Students spent notably smaller percentages of class time working alone or in small groups. Relative to high school students, middle school students spent a smaller percentage of class time working alone and a larger percentage of time in activities that combined aspects of whole group, small group, and individual student work.

Both middle school and high school teachers spent more than a third of class time directing whole group activities and about a quarter of time monitoring student work. Middle school teachers spent more time than their high school counterparts managing student behavior and class materials and facilitating or coaching student. Similarly, students spent about a third of their class time listening to teacher presentations or discussions. Students also spent a considerable amount of class time completing worksheets and writing assignments related to the lesson.

Across both middle school and high school classrooms, students demonstrated moderate engagement in instructional activities for the largest proportion of class time. Moderately engaged students participated in class activities and listened to teachers' instructions, but exhibited little enthusiasm or interest in their assigned tasks. Middle school students exhibited *low* engagement for a larger proportion of class time than did high school students, and were more likely to be disinterested in class activities and engage in off-task behavior.

Indicators of higher order thinking were present to a very small or small extent in both middle school and high school classrooms. Indicators of higher order thinking include questioning strategies that require students to explain their reasoning, justify ideas, explain concepts, and relate class content to other contexts or their own lives.

Across all core content subject areas and each level of schooling, subject specific indicators of rigorous course content were present to a very small or small extent in observed STAR classrooms. Subject-specific indicators of course content were adapted from AP course documents for each subject area and measure the degree to which instruction in specific content areas is rigorous and provides opportunities for meaningful student engagement in course content.

INFORMATIONAL RESOURCES AND FAMILY AND COMMUNITY PARTICIPATION AND SUPPORT

STAR districts continued many of the programs implemented during the project's first year and some districts introduced new activities designed to increase parent and community involvement in school activities. One district introduced a course designed to assist students with college readiness and planning and another district scheduled a class period dedicated to postsecondary planning. Other districts expanded existing activities, such as college visits, to include younger student or to increase the number of parent outreach events.

Counselors continue to be critical in coordinating informational resources and services that provide parents and students with college planning information. Across middle schools and high schools, counselors said they spent the largest percentage of their time scheduling courses, assisting students with personal issues, and facilitating testing. Middle school counselors spent a larger percentage of their time coordinating GEAR UP implementation, while high school counselors spent a greater percentage of their time assisting with tasks that promote the goals of GEAR UP (i.e., career counseling, assisting with course selection, and assisting with postsecondary admissions). Noting the demands on counselors, representatives of GEAR UP partner organizations indicated the need to hire full-time GEAR UP coordinators with the sole responsibility of addressing grant issues to address the time counselors' time constraints.

In the project's second year, teachers said they continued to promote college awareness through classroom activities focused on college readiness. Teachers said they delivered rigorous instruction designed prepare students for the challenges of postsecondary education and planned lessons that required students to research the educational prerequisites for their preferred careers.

Middle school and high school students' responses to surveys indicate that a majority of STAR activities are implemented intermittently or as a supplement to the regular curriculum, as students either never participate in activities, or do so infrequently. Survey results indicate that high school students are more likely to participate in school activities, but do so at a lower frequency than middle school students. Proportionately more middle school and high school students participated in STAR activities that helped them "Learn about college," but they did so infrequently. Students participated in "Tutoring" more frequently than any other activity, with large proportions of students responding that they received tutoring often or almost every day. A district coordinator explained that schools generally add short-term supplemental services and programs instead of "*really* changing the culture or curriculum of the school."

STAR students and parents continued to have high educational aspirations in 2007-08. A majority of middle school and high school students expect to receive a bachelor's degree or higher. Interestingly, the percentage of both middle school and high school students who aspire to "some college" without earning a degree increased across implementation years. This finding may illustrate the general emphasis within STAR districts for students to pursue college without necessarily emphasizing a degree. Most parents expected that their child would obtain a bachelor's degree. A large percentage of both parents and students were "unsure" of students' academic futures.

Consistent with results for 2006-07, most students were either "familiar" or "very familiar" with four-year colleges and community colleges, but fewer were aware of vocational or technical postsecondary educational options. Although 68% of STAR high school students are enrolled in career or technical education, more than half (53%) of high school students stated they are not familiar with vocational postsecondary programs. These findings suggest that despite increased awareness of college, STAR students are not familiar with the full range of postsecondary opportunities available to them.

Although the percentage of students and parents who viewed cost as a barrier increased across evaluation years, second year findings suggest that students are not receiving information regarding financial aid. Specifically, 22% of high school seniors stated they had not received any financial aid information.

A larger percentage of high school students said they had applied to or were accepted to four-year colleges and community colleges in the spring of 2008. In 2007-08, approximately half of the senior respondents either had "been accepted" or "had applied" to a four-year college. More than a third of seniors had been accepted or applied to a community college.

A substantial proportion of students indicated they had not been provided information about college entrance requirements. Approximately 31% of middle school students and 38% of high school students did not receive information regarding college entrance requirements from their school counselors, and approximately half of all students did not receive information regarding college entrance requirements from a teacher. This may indicate the tendency to promote "awareness" rather than "readiness" or "planning," as evidenced by the consistently low percentage of students who had taken an entrance exam.

Similar to results for 2006-07, middle school and high school students viewed a parent or guardian as the primary source for college information in 2007-08. Responses indicate that a majority of parents talk to their students about attending college *very often*. However, parents are less likely to help students take the steps necessary to attend college, such as discuss financial aid options, assist with course selection, and discuss college entrance exams. A fairly large proportion of parents (43%) did not know their child's graduation plan and 72% of parents stated they had not received any information about the Recommended High School Plan. This suggests that a large percentage of parents are not sure if their children are taking the appropriate courses to prepare for college.

Few parents indicated they had communicated with school personnel about college preparation and admissions. A possible explanation for the small percentage of parents requesting help and information from GEAR UP representatives is the large percentage of surveyed parents who are not familiar with the STAR project at their child's school.

Districts indicated they experienced greater participation from partner organizations, such as FACE, NHI and P^2S^2 in 2007-08. However, many districts still struggled to maintain parent attendance at partner events and expressed a need for better communication with parents and community members. Despite lower attendance rates in 2007-08, districts stated FACE was the "most effective" GEAR UP partner organization.

In 2008-09, districts hope to make adjustments to address current implementation challenges. Adjustments will include integrating STAR across the curriculum, implementing programs to meet the needs of the Spanish-speaking population, increasing tutoring and preparation for entrance exams, actively challenging student absenteeism, creating individual graduation plans, increasing mentoring programs, and improving organization, planning and communication.

ADVANCED ACADEMICS AND EDUCATOR PREPARATION

Students spent slightly less time on homework, and experienced fluctuations in the grades the received. In 2007-08, more than half of middle school students (51%) and slightly less than half of high school students (46%) reported spending 30 minutes or less on homework. Only 9% of middle school students and 15% of high school students reported spending an hour or more on homework. In 2006-07, however, 48% of middle school students and 43% of high school students reported spending 30 minutes or less on homework, while 11% of middle school students and 17% of high school students reported spending an

hour or more. While students on 2007-08 spent less time on homework, they still managed to earn fairly good grades; 37% of students in 2006-07 reported earning A's and B's, while 32% reported earning a mix of B's and C's. As a comparison, 34% of 2006-07 students reported earning a mix of A's and B's, while 35% reported earning a mix of B's and C's.

Districts faced challenges in implementing AP programs. School administrators said that parents voiced concern about lower student grades in AP courses, and some administrators worried that the AP curriculum was being watered down to accommodate students who were not academically prepared for course content. In addition, many students choose less rigorous dual credit courses over AP coursework.

Districts continue to face challenges in enabling teachers to participate in vertical team training. In 2007-08, 60% of STAR teachers participated in vertical team training, and middle school teachers participated at higher rates than did high school teachers (62% versus 52%). Teachers and administrators said that it was difficult to coordinate training, noting the challenges in terms of securing substitutes and concerns over lost instructional time.

Within districts and campuses, vertical teams met infrequently in 2007-08. Middle school teachers were most likely to meet in vertical teams only one or two times a year (28% of teachers), and a large proportion of middle school teachers said they never met with their team in 2007-08 (21%). More than a third of high school teachers (34%) reported that they never met with their vertical team, while 30% indicated that they met with their team only once or. Time and scheduling constraints were the most common reason for the lack of meetings. However, when schools implemented vertical teams, administrators and teachers noticed positive changes, including increased rigor in classroom instruction.

The Faculty Fellows program expanded to include more teachers in 2007-08. While only 5% of STAR teachers had been assigned a Faculty Fellows mentor in 2006-07, 9% of teachers said they had been assigned a mentor in 2007-08. Proportionately more middle school than high school teachers participated in the program (19% versus 3%). Teachers said they generally communicated with their Faculty Fellows mentor about once a month and most teachers found mentor activities either *somewhat useful* (31%) or *very useful* (37%).

STAR PERFORMANCE INDICATORS

Most STAR campuses were rated Academically Acceptable. In 2006, all of the middle schools and five of the six high schools were classified as *Academically Acceptable*. One high school was classified as *Academically Unacceptable*. In 2007, five of the six middle schools and four of the six high schools were classified as *Academically Acceptable*. One middle school and two high schools were rated *Academically Unacceptable*. In 2008, five of the six middle schools and five of the six high schools rated *Academically Acceptable*. One middle school and one high school were classified as *Academically Unacceptable*.

TAKS passing rates have improved in most subject areas, although scores still lag behind state passing rates. Compared with 2006, STAR 2007 TAKS passing rates were higher in all tested areas except science. In addition, STAR 2007 TAKS passing rate gains exceeded state average in all content areas except science. Yet in 2007, STAR TAKS passing rates still trailed state averages in all tested areas except writing.

Commended TAKS performance rates improved in most subject areas, although scores still lag behind state commendable performance rates. Compared with 2006, STAR 2007 TAKS commended performance rates were higher in all tested areas except writing and all tests taken. In 2007, STAR TAKS commended performance rates still trailed state average commended performance rates in all tested areas.

The percentages of high school students receiving credit for at least one AP course were similar in 2006 and 2007. In 2006, 12.5% of STAR high school students received credit for at least one AP course. That percentage increased slightly to 13.7% in 2007. In both 2006 and 2007, the largest numbers of students received credit in AP English Language and Composition, AP English Literature and Composition, AP U.S. History, and AP World History. The majority of students who received credit for at least one AP course did not qualify for free- or reduced-price lunches. In addition, females were more likely than males to receive credit for an AP course.

Graduation rates experienced a slight decrease. The 2007 graduation rate (73%) was about four percentage points lower than the 2006 graduation rate (77%), and it was lower than the 2007 state (78%) and peer campus (78%) averages.

AP Examination participation decreased in 2007. Overall, 93 fewer STAR students took AP Examinations in 2007 than in 2006. From 2006 to 2007, student participation dropped at each of the STAR high schools. Another measure of participation is the number of AP Examinations taken each year. Compared to 2006, 163 fewer AP Examinations were taken in 2007. Similar to changes in student participation, the number of examinations taken decreased at all of the STAR high schools.

AP Examination performance decreased in 2007. From 2006 to 2007, the percentage of examination grades that were 3 or above (typically considered the range of acceptable performance) decreased by 2.6 percentage points at STAR campuses. In addition, the overall level of performance at STAR campuses was considerably lower than state or national standards. Specifically, STAR performance deficits to the state were 36 (2006) and 38 (2007) percentage points, while the STAR deficits to all public schools were 47 (2006) and 49 (2007) percentage points.

The AP Examinations taken most frequently at STAR campuses included English Language and Composition, English Literature and Composition, World History, U.S. History, U.S. Government and Politics, Calculus AB, Macroeconomics, and Biology. Noteworthy was the relatively low level of participation on the Spanish Language examination. While 50 Spanish Language examinations were taken in 2006, only 16 were taken in 2007. Also noteworthy were the low percentages of AP Examinations receiving scores of 3 or above at STAR campuses. Considering the most popular examinations, the aggregate (across two years) percentages having scores of 3 or above were 10% for English Language and Composition, 9% for Biology, 7% for Calculus AB, U.S. Government and Politics and U.S. History, 4% for both English Literature and Composition and World History, and 2% for Macroeconomics. While performance was highest on the Spanish Language examination, with 61% of the examinations having scores of 3 or above, this rate was lower than the national rate of 70% (aggregate across two years). These low levels of performance make one question the academic rigor of AP courses at STAR campuses.

STAR campuses experienced a slight increase in the number of students taking more rigorous coursework. Compared to the baseline year of 2005-06, there was a one point increase in the percentage of STAR students who completed the more rigorous RHSP/DAP in 2006-07 (80% in 2005-06 and 81% in 2006-07). In addition, compared to the state average, a higher percentage of STAR students completed the RHSP/DAP in 2006-07 (81% compared with 78%). However, a lower percentage of STAR students completed the RHSP/DAP compared to the peer campus average (81% compared with 86%).

Advanced course completion rates increased slightly as well. Compared with 2005-06, STAR 2006-07 advanced course completion rates were slightly higher (16% versus 15%). STAR high school students had lower 2006-07 advanced course completion rates than peer campuses and the state overall (16% versus 18% for peer campuses and 22% for the state).

Although the percentage of STAR students taking college entrance examinations decreased, student scores on these tests increased. In 2006-07, the percentage of STAR students taking college entrance examinations decreased by 2 percentage points. This slight decrease in participation was accompanied by a slightly higher percentage scoring at or above the criterion (one percentage point higher) and higher SAT and ACT average scores (35 score points higher on the SAT and 0.3 score points higher on the ACT).

The 2006-07 percentage of STAR students taking college entrance examinations was higher than peer campus and state averages (75% for STAR campuses, 69% for peer campuses and 68% for the state). The percentage scoring at or above the criterion was similar to the peer campuses but much lower than the state average (8% for STAR and peer campuses and 27% for the state).

The percentage of STAR high school graduates who were college ready in both reading and mathematics increased slightly in 2006-07 (by one percentage point). The percentage of 2006-07 STAR high school graduates who were college-ready in both reading and mathematics was lower than the state average but higher than peer campus average (25% of STAR graduates were college ready compared to 37% across the state and 22% at peer campuses).

STAR districts experienced an increase in graduates pursuing postsecondary education opportunities. Compared with 2006, there were percentage increases in STAR graduates entering a four year university (a less than one percentage point increase), a community college or technical school (a three percentage point increase), and entering higher education (a three percentage point increase) in 2007.

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. Lessons 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.

Duke University Talent Identification Program (TIP): The Duke TIP seeks to identify and support students with excellent math or verbal aptitudes. It provides talented students with the opportunity to complete either the SAT Reasoning Test or the ACT Assessment College Entrance Exam in the seventh grade. The program then provides students with information about their academic skills and abilities as well as educational opportunities.

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 2008 STAR TEACHER SURVEY TABLES

Table A.1
Number of Respondents (Teachers, Counselors, Librarians) by School

District/School	Number in Database	Number Completed	Response Rate
Alice ISD	**178**	**151**	**84.8%**
Adams Middle School	56	56	100.0%
Alice High School	122	95	77.9%
Brooks County ISD	**87**	**84**	**96.6%**
Falfurrias Junior High	38	35	92.1%
Falfurrias High School	49	49	100.0%
Corpus Christi ISD	**145**	**140**	**96.6%**
Driscoll Middle School	45	43	95.6%
Miller High School	100	97	97.0%
Kingsville ISD	**135**	**134**	**99.3%**
Memorial Middle School	46	45	97.8%
H. M. King High School l	89	89	100.0%
Mathis ISD	**73**	**73**	**100.0%**
McCraw Junior High	25	25	100.0%
Mathis High School	48	48	100.0%
Odem-Edroy ISD	**52**	**52**	**100.0%**
Odem Junior High	23	23	**100.0%**
Odem High School	29	29	100.0%
Total	**670**	**634**	**94.6%**

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

	Teacher		Counselor		Librarian	
Campus	N	%	N	%	N	%
Falfurrias High School	44	89.8	4	8.2	1	2.0
Falfurrias Junior High	33	94.3	1	2.9	1	2.9
Alice High School	88	92.6	5	5.3	2	2.1
Adams Middle School	53	94.6	2	3.6	1	1.8
H. M. King High School	83	93.3	5	5.6	1	1.1
Memorial Middle School	42	93.3	2	4.4	1	2.2
Miller High School	89	91.8	7	7.2	1	1.0
Driscoll Middle School	40	93.0	2	4.7	1	2.3
Mathis High School	45	93.8	2	4.2	1	2.1
McCraw Junior High	23	92.0	1	4.0	1	4.0
Odem High School	27	93.1	1	3.4	1	3.4
Odem Junior High	22	95.7	1	4.3	0	0.0
All Campuses	**589**	**92.9**	**33**	**5.2**	**12**	**1.9**

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

	Mathematics		Science		English/ Language Arts		Social Studies/ Social Science		Self-Contained		Other	
Campus	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	5	11.4	6	13.6	6	13.6	4	9.1	4	9.1	19	43.2
Falfurrias Junior High	7	21.2	4	12.1	6	18.2	4	12.1	0	0.0	12	36.4
Alice High School	13	14.8	11	12.5	16	18.2	14	15.9	2	2.3	32	36.4
Adams Middle School	10	18.9	7	13.2	13	24.5	6	11.3	2	3.8	15	28.3
H. M. King High School	10	12.0	9	10.8	12	14.5	12	14.5	1	1.2	39	47.0
Memorial Middle School	8	19.0	6	14.3	9	21.4	6	14.3	2	4.8	11	26.2
Miller High School	9	10.1	10	11.2	11	12.4	11	12.4	3	3.4	45	50.6
Driscoll Middle School	8	20.0	4	10.0	6	15.0	5	12.5	2	5.0	15	37.5
Mathis High School	8	17.8	6	13.3	5	11.1	7	15.6	0	0.0	19	42.2
McCraw Junior High	4	17.4	3	13.0	4	17.4	3	13.0	2	8.7	7	30.4
Odem High School	4	14.8	3	11.1	5	18.5	3	11.1	0	0.0	12	44.4
Odem Junior High	3	13.6	3	13.6	4	18.2	3	13.6	1	4.5	8	36.4
All Campuses	**89**	**15.1**	**72**	**12.2**	**97**	**16.5**	**78**	**13.2**	**19**	**3.2**	**234**	**39.7**

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	49	10.7	49	7.2
Falfurrias Junior High	35	10.5	35	7.9
Alice High School	95	11.1	95	7.9
Adams Middle School	56	7.8	56	5.8
H. M. King High School	89	9.9	89	7.7
Memorial Middle School	45	9.2	45	5.9
Miller High School	97	7.1	97	4.6
Driscoll Middle School	43	8.2	43	5.8
Mathis High School	48	9.0	48	4.9
McCraw Junior High	25	9.6	25	5.9
Odem High School	29	12.6	29	7.3
Odem Junior High	23	7.8	23	5.9
All Campuses	**634**	**9.4**	**634**	**6.4**

Table A.5
Ethnicity of Respondents

Campus	African American		Hispanic		White		Other	
	N	%	N	%	N	%	N	%
Falfurrias High School	4	8.2	0	0.0	42	85.7	3	6.1
Falfurrias Junior High	5	14.3	0	0.0	30	85.7	0	0.0
Alice High School	40	42.1	2	2.1	52	54.7	1	1.1
Adams Middle School	17	30.4	1	1.8	36	64.3	2	3.6
H. M. King High School	29	32.6	3	3.4	54	60.7	3	3.4
Memorial Middle School	14	31.1	2	4.4	29	64.4	0	0.0
Miller High School	36	37.1	7	7.2	52	53.6	2	2.1
Driscoll Middle School	16	37.2	1	2.3	23	53.5	3	7.0
Mathis High School	18	38.3	0	0.0	26	55.3	3	6.4
McCraw Junior High	9	37.5	0	0.0	14	58.3	1	4.2
Odem High School	19	65.5	0	0.0	9	31.0	1	3.4
Odem Junior High	12	52.2	0	0.0	8	34.8	3	13.0
All Campuses	**219**	**34.7**	**16**	**2.5**	**375**	**59.3**	**22**	**3.5**

Table A.6
Gender of Respondents

Campus	Male		Female	
	N	%	N	%
Falfurrias High School	20	40.8	29	59.2
Falfurrias Junior High	10	28.6	25	71.4
Alice High School	30	31.6	65	68.4
Adams Middle School	9	16.1	47	83.9
H. M. King High School	36	40.4	53	59.6
Memorial Middle School	17	37.8	28	62.2
Miller High School	47	49.0	49	51.0
Driscoll Middle School	10	23.3	33	76.7
Mathis High School	21	43.8	27	56.3
McCraw Junior High	9	36.0	16	64.0
Odem High School	14	48.3	15	51.7
Odem Junior High	10	43.5	13	56.5
All Campuses	**233**	**36.8**	**400**	**63.2**

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	25	51.0	8	16.3	16	32.7	0	0.0	0	0.0	0	0.0
Falfurrias Junior High	17	48.6	5	14.3	11	31.4	1	2.9	0	0.0	1	2.9
Alice High School	50	52.6	13	13.7	25	26.3	4	4.2	0	0.0	3	3.2
Adams Middle School	37	66.1	4	7.1	14	25.0	0	0.0	1	1.8	0	0.0
H. M. King High School	41	46.1	17	19.1	27	30.3	2	2.2	1	1.1	1	1.1
Memorial Middle School	23	51.1	11	24.4	10	22.2	1	2.2	0	0.0	0	0.0
Miller High School	42	43.3	12	12.4	34	35.1	4	4.1	2	2.1	3	3.1
Driscoll Middle School	14	32.6	5	11.6	22	51.2	2	4.7	0	0.0	0	0.0
Mathis High School	19	39.6	9	18.8	20	41.7	0	0.0	0	0.0	0	0.0
McCraw Junior High	14	56.0	5	20.0	6	24.0	0	0.0	0	0.0	0	0.0
Odem High School	16	55.2	3	10.3	10	34.5	0	0.0	0	0.0	0	0.0
Odem Junior High	14	60.9	3	13.0	5	21.7	0	0.0	1	4.3	0	0.0
All Campuses	**312**	**49.2**	**95**	**15.0**	**200**	**31.5**	**14**	**2.2**	**5**	**0.8**	**8**	**1.3**

Table A.8
Extent of Agreement with Each of the Following Statements

	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
Campus	N	%	N	%	N	%	N	%	N	%
Teachers in this school share an understanding about how AP strategies may be used to enhance learning.										
Falfurrias High School	0	0.0	2	4.1	14	28.6	27	55.1	6	12.2
Falfurrias Junior High	0	0.0	4	11.4	10	28.6	18	51.4	3	8.6
Alice High School	0	0.0	7	7.4	27	28.4	45	47.4	16	16.8
Adams Middle School	1	1.8	2	3.6	15	26.8	32	57.1	6	10.7
H. M. King High School	2	2.2	21	23.6	33	37.1	32	36.0	1	1.1
Memorial Middle School	1	2.2	4	8.9	10	22.2	25	55.6	5	11.1
Miller High School	1	1.1	5	5.3	32	33.7	51	53.7	6	6.3
Driscoll Middle School	0	0.0	5	11.6	7	16.3	29	67.4	2	4.7
Mathis High School	2	4.2	4	8.3	10	20.8	30	62.5	2	4.2
McCraw Junior High	1	4.0	0	0.0	5	20.0	17	68.0	2	8.0
Odem High School	0	0.0	5	17.2	8	27.6	13	44.8	3	10.3
Odem Junior High	0	0.0	3	13.0	9	39.1	10	43.5	1	4.3
All Campuses	**8**	**1.3**	**62**	**9.8**	**180**	**28.5**	**329**	**52.1**	**53**	**8.4**
Principal consults with staff before making decisions that may affect our ability to work in vertical teams.										
Falfurrias High School	0	0.0	2	4.1	9	18.4	29	59.2	9	18.4
Falfurrias Junior High	1	2.9	2	5.9	4	11.8	21	61.8	6	17.6
Alice High School	6	6.3	18	18.9	26	27.4	34	35.8	11	11.6
Adams Middle School	2	3.6	3	5.4	11	19.6	32	57.1	8	14.3
H. M. King High School	6	6.7	17	19.1	33	37.1	30	33.7	3	3.4
Memorial Middle School	3	6.7	1	2.2	3	6.7	31	68.9	7	15.6
Miller High School	1	1.0	5	5.2	17	17.5	50	51.5	24	24.7
Driscoll Middle School	3	7.0	1	2.3	10	23.3	22	51.2	7	16.3
Mathis High School	2	4.2	8	16.7	10	20.8	22	45.8	6	12.5
McCraw Junior High	0	0.0	1	4.0	3	12.0	18	72.0	3	12.0
Odem High School	1	3.4	1	3.4	6	20.7	16	55.2	5	17.2
Odem Junior High	1	4.5	6	27.3	1	4.5	13	59.1	1	4.5
All Campuses	**26**	**4.1**	**65**	**10.3**	**133**	**21.0**	**318**	**50.3**	**90**	**14.2**
In this school, there are clear expectations that all students will be prepared for postsecondary educational opportunities.										
Falfurrias High School	1	2.0	3	6.1	7	14.3	24	49.0	14	28.6
Falfurrias Junior High	1	2.9	0	0.0	0	0.0	24	68.6	10	28.6
Alice High School	2	2.1	17	17.9	12	12.6	46	48.4	18	18.9
Adams Middle School	0	0.0	6	11.1	1	1.9	41	75.9	6	11.1
H. M. King High School	6	6.7	25	28.1	17	19.1	36	40.4	5	5.6
Memorial Middle School	1	2.2	4	8.9	2	4.4	34	75.6	4	8.9
Miller High School	2	2.1	7	7.2	13	13.4	57	58.8	18	18.6
Driscoll Middle School	1	2.3	1	2.3	4	9.3	25	58.1	12	27.9
Mathis High School	2	4.2	3	6.3	10	20.8	27	56.3	6	12.5
McCraw Junior High	0	0.0	0	0.0	0	0.0	19	76.0	6	24.0
Odem High School	0	0.0	6	20.7	3	10.3	18	62.1	2	6.9
Odem Junior High	0	0.0	3	13.0	5	21.7	12	52.2	3	13.0
All Campuses	**16**	**2.5**	**75**	**11.9**	**74**	**11.7**	**363**	**57.4**	**104**	**16.5**

Table continues

Table A.8 (continued)
Extent of Agreement with Each of the Following Statements

Campus	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
I incorporate information about college readiness into my content-area lessons.										
Falfurrias High School	0	0.0	1	2.1	1	2.1	34	70.8	12	25.0
Falfurrias Junior High	0	0.0	1	2.9	1	2.9	25	73.5	7	20.6
Alice High School	1	1.1	8	8.5	6	6.4	54	57.4	25	26.6
Adams Middle School	1	1.8	2	3.6	3	5.4	41	73.2	9	16.1
H. M. King High School	1	1.1	4	4.5	10	11.2	60	67.4	14	15.7
Memorial Middle School	1	2.2	3	6.7	3	6.7	27	60.0	11	24.4
Miller High School	0	0.0	3	3.2	6	6.3	62	65.3	24	25.3
Driscoll Middle School	0	0.0	1	2.3	6	14.0	27	62.8	9	20.9
Mathis High School	0	0.0	1	2.1	3	6.3	33	68.8	11	22.9
McCraw Junior High	1	4.0	1	4.0	2	8.0	15	60.0	6	24.0
Odem High School	0	0.0	1	3.4	2	6.9	19	65.5	7	24.1
Odem Junior High	0	0.0	2	8.7	1	4.3	18	78.3	2	8.7
All Campuses	**5**	**0.8**	**28**	**4.5**	**44**	**7.0**	**415**	**66.0**	**137**	**21.8**
Teachers in this school are continually learning and seeking new ideas.										
Falfurrias High School	0	0.0	5	10.2	4	8.2	28	57.1	12	24.5
Falfurrias Junior High	0	0.0	1	2.9	2	5.7	22	62.9	10	28.6
Alice High School	0	0.0	1	1.1	10	10.5	59	62.1	25	26.3
Adams Middle School	1	1.8	1	1.8	4	7.1	31	55.4	19	33.9
H. M. King High School	1	1.1	16	18.0	23	25.8	45	50.6	4	4.5
Memorial Middle School	1	2.2	3	6.7	4	8.9	26	57.8	11	24.4
Miller High School	1	1.0	2	2.1	6	6.2	58	59.8	30	30.9
Driscoll Middle School	0	0.0	2	4.7	5	11.6	25	58.1	11	25.6
Mathis High School	0	0.0	4	8.3	5	10.4	31	64.6	8	16.7
McCraw Junior High	1	4.0	0	0.0	1	4.0	16	64.0	7	28.0
Odem High School	0	0.0	2	7.1	5	17.9	17	60.7	4	14.3
Odem Junior High	0	0.0	0	0.0	2	8.7	17	73.9	4	17.4
All Campuses	**5**	**0.8**	**37**	**5.8**	**71**	**11.2**	**375**	**59.2**	**145**	**22.9**
The principal in my school actively encourages teachers to pursue professional development geared towards AP strategies and vertical teaming.										
Falfurrias High School	0	0.0	3	6.3	3	6.3	27	56.3	15	31.3
Falfurrias Junior High	1	2.9	0	0.0	5	14.3	19	54.3	10	28.6
Alice High School	2	2.1	8	8.5	22	23.4	42	44.7	20	21.3
Adams Middle School	2	3.6	4	7.3	5	9.1	31	56.4	13	23.6
H. M. King High School	4	4.5	12	13.5	29	32.6	41	46.1	3	3.4
Memorial Middle School	2	4.4	0	0.0	6	13.3	23	51.1	14	31.1
Miller High School	2	2.1	1	1.0	10	10.3	48	49.5	36	37.1
Driscoll Middle School	1	2.3	1	2.3	4	9.3	24	55.8	13	30.2
Mathis High School	2	4.3	1	2.1	10	21.3	22	46.8	12	25.5
McCraw Junior High	0	0.0	0	0.0	1	4.0	15	60.0	9	36.0
Odem High School	0	0.0	2	7.1	4	14.3	17	60.7	5	17.9
Odem Junior High	0	0.0	4	17.4	3	13.0	12	52.2	4	17.4
All Campuses	**16**	**2.5**	**36**	**5.7**	**102**	**16.2**	**321**	**51.0**	**154**	**24.5**

Table continues

Table A.8 (continued)
Extent of Agreement with Each of the Following Statements

	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
Campus	N	%	N	%	N	%	N	%	N	%
Teachers are not afraid to learn about new educational approaches and use them with their class(es).										
Falfurrias High School	0	0.0	3	6.1	8	16.3	31	63.3	7	14.3
Falfurrias Junior High	0	0.0	1	2.9	5	14.3	22	62.9	7	20.0
Alice High School	0	0.0	9	9.6	18	19.1	47	50.0	20	21.3
Adams Middle School	0	0.0	3	5.8	5	9.6	26	50.0	18	34.6
H. M. King High School	2	2.2	18	20.2	25	28.1	40	44.9	4	4.5
Memorial Middle School	1	2.2	3	6.7	6	13.3	27	60.0	8	17.8
Miller High School	1	1.0	5	5.2	6	6.2	58	59.8	27	27.8
Driscoll Middle School	0	0.0	2	4.7	4	9.3	27	62.8	10	23.3
Mathis High School	0	0.0	3	6.3	6	12.5	34	70.8	5	10.4
McCraw Junior High	1	4.0	0	0.0	3	12.0	16	64.0	5	20.0
Odem High School	1	3.4	2	6.9	4	13.8	18	62.1	4	13.8
Odem Junior High	0	0.0	1	4.3	5	21.7	12	52.2	5	21.7
All Campuses	**6**	**1.0**	**50**	**7.9**	**95**	**15.1**	**358**	**56.9**	**120**	**19.1**
I have received sufficient training to incorporate AP strategies in my classes.										
Falfurrias High School	0	0.0	9	19.1	8	17.0	23	48.9	7	14.9
Falfurrias Junior High	0	0.0	9	25.7	9	25.7	15	42.9	2	5.7
Alice High School	9	9.6	27	28.7	17	18.1	24	25.5	17	18.1
Adams Middle School	5	8.9	11	19.6	12	21.4	21	37.5	7	12.5
H. M. King High School	10	11.4	28	31.8	16	18.2	25	28.4	9	10.2
Memorial Middle School	1	2.3	10	22.7	10	22.7	23	52.3	0	0.0
Miller High School	4	4.2	26	27.4	21	22.1	34	35.8	10	10.5
Driscoll Middle School	4	9.3	8	18.6	7	16.3	17	39.5	7	16.3
Mathis High School	8	16.7	12	25.0	12	25.0	14	29.2	2	4.2
McCraw Junior High	1	4.2	3	12.5	8	33.3	12	50.0	0	0.0
Odem High School	0	0.0	4	13.8	11	37.9	13	44.8	1	3.4
Odem Junior High	4	17.4	7	30.4	7	30.4	3	13.0	2	8.7
All Campuses	**46**	**7.3**	**154**	**24.6**	**138**	**22.0**	**224**	**35.8**	**64**	**10.2**
Parents support our school's emphasis on college readiness.										
Falfurrias High School	0	0.0	9	18.8	17	35.4	18	37.5	4	8.3
Falfurrias Junior High	0	0.0	2	5.7	11	31.4	19	54.3	3	8.6
Alice High School	6	6.4	21	22.3	27	28.7	33	35.1	7	7.4
Adams Middle School	5	8.9	3	5.4	13	23.2	28	50.0	7	12.5
H. M. King High School	7	8.0	32	36.4	27	30.7	21	23.9	1	1.1
Memorial Middle School	3	6.7	17	37.8	15	33.3	10	22.2	0	0.0
Miller High School	8	8.3	16	16.7	38	39.6	28	29.2	6	6.3
Driscoll Middle School	1	2.3	4	9.3	11	25.6	22	51.2	5	11.6
Mathis High School	3	6.3	10	20.8	18	37.5	16	33.3	1	2.1
McCraw Junior High	0	0.0	3	12.0	10	40.0	12	48.0	0	0.0
Odem High School	0	0.0	3	10.3	8	27.6	14	48.3	4	13.8
Odem Junior High	1	4.3	2	8.7	9	39.1	9	39.1	2	8.7
All Campuses	**34**	**5.4**	**122**	**19.4**	**204**	**32.4**	**230**	**36.5**	**40**	**6.3**

Table continues

Table A.8 (continued)
Extent of Agreement with Each of the Following Statements

Campus	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
The principal is an effective leader for vertical teams in this school.										
Falfurrias High School	0	0.0	0	0.0	7	14.3	29	59.2	13	26.5
Falfurrias Junior High	1	2.9	0	0.0	3	8.6	20	57.1	11	31.4
Alice High School	1	1.1	7	7.4	29	30.5	49	51.6	9	9.5
Adams Middle School	3	5.4	1	1.8	9	16.1	31	55.4	12	21.4
H. M. King High School	8	9.0	8	9.0	33	37.1	34	38.2	6	6.7
Memorial Middle School	2	4.4	1	2.2	5	11.1	21	46.7	16	35.6
Miller High School	1	1.0	3	3.1	10	10.3	44	45.4	39	40.2
Driscoll Middle School	2	4.7	1	2.3	6	14.0	23	53.5	11	25.6
Mathis High School	2	4.2	2	4.2	5	10.4	28	58.3	11	22.9
McCraw Junior High	0	0.0	0	0.0	4	16.0	18	72.0	3	12.0
Odem High School	1	3.4	0	0.0	6	20.7	16	55.2	6	20.7
Odem Junior High	3	13.0	6	26.1	0	0.0	13	56.5	1	4.3
All Campuses	**24**	**3.8**	**29**	**4.6**	**117**	**18.5**	**326**	**51.4**	**138**	**21.8**
Overall, considering the uses of vertical teams in my school today, I am confident that this use is leading to increased student achievement.										
Falfurrias High School	0	0.0	4	8.3	9	18.8	30	62.5	5	10.4
Falfurrias Junior High	0	0.0	0	0.0	5	15.2	27	81.8	1	3.0
Alice High School	1	1.1	11	11.6	29	30.5	43	45.3	11	11.6
Adams Middle School	2	3.6	2	3.6	14	25.0	26	46.4	12	21.4
H. M. King High School	4	4.5	17	19.3	39	44.3	24	27.3	4	4.5
Memorial Middle School	1	2.2	3	6.7	7	15.6	29	64.4	5	11.1
Miller High School	2	2.1	6	6.3	18	18.8	56	58.3	14	14.6
Driscoll Middle School	1	2.3	1	2.3	13	30.2	22	51.2	6	14.0
Mathis High School	1	2.1	5	10.4	8	16.7	30	62.5	4	8.3
McCraw Junior High	0	0.0	0	0.0	7	28.0	18	72.0	0	0.0
Odem High School	0	0.0	1	3.4	7	24.1	17	58.6	4	13.8
Odem Junior High	0	0.0	4	18.2	6	27.3	11	50.0	1	4.5
All Campuses	**12**	**1.9**	**54**	**8.6**	**162**	**25.8**	**333**	**53.0**	**67**	**10.7**
The principal encourages teachers to be innovative and try new methods.										
Falfurrias High School	0	0.0	0	0.0	4	8.3	31	64.6	13	27.1
Falfurrias Junior High	0	0.0	0	0.0	1	2.9	21	60.0	13	37.1
Alice High School	0	0.0	4	4.3	8	8.6	54	58.1	27	29.0
Adams Middle School	2	3.6	1	1.8	4	7.1	27	48.2	22	39.3
H. M. King High School	4	4.5	11	12.4	29	32.6	38	42.7	7	7.9
Memorial Middle School	2	4.4	0	0.0	3	6.7	27	60.0	13	28.9
Miller High School	1	1.0	1	1.0	2	2.1	44	45.4	49	50.5
Driscoll Middle School	1	2.3	0	0.0	2	4.7	23	53.5	17	39.5
Mathis High School	0	0.0	2	4.2	3	6.3	29	60.4	14	29.2
McCraw Junior High	0	0.0	0	0.0	1	4.0	17	68.0	7	28.0
Odem High School	1	3.6	0	0.0	3	10.7	17	60.7	7	25.0
Odem Junior High	0	0.0	3	13.0	5	21.7	13	56.5	2	8.7
All Campuses	**11**	**1.7**	**22**	**3.5**	**65**	**10.3**	**341**	**54.1**	**191**	**30.3**

Table continues

Table A.8 (continued)
Extent of Agreement with Each of the Following Statements

	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
Campus	N	%	N	%	N	%	N	%	N	%
GEAR UP goals are clearly communicated to parents and the community.										
Falfurrias High School	1	2.0	1	2.0	14	28.6	29	59.2	4	8.2
Falfurrias Junior High	0	0.0	0	0.0	1	2.9	20	57.1	14	40.0
Alice High School	2	2.1	7	7.4	30	31.9	35	37.2	20	21.3
Adams Middle School	2	3.6	2	3.6	10	17.9	33	58.9	9	16.1
H. M. King High School	5	5.6	12	13.5	45	50.6	23	25.8	4	4.5
Memorial Middle School	1	2.2	1	2.2	5	11.1	31	68.9	7	15.6
Miller High School	4	4.1	5	5.2	41	42.3	38	39.2	9	9.3
Driscoll Middle School	0	0.0	0	0.0	8	18.6	26	60.5	9	20.9
Mathis High School	3	6.3	2	4.2	25	52.1	14	29.2	4	8.3
McCraw Junior High	0	0.0	1	4.2	5	20.8	13	54.2	5	20.8
Odem High School	1	3.6	1	3.6	8	28.6	16	57.1	2	7.1
Odem Junior High	2	8.7	2	8.7	7	30.4	11	47.8	1	4.3
All Campuses	**21**	**3.3**	**34**	**5.4**	**199**	**31.5**	**289**	**45.8**	**88**	**13.9**
The principal is willing to support, through funding or manpower, teachers' efforts at vertical teaming.										
Falfurrias High School	0	0.0	1	2.0	8	16.3	28	57.1	12	24.5
Falfurrias Junior High	1	2.9	0	0.0	1	2.9	24	68.6	9	25.7
Alice High School	1	1.1	6	6.4	32	34.0	42	44.7	13	13.8
Adams Middle School	1	1.8	2	3.6	10	17.9	29	51.8	14	25.0
H. M. King High School	5	5.7	7	8.0	39	44.3	31	35.2	6	6.8
Memorial Middle School	1	2.2	1	2.2	6	13.3	25	55.6	12	26.7
Miller High School	1	1.1	1	1.1	11	11.7	49	52.1	32	34.0
Driscoll Middle School	1	2.3	1	2.3	8	18.6	19	44.2	14	32.6
Mathis High School	1	2.1	2	4.2	8	16.7	29	60.4	8	16.7
McCraw Junior High	0	0.0	0	0.0	4	16.0	17	68.0	4	16.0
Odem High School	1	3.4	0	0.0	6	20.7	19	65.5	3	10.3
Odem Junior High	0	0.0	5	21.7	5	21.7	11	47.8	2	8.7
All Campuses	**13**	**2.1**	**26**	**4.1**	**138**	**21.9**	**323**	**51.4**	**129**	**20.5**
Teachers receive adequate administrative support to incorporate vertical teams.										
Falfurrias High School	0	0.0	3	6.4	6	12.8	33	70.2	5	10.6
Falfurrias Junior High	0	0.0	1	2.9	7	20.0	22	62.9	5	14.3
Alice High School	2	2.1	9	9.6	29	30.9	46	48.9	8	8.5
Adams Middle School	2	3.6	4	7.1	9	16.1	30	53.6	11	19.6
H. M. King High School	5	5.6	15	16.9	39	43.8	26	29.2	4	4.5
Memorial Middle School	1	2.2	4	8.9	7	15.6	23	51.1	10	22.2
Miller High School	2	2.1	4	4.2	15	15.8	54	56.8	20	21.1
Driscoll Middle School	1	2.3	2	4.7	10	23.3	18	41.9	12	27.9
Mathis High School	2	4.2	4	8.3	10	20.8	26	54.2	6	12.5
McCraw Junior High	0	0.0	0	0.0	3	12.0	18	72.0	4	16.0
Odem High School	1	3.4	0	0.0	9	31.0	17	58.6	2	6.9
Odem Junior High	0	0.0	6	26.1	7	30.4	8	34.8	2	8.7
All Campuses	**16**	**2.5**	**52**	**8.3**	**151**	**24.0**	**321**	**51.0**	**89**	**14.1**

Table continues

Table A.8 (continued)
Extent of Agreement with Each of the Following Statements

Campus	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Teachers and administrators rely on research-proven teaching and learning principles in making decisions about instruction.										
Falfurrias High School	0	0.0	2	4.1	7	14.3	31	63.3	9	18.4
Falfurrias Junior High	0	0.0	1	2.9	3	8.6	26	74.3	5	14.3
Alice High School	2	2.1	3	3.2	16	16.8	61	64.2	13	13.7
Adams Middle School	1	1.8	1	1.8	4	7.1	37	66.1	13	23.2
H. M. King High School	7	7.9	8	9.0	27	30.3	43	48.3	4	4.5
Memorial Middle School	1	2.2	1	2.2	5	11.1	33	73.3	5	11.1
Miller High School	1	1.1	1	1.1	12	12.6	56	58.9	25	26.3
Driscoll Middle School	0	0.0	1	2.3	5	11.6	31	72.1	6	14.0
Mathis High School	0	0.0	2	4.2	13	27.1	29	60.4	4	8.3
McCraw Junior High	0	0.0	1	4.0	6	24.0	13	52.0	5	20.0
Odem High School	0	0.0	3	10.3	7	24.1	14	48.3	5	17.2
Odem Junior High	0	0.0	1	4.3	8	34.8	13	56.5	1	4.3
All Campuses	**12**	**1.9**	**25**	**4.0**	**113**	**17.9**	**387**	**61.2**	**95**	**15.0**
When our school has professional development focused on vertical teams, the principal often participates.										
Falfurrias High School	0	0.0	4	8.2	8	16.3	31	63.3	6	12.2
Falfurrias Junior High	1	2.9	3	8.6	5	14.3	18	51.4	8	22.9
Alice High School	8	8.4	16	16.8	31	32.6	30	31.6	10	10.5
Adams Middle School	3	5.4	6	10.7	17	30.4	23	41.1	7	12.5
H. M. King High School	6	6.7	14	15.7	39	43.8	27	30.3	3	3.4
Memorial Middle School	1	2.2	2	4.4	11	24.4	24	53.3	7	15.6
Miller High School	2	2.1	6	6.3	25	26.3	43	45.3	19	20.0
Driscoll Middle School	1	2.3	2	4.7	11	25.6	21	48.8	8	18.6
Mathis High School	1	2.1	2	4.2	14	29.2	25	52.1	6	12.5
McCraw Junior High	0	0.0	0	0.0	5	20.8	16	66.7	3	12.5
Odem High School	1	3.4	2	6.9	7	24.1	16	55.2	3	10.3
Odem Junior High	1	4.3	4	17.4	4	17.4	11	47.8	3	13.0
All Campuses	**25**	**4.0**	**61**	**9.7**	**177**	**28.1**	**285**	**45.2**	**83**	**13.2**
The surrounding community actively supports our emphasis on college readiness.										
Falfurrias High School	1	2.0	5	10.2	19	38.8	20	40.8	4	8.2
Falfurrias Junior High	0	0.0	1	2.9	8	23.5	25	73.5	0	0.0
Alice High School	4	4.2	20	21.1	24	25.3	35	36.8	12	12.6
Adams Middle School	3	5.4	3	5.4	14	25.0	31	55.4	5	8.9
H. M. King High School	10	11.2	21	23.6	28	31.5	28	31.5	2	2.2
Memorial Middle School	0	0.0	7	15.6	10	22.2	23	51.1	5	11.1
Miller High School	7	7.2	8	8.2	32	33.0	41	42.3	9	9.3
Driscoll Middle School	1	2.3	1	2.3	6	14.0	29	67.4	6	14.0
Mathis High School	2	4.2	11	22.9	19	39.6	13	27.1	3	6.3
McCraw Junior High	0	0.0	3	12.0	11	44.0	9	36.0	2	8.0
Odem High School	0	0.0	4	13.8	4	13.8	19	65.5	2	6.9
Odem Junior High	1	4.3	2	8.7	8	34.8	10	43.5	2	8.7
All Campuses	**29**	**4.6**	**86**	**13.6**	**183**	**28.9**	**283**	**44.7**	**52**	**8.2**

Table continues

Table A.8 (continued)
Extent of Agreement with Each of the Following Statements

Campus	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Teachers in this school are generally supportive of vertical teaming efforts.										
Falfurrias High School	0	0.0	4	8.2	7	14.3	30	61.2	8	16.3
Falfurrias Junior High	0	0.0	0	0.0	1	2.9	30	85.7	4	11.4
Alice High School	0	0.0	4	4.2	31	32.6	45	47.4	15	15.8
Adams Middle School	1	1.8	1	1.8	9	16.1	33	58.9	12	21.4
H. M. King High School	2	2.3	9	10.2	42	47.7	32	36.4	3	3.4
Memorial Middle School	1	2.2	1	2.2	3	6.7	34	75.6	6	13.3
Miller High School	1	1.0	6	6.3	14	14.6	62	64.6	13	13.5
Driscoll Middle School	1	2.3	1	2.3	9	20.9	25	58.1	7	16.3
Mathis High School	0	0.0	2	4.2	11	22.9	32	66.7	3	6.3
McCraw Junior High	0	0.0	0	0.0	2	8.0	20	80.0	3	12.0
Odem High School	0	0.0	1	3.4	7	24.1	17	58.6	4	13.8
Odem Junior High	0	0.0	2	8.7	6	26.1	12	52.2	3	13.0
All Campuses	**6**	**0.9**	**31**	**4.9**	**142**	**22.5**	**372**	**58.9**	**81**	**12.8**
This school provides a variety of opportunities for parent involvement.										
Falfurrias High School	0	0.0	3	6.1	3	6.1	32	65.3	11	22.4
Falfurrias Junior High	1	2.9	0	0.0	1	2.9	21	60.0	12	34.3
Alice High School	0	0.0	3	3.2	9	9.5	53	55.8	30	31.6
Adams Middle School	1	1.8	3	5.5	0	0.0	36	65.5	15	27.3
H. M. King High School	2	2.3	17	19.3	26	29.5	38	43.2	5	5.7
Memorial Middle School	1	2.2	0	0.0	5	11.1	26	57.8	13	28.9
Miller High School	1	1.0	0	0.0	7	7.2	42	43.3	47	48.5
Driscoll Middle School	0	0.0	0	0.0	1	2.3	22	51.2	20	46.5
Mathis High School	1	2.1	1	2.1	7	14.6	33	68.8	6	12.5
McCraw Junior High	0	0.0	0	0.0	3	12.0	14	56.0	8	32.0
Odem High School	0	0.0	0	0.0	7	24.1	17	58.6	5	17.2
Odem Junior High	0	0.0	3	13.0	2	8.7	14	60.9	4	17.4
All Campuses	**7**	**1.1**	**30**	**4.7**	**71**	**11.2**	**348**	**55.1**	**176**	**27.8**
GEAR UP goals are clearly communicated to staff.										
Falfurrias High School	0	0.0	4	8.2	4	8.2	31	63.3	10	20.4
Falfurrias Junior High	1	2.9	0	0.0	0	0.0	22	62.9	12	34.3
Alice High School	1	1.1	14	14.7	13	13.7	49	51.6	18	18.9
Adams Middle School	1	1.8	5	8.9	5	8.9	33	58.9	12	21.4
H. M. King High School	3	3.4	25	28.1	27	30.3	29	32.6	5	5.6
Memorial Middle School	0	0.0	3	6.7	3	6.7	28	62.2	11	24.4
Miller High School	2	2.1	10	10.3	21	21.6	54	55.7	10	10.3
Driscoll Middle School	0	0.0	2	4.8	8	19.0	24	57.1	8	19.0
Mathis High School	1	2.1	6	12.5	18	37.5	21	43.8	2	4.2
McCraw Junior High	0	0.0	2	8.0	5	20.0	14	56.0	4	16.0
Odem High School	1	3.4	3	10.3	7	24.1	16	55.2	2	6.9
Odem Junior High	1	4.3	6	26.1	4	17.4	11	47.8	1	4.3
All Campuses	**11**	**1.7**	**80**	**12.6**	**115**	**18.2**	**332**	**52.4**	**95**	**15.0**

Table continues

Table A.8 (continued)
Extent of Agreement with Each of the Following Statements

Campus	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
I am aware of an advisory committee that assists with GEAR UP implementation.										
Falfurrias High School	1	2.1	3	6.3	9	18.8	26	54.2	9	18.8
Falfurrias Junior High	0	0.0	2	5.7	6	17.1	20	57.1	7	20.0
Alice High School	6	6.3	15	15.8	23	24.2	39	41.1	12	12.6
Adams Middle School	2	3.6	7	12.5	12	21.4	27	48.2	8	14.3
H. M. King High School	6	6.7	24	27.0	23	25.8	34	38.2	2	2.2
Memorial Middle School	1	2.2	4	8.9	9	20.0	26	57.8	5	11.1
Miller High School	5	5.3	15	15.8	28	29.5	41	43.2	6	6.3
Driscoll Middle School	1	2.4	4	9.5	3	7.1	25	59.5	9	21.4
Mathis High School	2	4.2	6	12.5	22	45.8	15	31.3	3	6.3
McCraw Junior High	0	0.0	2	8.0	7	28.0	16	64.0	0	0.0
Odem High School	2	6.9	6	20.7	7	24.1	13	44.8	1	3.4
Odem Junior High	1	4.3	4	17.4	9	39.1	8	34.8	1	4.3
All Campuses	**27**	**4.3**	**92**	**14.6**	**158**	**25.1**	**290**	**46.0**	**63**	**10.0**

Table A.9
How Often Do You Provide Students with Counseling or Advice about the Following?

Campus	Never		Rarely		Sometimes		Often		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Recommended High School Program or Distinguished Achievement Program										
Falfurrias High School	2	4.1	6	12.2	21	42.9	17	34.7	3	6.1
Falfurrias Junior High	1	2.9	7	20.0	17	48.6	9	25.7	1	2.9
Alice High School	7	7.4	19	20.0	38	40.0	25	26.3	6	6.3
Adams Middle School	4	7.3	14	25.5	24	43.6	10	18.2	3	5.5
H. M. King High School	12	13.8	15	17.2	39	44.8	17	19.5	4	4.6
Memorial Middle School	2	4.4	8	17.8	20	44.4	15	33.3	0	0.0
Miller High School	8	8.3	21	21.9	38	39.6	20	20.8	9	9.4
Driscoll Middle School	4	9.3	4	9.3	16	37.2	11	25.6	8	18.6
Mathis High School	2	4.2	5	10.4	24	50.0	15	31.3	2	4.2
McCraw Junior High	2	8.0	3	12.0	10	40.0	8	32.0	2	8.0
Odem High School	1	3.4	6	20.7	10	34.5	11	37.9	1	3.4
Odem Junior High	2	8.7	9	39.1	7	30.4	5	21.7	0	0.0
All Campuses	**47**	**7.5**	**117**	**18.6**	**264**	**41.9**	**163**	**25.9**	**39**	**6.2**

Table continues

Table A.9 (continued)
How Often Do You Provide Students with Counseling or Advice about the Following?

	Never		Rarely		Sometimes		Often		Almost Every Day	
Campus	N	%	N	%	N	%	N	%	N	%
Post-secondary admissions requirements										
Falfurrias High School	3	6.3	4	8.3	14	29.2	22	45.8	5	10.4
Falfurrias Junior High	2	5.7	7	20.0	13	37.1	12	34.3	1	2.9
Alice High School	6	6.3	17	17.9	40	42.1	25	26.3	7	7.4
Adams Middle School	4	7.1	13	23.2	21	37.5	15	26.8	3	5.4
H. M. King High School	7	8.0	15	17.2	38	43.7	19	21.8	8	9.2
Memorial Middle School	3	6.8	9	20.5	18	40.9	14	31.8	0	0.0
Miller High School	7	7.2	10	10.3	35	36.1	34	35.1	11	11.3
Driscoll Middle School	4	9.3	3	7.0	17	39.5	16	37.2	3	7.0
Mathis High School	0	0.0	3	6.3	18	37.5	25	52.1	2	4.2
McCraw Junior High	0	0.0	6	25.0	11	45.8	6	25.0	1	4.2
Odem High School	3	10.3	4	13.8	9	31.0	10	34.5	3	10.3
Odem Junior High	3	13.0	9	39.1	6	26.1	5	21.7	0	0.0
All Campuses	**42**	**6.7**	**100**	**15.9**	**240**	**38.2**	**203**	**32.3**	**44**	**7.0**
Post-secondary financial aid, scholarships, or college applications										
Falfurrias High School	5	10.2	8	16.3	14	28.6	18	36.7	4	8.2
Falfurrias Junior High	2	5.9	9	26.5	9	26.5	13	38.2	1	2.9
Alice High School	10	10.6	20	21.3	36	38.3	21	22.3	7	7.4
Adams Middle School	11	20.0	14	25.5	20	36.4	10	18.2	0	0.0
H. M. King High School	9	10.3	20	23.0	33	37.9	18	20.7	7	8.0
Memorial Middle School	3	6.7	13	28.9	17	37.8	12	26.7	0	0.0
Miller High School	5	5.2	10	10.4	34	35.4	37	38.5	10	10.4
Driscoll Middle School	6	14.0	6	14.0	16	37.2	12	27.9	3	7.0
Mathis High School	1	2.1	3	6.3	21	43.8	20	41.7	3	6.3
McCraw Junior High	1	4.0	7	28.0	9	36.0	7	28.0	1	4.0
Odem High School	3	10.3	6	20.7	7	24.1	11	37.9	2	6.9
Odem Junior High	2	8.7	10	43.5	8	34.8	3	13.0	0	0.0
All Campuses	**58**	**9.2**	**126**	**20.1**	**224**	**35.7**	**182**	**29.0**	**38**	**6.1**
ACT/SAT preparation/testing										
Falfurrias High School	4	8.3	6	12.5	21	43.8	12	25.0	5	10.4
Falfurrias Junior High	2	5.7	11	31.4	13	37.1	8	22.9	1	2.9
Alice High School	11	11.6	23	24.2	28	29.5	23	24.2	10	10.5
Adams Middle School	12	21.8	18	32.7	18	32.7	6	10.9	1	1.8
H. M. King High School	17	19.5	15	17.2	28	32.2	21	24.1	6	6.9
Memorial Middle School	3	6.7	15	33.3	21	46.7	6	13.3	0	0.0
Miller High School	9	9.3	19	19.6	34	35.1	28	28.9	7	7.2
Driscoll Middle School	13	30.2	13	30.2	8	18.6	7	16.3	2	4.7
Mathis High School	1	2.1	7	14.6	24	50.0	15	31.3	1	2.1
McCraw Junior High	1	4.0	10	40.0	11	44.0	2	8.0	1	4.0
Odem High School	3	10.7	5	17.9	10	35.7	10	35.7	0	0.0
Odem Junior High	4	17.4	11	47.8	5	21.7	3	13.0	0	0.0
All Campuses	**80**	**12.7**	**153**	**24.3**	**221**	**35.1**	**141**	**22.4**	**34**	**5.4**

Table continues

Table A.9 (continued)
How Often Do You Provide Students with Counseling or Advice about the Following?

	Never		Rarely		Sometimes		Often		Almost Every Day	
Campus	N	%	N	%	N	%	N	%	N	%
Career counseling										
Falfurrias High School	4	8.3	6	12.5	20	41.7	12	25.0	6	12.5
Falfurrias Junior High	1	2.9	6	17.1	15	42.9	11	31.4	2	5.7
Alice High School	8	8.4	20	21.1	36	37.9	20	21.1	11	11.6
Adams Middle School	10	17.9	15	26.8	16	28.6	12	21.4	3	5.4
H. M. King High School	9	10.3	16	18.4	31	35.6	23	26.4	8	9.2
Memorial Middle School	2	4.4	10	22.2	21	46.7	11	24.4	1	2.2
Miller High School	4	4.2	15	15.8	32	33.7	32	33.7	12	12.6
Driscoll Middle School	6	14.3	8	19.0	13	31.0	11	26.2	4	9.5
Mathis High School	0	0.0	5	10.4	21	43.8	18	37.5	4	8.3
McCraw Junior High	2	8.0	6	24.0	11	44.0	5	20.0	1	4.0
Odem High School	3	10.3	5	17.2	12	41.4	9	31.0	0	0.0
Odem Junior High	4	17.4	6	26.1	9	39.1	4	17.4	0	0.0
All Campuses	**53**	**8.4**	**118**	**18.8**	**237**	**37.7**	**168**	**26.8**	**52**	**8.3**
Vocational and technical programs										
Falfurrias High School	5	10.2	5	10.2	18	36.7	15	30.6	6	12.2
Falfurrias Junior High	2	5.7	10	28.6	7	20.0	14	40.0	2	5.7
Alice High School	10	10.8	24	25.8	28	30.1	20	21.5	11	11.8
Adams Middle School	13	23.2	16	28.6	21	37.5	4	7.1	2	3.6
H. M. King High School	11	12.9	17	20.0	36	42.4	13	15.3	8	9.4
Memorial Middle School	3	6.7	9	20.0	22	48.9	10	22.2	1	2.2
Miller High School	6	6.3	15	15.6	31	32.3	35	36.5	9	9.4
Driscoll Middle School	6	14.0	6	14.0	14	32.6	13	30.2	4	9.3
Mathis High School	2	4.2	6	12.5	17	35.4	21	43.8	2	4.2
McCraw Junior High	2	8.3	4	16.7	12	50.0	5	20.8	1	4.2
Odem High School	4	13.8	5	17.2	8	27.6	12	41.4	0	0.0
Odem Junior High	2	8.7	10	43.5	6	26.1	4	17.4	1	4.3
All Campuses	**66**	**10.5**	**127**	**20.3**	**220**	**35.1**	**166**	**26.5**	**47**	**7.5**

Table A.10
How Often Do You Provide Parents with Counseling or Advice about the Following?

	Never		Rarely		Sometimes		Often		Almost Every Day	
Campus	N	%	N	%	N	%	N	%	N	%
Recommended High School Program or Distinguished Achievement Program										
Falfurrias High School	7	14.3	15	30.6	20	40.8	6	12.2	1	2.0
Falfurrias Junior High	6	17.6	14	41.2	4	11.8	10	29.4	0	0.0
Alice High School	24	25.3	38	40.0	20	21.1	12	12.6	1	1.1
Adams Middle School	15	26.8	18	32.1	17	30.4	6	10.7	0	0.0
H. M. King High School	23	26.4	30	34.5	26	29.9	8	9.2	0	0.0
Memorial Middle School	7	15.6	16	35.6	20	44.4	2	4.4	0	0.0
Miller High School	24	25.0	33	34.4	23	24.0	13	13.5	3	3.1
Driscoll Middle School	13	31.0	7	16.7	14	33.3	6	14.3	2	4.8
Mathis High School	5	10.4	13	27.1	22	45.8	8	16.7	0	0.0
McCraw Junior High	10	40.0	6	24.0	6	24.0	3	12.0	0	0.0
Odem High School	9	31.0	10	34.5	10	34.5	0	0.0	0	0.0
Odem Junior High	6	26.1	12	52.2	5	21.7	0	0.0	0	0.0
All Campuses	**149**	**23.7**	**212**	**33.7**	**187**	**29.7**	**74**	**11.8**	**7**	**1.1**
Post-secondary admissions requirements										
Falfurrias High School	6	12.2	15	30.6	20	40.8	7	14.3	1	2.0
Falfurrias Junior High	8	24.2	10	30.3	9	27.3	6	18.2	0	0.0
Alice High School	23	24.2	35	36.8	26	27.4	10	10.5	1	1.1
Adams Middle School	15	26.8	21	37.5	13	23.2	7	12.5	0	0.0
H. M. King High School	25	28.7	23	26.4	27	31.0	11	12.6	1	1.1
Memorial Middle School	8	17.8	20	44.4	14	31.1	3	6.7	0	0.0
Miller High School	21	21.9	30	31.3	26	27.1	16	16.7	3	3.1
Driscoll Middle School	15	34.9	7	16.3	12	27.9	7	16.3	2	4.7
Mathis High School	4	8.3	10	20.8	21	43.8	13	27.1	0	0.0
McCraw Junior High	10	40.0	7	28.0	6	24.0	2	8.0	0	0.0
Odem High School	7	24.1	10	34.5	11	37.9	1	3.4	0	0.0
Odem Junior High	7	30.4	11	47.8	4	17.4	1	4.3	0	0.0
All Campuses	**149**	**23.7**	**199**	**31.6**	**189**	**30.0**	**84**	**13.4**	**8**	**1.3**
Post-secondary financial aid, scholarships, or college applications										
Falfurrias High School	7	14.3	13	26.5	21	42.9	8	16.3	0	0.0
Falfurrias Junior High	6	17.6	15	44.1	5	14.7	8	23.5	0	0.0
Alice High School	24	25.3	38	40.0	21	22.1	11	11.6	1	1.1
Adams Middle School	17	30.4	22	39.3	12	21.4	5	8.9	0	0.0
H. M. King High School	25	29.4	23	27.1	23	27.1	13	15.3	1	1.2
Memorial Middle School	10	22.2	19	42.2	13	28.9	3	6.7	0	0.0
Miller High School	19	20.2	30	31.9	25	26.6	16	17.0	4	4.3
Driscoll Middle School	14	32.6	10	23.3	12	27.9	5	11.6	2	4.7
Mathis High School	4	8.3	13	27.1	18	37.5	13	27.1	0	0.0
McCraw Junior High	9	39.1	6	26.1	6	26.1	2	8.7	0	0.0
Odem High School	8	28.6	8	28.6	11	39.3	1	3.6	0	0.0
Odem Junior High	9	39.1	11	47.8	2	8.7	1	4.3	0	0.0
All Campuses	**152**	**24.4**	**208**	**33.4**	**169**	**27.1**	**86**	**13.8**	**8**	**1.3**

Table continues

Table A.10 (continued)
How Often Do You Provide Parents with Counseling or Advice about the Following?

	Never		Rarely		Sometimes		Often		Almost Every Day	
Campus	N	%	N	%	N	%	N	%	N	%
ACT/SAT preparation/testing										
Falfurrias High School	7	14.3	19	38.8	17	34.7	6	12.2	0	0.0
Falfurrias Junior High	8	24.2	14	42.4	4	12.1	7	21.2	0	0.0
Alice High School	26	27.7	38	40.4	16	17.0	14	14.9	0	0.0
Adams Middle School	22	40.0	18	32.7	10	18.2	5	9.1	0	0.0
H. M. King High School	29	33.3	22	25.3	23	26.4	12	13.8	1	1.1
Memorial Middle School	11	24.4	21	46.7	9	20.0	3	6.7	1	2.2
Miller High School	28	29.2	30	31.3	21	21.9	13	13.5	4	4.2
Driscoll Middle School	16	37.2	11	25.6	10	23.3	4	9.3	2	4.7
Mathis High School	4	8.3	17	35.4	19	39.6	8	16.7	0	0.0
McCraw Junior High	10	40.0	9	36.0	4	16.0	2	8.0	0	0.0
Odem High School	8	27.6	8	27.6	13	44.8	0	0.0	0	0.0
Odem Junior High	10	43.5	10	43.5	3	13.0	0	0.0	0	0.0
All Campuses	**179**	**28.5**	**217**	**34.6**	**149**	**23.8**	**74**	**11.8**	**8**	**1.3**
Career counseling										
Falfurrias High School	7	14.3	18	36.7	18	36.7	6	12.2	0	0.0
Falfurrias Junior High	8	23.5	11	32.4	6	17.6	8	23.5	1	2.9
Alice High School	23	24.5	39	41.5	20	21.3	11	11.7	1	1.1
Adams Middle School	22	39.3	18	32.1	10	17.9	6	10.7	0	0.0
H. M. King High School	26	30.2	25	29.1	24	27.9	9	10.5	2	2.3
Memorial Middle School	11	24.4	16	35.6	14	31.1	3	6.7	1	2.2
Miller High School	23	24.0	29	30.2	26	27.1	14	14.6	4	4.2
Driscoll Middle School	13	31.0	9	21.4	15	35.7	3	7.1	2	4.8
Mathis High School	6	12.5	10	20.8	22	45.8	9	18.8	1	2.1
McCraw Junior High	8	32.0	7	28.0	8	32.0	2	8.0	0	0.0
Odem High School	10	34.5	7	24.1	10	34.5	2	6.9	0	0.0
Odem Junior High	9	39.1	8	34.8	5	21.7	1	4.3	0	0.0
All Campuses	**166**	**26.5**	**197**	**31.4**	**178**	**28.4**	**74**	**11.8**	**12**	**1.9**
Vocational and technical programs										
Falfurrias High School	8	16.3	12	24.5	19	38.8	10	20.4	0	0.0
Falfurrias Junior High	8	23.5	12	35.3	5	14.7	7	20.6	2	5.9
Alice High School	23	24.2	39	41.1	17	17.9	14	14.7	2	2.1
Adams Middle School	20	36.4	19	34.5	11	20.0	4	7.3	1	1.8
H. M. King High School	27	31.4	24	27.9	21	24.4	12	14.0	2	2.3
Memorial Middle School	13	28.9	11	24.4	17	37.8	3	6.7	1	2.2
Miller High School	25	26.0	24	25.0	27	28.1	17	17.7	3	3.1
Driscoll Middle School	16	37.2	4	9.3	14	32.6	6	14.0	3	7.0
Mathis High School	5	10.4	12	25.0	19	39.6	11	22.9	1	2.1
McCraw Junior High	8	32.0	10	40.0	5	20.0	2	8.0	0	0.0
Odem High School	11	37.9	6	20.7	11	37.9	1	3.4	0	0.0
Odem Junior High	9	39.1	9	39.1	3	13.0	2	8.7	0	0.0
All Campuses	**173**	**27.5**	**182**	**29.0**	**169**	**26.9**	**89**	**14.2**	**15**	**2.4**

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

Campus	Yes		No	
	N	%	N	%
I have attended or will attend a vertical teaming training this year.				
Falfurrias High School	28	58.3	20	41.7
Falfurrias Junior High	27	77.1	8	22.9
Alice High School	56	58.9	39	41.1
Adams Middle School	36	65.5	19	34.5
H. M. King High School	37	41.6	52	58.4
Memorial Middle School	34	75.6	11	24.4
Miller High School	56	58.3	40	41.7
Driscoll Middle School	27	64.3	15	35.7
Mathis High School	28	58.3	20	41.7
McCraw Junior High	17	68.0	8	32.0
Odem High School	19	65.5	10	34.5
Odem Junior High	17	73.9	6	26.1
All Campuses	**382**	**60.6**	**248**	**39.4**
My school requires that I participate in vertical team training.				
Falfurrias High School	29	63.0	17	37.0
Falfurrias Junior High	30	85.7	5	14.3
Alice High School	51	53.7	44	46.3
Adams Middle School	36	64.3	20	35.7
H. M. King High School	30	34.1	58	65.9
Memorial Middle School	31	68.9	14	31.1
Miller High School	50	53.2	44	46.8
Driscoll Middle School	26	61.9	16	38.1
Mathis High School	24	50.0	24	50.0
McCraw Junior High	17	68.0	8	32.0
Odem High School	17	58.6	12	41.4
Odem Junior High	17	73.9	6	26.1
All Campuses	**358**	**57.2**	**268**	**42.8**
My school provides release time or paid time to participate in vertical team training.				
Falfurrias High School	35	77.8	10	22.2
Falfurrias Junior High	31	93.9	2	6.1
Alice High School	75	79.8	19	20.2
Adams Middle School	44	78.6	12	21.4
H. M. King High School	39	43.8	50	56.2
Memorial Middle School	37	86.0	6	14.0
Miller High School	68	73.1	25	26.9
Driscoll Middle School	30	73.2	11	26.8
Mathis High School	28	62.2	17	37.8
McCraw Junior High	20	83.3	4	16.7
Odem High School	20	69.0	9	31.0
Odem Junior High	16	69.6	7	30.4
All Campuses	**443**	**72.0**	**172**	**28.0**

Table continues

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

Campus	Yes		No	
	N	%	N	%
My school provides release time or paid time to participate in vertical team planning.				
Falfurrias High School	29	63.0	17	37.0
Falfurrias Junior High	29	85.3	5	14.7
Alice High School	66	72.5	25	27.5
Adams Middle School	42	75.0	14	25.0
H. M. King High School	26	29.5	62	70.5
Memorial Middle School	36	83.7	7	16.3
Miller High School	64	68.1	30	31.9
Driscoll Middle School	27	67.5	13	32.5
Mathis High School	33	73.3	12	26.7
McCraw Junior High	19	76.0	6	24.0
Odem High School	23	79.3	6	20.7
Odem Junior High	16	69.6	7	30.4
All Campuses	**410**	**66.8**	**204**	**33.2**
My school provides release time or paid time for team curriculum writing.				
Falfurrias High School	30	66.7	15	33.3
Falfurrias Junior High	24	72.7	9	27.3
Alice High School	65	70.7	27	29.3
Adams Middle School	40	71.4	16	28.6
H. M. King High School	30	33.7	59	66.3
Memorial Middle School	34	77.3	10	22.7
Miller High School	75	79.8	19	20.2
Driscoll Middle School	29	70.7	12	29.3
Mathis High School	29	63.0	17	37.0
McCraw Junior High	15	60.0	10	40.0
Odem High School	21	72.4	8	27.6
Odem Junior High	16	69.6	7	30.4
All Campuses	**408**	**66.1**	**209**	**33.9**

Table A.12
How Frequently During Did Your Vertical Team Meet this Year?

Campus	At Least Once a Week		At Least Once a Month		1-2 Times a Semester		1-2 Times a Year		We Have Never Had a Meeting	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	1	2.3	6	14.0	7	16.3	15	34.9	14	32.6
Falfurrias Junior High	7	23.3	6	20.0	3	10.0	11	36.7	3	10.0
Alice High School	5	5.3	6	6.4	15	16.0	45	47.9	23	24.5
Adams Middle School	2	3.8	6	11.3	13	24.5	18	34.0	14	26.4
H. M. King High School	2	2.3	13	14.8	6	6.8	17	19.3	50	56.8
Memorial Middle School	14	32.6	8	18.6	7	16.3	8	18.6	6	14.0
Miller High School	10	11.1	21	23.3	12	13.3	22	24.4	25	27.8
Driscoll Middle School	10	23.8	10	23.8	2	4.8	8	19.0	12	28.6
Mathis High School	13	29.5	4	9.1	7	15.9	7	15.9	13	29.5
McCraw Junior High	4	16.7	2	8.3	4	16.7	10	41.7	4	16.7
Odem High School	1	3.4	5	17.2	6	20.7	10	34.5	7	24.1
Odem Junior High	0	0.0	3	13.6	8	36.4	5	22.7	6	27.3
All Campuses	**69**	**11.5**	**90**	**15.0**	**90**	**15.0**	**176**	**29.2**	**177**	**29.4**

Table A.13
To What Extent Have Each of the Following Been a Challenge in Implementing Vertical Teams in Your School?

Campus	Large Extent		Moderate Extent		Small Extent		Not at all	
	N	%	N	%	N	%	N	%
Time/Scheduling Constraints								
Falfurrias High School	8	19.0	21	50.0	9	21.4	4	9.5
Falfurrias Junior High	14	41.2	11	32.4	5	14.7	4	11.8
Alice High School	36	38.3	34	36.2	11	11.7	13	13.8
Adams Middle School	17	32.1	20	37.7	10	18.9	6	11.3
H. M. King High School	32	39.0	17	20.7	18	22.0	15	18.3
Memorial Middle School	6	13.6	13	29.5	18	40.9	7	15.9
Miller High School	27	30.3	37	41.6	19	21.3	6	6.7
Driscoll Middle School	20	48.8	12	29.3	4	9.8	5	12.2
Mathis High School	19	42.2	14	31.1	7	15.6	5	11.1
McCraw Junior High	6	25.0	14	58.3	4	16.7	0	0.0
Odem High School	11	37.9	10	34.5	3	10.3	5	17.2
Odem Junior High	10	45.5	4	18.2	5	22.7	3	13.6
All Campuses	**206**	**34.4**	**207**	**34.6**	**113**	**18.9**	**73**	**12.2**

Table continues

Table A.13 (continued)
To What Extent Have Each of the Following Been a Challenge in Implementing Vertical Teams in Your School?

	Large Extent		Moderate Extent		Small Extent		Not at all	
Campus	N	%	N	%	N	%	N	%
Inadequate Leadership or Guidance								
Falfurrias High School	5	11.9	15	35.7	13	31.0	9	21.4
Falfurrias Junior High	3	8.8	10	29.4	10	29.4	11	32.4
Alice High School	12	12.8	22	23.4	31	33.0	29	30.9
Adams Middle School	6	11.3	13	24.5	16	30.2	18	34.0
H. M. King High School	17	20.7	26	31.7	21	25.6	18	22.0
Memorial Middle School	6	13.6	8	18.2	15	34.1	15	34.1
Miller High School	10	11.4	15	17.0	28	31.8	35	39.8
Driscoll Middle School	4	9.8	8	19.5	15	36.6	14	34.1
Mathis High School	6	13.6	11	25.0	16	36.4	11	25.0
McCraw Junior High	2	8.3	9	37.5	6	25.0	7	29.2
Odem High School	2	6.9	7	24.1	8	27.6	12	41.4
Odem Junior High	6	26.1	3	13.0	7	30.4	7	30.4
All Campuses	**79**	**13.2**	**147**	**24.6**	**186**	**31.1**	**186**	**31.1**
Insufficient Teacher Participation								
Falfurrias High School	5	11.9	12	28.6	21	50.0	4	9.5
Falfurrias Junior High	1	2.9	13	38.2	8	23.5	12	35.3
Alice High School	7	7.4	22	23.4	37	39.4	28	29.8
Adams Middle School	4	7.7	8	15.4	24	46.2	16	30.8
H. M. King High School	14	16.9	26	31.3	23	27.7	20	24.1
Memorial Middle School	2	4.5	8	18.2	17	38.6	17	38.6
Miller High School	6	6.7	16	18.0	33	37.1	34	38.2
Driscoll Middle School	4	9.8	15	36.6	8	19.5	14	34.1
Mathis High School	6	14.0	3	7.0	17	39.5	17	39.5
McCraw Junior High	2	8.3	8	33.3	6	25.0	8	33.3
Odem High School	0	0.0	8	27.6	9	31.0	12	41.4
Odem Junior High	4	17.4	5	21.7	7	30.4	7	30.4
All Campuses	**55**	**9.2**	**144**	**24.1**	**210**	**35.1**	**189**	**31.6**
Poor Communication Between Teachers								
Falfurrias High School	6	14.3	13	31.0	17	40.5	6	14.3
Falfurrias Junior High	2	6.1	9	27.3	12	36.4	10	30.3
Alice High School	9	9.7	16	17.2	36	38.7	32	34.4
Adams Middle School	5	9.6	10	19.2	23	44.2	14	26.9
H. M. King High School	17	20.5	23	27.7	19	22.9	24	28.9
Memorial Middle School	3	6.8	10	22.7	21	47.7	10	22.7
Miller High School	8	9.1	19	21.6	33	37.5	28	31.8
Driscoll Middle School	5	12.2	9	22.0	14	34.1	13	31.7
Mathis High School	8	18.2	5	11.4	17	38.6	14	31.8
McCraw Junior High	4	16.7	4	16.7	9	37.5	7	29.2
Odem High School	2	6.9	5	17.2	10	34.5	12	41.4
Odem Junior High	4	17.4	5	21.7	5	21.7	9	39.1
All Campuses	**73**	**12.2**	**128**	**21.5**	**216**	**36.2**	**179**	**30.0**

Table continues

Table A.13 (continued)
To What Extent Have Each of the Following Been a Challenge in Implementing Vertical Teams in Your School?

	Large Extent		Moderate Extent		Small Extent		Not at all	
Campus	N	%	N	%	N	%	N	%
Teacher Turnover								
Falfurrias High School	6	14.3	13	31.0	16	38.1	7	16.7
Falfurrias Junior High	0	0.0	7	21.2	15	45.5	11	33.3
Alice High School	18	19.6	18	19.6	29	31.5	27	29.3
Adams Middle School	10	19.6	12	23.5	14	27.5	15	29.4
H. M. King High School	22	26.5	21	25.3	18	21.7	22	26.5
Memorial Middle School	8	18.6	11	25.6	15	34.9	9	20.9
Miller High School	9	10.2	25	28.4	30	34.1	24	27.3
Driscoll Middle School	11	26.2	5	11.9	13	31.0	13	31.0
Mathis High School	19	43.2	9	20.5	7	15.9	9	20.5
McCraw Junior High	1	4.2	8	33.3	5	20.8	10	41.7
Odem High School	0	0.0	3	10.3	11	37.9	15	51.7
Odem Junior High	1	4.5	4	18.2	9	40.9	8	36.4
All Campuses	**105**	**17.7**	**136**	**22.9**	**182**	**30.7**	**170**	**28.7**

Table A.14
Rank the Importance of Each Counseling Task (Counselors Only)

	Least Important		Between Neutral and Least		Neutral		Between Neutral and Most		Most Important	
Campus	N	%	N	%	N	%	N	%	N	%
Assisting Students with Grades and Achievement Issues										
Falfurrias High School	0	0.0	0	0.0	0	0.0	1	25.0	3	75.0
Falfurrias Junior High	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Alice High School	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0
Adams Middle School	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0
H. M. King High School	0	0.0	0	0.0	0	0.0	0	0.0	5	100.0
Memorial Middle School	0	0.0	0	0.0	1	50.0	0	0.0	1	50.0
Miller High School	0	0.0	0	0.0	0	0.0	0	0.0	7	100.0
Driscoll Middle School	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0
Mathis High School	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0
McCraw Junior High	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Odem High School	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Odem Junior High	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
All Campuses	**0**	**0.0**	**0**	**0.0**	**2**	**6.1**	**6**	**18.2**	**25**	**75.8**

Table continues

Table A.14 (continued)
Rank the Importance of Each Counseling Task (Counselors Only)

	Least Important		Between Neutral and Least		Neutral		Between Neutral and Most		Most Important	
Campus	N	%	N	%	N	%	N	%	N	%
Providing Support for Students' Career Goals										
Falfurrias High School	0	0.0	0	0.0	0	0.0	0	0.0	4	100.0
Falfurrias Junior High	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Alice High School	0	0.0	1	20.0	0	0.0	1	20.0	3	60.0
Adams Middle School	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0
H. M. King High School	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0
Memorial Middle School	1	50.0	0	0.0	0	0.0	1	50.0	0	0.0
Miller High School	0	0.0	0	0.0	0	0.0	0	0.0	6	100.0
Driscoll Middle School	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0
Mathis High School	1	50.0	0	0.0	0	0.0	1	50.0	0	0.0
McCraw Junior High	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Odem High School	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Odem Junior High	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
All Campuses	**2**	**6.3**	**1**	**3.1**	**1**	**3.1**	**6**	**18.8**	**22**	**68.8**
Helping Students Plan and Prepare for Postsecondary Education										
Falfurrias High School	0	0.0	0	0.0	0	0.0	0	0.0	4	100.0
Falfurrias Junior High	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Alice High School	0	0.0	0	0.0	1	20.0	1	20.0	3	60.0
Adams Middle School	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
H. M. King High School	0	0.0	0	0.0	0	0.0	0	0.0	5	100.0
Memorial Middle School	0	0.0	1	50.0	0	0.0	0	0.0	1	50.0
Miller High School	0	0.0	0	0.0	0	0.0	0	0.0	6	100.0
Driscoll Middle School	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0
Mathis High School	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0
McCraw Junior High	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Odem High School	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Odem Junior High	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
All Campuses	**0**	**0.0**	**1**	**3.2**	**1**	**3.2**	**5**	**16.1**	**24**	**77.4**
Assisting Students with Matters Related to Personal Growth										
Falfurrias High School	0	0.0	0	0.0	0	0.0	1	25.0	3	75.0
Falfurrias Junior High	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Alice High School	0	0.0	0	0.0	0	0.0	0	0.0	5	100.0
Adams Middle School	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0
H. M. King High School	0	0.0	0	0.0	0	0.0	0	0.0	5	100.0
Memorial Middle School	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0
Miller High School	0	0.0	0	0.0	0	0.0	0	0.0	7	100.0
Driscoll Middle School	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0
Mathis High School	0	0.0	1	50.0	0	0.0	1	50.0	0	0.0
McCraw Junior High	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Odem High School	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Odem Junior High	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
All Campuses	**0**	**0.0**	**1**	**3.0**	**0**	**0.0**	**4**	**12.1**	**28**	**84.8**

Table continues

Table A.14 (continued)
Rank the Importance of Each Counseling Task (Counselors Only)

Campus	Least Important		Between Neutral and Least		Neutral		Between Neutral and Most		Most Important	
	N	%	N	%	N	%	N	%	N	%
Coordinating GEAR UP Activities										
Falfurrias High School	0	0.0	0	0.0	0	0.0	2	50.0	2	50.0
Falfurrias Junior High	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Alice High School	1	20.0	0	0.0	0	0.0	1	20.0	3	60.0
Adams Middle School	0	0.0	0	0.0	1	50.0	0	0.0	1	50.0
H. M. King High School	1	20.0	0	0.0	3	60.0	0	0.0	1	20.0
Memorial Middle School	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0
Miller High School	0	0.0	0	0.0	1	16.7	3	50.0	2	33.3
Driscoll Middle School	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0
Mathis High School	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0
McCraw Junior High	0	.0	0	.0	0	.0	0	.0	1	100.0
Odem High School	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Odem Junior High	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
All Campuses	**2**	**6.3**	**1**	**3.1**	**7**	**21.9**	**7**	**21.9**	**15**	**46.9**

Table A.15
Mean Percentage of Time Spent on Specific Counseling Tasks (Counselors Only)

Campus	Scheduling Courses		Assisting Students in Course Selections		Counseling for Postsecondary Admissions		Testing	
	N	Mean	N	Mean	N	Mean	N	Mean
Falfurrias High School	4	10.0	4	10.0	4	11.3	4	15.0
Falfurrias Junior High	1	20.0	1	10.0	0	--	1	30.0
Alice High School	5	18.0	5	13.0	5	16.0	5	17.0
Adams Middle School	2	17.5	2	7.5	2	15.0	2	10.0
H. M. King High School	5	22.0	5	15.0	5	11.0	5	18.0
Memorial Middle School	2	25.0	2	3.0	2	3.0	2	10.5
Miller High School	6	27.5	6	15.0	6	9.2	5	3.0
Driscoll Middle School	2	5.0	2	5.0	2	12.5	2	0.0
Mathis High School	1	20.0	1	20.0	1	10.0	1	20.0
McCraw Junior High	1	10.0	1	5.0	1	10.0	1	25.0
Odem High School	1	20.0	1	15.0	1	20.0	1	10.0
Odem Junior High	1	25.0	1	10.0	0	--	1	30.0
All Campuses	**31**	**19.2**	**31**	**11.6**	**29**	**11.6**	**30**	**13.5**

Table continues

Table A.15 (continued)
Mean Percentage of Time Spent on Specific Counseling Tasks (Counselors Only)

	Career Counseling		Counseling Students' Personal Issues and Concerns		Other Counseling Tasks		Coordinating GEAR UP Activities	
Campus	N	Mean	N	Mean	N	Mean	N	Mean
Falfurrias High School	4	16.3	4	12.5	4	18.8	4	6.3
Falfurrias Junior High	1	10.0	1	20.0	0	--	1	10.0
Alice High School	5	12.0	5	11.6	5	7.2	5	5.2
Adams Middle School	2	10.0	2	15.0	2	15.0	2	10.0
H. M. King High School	5	11.0	5	12.0	5	7.0	4	3.8
Memorial Middle School	2	3.0	2	12.5	2	5.5	2	37.5
Miller High School	7	19.3	6	28.0	5	12.0	5	2.4
Driscoll Middle School	2	12.5	2	50.0	2	12.5	2	2.5
Mathis High School	1	5.0	1	5.0	2	55.0	1	10.0
McCraw Junior High	1	10.0	1	25.0	1	5.0	1	5.0
Odem High School	1	10.0	1	10.0	1	5.0	1	10.0
Odem Junior High	1	5.0	1	20.0	1	5.0	1	5.0
All Campuses	**32**	**12.7**	**31**	**18.4**	**30**	**13.2**	**29**	**7.5**

Table A.16
About How Often Do You Interact with Colleagues in Each of the Following Ways? (Teachers Only)

	Never		Rarely		Sometimes		Often		Almost Daily	
Campus	N	%	N	%	N	%	N	%	N	%
Have informal discussions with colleagues regarding strategies for vertical teams.										
Falfurrias High School	6	14.3	8	19.0	21	50.0	6	14.3	1	2.4
Falfurrias Junior High	2	6.1	6	18.2	17	51.5	7	21.2	1	3.0
Alice High School	11	12.5	20	22.7	37	42.0	14	15.9	6	6.8
Adams Middle School	4	7.7	13	25.0	18	34.6	12	23.1	5	9.6
H. M. King High School	26	31.3	17	20.5	26	31.3	7	8.4	7	8.4
Memorial Middle School	3	7.1	5	11.9	18	42.9	12	28.6	4	9.5
Miller High School	10	11.4	15	17.0	34	38.6	21	23.9	8	9.1
Driscoll Middle School	6	15.4	8	20.5	12	30.8	13	33.3	0	0.0
Mathis High School	4	9.1	8	18.2	18	40.9	8	18.2	6	13.6
McCraw Junior High	0	0.0	5	22.7	9	40.9	6	27.3	2	9.1
Odem High School	3	11.1	6	22.2	10	37.0	6	22.2	2	7.4
Odem Junior High	2	9.1	6	27.3	11	50.0	3	13.6	0	0.0
All Campuses	**77**	**13.2**	**117**	**20.1**	**231**	**39.7**	**115**	**19.8**	**42**	**7.2**

Table continues

Table A.16 (continued)
About How Often Do You Interact with Colleagues in Each of the Following Ways? (Teachers Only)

	Never		Rarely		Sometimes		Often		Almost Daily	
Campus	N	%	N	%	N	%	N	%	N	%
Receive feedback from other teachers based on their observations of my teaching.										
Falfurrias High School	8	18.6	15	34.9	15	34.9	4	9.3	1	2.3
Falfurrias Junior High	2	6.1	9	27.3	17	51.5	3	9.1	2	6.1
Alice High School	19	21.6	23	26.1	38	43.2	8	9.1	0	0.0
Adams Middle School	6	11.8	14	27.5	21	41.2	8	15.7	2	3.9
H. M. King High School	26	31.3	17	20.5	32	38.6	5	6.0	3	3.6
Memorial Middle School	6	14.6	10	24.4	18	43.9	7	17.1	0	0.0
Miller High School	7	8.0	28	31.8	34	38.6	13	14.8	6	6.8
Driscoll Middle School	8	20.0	6	15.0	16	40.0	10	25.0	0	0.0
Mathis High School	8	18.2	13	29.5	15	34.1	6	13.6	2	4.5
McCraw Junior High	4	17.4	5	21.7	10	43.5	2	8.7	2	8.7
Odem High School	6	22.2	9	33.3	9	33.3	3	11.1	0	0.0
Odem Junior High	3	13.6	8	36.4	10	45.5	1	4.5	0	0.0
All Campuses	**103**	**17.7**	**157**	**26.9**	**235**	**40.3**	**70**	**12.0**	**18**	**3.1**
Provide feedback to other teachers based on my observations of their teaching.										
Falfurrias High School	8	18.6	13	30.2	15	34.9	6	14.0	1	2.3
Falfurrias Junior High	4	12.1	9	27.3	15	45.5	3	9.1	2	6.1
Alice High School	21	23.9	25	28.4	34	38.6	8	9.1	0	0.0
Adams Middle School	6	11.5	15	28.8	19	36.5	10	19.2	2	3.8
H. M. King High School	27	32.5	21	25.3	30	36.1	1	1.2	4	4.8
Memorial Middle School	2	4.8	13	31.0	19	45.2	7	16.7	1	2.4
Miller High School	7	7.9	27	30.3	38	42.7	12	13.5	5	5.6
Driscoll Middle School	8	20.0	10	25.0	18	45.0	4	10.0	0	0.0
Mathis High School	7	15.9	13	29.5	15	34.1	8	18.2	1	2.3
McCraw Junior High	4	17.4	7	30.4	9	39.1	1	4.3	2	8.7
Odem High School	6	22.2	11	40.7	7	25.9	3	11.1	0	0.0
Odem Junior High	4	18.2	7	31.8	9	40.9	2	9.1	0	0.0
All Campuses	**104**	**17.7**	**171**	**29.2**	**228**	**38.9**	**65**	**11.1**	**18**	**3.1**
Consult with other teachers about students' academic performance.										
Falfurrias High School	1	2.3	2	4.7	20	46.5	15	34.9	5	11.6
Falfurrias Junior High	0	0.0	2	6.1	9	27.3	14	42.4	8	24.2
Alice High School	3	3.4	11	12.5	44	50.0	23	26.1	7	8.0
Adams Middle School	0	0.0	0	0.0	12	23.1	28	53.8	12	23.1
H. M. King High School	7	8.4	11	13.3	41	49.4	17	20.5	7	8.4
Memorial Middle School	0	0.0	0	0.0	8	19.0	25	59.5	9	21.4
Miller High School	1	1.1	5	5.6	39	43.8	38	42.7	6	6.7
Driscoll Middle School	1	2.5	1	2.5	4	10.0	23	57.5	11	27.5
Mathis High School	0	0.0	2	4.7	13	30.2	16	37.2	12	27.9
McCraw Junior High	0	0.0	0	0.0	4	17.4	11	47.8	8	34.8
Odem High School	2	7.4	0	0.0	13	48.1	10	37.0	2	7.4
Odem Junior High	0	0.0	3	13.6	7	31.8	11	50.0	1	4.5
All Campuses	**15**	**2.6**	**37**	**6.3**	**214**	**36.6**	**231**	**39.5**	**88**	**15.0**

Table continues

Table A.16 (continued)
About How Often Do You Interact with Colleagues in Each of the Following Ways? (Teachers Only)

	Never		Rarely		Sometimes		Often		Almost Daily	
Campus	N	%	N	%	N	%	N	%	N	%
Work with a subject-area peer(s) on my campus to develop a lesson plan or class activity.										
Falfurrias High School	5	11.9	10	23.8	15	35.7	10	23.8	2	4.8
Falfurrias Junior High	0	0.0	5	15.2	9	27.3	12	36.4	7	21.2
Alice High School	11	12.5	6	6.8	34	38.6	31	35.2	6	6.8
Adams Middle School	2	4.0	5	10.0	15	30.0	18	36.0	10	20.0
H. M. King High School	17	20.5	10	12.0	28	33.7	20	24.1	8	9.6
Memorial Middle School	2	4.8	4	9.5	7	16.7	24	57.1	5	11.9
Miller High School	10	11.4	11	12.5	30	34.1	26	29.5	11	12.5
Driscoll Middle School	6	15.4	3	7.7	11	28.2	17	43.6	2	5.1
Mathis High School	1	2.3	9	20.5	15	34.1	13	29.5	6	13.6
McCraw Junior High	1	4.3	0	0.0	8	34.8	10	43.5	4	17.4
Odem High School	3	11.5	6	23.1	8	30.8	8	30.8	1	3.8
Odem Junior High	1	4.8	6	28.6	8	38.1	6	28.6	0	0.0
All Campuses	**59**	**10.2**	**75**	**13.0**	**188**	**32.5**	**195**	**33.7**	**62**	**10.7**
Work with a subject-area peer(s) from a feeder pattern campus to develop a lesson plan or class activity.										
Falfurrias High School	17	40.5	8	19.0	12	28.6	3	7.1	2	4.8
Falfurrias Junior High	7	21.2	12	36.4	8	24.2	5	15.2	1	3.0
Alice High School	38	43.2	16	18.2	27	30.7	5	5.7	2	2.3
Adams Middle School	22	42.3	10	19.2	9	17.3	9	17.3	2	3.8
H. M. King High School	47	57.3	11	13.4	17	20.7	4	4.9	3	3.7
Memorial Middle School	21	50.0	6	14.3	5	11.9	10	23.8	0	0.0
Miller High School	36	41.9	20	23.3	12	14.0	15	17.4	3	3.5
Driscoll Middle School	16	41.0	8	20.5	6	15.4	9	23.1	0	0.0
Mathis High School	13	29.5	12	27.3	13	29.5	5	11.4	1	2.3
McCraw Junior High	8	36.4	6	27.3	4	18.2	2	9.1	2	9.1
Odem High School	7	26.9	8	30.8	6	23.1	5	19.2	0	0.0
Odem Junior High	8	36.4	5	22.7	7	31.8	2	9.1	0	0.0
All Campuses	**240**	**41.5**	**122**	**21.1**	**126**	**21.8**	**74**	**12.8**	**16**	**2.8**
Work with a colleague(s) in a different subject area to develop a lesson plan or class activity.										
Falfurrias High School	11	25.6	11	25.6	15	34.9	5	11.6	1	2.3
Falfurrias Junior High	3	9.1	14	42.4	8	24.2	6	18.2	2	6.1
Alice High School	28	31.8	25	28.4	27	30.7	7	8.0	1	1.1
Adams Middle School	17	32.7	12	23.1	19	36.5	3	5.8	1	1.9
H. M. King High School	39	47.0	18	21.7	22	26.5	3	3.6	1	1.2
Memorial Middle School	7	16.7	16	38.1	12	28.6	7	16.7	0	0.0
Miller High School	22	25.0	26	29.5	29	33.0	8	9.1	3	3.4
Driscoll Middle School	6	15.0	9	22.5	11	27.5	14	35.0	0	0.0
Mathis High School	3	6.8	12	27.3	23	52.3	5	11.4	1	2.3
McCraw Junior High	2	9.1	8	36.4	7	31.8	4	18.2	1	4.5
Odem High School	6	23.1	12	46.2	4	15.4	4	15.4	0	0.0
Odem Junior High	3	13.6	7	31.8	9	40.9	3	13.6	0	0.0
All Campuses	**147**	**25.2**	**170**	**29.2**	**186**	**31.9**	**69**	**11.8**	**11**	**1.9**

Table continues

Table A.16 (continued)
About How Often Do You Interact with Colleagues in Each of the Following Ways? (Teachers Only)

	Never		Rarely		Sometimes		Often		Almost Daily	
Campus	N	%	N	%	N	%	N	%	N	%
Act as a vertical team coach or mentor to other teachers or staff at my school. (May include teaching in-service workshop in your school.)										
Falfurrias High School	20	47.6	8	19.0	9	21.4	4	9.5	1	2.4
Falfurrias Junior High	8	24.2	12	36.4	10	30.3	1	3.0	2	6.1
Alice High School	53	60.2	14	15.9	18	20.5	3	3.4	0	0.0
Adams Middle School	24	48.0	16	32.0	5	10.0	5	10.0	0	0.0
H. M. King High School	56	68.3	9	11.0	13	15.9	3	3.7	1	1.2
Memorial Middle School	23	54.8	5	11.9	9	21.4	5	11.9	0	0.0
Miller High School	45	51.7	18	20.7	12	13.8	9	10.3	3	3.4
Driscoll Middle School	21	52.5	5	12.5	7	17.5	7	17.5	0	0.0
Mathis High School	14	31.8	17	38.6	7	15.9	4	9.1	2	4.5
McCraw Junior High	8	36.4	5	22.7	4	18.2	3	13.6	2	9.1
Odem High School	11	40.7	7	25.9	6	22.2	3	11.1	0	0.0
Odem Junior High	8	36.4	9	40.9	3	13.6	2	9.1	0	0.0
All Campuses	**291**	**50.3**	**125**	**21.6**	**103**	**17.8**	**49**	**8.5**	**11**	**1.9**
Receive vertical team coaching or mentoring from an external (non-school) source such as a professional curriculum developer, or university faculty fellow.										
Falfurrias High School	14	33.3	12	28.6	13	31.0	3	7.1	0	0.0
Falfurrias Junior High	10	31.3	10	31.3	10	31.3	2	6.3	0	0.0
Alice High School	36	41.4	22	25.3	21	24.1	8	9.2	0	0.0
Adams Middle School	19	36.5	12	23.1	9	17.3	11	21.2	1	1.9
H. M. King High School	50	61.0	14	17.1	14	17.1	4	4.9	0	0.0
Memorial Middle School	14	33.3	11	26.2	11	26.2	6	14.3	0	0.0
Miller High School	34	38.6	25	28.4	17	19.3	11	12.5	1	1.1
Driscoll Middle School	18	45.0	6	15.0	8	20.0	8	20.0	0	0.0
Mathis High School	14	32.6	17	39.5	11	25.6	0	0.0	1	2.3
McCraw Junior High	6	27.3	10	45.5	4	18.2	1	4.5	1	4.5
Odem High School	14	51.9	4	14.8	7	25.9	2	7.4	0	0.0
Odem Junior High	7	31.8	8	36.4	6	27.3	1	4.5	0	0.0
All Campuses	**236**	**40.8**	**151**	**26.1**	**131**	**22.6**	**57**	**9.8**	**4**	**0.7**
Assign homework.										
Falfurrias High School	7	16.7	7	16.7	19	45.2	7	16.7	2	4.8
Falfurrias Junior High	3	9.4	8	25.0	13	40.6	8	25.0	0	0.0
Alice High School	9	10.7	22	26.2	26	31.0	17	20.2	10	11.9
Adams Middle School	8	15.7	10	19.6	19	37.3	11	21.6	3	5.9
H. M. King High School	10	12.0	13	15.7	26	31.3	23	27.7	11	13.3
Memorial Middle School	5	11.9	9	21.4	17	40.5	10	23.8	1	2.4
Miller High School	14	15.7	31	34.8	30	33.7	9	10.1	5	5.6
Driscoll Middle School	6	15.4	8	20.5	12	30.8	5	12.8	8	20.5
Mathis High School	6	14.3	15	35.7	13	31.0	8	19.0	0	0.0
McCraw Junior High	0	0.0	5	21.7	9	39.1	8	34.8	1	4.3
Odem High School	2	7.4	4	14.8	10	37.0	8	29.6	3	11.1
Odem Junior High	2	9.1	3	13.6	7	31.8	9	40.9	1	4.5
All Campuses	**72**	**12.5**	**135**	**23.4**	**201**	**34.9**	**123**	**21.4**	**45**	**7.8**

Table A.17
Responses to Advanced Placement Yes or No Questions (Teachers Only)

Campus	Yes		No	
	N	%	N	%
I am teaching one or more AP courses this school year.				
Falfurrias High School	9	20.9	34	79.1
Falfurrias Junior High	8	24.2	25	75.8
Alice High School	11	12.6	76	87.4
Adams Middle School	17	32.7	35	67.3
H. M. King High School	12	14.5	71	85.5
Memorial Middle School	10	24.4	31	75.6
Miller High School	15	16.9	74	83.1
Driscoll Middle School	5	12.5	35	87.5
Mathis High School	6	13.3	39	86.7
McCraw Junior High	4	17.4	19	82.6
Odem High School	6	22.2	21	77.8
Odem Junior High	0	0.0	22	100.0
All Campuses	**103**	**17.6**	**482**	**82.4**
I have attended an AP summer institute offered by the College Board.				
Falfurrias High School	13	30.2	30	69.8
Falfurrias Junior High	12	37.5	20	62.5
Alice High School	27	30.7	61	69.3
Adams Middle School	13	25.0	39	75.0
H. M. King High School	21	25.6	61	74.4
Memorial Middle School	14	34.1	27	65.9
Miller High School	17	19.3	71	80.7
Driscoll Middle School	15	37.5	25	62.5
Mathis High School	9	20.0	36	80.0
McCraw Junior High	6	26.1	17	73.9
Odem High School	5	18.5	22	81.5
Odem Junior High	2	9.1	20	90.9
All Campuses	**154**	**26.4**	**429**	**73.6**
Are your AP students required to take the AP exam?				
Falfurrias High School	5	12.8	34	87.2
Falfurrias Junior High	4	13.8	25	86.2
Alice High School	30	40.5	44	59.5
Adams Middle School	3	6.7	42	93.3
H. M. King High School	12	18.8	52	81.3
Memorial Middle School	7	20.6	27	79.4
Miller High School	10	14.9	57	85.1
Driscoll Middle School	4	12.1	29	87.9
Mathis High School	15	37.5	25	62.5
McCraw Junior High	4	19.0	17	81.0
Odem High School	4	16.7	20	83.3
Odem Junior High	4	19.0	17	81.0
All Campuses	**102**	**20.8**	**389**	**79.2**

Table A.18
Including the Current School Year, How Many Years Have You Been Teaching AP or PRE-AP Courses? (Teachers Only)

Campus	N	Average Number of Years
Falfurrias High School	40	1.8
Falfurrias Junior High	28	3.3
Alice High School	73	2.2
Adams Middle School	47	3.0
H. M. King High School	62	1.7
Memorial Middle School	35	1.1
Miller High School	65	1.4
Driscoll Middle School	33	1.1
Mathis High School	38	1.6
McCraw Junior High	22	1.5
Odem High School	21	2.8
Odem Junior High	16	0.3
All Campuses	**480**	**1.9**

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

	Yes		No	
Campus	N	%	N	%
Falfurrias High School	1	2.3	42	97.7
Falfurrias Junior High	2	6.1	31	93.9
Alice High School	3	3.5	83	96.5
Adams Middle School	6	11.5	46	88.5
H. M. King High School	3	3.7	78	96.3
Memorial Middle School	7	17.5	33	82.5
Miller High School	2	2.4	82	97.6
Driscoll Middle School	3	7.7	36	92.3
Mathis High School	2	4.8	40	95.2
McCraw Junior High	3	13.6	19	86.4
Odem High School	1	3.8	25	96.2
Odem Junior High	4	18.2	18	81.8
All Campuses	**37**	**6.5**	**533**	**93.5**

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

	Yes		No	
Campus	N	%	N	%
Falfurrias High School	3	6.8	41	93.2
Falfurrias Junior High	5	15.2	28	84.8
Alice High School	4	4.5	84	95.5
Adams Middle School	9	17.0	44	83.0
H. M. King High School	1	1.2	82	98.8
Memorial Middle School	14	33.3	28	66.7
Miller High School	3	3.4	86	96.6
Driscoll Middle School	4	10.0	36	90.0
Mathis High School	1	2.2	44	97.8
McCraw Junior High	4	17.4	19	82.6
Odem High School	0	0.0	27	100.0
Odem Junior High	5	22.7	17	77.3
All Campuses	**53**	**9.0**	**536**	**91.0**

Table A.21
How Frequently Do You Communicate with Your University Faculty Fellow? (Only Teachers Assigned a Faculty Fellow)

	At Least Once a Week		At Least Once a Month		1-2 Times a Semester		Other	
Campus	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0	0	0.0	0	0.0	3	100.0
Falfurrias Junior High	1	20.0	3	60.0	1	20.0	0	0.0
Alice High School	0	0.0	0	0.0	2	50.0	2	50.0
Adams Middle School	2	22.2	4	44.4	1	11.1	2	22.2
H. M. King High School	0	0.0	0	0.0	1	100.0	0	0.0
Memorial Middle School	1	7.1	5	35.7	3	21.4	5	35.7
Miller High School	1	50.0	1	50.0	0	0.0	0	0.0
Driscoll Middle School	0	0.0	3	75.0	0	0.0	1	25.0
Mathis High School	0	0.0	0	0.0	1	100.0	0	0.0
McCraw Junior High	1	25.0	2	50.0	0	0.0	1	25.0
Odem Junior High	0	0.0	2	40.0	3	60.0	0	0.0
All Campuses	**6**	**11.5**	**20**	**38.5**	**12**	**23.1**	**14**	**26.9**

Table A.22
How Useful Were Any Lectures, Presentations, or Demonstrations Given by a University Faculty Fellow in Your Class? (Only Teachers Assigned a Faculty Fellow)

	Very Useful		Somewhat Useful		Not Very Useful		My Faculty Fellow did not give a lecture, presentation, or demonstration	
Campus	N	%	N	%	N	%	N	%
Falfurrias High School	1	33.3	1	33.3	0	0.0	1	33.3
Falfurrias Junior High	3	60.0	1	20.0	0	0.0	1	20.0
Alice High School	1	25.0	1	25.0	0	0.0	2	50.0
Adams Middle School	4	44.4	4	44.4	0	0.0	1	11.1
H. M. King High School	0	0.0	0	0.0	0	0.0	1	100.0
Memorial Middle School	3	21.4	4	28.6	1	7.1	6	42.9
Miller High School	0	0.0	1	50.0	0	0.0	1	50.0
Driscoll Middle School	3	75.0	1	25.0	0	0.0	0	0.0
Mathis High School	1	100.0	0	0.0	0	0.0	0	0.0
McCraw Junior High	2	50.0	1	25.0	0	0.0	1	25.0
Odem Junior High	1	20.0	2	40.0	1	20.0	1	20.0
All Campuses	**19**	**36.5**	**16**	**30.8**	**2**	**3.8**	**15**	**28.8**

Appendix B:
Results from the Parent Survey

APPENDIX B
SPRING 2007 STAR PARENT SURVEY TABLES

Telephone surveys of parents of students attending STAR campuses were conducted in May of 2007 and 2008. Each year, the same survey was administered to a random sample of 10% of the parents at each campus, stratified by the number of students at each grade level. This resulted in a 2007 sample of 800 parents and 800 completed surveys and a 2008 sample of 809 parents and 809 completed surveys. Demographic comparisons show quite comparable samples. For example, surveyed parents were predominately Hispanic (81% in 2007 and 83% in 2008), over two-thirds of households consisted of two parents (69% in 2007 and 70% in 2008), about half of households had incomes less than $35,000 (53% in 2007 and 52% in 2008), and about half reported at least some college attendance (53% in 2007 and 51% in 2008). The following tables compare the percentages of parents responding to each question by campus and by year.

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

	Yes (%)		No (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008
PTA, PTO Meeting						
Falfurrias High School	15.1	15.4	83.0	78.8	1.9	5.8
Falfurrias Junior High	34.4	29.4	65.6	70.6	0.0	0.0
Alice High School	28.2	38.8	70.5	61.2	1.3	0.0
Adams Middle School	44.4	32.1	55.6	66.7	0.0	1.3
H. M. King High School	18.1	17.5	81.9	80.8	0.0	1.7
Memorial Middle School	19.6	16.4	78.4	83.6	2.0	0.0
Miller High School	28.9	39.5	71.1	59.6	0.0	0.9
Driscoll Middle School	37.1	51.7	62.9	48.3	0.0	0.0
Mathis High School	31.0	35.1	69.0	63.2	0.0	1.8
McCraw Junior High	32.1	42.9	67.9	57.1	0.0	0.0
Odem High School	21.2	18.2	78.8	81.8	0.0	0.0
Odem Junior High	12.0	23.1	88.0	76.9	0.0	0.0
All Campuses	**27.4**	**31.1**	**72.1**	**67.9**	**0.5**	**1.0**
Volunteer Activities for Your Child's School						
Falfurrias High School	22.6	40.4	77.4	59.6	--	0.0
Falfurrias Junior High	37.5	35.3	62.5	64.7	--	0.0
Alice High School	35.9	34.2	64.1	65.8	--	0.0
Adams Middle School	16.7	17.9	83.3	80.8	--	1.3
H. M. King High School	39.7	31.7	60.3	67.5	--	0.8
Memorial Middle School	23.5	16.4	76.5	83.6	--	0.0
Miller High School	14.9	20.2	85.1	79.8	--	0.0
Driscoll Middle School	24.2	16.7	75.8	83.3	--	0.0
Mathis High School	41.4	19.3	58.6	80.7	--	0.0
McCraw Junior High	28.6	32.1	71.4	67.9	--	0.0
Odem High School	51.5	27.3	48.5	72.7	--	0.0
Odem Junior High	40.0	42.3	60.0	57.7	--	0.0
All Campuses	**30.1**	**27.1**	**69.9**	**72.7**	**--**	**0.2**

Table continues

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

	Yes (%)		No (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008
Parent-Teacher Conferences						
Falfurrias High School	66.0	57.7	34.0	42.3	--	0.0
Falfurrias Junior High	75.0	70.6	25.0	29.4	--	0.0
Alice High School	71.8	67.8	28.2	32.2	--	0.0
Adams Middle School	86.1	74.4	13.9	24.4	--	1.3
H. M. King High School	80.2	72.5	19.8	27.5	--	0.0
Memorial Middle School	86.3	89.1	13.7	10.9	--	0.0
Miller High School	61.4	64.0	38.6	36.0	--	0.0
Driscoll Middle School	83.9	66.7	16.1	33.3	--	0.0
Mathis High School	74.1	64.9	25.9	35.1	--	0.0
McCraw Junior High	75.0	78.6	25.0	21.4	--	0.0
Odem High School	69.7	72.7	30.3	27.3	--	0.0
Odem Junior High	68.0	65.4	32.0	34.6	--	0.0
All Campuses	**74.5**	**69.7**	**25.5**	**30.2**	**--**	**0.1**
Observed/Visited Classroom						
Falfurrias High School	30.2	32.7	69.8	67.3	--	0.0
Falfurrias Junior High	46.9	50.0	53.1	50.0	--	0.0
Alice High School	43.6	27.0	56.4	73.0	--	0.0
Adams Middle School	43.1	39.7	56.9	59.0	--	1.3
H. M. King High School	42.2	32.5	57.8	67.5	--	0.0
Memorial Middle School	49.0	41.8	51.0	58.2	--	0.0
Miller High School	40.4	36.8	59.6	63.2	--	0.0
Driscoll Middle School	51.6	50.0	48.4	50.0	--	0.0
Mathis High School	48.3	47.4	51.7	52.6	--	0.0
McCraw Junior High	46.4	39.3	53.6	60.7	--	0.0
Odem High School	51.5	42.4	48.5	57.6	--	0.0
Odem Junior High	56.0	42.3	44.0	57.7	--	0.0
All Campuses	**44.3**	**37.5**	**55.8**	**62.4**	**--**	**0.1**
Talked with a Teacher, Counselor, or Administrator About Child's Education						
Falfurrias High School	88.7	80.8	11.3	17.3	--	1.9
Falfurrias Junior High	84.4	85.3	15.6	14.7	--	0.0
Alice High School	82.1	89.5	17.9	10.5	--	0.0
Adams Middle School	88.9	88.5	11.1	10.3	--	1.3
H. M. King High School	85.3	87.5	14.7	12.5	--	0.0
Memorial Middle School	86.3	92.7	13.7	7.3	--	0.0
Miller High School	83.3	78.9	16.7	21.1	--	0.0
Driscoll Middle School	87.1	81.7	12.9	18.3	--	0.0
Mathis High School	75.9	86.0	24.1	14.0	--	0.0
McCraw Junior High	82.1	85.7	17.9	14.3	--	0.0
Odem High School	81.8	84.8	18.2	15.2	--	0.0
Odem Junior High	88.0	73.1	12.0	26.9	--	0.0
All Campuses	**84.3**	**85.4**	**15.8**	**14.3**	**--**	**0.2**

Table continues

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

	Yes (%)		No (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008
Computer Classes or Other Classes for Parents						
Falfurrias High School	9.4	11.5	90.6	86.5	--	1.9
Falfurrias Junior High	12.5	11.8	87.5	88.2	--	0.0
Alice High School	12.8	14.5	87.2	85.5	--	0.0
Adams Middle School	11.1	21.8	88.9	78.2	--	0.0
H. M. King High School	12.1	10.0	87.9	88.3	--	1.7
Memorial Middle School	5.9	3.6	94.1	96.4	--	0.0
Miller High School	5.3	7.0	94.7	93.0	--	0.0
Driscoll Middle School	4.8	13.3	95.2	86.7	--	0.0
Mathis High School	17.2	12.3	82.8	87.7	--	0.0
McCraw Junior High	10.7	3.6	89.3	96.4	--	0.0
Odem High School	18.2	9.1	81.8	90.9	--	0.0
Odem Junior High	12.0	15.4	88.0	84.6	--	0.0
All Campuses	**10.6**	**11.6**	**89.4**	**88.0**	**--**	**0.4**
Presentations on College Preparation, Career Planning, Study Skills						
Falfurrias High School	20.8	42.3	79.2	55.8	0.0	1.9
Falfurrias Junior High	37.5	32.4	62.5	67.6	0.0	0.0
Alice High School	47.4	43.4	52.6	56.6	0.0	0.0
Adams Middle School	43.1	44.9	56.9	55.1	0.0	0.0
H. M. King High School	38.8	35.0	61.2	65.0	0.0	0.0
Memorial Middle School	27.5	27.3	72.5	72.7	0.0	0.0
Miller High School	20.2	35.1	79.8	64.0	0.0	0.9
Driscoll Middle School	22.6	18.3	75.8	81.7	1.6	0.0
Mathis High School	43.1	21.1	56.9	77.2	0.0	1.8
McCraw Junior High	50.0	42.9	50.0	57.1	0.0	0.0
Odem High School	48.5	45.5	51.5	54.5	0.0	0.0
Odem Junior High	32.0	57.7	68.0	42.3	0.0	0.0
All Campuses	**35.9**	**36.6**	**64.0**	**63.0**	**0.1**	**0.4**
Cultural Events						
Falfurrias High School	58.5	75.0	41.5	25.0	--	0.0
Falfurrias Junior High	62.5	61.8	37.5	38.2	--	0.0
Alice High School	59.6	57.2	40.4	42.8	--	0.0
Adams Middle School	58.3	57.7	41.7	42.3	--	0.0
H. M. King High School	61.2	63.3	38.8	36.7	--	0.0
Memorial Middle School	76.5	60.0	23.5	40.0	--	0.0
Miller High School	50.0	49.1	50.0	50.9	--	0.0
Driscoll Middle School	43.5	53.3	56.5	46.7	--	0.0
Mathis High School	67.2	50.9	32.8	47.4	--	1.8
McCraw Junior High	60.7	67.9	39.3	32.1	--	0.0
Odem High School	54.5	66.7	45.5	33.3	--	0.0
Odem Junior High	80.0	88.5	20.0	11.5	--	0.0
All Campuses	**59.3**	**59.6**	**40.8**	**40.3**	**--**	**0.1**

Table continues

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

	Yes (%)		No (%)		Refused to Answer (%)	
Campus	2007	2008	2007	2008	2007	2008
Family Events, Including Student-Father or Student-Mother Activities						
Falfurrias High School	32.1	42.3	67.9	55.8	0.0	1.9
Falfurrias Junior High	59.4	58.8	40.6	41.2	0.0	0.0
Alice High School	38.5	35.5	61.5	64.5	0.0	0.0
Adams Middle School	47.2	43.6	52.8	56.4	0.0	0.0
H. M. King High School	35.3	44.2	62.9	55.8	1.7	0.0
Memorial Middle School	45.1	34.5	52.9	63.6	2.0	1.8
Miller High School	28.1	41.2	71.9	58.8	0.0	0.0
Driscoll Middle School	38.7	50.0	59.7	50.0	1.6	0.0
Mathis High School	44.8	36.8	55.2	63.2	0.0	0.0
McCraw Junior High	39.3	42.9	60.7	57.1	0.0	0.0
Odem High School	45.5	39.4	54.5	60.6	0.0	0.0
Odem Junior High	36.0	42.3	64.0	57.7	0.0	0.0
All Campuses	**38.9**	**41.5**	**60.6**	**58.2**	**0.5**	**0.2**
Received a Home Visit From a Teacher, Counselor, or Administrator						
Falfurrias High School	5.7	11.5	94.3	88.5	0.0	0.0
Falfurrias Junior High	34.4	52.9	65.6	47.1	0.0	0.0
Alice High School	4.5	7.9	95.5	92.1	0.0	0.0
Adams Middle School	4.2	6.4	94.4	93.6	1.4	0.0
H. M. King High School	6.0	11.7	94.0	88.3	0.0	0.0
Memorial Middle School	11.8	10.9	88.2	89.1	0.0	0.0
Miller High School	9.6	17.5	90.4	81.6	0.0	0.9
Driscoll Middle School	16.1	5.0	83.9	93.3	0.0	1.7
Mathis High School	13.8	10.5	86.2	89.5	0.0	0.0
McCraw Junior High	10.7	7.1	89.3	92.9	0.0	0.0
Odem High School	9.1	6.1	90.9	93.9	0.0	0.0
Odem Junior High	4.0	11.5	96.0	88.5	0.0	0.0
All Campuses	**9.1**	**12.0**	**90.8**	**87.8**	**0.1**	**0.2**

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

	Not Familiar at All (%)		Not Very Familiar (%)		Somewhat Familiar (%)		Very Familiar (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Falfurrias High School	75.5	42.3	7.5	15.4	11.3	25.0	5.7	15.4	0.0	1.9
Falfurrias Junior High	25.0	32.4	25.0	17.6	18.8	29.4	31.3	20.6	0.0	0.0
Alice High School	32.7	30.3	19.9	16.4	28.8	35.5	18.6	17.1	0.0	0.7
Adams Middle School	44.4	43.6	13.9	15.4	25.0	33.3	16.7	7.7	0.0	0.0
H. M. King High School	56.9	60.0	20.7	17.5	14.7	15.8	7.8	5.8	0.0	0.8
Memorial Middle School	56.9	41.8	13.7	29.1	17.6	20.0	11.8	9.1	0.0	0.0
Miller High School	59.6	56.1	15.8	13.2	15.8	14.9	7.9	14.0	0.9	1.8
Driscoll Middle School	50.0	58.3	19.4	18.3	22.6	13.3	6.5	10.0	1.6	0.0
Mathis High School	56.9	52.6	17.2	19.3	15.5	21.1	10.3	7.0	0.0	0.0
McCraw Junior High	53.6	28.6	25.0	28.6	10.7	35.7	10.7	7.1	0.0	0.0
Odem High School	42.4	30.3	6.1	18.2	39.4	33.3	12.1	18.2	0.0	0.0
Odem Junior High	44.0	23.1	20.0	23.1	24.0	42.3	12.0	11.5	0.0	0.0
All Campuses	**49.8**	**44.6**	**17.3**	**17.9**	**20.5**	**25.0**	**12.3**	**11.9**	**0.3**	**0.6**

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

	Never (%)		Several Times a Month (%)		Several Times a Week (%)		Every Day (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Falfurrias High School	26.4	17.3	18.9	38.5	32.1	19.2	22.6	25.0	0.0	0.0
Falfurrias Junior High	9.4	23.5	15.6	17.6	28.1	26.5	46.9	32.4	0.0	0.0
Alice High School	15.4	21.7	23.7	24.3	31.4	29.6	29.5	21.7	0.0	2.6
Adams Middle School	5.6	9.0	16.7	25.6	30.6	37.2	47.2	28.2	0.0	0.0
H. M. King High School	9.5	25.0	23.3	21.7	35.3	25.0	31.9	27.5	0.0	0.8
Memorial Middle School	13.7	18.2	37.3	14.5	27.5	25.5	21.6	38.2	0.0	3.6
Miller High School	28.1	28.1	26.3	24.6	26.3	20.2	18.4	25.4	0.9	1.8
Driscoll Middle School	11.3	10.0	9.7	23.3	35.5	33.3	40.3	31.7	3.2	1.7
Mathis High School	15.5	22.8	29.3	29.8	25.9	31.6	29.3	15.8	0.0	0.0
McCraw Junior High	3.6	17.9	21.4	14.3	35.7	35.7	39.3	32.1	0.0	0.0
Odem High School	21.2	33.3	30.3	27.3	24.2	18.2	24.2	21.2	0.0	0.0
Odem Junior High	4.0	3.8	4.0	23.1	44.0	42.3	48.0	26.9	0.0	3.8
All Campuses	**15.0**	**20.4**	**22.5**	**24.1**	**31.0**	**27.8**	**31.1**	**26.3**	**0.4**	**1.4**

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?

	Never (%)		Several Times a Month (%)		Several Times a Week (%)		Every Day (%)		Don't Know/ Refused to Answer (%)	
Campus	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Falfurrias High School	69.8	61.5	7.5	19.2	17.0	7.7	5.7	7.7	0.0	3.8
Falfurrias Junior High	34.4	47.1	25.0	17.6	31.3	23.5	9.4	8.8	0.0	2.9
Alice High School	53.2	61.2	17.9	23.0	25.0	7.9	3.8	6.6	0.0	1.3
Adams Middle School	34.7	41.0	25.0	25.6	26.4	24.4	13.9	6.4	0.0	2.6
H. M. King High School	51.7	56.7	26.7	20.8	15.5	13.3	6.0	7.5	0.0	1.7
Memorial Middle School	47.1	45.5	17.6	20.0	21.6	23.6	13.7	9.1	0.0	1.8
Miller High School	59.6	57.9	22.8	18.4	12.3	10.5	5.3	7.9	0.0	5.3
Driscoll Middle School	32.3	35.0	21.0	25.0	27.4	21.7	16.1	18.3	3.2	0.0
Mathis High School	51.7	70.2	25.9	17.5	19.0	7.0	3.4	3.5	0.0	1.8
McCraw Junior High	35.7	46.4	25.0	35.7	17.9	17.9	21.4	0.0	0.0	0.0
Odem High School	51.5	57.6	27.3	21.2	12.1	21.2	6.1	0.0	3.0	0.0
Odem Junior High	28.0	38.5	28.0	46.2	28.0	7.7	16.0	3.8	0.0	3.8
All Campuses	**49.0**	**53.8**	**21.9**	**22.5**	**20.5**	**14.2**	**8.3**	**7.3**	**0.4**	**2.2**

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

	Never (%)		Several Times a Month (%)		Several Times a Week (%)		Every Day (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Falfurrias High School	64.2	65.4	17.0	17.3	17.0	13.5	1.9	3.8	0.0	0.0
Falfurrias Junior High	37.5	38.2	21.9	26.5	21.9	17.6	18.8	17.6	0.0	0.0
Alice High School	57.1	62.5	20.5	19.7	16.0	11.8	6.4	5.9	0.0	0.0
Adams Middle School	29.2	42.3	38.9	25.6	20.8	24.4	9.7	7.7	1.4	0.0
H. M. King High School	51.7	62.5	27.6	15.8	9.5	16.7	11.2	4.2	0.0	0.8
Memorial Middle School	47.1	43.6	25.5	20.0	23.5	29.1	3.9	7.3	0.0	0.0
Miller High School	56.1	49.1	22.8	20.2	12.3	21.1	8.8	8.8	0.0	0.9
Driscoll Middle School	22.6	40.0	27.4	20.0	30.6	25.0	17.7	15.0	1.6	0.0
Mathis High School	56.9	54.4	20.7	26.3	15.5	10.5	6.9	8.8	0.0	0.0
McCraw Junior High	25.0	42.9	21.4	28.6	28.6	21.4	25.0	7.1	0.0	0.0
Odem High School	69.7	72.7	15.2	9.1	12.1	15.2	3.0	3.0	0.0	0.0
Odem Junior High	28.0	34.6	28.0	42.3	24.0	15.4	20.0	7.7	0.0	0.0
All Campuses	**48.5**	**53.2**	**24.3**	**21.0**	**17.4**	**18.0**	**9.6**	**7.5**	**0.3**	**0.2**

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/ Refused to Answer (%)	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Falfurrias High School	3.8	0.0	3.8	13.5	17.0	26.9	73.6	59.6	1.9	0.0
Falfurrias Junior High	0.0	2.9	6.3	2.9	9.4	14.7	84.4	79.4	0.0	0.0
Alice High School	0.6	2.6	10.9	12.5	22.4	25.7	66.0	59.2	0.0	0.0
Adams Middle School	4.2	1.3	5.6	6.4	16.7	20.5	73.6	71.8	0.0	0.0
H. M. King High School	2.6	4.2	5.2	7.5	18.1	22.5	73.3	65.0	0.9	0.8
Memorial Middle School	2.0	1.8	9.8	3.6	31.4	25.5	56.9	67.3	0.0	1.8
Miller High School	3.5	6.1	12.3	12.3	16.7	18.4	67.5	63.2	0.0	0.0
Driscoll Middle School	6.5	1.7	6.5	10.0	17.7	25.0	69.4	63.3	0.0	0.0
Mathis High School	6.9	1.8	10.3	15.8	20.7	21.1	62.1	59.6	0.0	1.8
McCraw Junior High	0.0	3.6	21.4	3.6	14.3	32.1	64.3	60.7	0.0	0.0
Odem High School	3.0	6.1	21.2	0.0	21.2	27.3	54.5	66.7	0.0	0.0
Odem Junior High	0.0	0.0	0.0	15.4	28.0	15.4	72.0	65.4	0.0	3.8
All Campuses	**2.9**	**3.0**	**9.1**	**9.5**	**19.5**	**22.9**	**68.3**	**64.2**	**0.3**	**0.5**

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/ Refused to Answer (%)	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Falfurrias High School	30.2	42.3	39.6	30.8	18.9	17.3	11.3	7.7	0.0	1.9
Falfurrias Junior High	18.8	29.4	37.5	38.2	25.0	26.5	18.8	2.9	0.0	2.9
Alice High School	24.4	34.2	41.7	30.3	18.6	24.3	15.4	9.9	0.0	1.3
Adams Middle School	25.0	35.9	36.1	35.9	18.1	16.7	19.4	11.5	1.4	0.0
H. M. King High School	22.4	32.5	41.4	33.3	22.4	20.8	13.8	10.0	0.0	3.3
Memorial Middle School	29.4	36.4	37.3	25.5	23.5	18.2	7.8	14.5	2.0	5.4
Miller High School	41.2	51.8	32.5	29.8	13.2	8.8	13.2	9.6	0.0	0.0
Driscoll Middle School	41.9	56.7	32.3	21.7	14.5	6.7	11.3	11.7	0.0	3.3
Mathis High School	29.3	36.8	34.5	28.1	25.9	17.5	10.3	17.5	0.0	0.0
McCraw Junior High	28.6	28.6	42.9	39.3	14.3	28.6	14.3	3.6	0.0	0.0
Odem High School	33.3	27.3	27.3	51.5	24.2	18.2	15.2	3.0	0.0	0.0
Odem Junior High	28.0	30.8	28.0	34.6	28.0	26.9	16.0	3.8	0.0	3.8
All Campuses	**29.4**	**38.3**	**37.0**	**31.8**	**19.5**	**18.3**	**13.9**	**9.9**	**0.3**	**1.7**

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

	Yes (%)		No (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008
Falfurrias High School	84.9	84.6	13.2	11.5	1.9	3.8
Falfurrias Junior High	81.3	82.4	15.6	11.8	3.1	5.9
Alice High School	93.6	84.9	5.8	11.8	0.6	3.3
Adams Middle School	86.1	92.3	11.1	5.1	2.8	2.6
H. M. King High School	91.4	90.8	8.6	9.2	0.0	0.0
Memorial Middle School	90.2	83.6	9.8	16.4	0.0	0.0
Miller High School	91.2	86.8	7.0	10.5	1.8	2.6
Driscoll Middle School	85.5	78.3	12.9	18.3	1.6	3.3
Mathis High School	89.7	84.2	10.3	12.3	0.0	3.5
McCraw Junior High	92.9	100.0	7.1	0.0	0.0	0.0
Odem High School	84.8	87.9	12.1	12.1	3.0	0.0
Odem Junior High	84.0	88.5	12.0	11.5	4.0	0.0
All Campuses	**89.4**	**86.8**	**9.4**	**11.0**	**1.3**	**2.2**

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 (%)	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Falfurrias High School	0.0	0.0	7.5	9.6	17.0	13.5	73.6	69.2	1.9	7.7
Falfurrias Junior High	0.0	0.0	3.1	17.6	21.9	8.8	68.8	64.7	6.3	8.8
Alice High School	2.6	3.9	7.1	7.2	19.2	20.4	68.6	63.2	2.6	5.3
Adams Middle School	1.4	0.0	15.3	3.8	12.5	10.3	70.8	78.2	0.0	7.7
H. M. King High School	0.0	1.7	7.8	8.3	8.6	14.2	82.8	73.3	0.9	2.5
Memorial Middle School	2.0	0.0	3.9	7.3	17.6	14.5	70.6	70.9	5.9	7.3
Miller High School	0.0	1.8	9.6	10.5	29.8	21.9	57.9	58.8	2.6	7.0
Driscoll Middle School	3.2	0.0	17.7	11.7	19.4	18.3	56.5	58.3	3.2	11.7
Mathis High School	3.4	0.0	10.3	8.8	22.4	29.8	58.6	54.4	5.2	7.0
McCraw Junior High	0.0	0.0	7.1	7.1	25.0	7.1	60.7	78.6	7.1	7.1
Odem High School	0.0	0.0	12.1	6.1	24.2	24.2	57.6	54.5	6.1	15.2
Odem Junior High	0.0	0.0	4.0	7.7	16.0	19.2	76.0	73.1	4.0	0.0
All Campuses	**1.3**	**1.2**	**9.1**	**8.5**	**19.0**	**17.6**	**67.6**	**66.0**	**3.0**	**6.7**

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

	Never (%)		Not Very Often (%)		Sometimes (%)		Very Often (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Talk About Attending College										
Falfurrias High School	3.8	0.0	7.5	7.7	17.0	23.1	71.7	67.3	--	1.9
Falfurrias Junior High	3.1	2.9	3.1	0.0	37.5	23.5	56.3	73.5	--	0.0
Alice High School	1.9	2.0	2.6	2.6	21.8	23.7	73.7	71.1	--	0.7
Adams Middle School	4.2	1.3	4.2	5.1	18.1	20.5	73.6	73.1	--	0.0
H. M. King High School	2.6	4.2	1.7	2.5	19.8	17.5	75.9	75.8	--	0.0
Memorial Middle School	0.0	1.8	2.0	3.6	39.2	29.1	58.8	65.5	--	0.0
Miller High School	1.8	4.4	4.4	7.0	23.7	24.6	70.2	64.0	--	0.0
Driscoll Middle School	3.2	8.3	6.5	6.7	33.9	23.3	56.5	61.7	--	0.0
Mathis High School	1.7	3.5	3.4	8.8	20.7	28.1	74.1	59.6	--	0.0
McCraw Junior High	0.0	0.0	10.7	0.0	21.4	17.9	67.9	82.1	--	0.0
Odem High School	9.1	3.0	3.0	3.0	27.3	27.3	60.6	66.7	--	0.0
Odem Junior High	4.0	0.0	12.0	3.8	20.0	23.1	64.0	73.1	--	0.0
All Campuses	**2.6**	**3.0**	**4.1**	**4.4**	**23.9**	**23.1**	**69.4**	**69.2**	**--**	**0.2**
Help select classes that support college plans										
Falfurrias High School	24.5	19.2	7.5	1.9	30.2	40.4	35.8	36.5	1.9	1.9
Falfurrias Junior High	15.6	20.6	12.5	8.8	40.6	26.5	31.3	44.1	0.0	0.0
Alice High School	13.5	18.4	9.6	13.2	27.6	23.7	49.4	43.4	0.0	1.3
Adams Middle School	20.8	20.5	6.9	5.1	22.2	23.1	50.0	50.0	0.0	1.3
H. M. King High School	15.5	23.3	4.3	6.7	33.6	17.5	46.6	51.7	0.0	0.8
Memorial Middle School	25.5	32.7	5.9	10.9	39.2	20.0	27.5	34.5	2.0	1.8
Miller High School	25.4	31.6	11.4	8.8	31.6	20.2	30.7	36.8	0.9	2.6
Driscoll Middle School	35.5	36.7	17.7	15.0	22.6	30.0	22.6	18.3	1.6	0.0
Mathis High School	15.5	26.3	6.9	5.3	36.2	28.1	41.4	38.6	0.0	1.8
McCraw Junior High	14.3	28.6	3.6	3.6	28.6	32.1	50.0	35.7	3.6	0.0
Odem High School	21.2	30.3	12.1	6.1	27.3	24.2	39.4	39.4	0.0	0.0
Odem Junior High	32.0	30.8	0.0	7.7	32.0	19.2	32.0	38.5	4.0	3.8
All Campuses	**20.5**	**25.5**	**8.6**	**8.5**	**30.4**	**24.1**	**39.8**	**40.5**	**0.8**	**1.4**

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/ Refused to Answer (%)	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Talk About Taking One or More of the College Entrance Exams										
Falfurrias High School	28.3	23.1	11.3	7.7	22.6	21.2	37.7	44.2	0.0	3.8
Falfurrias Junior High	46.9	38.2	15.6	17.6	18.8	26.5	12.5	14.7	6.3	2.9
Alice High School	22.4	23.7	8.3	10.5	23.1	30.3	46.2	34.2	0.0	1.3
Adams Middle School	34.7	38.5	4.2	11.5	30.6	28.2	30.6	21.8	0.0	0.0
H. M. King High School	20.7	23.3	7.8	3.3	22.4	20.8	49.1	50.8	0.0	1.7
Memorial Middle School	54.9	49.1	7.8	14.5	19.6	14.5	15.7	21.8	2.0	0.0
Miller High School	28.9	34.2	11.4	8.8	28.9	23.7	29.8	30.7	0.9	2.6
Driscoll Middle School	56.5	45.0	12.9	18.3	17.7	20.0	12.9	16.7	0.0	0.0
Mathis High School	24.1	31.6	6.9	10.5	31.0	26.3	37.9	31.6	0.0	0.0
McCraw Junior High	25.0	21.4	14.3	17.9	35.7	42.9	25.0	17.9	0.0	0.0
Odem High School	30.3	18.2	18.2	15.2	18.2	21.2	33.3	45.5	0.0	0.0
Odem Junior High	48.0	46.2	4.0	3.8	24.0	30.8	24.0	19.2	0.0	0.0
All Campuses	**31.6**	**31.4**	**9.5**	**10.5**	**24.5**	**25.0**	**33.9**	**31.9**	**0.5**	**1.2**
Talk About Financial Aid, Scholarships, and Other Resources for Money to Attend College										
Falfurrias High School	26.4	21.2	7.5	11.5	17.0	21.2	49.1	46.2	0.0	0.0
Falfurrias Junior High	28.1	14.7	6.3	11.8	31.3	32.4	34.4	41.2	0.0	0.0
Alice High School	13.5	15.1	8.3	9.2	21.8	27.6	56.4	46.7	0.0	1.3
Adams Middle School	20.8	21.8	4.2	7.7	34.7	29.5	40.3	41.0	0.0	0.0
H. M. King High School	13.8	17.5	7.8	5.0	28.4	19.2	50.0	58.3	0.0	0.0
Memorial Middle School	27.5	25.5	9.8	20.0	35.3	21.8	27.5	32.7	0.0	0.0
Miller High School	14.9	16.7	6.1	7.9	22.8	18.4	55.3	56.1	0.9	0.9
Driscoll Middle School	38.7	33.3	4.8	11.7	24.2	25.0	32.3	28.3	0.0	1.7
Mathis High School	10.3	15.8	10.3	8.8	27.6	19.3	51.7	52.6	0.0	3.6
McCraw Junior High	7.1	17.9	3.6	7.1	35.7	28.6	50.0	46.4	3.6	0.0
Odem High School	12.1	21.2	12.1	6.1	24.2	18.2	51.5	54.5	0.0	0.0
Odem Junior High	36.0	11.5	8.0	19.2	24.0	23.1	32.0	46.2	0.0	0.0
All Campuses	**18.9**	**19.0**	**7.4**	**9.5**	**26.3**	**23.4**	**47.3**	**47.3**	**0.3**	**0.7**

Table B.7
To Better Prepare Your Child for College, Have You Ever Taken Him or Her to Visit a College or University Campus?

	Yes (%)		No (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008
Falfurrias High School	47.2	48.1	52.8	51.9	0.0	0.0
Falfurrias Junior High	50.0	26.5	50.0	73.5	0.0	0.0
Alice High School	53.8	53.3	45.5	45.4	0.6	1.3
Adams Middle School	66.7	50.0	33.3	50.0	0.0	0.0
H. M. King High School	63.8	54.2	36.2	45.8	0.0	0.0
Memorial Middle School	54.9	45.5	45.1	54.5	0.0	0.0
Miller High School	25.4	33.3	74.6	66.7	0.0	0.0
Driscoll Middle School	33.9	28.3	64.5	71.7	1.6	0.0
Mathis High School	34.5	38.6	65.5	61.4	0.0	0.0
McCraw Junior High	42.9	28.6	57.1	71.4	0.0	0.0
Odem High School	36.4	36.4	63.6	63.6	0.0	0.0
Odem Junior High	40.0	38.5	60.0	61.5	0.0	0.0
All Campuses	**47.4**	**43.4**	**52.4**	**56.4**	**0.3**	**0.2**

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)

	Falfurrias Junior High (%)		Adams Middle School (%)		Memorial Middle School (%)		Driscoll Middle School (%)		McCraw Junior High (%)		Odem Junior High (%)		All Campuses (%)	
Obstacle	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Child not likely to have an obstacle	37.5	38.2	23.6	24.4	31.4	32.7	24.2	11.7	28.6	25.0	24.0	38.5	27.4	26.3
It costs too much/can't afford it	18.8	32.4	26.4	41.0	33.3	29.1	37.1	55.0	28.6	39.3	28.0	38.5	29.6	40.2
He/she needs/wants to work	6.3	8.8	8.3	1.3	0.0	7.3	6.5	0.0	3.6	14.3	4.0	0.0	5.2	4.3
His/her grades are not good enough	3.1	0.0	12.5	5.1	0.0	10.9	6.5	3.3	7.1	3.6	4.0	3.8	6.3	5.0
He/she is not interested in college	0.0	5.9	4.2	5.1	2.0	5.5	4.8	3.3	3.6	3.6	0.0	7.7	3.0	5.0
He/she has a disability (physical, learning, emotional)	15.6	5.9	5.6	5.1	9.8	9.1	4.8	8.3	7.1	0.0	12.0	3.8	8.1	6.0
He/she wants to go into the military	6.3	2.9	5.6	5.1	3.9	1.8	4.8	1.7	10.7	0.0	0.0	3.8	5.2	2.8
He/she wants to get married	3.1	0.0	2.8	0.0	2.0	1.8	3.2	0.0	3.6	3.6	0.0	0.0	2.6	0.7
He/she has responsibilities to parents, brothers, and sisters	0.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0	4.0	0.0	0.4	0.4
He/she has children	0.0	0.0	0.0	1.3	2.0	0.0	0.0	1.7	0.0	3.6	4.0	0.0	0.7	1.1
Other	0.0	0.0	2.8	0.0	0.0	1.8	0.0	6.7	3.6	0.0	0.0	0.0	1.1	1.8
Don't know/ Refused to answer	9.4	5.9	8.3	10.3	15.7	0.0	8.1	8.3	3.6	7.1	20.0	3.8	10.4	6.4

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)

	Falfurrias High School (%)		Alice High School (%)		H. M. King High School (%)		Miller High School (%)		Mathis High School (%)		Odem High School (%)		All Campuses (%)	
Obstacle	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Child not likely to have an obstacle	37.7	28.8	30.1	24.3	32.8	30.8	23.7	19.3	27.6	12.3	42.4	6.1	30.6	22.7
It costs too much/can't afford it	30.2	34.6	33.3	32.9	34.5	39.2	43.9	38.6	32.8	38.6	27.3	51.5	35.1	37.5
He/she needs/wants to work	5.7	7.7	6.4	9.2	6.0	2.5	7.0	5.3	10.3	5.3	9.1	12.1	7.0	6.4
His/her grades are not good enough	1.9	1.9	7.1	6.6	6.0	4.2	6.1	2.6	1.7	5.3	0.0	6.1	5.1	4.5
He/she is not interested in college	7.5	7.7	7.1	7.2	2.6	5.8	5.3	6.1	3.4	8.8	3.0	6.1	5.1	6.8
He/she has a disability (physical, learning, emotional)	7.5	1.9	3.2	3.9	4.3	2.5	7.0	8.8	10.3	3.5	12.1	6.1	6.0	4.5
He/she wants to go into the military	0.0	1.9	2.6	4.6	6.0	6.7	2.6	5.3	3.4	7.0	3.0	3.0	3.2	5.1
He/she wants to get married	0.0	3.8	2.6	1.3	0.9	1.7	1.8	1.8	3.4	0.0	0.0	3.0	1.7	1.7
He/she has responsibilities to parents, brothers, and sisters	1.9	0.0	0.6	2.0	0.9	0.8	0.0	0.0	0.0	1.8	0.0	0.0	0.6	0.9
He/she has children	1.9	0.0	0.6	3.3	0.9	0.0	0.9	5.3	1.7	8.8	0.0	3.0	0.9	3.2
Other	0.0	1.9	2.6	2.6	1.7	2.5	1.8	2.6	1.7	7.0	3.0	0.0	1.9	2.8
Don't know/ Refused to answer	5.7	9.6	3.8	2.0	3.5	3.3	0.0	4.4	3.4	1.8	0.0	3.0	2.8	3.6

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 …

	Yes (%)		No (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008
College Entrance Requirements						
Falfurrias High School	22.6	32.7	75.5	67.3	1.9	0.0
Falfurrias Junior High	15.6	29.4	81.3	70.6	3.1	0.0
Alice High School	24.4	28.9	75.0	70.4	0.6	0.7
Adams Middle School	22.2	17.9	77.8	80.8	0.0	1.3
H. M. King High School	23.3	24.2	76.7	74.2	0.0	1.7
Memorial Middle School	15.7	21.8	84.3	76.4	0.0	1.8
Miller High School	15.8	24.6	83.3	75.4	0.9	0.0
Driscoll Middle School	22.6	11.7	75.8	85.0	1.6	3.3
Mathis High School	32.8	19.3	67.2	80.7	0.0	0.0
McCraw Junior High	25.0	21.4	75.0	78.6	0.0	0.0
Odem High School	30.3	39.4	69.7	60.6	0.0	0.0
Odem Junior High	28.0	26.9	72.0	73.1	0.0	0.0
All Campuses	**22.6**	**24.5**	**76.8**	**74.7**	**0.6**	**0.9**
Availability of Financial Aid for College						
Falfurrias High School	18.9	34.6	79.2	65.4	1.9	0.0
Falfurrias Junior High	15.6	20.6	84.4	76.5	0.0	2.9
Alice High School	25.0	32.9	75.0	67.1	0.0	0.0
Adams Middle School	19.4	21.8	79.2	78.2	1.4	0.0
H. M. King High School	30.2	26.7	69.8	73.3	0.0	0.0
Memorial Middle School	17.6	16.4	82.4	81.8	0.0	1.8
Miller High School	28.1	33.3	71.1	65.8	0.9	0.9
Driscoll Middle School	14.5	11.7	83.9	88.3	1.6	0.0
Mathis High School	43.1	19.3	56.9	78.9	0.0	1.8
McCraw Junior High	25.0	21.4	75.0	78.6	0.0	0.0
Odem High School	36.4	39.4	63.6	60.6	0.0	0.0
Odem Junior High	24.0	34.6	76.0	65.4	0.0	0.0
All Campuses	**25.4**	**26.8**	**74.1**	**72.7**	**0.5**	**0.5**
Courses Your Child Should Take to Prepare for College						
Falfurrias High School	34.0	40.4	64.2	59.6	1.9	0.0
Falfurrias Junior High	21.9	20.6	78.1	79.4	0.0	0.0
Alice High School	32.1	37.5	67.3	62.5	0.6	0.0
Adams Middle School	30.6	28.2	68.1	71.8	1.4	0.0
H. M. King High School	36.2	29.2	63.8	70.8	0.0	0.0
Memorial Middle School	15.7	30.9	84.3	67.3	0.0	1.8
Miller High School	19.3	32.5	79.8	65.8	0.9	1.8
Driscoll Middle School	14.5	13.3	82.3	86.7	3.2	0.0
Mathis High School	43.1	22.8	56.9	75.4	0.0	1.8
McCraw Junior High	39.3	42.9	57.1	57.1	3.6	0.0
Odem High School	36.4	42.4	60.6	57.6	3.0	0.0
Odem Junior High	32.0	30.8	68.0	69.2	0.0	0.0
All Campuses	**29.3**	**31.0**	**69.8**	**68.5**	**1.0**	**0.5**

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?

	Definitely Not (%)		Probably Not (%)		Not Sure (%)		Probably (%)		Definitely (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Falfurrias High School	0.0	0.0	7.5	3.8	17.0	7.7	28.3	23.1	47.2	65.4	0.0	0.0
Falfurrias Junior High	0.0	0.0	0.0	0.0	12.5	2.9	25.0	41.2	62.5	55.9	0.0	0.0
Alice High School	1.3	0.7	1.9	2.6	7.1	12.5	27.6	24.3	61.5	59.2	0.6	0.7
Adams Middle School	0.0	1.3	4.2	1.3	6.9	7.7	19.4	25.6	68.1	62.8	1.4	1.3
H. M. King High School	0.9	1.7	3.4	0.8	8.6	10.8	30.2	24.2	56.9	60.8	0.0	1.7
Memorial Middle School	2.0	0.0	0.0	0.0	13.7	5.5	31.4	18.2	52.9	76.4	0.0	0.0
Miller High School	2.6	0.9	1.8	0.0	10.5	12.3	33.3	20.2	50.9	65.8	0.9	0.9
Driscoll Middle School	0.0	0.0	1.6	0.0	14.5	13.3	38.7	38.3	45.2	46.7	0.0	1.7
Mathis High School	1.7	1.8	1.7	3.5	13.8	8.8	36.2	28.1	44.8	56.1	1.7	1.8
McCraw Junior High	0.0	0.0	0.0	0.0	7.1	7.1	35.7	17.9	53.6	75.0	3.6	0.0
Odem High School	3.0	6.1	0.0	3.0	9.1	9.1	42.4	27.3	45.5	54.5	0.0	0.0
Odem Junior High	0.0	0.0	0.0	0.0	12.0	7.7	36.0	19.2	52.0	73.1	0.0	0.0
All Campuses	**1.1**	**1.0**	**2.3**	**1.4**	**10.4**	**9.9**	**30.9**	**25.1**	**54.8**	**61.8**	**0.6**	**0.9**

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?

	Definitely Not (%)		Probably Not (%)		Not Sure (%)		Probably (%)		Definitely (%)		Don't Know/Refused to Answer (%)	
Campus	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Falfurrias High School	1.9	0.0	3.8	1.9	7.5	5.8	24.5	19.2	62.3	73.1	0.0	0.0
Falfurrias Junior High	0.0	0.0	0.0	0.0	6.3	2.9	25.0	29.4	68.8	67.6	0.0	0.0
Alice High School	1.3	1.3	1.3	0.7	3.2	5.3	21.8	16.4	71.8	75.0	0.6	1.3
Adams Middle School	1.4	1.3	0.0	0.0	2.8	1.3	27.8	26.9	66.7	69.2	1.4	1.3
H. M. King High School	0.9	3.3	0.0	0.8	9.5	5.0	25.0	22.5	63.8	64.2	0.9	4.2
Memorial Middle School	2.0	0.0	0.0	0.0	5.9	5.5	27.5	16.4	64.7	78.2	0.0	0.0
Miller High School	0.9	0.9	0.9	0.0	7.9	6.1	26.3	21.1	63.2	71.9	0.9	0.0
Driscoll Middle School	0.0	0.0	4.8	1.7	9.7	6.7	35.5	16.7	50.0	71.7	0.0	3.3
Mathis High School	3.4	1.8	1.7	0.0	8.6	8.8	32.8	24.6	53.4	59.6	0.0	5.3
McCraw Junior High	0.0	0.0	0.0	0.0	10.7	0.0	25.0	21.4	64.3	78.6	0.0	0.0
Odem High School	3.0	0.0	0.0	3.0	9.1	3.0	27.3	24.2	60.6	69.7	0.0	0.0
Odem Junior High	0.0	0.0	0.0	0.0	4.0	3.8	44.0	11.5	52.0	84.6	0.0	0.0
All Campuses	**1.3**	**1.1**	**1.1**	**0.6**	**6.8**	**4.9**	**27.0**	**20.6**	**63.4**	**71.1**	**0.5**	**1.6**

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)

	Yes (%)		No (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008
Falfurrias High School	35.8	38.5	62.3	57.7	1.9	3.8
Alice High School	24.4	24.3	73.7	73.0	1.9	2.6
H. M. King High School	25.9	21.4	72.4	75.2	1.7	3.4
Miller High School	13.2	19.6	78.9	75.0	7.9	5.4
Mathis High School	15.5	22.8	82.8	71.9	1.7	5.3
Odem High School	21.2	33.3	66.7	63.6	12.1	3.0
All Campuses	**22.3**	**24.5**	**74.0**	**71.7**	**3.8**	**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)

	The Minimum Graduation Program? (%)		The Recommended High School Program? (%)		The Distinguished Achievement Program? (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008	2007	2008
Falfurrias High School	9.4	1.9	22.6	32.7	35.8	26.9	32.1	38.5
Alice High School	6.4	7.2	37.8	38.2	19.2	12.5	36.5	42.1
H. M. King High School	6.0	8.5	29.3	23.9	25.9	34.2	38.8	33.3
Miller High School	7.9	7.1	12.3	17.0	18.4	17.0	61.4	58.9
Mathis High School	8.6	15.8	32.8	24.6	22.4	19.3	36.2	40.4
Odem High School	12.1	6.1	33.3	42.4	15.2	9.1	39.4	42.4
All Campuses	**7.5**	**7.8**	**28.1**	**28.7**	**22.3**	**20.3**	**42.1**	**43.2**

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)

	Not Familiar at All (%)		Not Very Familiar (%)		Somewhat Familiar (%)		Very Familiar (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Falfurrias High School	45.3	26.9	15.1	19.2	13.2	17.3	26.4	32.7	0.0	3.8
Alice High School	35.3	36.2	14.7	13.8	18.6	18.4	31.4	30.9	0.0	0.7
H. M. King High School	34.5	38.5	6.9	13.7	21.6	8.5	37.1	38.5	0.0	0.9
Miller High School	45.6	45.5	14.9	9.8	14.9	21.4	22.8	19.6	1.8	3.6
Mathis High School	39.7	42.1	8.6	15.8	27.6	19.3	24.1	22.8	0.0	0.0
Odem High School	33.3	42.4	9.1	15.2	18.2	15.2	33.3	27.3	6.1	0.0
All Campuses	**38.7**	**38.8**	**12.1**	**13.8**	**18.9**	**16.6**	**29.6**	**29.3**	**0.8**	**1.5**

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)

	Yes, My Child Has Completed the FAFSA Form (%)		No, My Child Has Not Completed the FAFSA From (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008
Falfurrias High School	15.1	19.2	43.4	44.2	41.5	36.5
Alice High School	12.8	13.2	51.3	48.0	35.9	38.8
H. M. King High School	14.7	16.2	60.3	56.4	25.0	27.4
Miller High School	15.8	24.1	40.4	38.4	43.9	37.5
Mathis High School	17.2	17.5	50.0	40.4	32.8	42.1
Odem High School	15.2	18.2	42.4	42.4	42.4	39.4
All Campuses	**14.7**	**17.6**	**49.4**	**46.3**	**35.8**	**36.1**

Table B.16
Which Best Describes Your Household?

Campus	Single Parent or Guardian (%)		Two Parents or Guardians (%)		Other (%)		Refused to Answer (%)	
	2007	2008	2007	2008	2007	2008	2007	2008
Falfurrias High School	18.9	17.3	81.1	80.8	0.0	1.9	0.0	0.0
Falfurrias Junior High	15.6	29.4	78.1	70.6	6.3	0.0	0.0	0.0
Alice High School	28.2	30.3	71.8	69.1	0.0	0.7	0.0	0.0
Adams Middle School	22.2	33.3	77.8	64.1	0.0	2.6	0.0	0.0
H. M. King High School	28.4	22.5	70.7	76.7	0.9	0.0	0.0	0.8
Memorial Middle School	21.6	29.1	78.4	70.9	0.0	0.0	0.0	0.0
Miller High School	37.7	38.6	57.9	60.5	4.4	0.9	0.0	0.0
Driscoll Middle School	37.1	38.3	61.3	61.7	1.6	0.0	0.0	0.0
Mathis High School	36.2	38.6	62.1	61.4	0.0	0.0	1.7	0.0
McCraw Junior High	42.9	25.0	57.1	71.4	0.0	0.0	0.0	3.6
Odem High School	24.2	12.1	75.8	87.9	0.0	0.0	0.0	0.0
Odem Junior High	36.0	23.1	64.0	76.9	0.0	0.0	0.0	0.0
All Campuses	**29.4**	**29.7**	**69.4**	**69.5**	**1.1**	**0.6**	**0.1**	**0.2**

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

Campus	Black, Non-Hispanic (%)		Asian/Asian-American (%)		Latino/ Hispanic (%)		White, Non-Hispanic (%)		Native American/ American Indian (%)		Other (%)		Don't Know/ Refused to Answer (%)	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Falfurrias High School	0.0	0.0	0.0	1.9	79.2	90.4	17.0	3.8	0.0	0.0	3.8	1.9	0.0	1.9
Falfurrias Junior High	0.0	0.0	0.0	0.0	81.3	91.2	9.4	5.9	3.1	0.0	6.3	2.9	0.0	0.0
Alice High School	0.6	0.7	0.0	0.0	87.8	84.9	6.4	13.8	0.0	0.0	5.1	0.7	0.0	0.0
Adams Middle School	0.0	0.0	0.0	0.0	81.9	89.7	13.9	7.7	1.4	0.0	2.8	2.6	0.0	0.0
H. M. King High School	4.3	4.2	0.0	2.5	66.4	75.8	20.7	15.0	0.0	0.0	7.8	0.0	0.9	2.5
Memorial Middle School	0.0	3.6	2.0	0.0	78.4	76.4	11.8	18.2	0.0	0.0	3.9	1.8	4.0	0.0
Miller High School	4.4	10.5	0.0	0.9	89.5	85.1	3.5	2.6	1.8	0.9	0.9	0.0	0.0	0.0
Driscoll Middle School	3.2	6.7	0.0	0.0	85.5	76.7	6.5	11.7	1.6	1.7	1.6	3.3	1.6	0.0
Mathis High School	0.0	0.0	0.0	0.0	75.9	80.7	13.8	17.5	3.4	0.0	5.2	1.8	1.7	0.0
McCraw Junior High	0.0	0.0	0.0	0.0	89.3	82.1	3.6	17.9	0.0	0.0	7.1	0.0	0.0	0.0
Odem High School	0.0	0.0	3.0	0.0	78.8	84.8	12.1	12.1	0.0	3.0	6.1	0.0	0.0	0.0
Odem Junior High	0.0	0.0	4.0	0.0	64.0	73.1	32.0	19.2	0.0	0.0	0.0	3.8	0.0	3.8
All Campuses	**1.6**	**3.0**	**0.4**	**0.6**	**80.9**	**82.7**	**11.4**	**11.5**	**0.9**	**0.4**	**4.3**	**1.2**	**0.7**	**0.6**

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

Campus	Average Number of Years 2007	Average Number of Years 2008
Falfurrias High School	10.7	12.7
Falfurrias Junior High	10.9	12.2
Alice High School	11.3	12.4
Adams Middle School	11.1	12.8
H. M. King High School	11.4	12.5
Memorial Middle School	11.3	13.3
Miller High School	10.4	10.6
Driscoll Middle School	10.5	10.8
Mathis High School	11.2	12.9
McCraw Junior High	10.6	12.3
Odem High School	10.4	11.6
Odem Junior High	11.2	13.0
All Campuses	**11.0**	**12.2**

Table B.19
Have You Attended College?

	Yes (%)		No (%)		Don't Know/ Refused to Answer (%)	
Campus	2007	2008	2007	2008	2007	2008
Falfurrias High School	52.8	65.4	47.2	34.6	0.0	0.0
Falfurrias Junior High	43.8	35.3	56.3	64.7	0.0	0.0
Alice High School	55.8	54.6	44.2	44.7	0.0	0.7
Adams Middle School	45.8	46.2	54.2	53.8	0.0	0.0
H. M. King High School	66.4	60.8	32.8	39.2	0.9	0.0
Memorial Middle School	76.5	72.7	23.5	27.3	0.0	0.0
Miller High School	46.5	35.1	52.6	64.9	0.9	0.0
Driscoll Middle School	40.3	33.3	59.7	66.7	0.0	0.0
Mathis High School	44.8	56.1	55.2	42.1	0.0	1.8
McCraw Junior High	46.4	53.6	53.6	46.4	0.0	0.0
Odem High School	42.4	39.4	57.6	60.6	0.0	0.0
Odem Junior High	64.0	61.5	36.0	38.5	0.0	0.0
All Campuses	**53.1**	**51.2**	**46.6**	**48.6**	**0.2**	**0.2**

Appendix C:
Results from the Middle School Student Survey

APPENDIX C

Spring 2008 STAR Middle School Student Survey Tables

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

District/School	Number sent	Number received	Response rate
Alice ISD			
Adams Middle School	722	608	84%
Brooks County ISD			
Falfurrias Junior High	327	261	80%
Corpus Christi ISD			
Driscoll Middle School	662	525	79%
Kingsville ISD			
Memorial Middle School	509	431	85%
Mathis ISD			
McCraw Junior High	282	234	83%
Odem-Edroy ISD			
Odem Junior High	245	242	99%
Total	**2,747**	**2,301**	**84%**

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

	Grade 6		Grade 7		Grade 8	
Campus	N	%	N	%	N	%
Falfurrias Junior High	82	31.4	99	37.9	80	30.7
Adams Middle School	0	0.0	340	55.9	268	44.1
Memorial Middle School	1	0.2	241	55.9	189	43.9
Driscoll Middle School	186	35.6	163	31.2	174	33.3
McCraw Junior High	0	0.0	116	49.8	117	50.2
Odem Junior High	89	36.8	83	34.3	70	28.9
All Campuses	**358**	**15.6**	**1,042**	**45.3**	**898**	**39.1**

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

	Female		Male	
Campus	N	%	N	%
Falfurrias Junior High	124	47.7	136	52.3
Adams Middle School	288	47.4	319	52.6
Memorial Middle School	195	45.8	231	54.2
Driscoll Middle School	258	49.3	265	50.7
McCraw Junior High	115	49.4	118	50.6
Odem Junior High	121	50.0	121	50.0
All Campuses	**1,101**	**48.1**	**1,190**	**51.9**

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

	African American		Hispanic		White		Other	
Campus	N	%	N	%	N	%	N	%
Falfurrias Junior High	0	0.0	242	93.8	2	0.8	14	5.4
Adams Middle School	8	1.3	528	87.3	52	8.6	17	2.8
Memorial Middle School	16	3.8	337	79.5	46	10.8	25	5.9
Driscoll Middle School	45	8.7	435	83.7	18	3.5	22	4.2
McCraw Junior High	2	0.9	197	84.2	21	9.0	14	6.0
Odem Junior High	1	0.4	182	75.5	47	19.5	11	4.6
All Campuses	**72**	**3.2**	**1,921**	**84.2**	**186**	**8.2**	**103**	**4.5**

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

	Falfurrias Junior High		Adams Middle School		Memorial Middle School		Driscoll Middle School		McCraw Junior High		Odem Junior High		All Campuses	
Reported Grades	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Mostly As	27	10.3	80	13.2	37	8.6	17	3.2	5	2.1	26	10.7	192	8.4
As and Bs	124	47.5	232	38.2	133	30.9	196	37.4	75	32.1	99	40.9	859	37.4
Mostly Bs	19	7.3	51	8.4	45	10.4	38	7.3	23	9.8	23	9.5	199	8.7
Bs and Cs	69	26.4	169	27.8	156	36.2	189	36.1	99	42.3	71	29.3	753	32.8
Mostly Cs	3	1.1	17	2.8	21	4.9	33	6.3	20	8.5	8	3.3	102	4.4
Cs and Ds	14	5.4	49	8.1	31	7.2	34	6.5	10	4.3	9	3.7	147	6.4
Mostly Ds	2	0.8	0	0.0	2	0.5	3	0.6	0	0.0	1	0.4	8	0.3
Ds and Fs	2	0.8	9	1.5	4	0.9	11	2.1	2	0.9	2	0.8	30	1.3
Mostly Fs	1	0.4	0	0.0	2	0.5	3	0.6	0	0.0	3	1.2	9	0.4

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

	Less than 30 minutes		30 to 60 minutes		1 to 2 hours		More than 2 hours	
Campus	N	%	N	%	N	%	N	%
Falfurrias Junior High	131	51.4	102	40.0	20	7.8	2	0.8
Adams Middle School	277	46.2	268	44.7	41	6.8	13	2.2
Memorial Middle School	270	64.0	119	28.2	20	4.7	13	3.1
Driscoll Middle School	272	52.9	198	38.5	29	5.6	15	2.9
McCraw Junior High	100	42.7	93	39.7	35	15.0	6	2.6
Odem Junior High	105	44.1	111	46.6	19	8.0	3	1.3
All Campuses	**1,155**	**51.1**	**891**	**39.4**	**164**	**7.3**	**52**	**2.3**

Table C.7
Which of the Following Math Courses Are You Enrolled in This Year?

	Falfurrias Junior High		Adams Middle School		Memorial Middle School		Driscoll Middle School		McCraw Junior High		Odem Junior High		All Campuses	
Math Course	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Basic Math	164	62.8	363	59.7	313	72.6	397	75.6	180	76.9	230	95.0	1,647	71.6
Algebra 1	19	7.3	36	5.9	26	6.0	29	5.5	31	13.2	3	1.2	144	6.3
Algebra 2	1	0.4	3	0.5	5	1.2	2	0.4	4	1.7	2	0.8	17	0.7
Geometry	4	1.5	2	0.3	3	0.7	4	0.8	7	3.0	0	0.0	20	0.9
Gifted & Talented program	21	8.0	41	6.7	16	3.7	2	0.4	3	1.3	2	0.8	85	3.7
Career & Tech courses	9	3.4	2	0.3	0	0.0	4	0.8	1	0.4	0	0.0	16	0.7
Special Education	1	0.4	1	0.2	0	0.0	49	9.3	6	2.6	8	3.3	65	2.8
Pre-AP or AP courses	76	29.1	210	34.5	100	23.2	43	8.2	40	17.1	1	0.4	470	20.4
Other math course	5	1.9	30	4.9	10	2.3	7	1.3	2	0.9	3	1.2	57	2.5

Table C.8
If You Have Taken AP Spanish, Did You or Are You Planning to Take the AP Spanish Exam?

	No, I will not take the exam		Yes, I plan to take the exam		Yes, I have taken the exam	
Campus	N	%	N	%	N	%
Falfurrias Junior High	176	75.9	55	23.7	1	0.4
Adams Middle School	319	61.7	193	37.3	5	1.0
Memorial Middle School	308	78.6	79	20.2	5	1.3
Driscoll Middle School	407	84.8	67	14.0	6	1.3
McCraw Junior High	183	92.4	13	6.6	2	1.0
Odem Junior High	22	91.7	2	8.3	0	0.0
All Campuses	**1,415**	**76.8**	**409**	**22.2**	**19**	**1.0**

Table C.9
If You Have a Job at This Time, How Many Hours a Week Do You Work?

	I do not have a job.		1 to 20 hours per week		20 to 30 hours per week		30 or more hours per week	
Campus	N	%	N	%	N	%	N	%
Falfurrias Junior High	223	90.3	7	2.8	5	2.0	12	4.9
Adams Middle School	526	88.6	33	5.6	17	2.9	18	3.0
Memorial Middle School	359	87.1	29	7.0	17	4.1	7	1.7
Driscoll Middle School	413	82.9	50	10.0	21	4.2	14	2.8
McCraw Junior High	201	89.3	18	8.0	3	1.3	3	1.3
Odem Junior High	228	96.2	6	2.5	1	0.4	2	0.8
All Campuses	**1,950**	**88.1**	**143**	**6.5**	**64**	**2.9**	**56**	**2.5**

Table C.10
During Middle School, Have Your Guidance Counselors Provided You With Information About the Top 10% Rule?

	Yes		No	
Campus	N	%	N	%
Falfurrias Junior High	39	15.5	213	84.5
Adams Middle School	117	19.7	477	80.3
Memorial Middle School	107	25.4	315	74.6
Driscoll Middle School	191	37.4	320	62.6
McCraw Junior High	29	12.4	204	87.6
Odem Junior High	29	12.0	213	88.0
All Campuses	**512**	**22.7**	**1,742**	**77.3**

Table C.11
Please Mark How Often You Have Participated in Each of the Following Activities During This School Year

	Never		Rarely (1 or 2 times a YEAR)		Sometimes (1 or 2 times a MONTH)		Often (1 or 2 times a WEEK)		Almost every day	
Campus	N	%	N	%	N	%	N	%	N	%
Tutoring for an academic subject										
Falfurrias Junior High	74	29.0	42	16.5	32	12.5	58	22.7	49	19.2
Adams Middle School	265	44.5	84	14.1	106	17.8	113	19.0	28	4.7
Memorial Middle School	155	36.2	95	22.2	69	16.1	85	19.9	24	5.6
Driscoll Middle School	140	26.9	88	16.9	118	22.7	123	23.7	51	9.8
McCraw Junior High	89	38.4	29	12.5	34	14.7	71	30.6	9	3.9
Odem Junior High	98	40.5	46	19.0	40	16.5	52	21.5	6	2.5
All Campuses	**821**	**36.1**	**384**	**16.9**	**399**	**17.6**	**502**	**22.1**	**167**	**7.3**
Mentoring by an adult who is not your parent, guardian, or a teacher										
Falfurrias Junior High	175	70.3	13	5.2	25	10.0	20	8.0	16	6.4
Adams Middle School	407	68.9	51	8.6	47	8.0	39	6.6	47	8.0
Memorial Middle School	276	65.1	55	13.0	41	9.7	31	7.3	21	5.0
Driscoll Middle School	349	67.5	47	9.1	44	8.5	37	7.2	40	7.7
McCraw Junior High	164	71.6	25	10.9	19	8.3	9	3.9	12	5.2
Odem Junior High	168	69.4	21	8.7	27	11.2	16	6.6	10	4.1
All Campuses	**1,539**	**68.3**	**212**	**9.4**	**203**	**9.0**	**152**	**6.7**	**146**	**6.5**
Learning about college										
Falfurrias Junior High	62	24.8	62	24.8	51	20.4	36	14.4	39	15.6
Adams Middle School	158	26.9	161	27.4	160	27.2	69	11.7	40	6.8
Memorial Middle School	146	34.8	120	28.6	83	19.8	42	10.0	28	6.7
Driscoll Middle School	243	46.7	97	18.7	77	14.8	60	11.5	43	8.3
McCraw Junior High	63	27.2	56	24.1	54	23.3	46	19.8	13	5.6
Odem Junior High	60	24.8	123	50.8	40	16.5	17	7.0	2	0.8
All Campuses	**732**	**32.5**	**619**	**27.5**	**465**	**20.7**	**270**	**12.0**	**165**	**7.3**

Table continues

Table C.11 (continued)
Please Mark How Often You Have Participated in Each of the Following Activities During This School Year

	Never		Rarely (1 or 2 times a YEAR)		Sometimes (1 or 2 times a MONTH)		Often (1 or 2 times a WEEK)		Almost every day	
Campus	N	%	N	%	N	%	N	%	N	%
Counseling about your grades										
Falfurrias Junior High	167	66.5	29	11.6	17	6.8	21	8.4	17	6.8
Adams Middle School	403	69.2	68	11.7	53	9.1	20	3.4	38	6.5
Memorial Middle School	278	66.2	56	13.3	50	11.9	19	4.5	17	4.0
Driscoll Middle School	255	49.8	92	18.0	74	14.5	55	10.7	36	7.0
McCraw Junior High	144	62.9	28	12.2	29	12.7	16	7.0	12	5.2
Odem Junior High	135	56.7	49	20.6	31	13.0	17	7.1	6	2.5
All Campuses	**1,382**	**61.9**	**322**	**14.4**	**254**	**11.4**	**148**	**6.6**	**126**	**5.6**
Workshop on study skills										
Falfurrias Junior High	146	62.4	30	12.8	26	11.1	23	9.8	9	3.8
Adams Middle School	419	75.8	66	11.9	42	7.6	19	3.4	7	1.3
Memorial Middle School	324	81.6	44	11.1	17	4.3	8	2.0	4	1.0
Driscoll Middle School	273	55.7	99	20.2	67	13.7	32	6.5	19	3.9
McCraw Junior High	127	58.3	47	21.6	24	11.0	14	6.4	6	2.8
Odem Junior High	157	66.2	48	20.3	18	7.6	11	4.6	3	1.3
All Campuses	**1,446**	**67.9**	**334**	**15.7**	**194**	**9.1**	**107**	**5.0**	**48**	**2.3**
Workshop to learn about the ACT, SAT, or other college entrance exam										
Falfurrias Junior High	169	69.0	37	15.1	17	6.9	14	5.7	8	3.3
Adams Middle School	446	76.1	83	14.2	42	7.2	11	1.9	4	0.7
Memorial Middle School	303	71.8	83	19.7	27	6.4	6	1.4	3	0.7
Driscoll Middle School	402	77.9	63	12.2	25	4.8	17	3.3	9	1.7
McCraw Junior High	134	58.3	57	24.8	21	9.1	15	6.5	3	1.3
Odem Junior High	194	81.9	32	13.5	10	4.2	1	0.4	0	0.0
All Campuses	**1,648**	**73.7**	**355**	**15.9**	**142**	**6.4**	**64**	**2.9**	**27**	**1.2**

Table continues

Table C.11 (continued)
Please Mark How Often You Have Participated in Each of the Following Activities During This School Year

	Never		Rarely (1 or 2 times a YEAR)		Sometimes (1 or 2 times a MONTH)		Often (1 or 2 times a WEEK)		Almost every day	
Campus	N	%	N	%	N	%	N	%	N	%
Summer camp or learning institute on math, science, or other academics										
Falfurrias Junior High	198	79.5	27	10.8	12	4.8	8	3.2	4	1.6
Adams Middle School	395	67.2	130	22.1	37	6.3	21	3.6	5	0.9
Memorial Middle School	368	87.6	33	7.9	11	2.6	5	1.2	3	0.7
Driscoll Middle School	417	80.7	57	11.0	19	3.7	15	2.9	9	1.7
McCraw Junior High	162	70.1	38	16.5	19	8.2	10	4.3	2	0.9
Odem Junior High	162	68.1	55	23.1	19	8.0	1	0.4	1	0.4
All Campuses	**1,702**	**75.9**	**340**	**15.2**	**117**	**5.2**	**60**	**2.7**	**24**	**1.1**
Learning about careers										
Falfurrias Junior High	64	25.8	64	25.8	48	19.4	19	7.7	53	21.4
Adams Middle School	194	32.9	204	34.6	107	18.1	49	8.3	36	6.1
Memorial Middle School	186	44.1	119	28.2	74	17.5	24	5.7	19	4.5
Driscoll Middle School	259	49.7	99	19.0	84	16.1	50	9.6	29	5.6
McCraw Junior High	65	27.8	72	30.8	44	18.8	26	11.1	27	11.5
Odem Junior High	40	16.7	157	65.7	33	13.8	7	2.9	2	0.8
All Campuses	**808**	**35.8**	**715**	**31.7**	**390**	**17.3**	**175**	**7.8**	**166**	**7.4**
Home visit by a school administrator or teacher										
Falfurrias Junior High	148	60.7	62	25.4	21	8.6	6	2.5	7	2.9
Adams Middle School	543	93.3	19	3.3	14	2.4	4	0.7	2	0.3
Memorial Middle School	382	91.4	22	5.3	8	1.9	3	0.7	3	0.7
Driscoll Middle School	427	83.7	52	10.2	19	3.7	8	1.6	4	0.8
McCraw Junior High	211	93.0	6	2.6	4	1.8	4	1.8	2	0.9
Odem Junior High	210	89.0	15	6.4	9	3.8	1	0.4	1	0.4
All Campuses	**1,921**	**86.6**	**176**	**7.9**	**75**	**3.4**	**26**	**1.2**	**19**	**0.9**

Table continues

Table C.11 (continued)
Please Mark How Often You Have Participated in Each of the Following Activities During This School Year

	Never		Rarely (1 or 2 times a YEAR)		Sometimes (1 or 2 times a MONTH)		Often (1 or 2 times a WEEK)		Almost every day	
Campus	N	%	N	%	N	%	N	%	N	%
Class field trip to a museum, park, or other site to learn more about a subject discussed in class										
Falfurrias Junior High	63	25.4	132	53.2	31	12.5	11	4.4	11	4.4
Adams Middle School	361	61.0	185	31.3	31	5.2	7	1.2	8	1.4
Memorial Middle School	185	43.3	204	47.8	26	6.1	9	2.1	3	0.7
Driscoll Middle School	220	42.4	220	42.4	59	11.4	12	2.3	8	1.5
McCraw Junior High	32	13.9	153	66.5	39	17.0	5	2.2	1	0.4
Odem Junior High	11	4.6	194	81.9	29	12.2	2	0.8	1	0.4
All Campuses	**872**	**38.7**	**1,088**	**48.3**	**215**	**9.5**	**46**	**2.0**	**32**	**1.4**
Attending a family activity at school with a parent or guardian (including events with Fathers Active in Communities and Education [FACE])										
Falfurrias Junior High	91	36.5	69	27.7	60	24.1	21	8.4	8	3.2
Adams Middle School	310	52.6	171	29.0	80	13.6	20	3.4	8	1.4
Memorial Middle School	335	78.8	59	13.9	24	5.6	3	0.7	4	0.9
Driscoll Middle School	312	60.3	112	21.7	65	12.6	20	3.9	8	1.5
McCraw Junior High	118	51.1	76	32.9	33	14.3	3	1.3	1	0.4
Odem Junior High	97	40.4	112	46.7	31	12.9	0	0.0	0	0.0
All Campuses	**1,263**	**56.1**	**599**	**26.6**	**293**	**13.0**	**67**	**3.0**	**29**	**1.3**
Attending an "Academic Rising Scholars" presentation or activity										
Falfurrias Junior High	155	63.8	50	20.6	24	9.9	8	3.3	6	2.5
Adams Middle School	431	72.8	108	18.2	37	6.3	9	1.5	7	1.2
Memorial Middle School	360	85.1	42	9.9	15	3.5	5	1.2	1	0.2
Driscoll Middle School	403	77.4	71	13.6	29	5.6	11	2.1	7	1.3
McCraw Junior High	180	76.9	37	15.8	12	5.1	3	1.3	2	0.9
Odem Junior High	185	77.1	48	20.0	7	2.9	0	0.0	0	0.0
All Campuses	**1,714**	**76.1**	**356**	**15.8**	**124**	**5.5**	**36**	**1.6**	**23**	**1.0**

Table continues

Table C.11 (continued)
Please Mark How Often You Have Participated in Each of the Following Activities During This School Year

	Never		Rarely (1 or 2 times a YEAR)		Sometimes (1 or 2 times a MONTH)		Often (1 or 2 times a WEEK)		Almost every day	
Campus	N	%	N	%	N	%	N	%	N	%
Participating in a student leadership conference or activity (including activities sponsored by the National Hispanic Institute)										
Falfurrias Junior High	153	62.7	57	23.4	14	5.7	8	3.3	12	4.9
Adams Middle School	450	76.5	90	15.3	31	5.3	13	2.2	4	0.7
Memorial Middle School	355	83.7	48	11.3	9	2.1	9	2.1	3	0.7
Driscoll Middle School	365	70.1	77	14.8	38	7.3	28	5.4	13	2.5
McCraw Junior High	168	72.7	52	22.5	6	2.6	3	1.3	2	0.9
Odem Junior High	182	75.8	45	18.8	10	4.2	3	1.3	0	0.0
All Campuses	**1,673**	**74.4**	**369**	**16.4**	**108**	**4.8**	**64**	**2.8**	**34**	**1.5**
Attending a presentation by a business person or attended a Junior Achievement activity										
Falfurrias Junior High	130	54.2	61	25.4	30	12.5	11	4.6	8	3.3
Adams Middle School	319	54.7	185	31.7	60	10.3	9	1.5	10	1.7
Memorial Middle School	239	56.9	82	19.5	78	18.6	19	4.5	2	0.5
Driscoll Middle School	287	55.5	84	16.2	58	11.2	80	15.5	8	1.5
McCraw Junior High	129	55.4	77	33.0	15	6.4	10	4.3	2	0.9
Odem Junior High	136	56.7	87	36.3	15	6.3	2	0.8	0	0.0
All Campuses	**1,240**	**55.5**	**576**	**25.8**	**256**	**11.5**	**131**	**5.9**	**30**	**1.3**
University professor visits to your class										
Falfurrias Junior High	122	50.0	61	25.0	41	16.8	17	7.0	3	1.2
Adams Middle School	330	56.2	185	31.5	64	10.9	5	0.9	3	0.5
Memorial Middle School	260	61.8	103	24.5	46	10.9	11	2.6	1	0.2
Driscoll Middle School	279	54.5	114	22.3	65	12.7	38	7.4	16	3.1
McCraw Junior High	177	76.3	32	13.8	19	8.2	1	0.4	3	1.3
Odem Junior High	127	53.4	80	33.6	27	11.3	4	1.7	0	0.0
All Campuses	**1,295**	**58.0**	**575**	**25.7**	**262**	**11.7**	**76**	**3.4**	**26**	**1.2**

Table continues

Table C.11 (continued)
Please Mark How Often You Have Participated in Each of the Following Activities During This School Year

	Never		Rarely (1 or 2 times a YEAR)		Sometimes (1 or 2 times a MONTH)		Often (1 or 2 times a WEEK)		Almost every day	
Campus	N	%	N	%	N	%	N	%	N	%
Participating in Talent Search activities (Duke University or TAMU)										
Falfurrias Junior High	193	78.8	31	12.7	8	3.3	7	2.9	6	2.4
Adams Middle School	453	77.6	65	11.1	39	6.7	19	3.3	8	1.4
Memorial Middle School	355	83.7	44	10.4	13	3.1	8	1.9	4	0.9
Driscoll Middle School	427	82.3	48	9.2	26	5.0	11	2.1	7	1.3
McCraw Junior High	167	71.7	37	15.9	16	6.9	11	4.7	2	0.9
Odem Junior High	207	86.3	24	10.0	6	2.5	2	0.8	1	0.4
All Campuses	**1,802**	**80.3**	**249**	**11.1**	**108**	**4.8**	**58**	**2.6**	**28**	**1.2**

Table C.12
Consider Your Beliefs About Your Education and Schoolwork. Please Indicate Your Agreement or Disagreement With Each Statement Listed Below

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
Campus	N	%	N	%	N	%	N	%	N	%
I know what I need to do to get good grades on my assignments in class and on my homework.										
Falfurrias Junior High	9	3.7	3	1.2	37	15.0	51	20.7	146	59.3
Adams Middle School	17	2.9	21	3.6	69	11.7	85	14.4	399	67.5
Memorial Middle School	9	2.1	19	4.5	79	18.5	80	18.8	239	56.1
Driscoll Middle School	15	2.9	27	5.2	74	14.2	73	14.0	332	63.7
McCraw Junior High	2	0.9	6	2.6	40	17.2	34	14.6	151	64.8
Odem Junior High	3	1.2	9	3.7	32	13.3	57	23.7	140	58.1
All Campuses	**55**	**2.4**	**85**	**3.8**	**331**	**14.7**	**380**	**16.8**	**1,407**	**62.3**
I believe that what I learn in school will be useful to me in the job I have as an adult.										
Falfurrias Junior High	16	6.6	8	3.3	27	11.1	51	20.9	142	58.2
Adams Middle School	40	6.9	37	6.4	82	14.1	120	20.6	303	52.1
Memorial Middle School	13	3.1	31	7.3	87	20.6	75	17.7	217	51.3
Driscoll Middle School	25	4.9	31	6.0	71	13.8	97	18.8	291	56.5
McCraw Junior High	8	3.5	8	3.5	34	14.8	48	20.9	132	57.4
Odem Junior High	10	4.2	15	6.3	42	17.5	54	22.5	119	49.6
All Campuses	**112**	**5.0**	**130**	**5.8**	**343**	**15.4**	**445**	**19.9**	**1,204**	**53.9**
Even when I don't have homework, I read to learn.										
Falfurrias Junior High	80	33.3	54	22.5	52	21.7	19	7.9	35	14.6
Adams Middle School	185	31.7	121	20.8	144	24.7	69	11.8	64	11.0
Memorial Middle School	141	34.1	97	23.4	87	21.0	42	10.1	47	11.4
Driscoll Middle School	164	32.0	88	17.2	122	23.8	46	9.0	93	18.1
McCraw Junior High	76	33.2	49	21.4	58	25.3	22	9.6	24	10.5
Odem Junior High	87	36.6	63	26.5	43	18.1	19	8.0	26	10.9
All Campuses	**733**	**33.1**	**472**	**21.3**	**506**	**22.8**	**217**	**9.8**	**289**	**13.0**

Table continues

Table C.12 (continued)
Consider Your Beliefs About Your Education and Schoolwork. Please Indicate Your Agreement or Disagreement With Each Statement Listed Below

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
Campus	N	%	N	%	N	%	N	%	N	%
I have a place where I can sit down and complete my homework.										
Falfurrias Junior High	29	11.9	28	11.5	50	20.6	41	16.9	95	39.1
Adams Middle School	78	13.5	48	8.3	109	18.8	104	18.0	240	41.5
Memorial Middle School	64	15.2	46	11.0	81	19.3	71	16.9	158	37.6
Driscoll Middle School	54	10.6	38	7.5	93	18.2	103	20.2	222	43.5
McCraw Junior High	27	11.7	26	11.3	39	17.0	48	20.9	90	39.1
Odem Junior High	21	8.8	22	9.2	48	20.2	45	18.9	102	42.9
All Campuses	**273**	**12.3**	**208**	**9.4**	**420**	**18.9**	**412**	**18.6**	**907**	**40.9**
I understand all or nearly all of the material I read at home for school.										
Falfurrias Junior High	30	12.4	34	14.0	57	23.6	57	23.6	64	26.4
Adams Middle School	71	12.2	74	12.7	144	24.7	136	23.4	157	27.0
Memorial Middle School	59	14.1	70	16.7	116	27.7	85	20.3	89	21.2
Driscoll Middle School	47	9.2	59	11.5	144	28.1	145	28.3	118	23.0
McCraw Junior High	29	12.6	30	13.0	70	30.4	52	22.6	49	21.3
Odem Junior High	23	9.6	29	12.1	72	30.1	68	28.5	47	19.7
All Campuses	**259**	**11.6**	**296**	**13.3**	**603**	**27.1**	**543**	**24.4**	**524**	**23.6**
I understand all or nearly all of the math problems I do for homework.										
Falfurrias Junior High	29	12.0	23	9.5	51	21.2	71	29.5	67	27.8
Adams Middle School	77	13.2	80	13.7	135	23.2	156	26.8	134	23.0
Memorial Middle School	86	20.5	70	16.7	102	24.3	78	18.6	84	20.0
Driscoll Middle School	44	8.6	65	12.8	104	20.4	135	26.5	161	31.6
McCraw Junior High	24	10.6	28	12.3	53	23.3	78	34.4	44	19.4
Odem Junior High	27	11.2	37	15.4	63	26.1	62	25.7	52	21.6
All Campuses	**287**	**12.9**	**303**	**13.6**	**508**	**22.9**	**580**	**26.1**	**542**	**24.4**

Table continues

Table C.12 (continued)
Consider Your Beliefs About Your Education and Schoolwork. Please Indicate Your Agreement or Disagreement With Each Statement Listed Below

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
Campus	N	%	N	%	N	%	N	%	N	%
My parents or guardian follow my progress at school on a weekly basis.										
Falfurrias Junior High	40	16.9	31	13.1	44	18.6	44	18.6	77	32.6
Adams Middle School	88	15.3	78	13.6	115	20.0	105	18.3	189	32.9
Memorial Middle School	72	17.2	74	17.7	111	26.6	59	14.1	102	24.4
Driscoll Middle School	65	13.0	79	15.8	103	20.6	102	20.4	151	30.2
McCraw Junior High	31	13.5	38	16.5	47	20.4	54	23.5	60	26.1
Odem Junior High	34	14.1	43	17.8	60	24.9	44	18.3	60	24.9
All Campuses	**330**	**15.0**	**343**	**15.6**	**480**	**21.8**	**408**	**18.5**	**639**	**29.0**
My parents or guardian expect me to work hard in school and succeed.										
Falfurrias Junior High	9	3.8	8	3.3	15	6.3	30	12.6	177	74.1
Adams Middle School	29	5.1	12	2.1	36	6.3	42	7.3	455	79.3
Memorial Middle School	12	2.9	11	2.6	36	8.6	54	12.9	306	73.0
Driscoll Middle School	20	4.0	18	3.6	24	4.8	54	10.8	386	76.9
McCraw Junior High	4	1.8	3	1.3	16	7.0	25	11.0	179	78.9
Odem Junior High	6	2.5	8	3.4	15	6.3	30	12.7	178	75.1
All Campuses	**80**	**3.6**	**60**	**2.7**	**142**	**6.5**	**235**	**10.7**	**1,681**	**76.5**
My parents or guardian guide me in making decisions about the classes I take in school.										
Falfurrias Junior High	37	15.4	12	5.0	43	17.8	59	24.5	90	37.3
Adams Middle School	71	12.3	43	7.5	109	18.9	111	19.3	242	42.0
Memorial Middle School	60	14.2	40	9.4	90	21.2	85	20.0	149	35.1
Driscoll Middle School	61	11.9	47	9.2	109	21.3	110	21.5	184	36.0
McCraw Junior High	30	13.2	17	7.5	55	24.1	52	22.8	74	32.5
Odem Junior High	20	8.4	29	12.1	57	23.8	59	24.7	74	31.0
All Campuses	**279**	**12.6**	**188**	**8.5**	**463**	**20.9**	**476**	**21.5**	**813**	**36.6**

Table continues

Table C.12 (continued)
Consider Your Beliefs About Your Education and Schoolwork. Please Indicate Your Agreement or Disagreement With Each Statement Listed Below

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
Campus	N	%	N	%	N	%	N	%	N	%
My parents visit my school to meet with my teachers or other school staff to help me succeed in school.										
Falfurrias Junior High	62	25.5	47	19.3	49	20.2	39	16.0	46	18.9
Adams Middle School	162	27.8	140	24.0	124	21.3	79	13.6	78	13.4
Memorial Middle School	149	35.0	89	20.9	91	21.4	42	9.9	55	12.9
Driscoll Middle School	117	22.9	96	18.8	104	20.3	85	16.6	110	21.5
McCraw Junior High	59	25.7	64	27.8	47	20.4	24	10.4	36	15.7
Odem Junior High	56	23.2	53	22.0	66	27.4	31	12.9	35	14.5
All Campuses	**605**	**27.1**	**489**	**21.9**	**481**	**21.5**	**300**	**13.4**	**360**	**16.1**
My teachers help me link what I learn to my own experiences outside the school.										
Falfurrias Junior High	42	17.6	37	15.5	58	24.3	58	24.3	44	18.4
Adams Middle School	130	22.5	94	16.3	152	26.3	120	20.8	81	14.0
Memorial Middle School	117	27.5	85	20.0	116	27.3	52	12.2	55	12.9
Driscoll Middle School	91	17.8	77	15.1	134	26.2	91	17.8	118	23.1
McCraw Junior High	39	17.1	37	16.2	47	20.6	47	20.6	58	25.4
Odem Junior High	44	18.3	36	14.9	78	32.4	45	18.7	38	15.8
All Campuses	**463**	**20.8**	**366**	**16.5**	**585**	**26.3**	**413**	**18.6**	**394**	**17.7**
Teachers make sure I understand something before moving on to new lessons or learning new material.										
Falfurrias Junior High	25	10.3	22	9.1	33	13.6	54	22.2	109	44.9
Adams Middle School	86	14.7	81	13.9	153	26.2	106	18.2	158	27.1
Memorial Middle School	64	15.0	59	13.8	106	24.8	93	21.8	105	24.6
Driscoll Middle School	58	11.2	48	9.3	84	16.3	105	20.3	221	42.8
McCraw Junior High	17	7.4	26	11.3	38	16.5	49	21.3	100	43.5
Odem Junior High	27	11.2	24	10.0	48	19.9	65	27.0	77	32.0
All Campuses	**277**	**12.4**	**260**	**11.6**	**462**	**20.6**	**472**	**21.1**	**770**	**34.4**

Table continues

Table C.12 (continued)
Consider Your Beliefs About Your Education and Schoolwork. Please Indicate Your Agreement or Disagreement With Each Statement Listed Below

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
Campus	N	%	N	%	N	%	N	%	N	%
My teachers encourage my parents to help me succeed academically.										
Falfurrias Junior High	33	13.8	32	13.4	61	25.5	46	19.2	67	28.0
Adams Middle School	113	19.4	90	15.5	163	28.0	95	16.3	121	20.8
Memorial Middle School	111	26.1	85	20.0	94	22.1	55	12.9	80	18.8
Driscoll Middle School	64	12.5	67	13.1	135	26.3	86	16.8	161	31.4
McCraw Junior High	35	15.3	38	16.6	56	24.5	35	15.3	65	28.4
Odem Junior High	40	16.7	36	15.0	64	26.7	44	18.3	56	23.3
All Campuses	**396**	**17.8**	**348**	**15.6**	**573**	**25.7**	**361**	**16.2**	**550**	**24.7**
My teachers encourage me to work hard to achieve high grades.										
Falfurrias Junior High	7	2.9	17	7.1	34	14.2	51	21.3	131	54.6
Adams Middle School	41	7.1	43	7.4	121	20.8	128	22.0	248	42.7
Memorial Middle School	34	8.0	39	9.2	86	20.3	88	20.8	177	41.7
Driscoll Middle School	19	3.8	28	5.5	66	13.1	122	24.2	270	53.5
McCraw Junior High	11	4.8	6	2.6	20	8.7	52	22.6	141	61.3
Odem Junior High	8	3.3	17	7.1	42	17.5	61	25.4	112	46.7
All Campuses	**120**	**5.4**	**150**	**6.8**	**369**	**16.6**	**502**	**22.6**	**1,079**	**48.6**
I feel comfortable asking teachers in class about things I do not understand.										
Falfurrias Junior High	23	9.9	24	10.3	47	20.2	52	22.3	87	37.3
Adams Middle School	76	13.5	74	13.1	128	22.7	117	20.8	168	29.8
Memorial Middle School	50	12.4	43	10.6	92	22.8	79	19.6	140	34.7
Driscoll Middle School	39	7.8	60	12.0	90	18.1	112	22.5	197	39.6
McCraw Junior High	27	12.0	21	9.3	50	22.2	44	19.6	83	36.9
Odem Junior High	16	6.9	17	7.3	49	21.0	56	24.0	95	40.8
All Campuses	**231**	**10.7**	**239**	**11.1**	**456**	**21.2**	**460**	**21.3**	**770**	**35.7**

Table continues

Table C.12 (continued)
Consider Your Beliefs About Your Education and Schoolwork. Please Indicate Your Agreement or Disagreement With Each Statement Listed Below

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
Campus	N	%	N	%	N	%	N	%	N	%
My teachers are willing to meet with me before school starts or after school to go over material I do not understand in class.										
Falfurrias Junior High	34	14.3	25	10.5	44	18.5	49	20.6	86	36.1
Adams Middle School	86	14.9	62	10.7	115	19.9	125	21.6	191	33.0
Memorial Middle School	77	18.2	43	10.2	80	18.9	79	18.7	144	34.0
Driscoll Middle School	60	11.8	44	8.6	87	17.1	101	19.8	217	42.6
McCraw Junior High	17	7.4	12	5.2	26	11.3	42	18.3	133	57.8
Odem Junior High	34	14.2	23	9.6	40	16.7	54	22.6	88	36.8
All Campuses	**308**	**13.9**	**209**	**9.4**	**392**	**17.7**	**450**	**20.3**	**859**	**38.7**
My counselor encourages me to work hard in school so I can go to college.										
Falfurrias Junior High	39	16.4	20	8.4	34	14.3	43	18.1	102	42.9
Adams Middle School	125	21.8	72	12.5	119	20.7	101	17.6	157	27.4
Memorial Middle School	133	31.7	54	12.9	67	16.0	51	12.1	115	27.4
Driscoll Middle School	52	10.4	41	8.2	56	11.2	95	19.0	255	51.1
McCraw Junior High	44	19.2	25	10.9	45	19.7	50	21.8	65	28.4
Odem Junior High	81	33.8	32	13.3	49	20.4	25	10.4	53	22.1
All Campuses	**474**	**21.5**	**244**	**11.1**	**370**	**16.8**	**365**	**16.6**	**747**	**34.0**
My teacher encourages me to work hard in school so I can go to college.										
Falfurrias Junior High	22	9.3	10	4.2	31	13.1	57	24.1	117	49.4
Adams Middle School	64	11.1	52	9.0	99	17.2	138	24.0	222	38.6
Memorial Middle School	39	9.2	37	8.7	97	22.8	76	17.9	176	41.4
Driscoll Middle School	33	6.5	33	6.5	65	12.9	120	23.8	254	50.3
McCraw Junior High	11	4.8	15	6.5	25	10.9	57	24.8	122	53.0
Odem Junior High	17	7.1	25	10.5	36	15.1	56	23.5	104	43.7
All Campuses	**186**	**8.4**	**172**	**7.8**	**353**	**16.0**	**504**	**22.8**	**995**	**45.0**

Table continues

Table C.12 (continued)
Consider Your Beliefs About Your Education and Schoolwork. Please Indicate Your Agreement or Disagreement With Each Statement Listed Below

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
Campus	N	%	N	%	N	%	N	%	N	%
My principal encourages me to work hard in school so I can go to college.										
Falfurrias Junior High	41	17.4	21	8.9	38	16.1	52	22.0	84	35.6
Adams Middle School	148	25.7	79	13.7	111	19.3	97	16.8	141	24.5
Memorial Middle School	83	19.7	46	10.9	93	22.0	63	14.9	137	32.5
Driscoll Middle School	64	12.7	48	9.6	77	15.3	92	18.3	221	44.0
McCraw Junior High	39	17.0	29	12.6	47	20.4	42	18.3	73	31.7
Odem Junior High	35	14.7	27	11.3	44	18.5	50	21.0	82	34.5
All Campuses	**410**	**18.6**	**250**	**11.3**	**410**	**18.6**	**396**	**18.0**	**738**	**33.5**
I want to have the skills to teach myself new things now and in the future.										
Falfurrias Junior High	10	4.3	10	4.3	38	16.2	53	22.6	124	52.8
Adams Middle School	29	5.0	33	5.7	80	13.9	114	19.8	319	55.5
Memorial Middle School	14	3.3	28	6.7	64	15.3	81	19.4	231	55.3
Driscoll Middle School	20	3.9	27	5.3	59	11.6	102	20.1	299	59.0
McCraw Junior High	9	3.9	8	3.5	31	13.5	49	21.4	132	57.6
Odem Junior High	6	2.5	12	5.0	31	13.0	52	21.8	137	57.6
All Campuses	**88**	**4.0**	**118**	**5.4**	**303**	**13.8**	**451**	**20.5**	**1,242**	**56.4**
Learning how to read, write, and do some math is an important part of growing up.										
Falfurrias Junior High	6	2.5	11	4.6	22	9.3	34	14.3	164	69.2
Adams Middle School	26	4.5	29	5.0	72	12.5	94	16.3	354	61.6
Memorial Middle School	16	3.8	24	5.7	63	14.9	67	15.8	254	59.9
Driscoll Middle School	23	4.6	19	3.8	40	7.9	88	17.5	334	66.3
McCraw Junior High	6	2.6	9	3.9	29	12.7	32	14.0	153	66.8
Odem Junior High	9	3.8	8	3.3	28	11.7	45	18.8	150	62.5
All Campuses	**86**	**3.9**	**100**	**4.5**	**254**	**11.5**	**360**	**16.3**	**1,409**	**63.8**

Table continues

Table C.12 (continued)
Consider Your Beliefs About Your Education and Schoolwork. Please Indicate Your Agreement or Disagreement With Each Statement Listed Below

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
Campus	N	%	N	%	N	%	N	%	N	%
Class projects allow me to better understand a topic we are studying.										
Falfurrias Junior High	18	7.6	19	8.0	55	23.2	76	32.1	69	29.1
Adams Middle School	68	11.8	58	10.0	131	22.7	150	26.0	171	29.6
Memorial Middle School	58	13.8	54	12.8	82	19.5	98	23.3	129	30.6
Driscoll Middle School	28	5.5	37	7.3	97	19.2	140	27.7	204	40.3
McCraw Junior High	22	9.6	12	5.3	48	21.1	55	24.1	91	39.9
Odem Junior High	20	8.3	18	7.5	48	20.0	66	27.5	88	36.7
All Campuses	**214**	**9.7**	**198**	**9.0**	**461**	**20.9**	**585**	**26.5**	**752**	**34.0**
When I have the wrong answer, my teacher helps me find the correct answer.										
Falfurrias Junior High	14	5.9	19	8.0	29	12.2	58	24.4	118	49.6
Adams Middle School	63	10.9	54	9.4	132	22.9	119	20.7	208	36.1
Memorial Middle School	53	12.5	53	12.5	88	20.8	99	23.4	130	30.7
Driscoll Middle School	38	7.5	30	5.9	80	15.7	108	21.2	253	49.7
McCraw Junior High	11	4.8	11	4.8	52	22.7	60	26.2	95	41.5
Odem Junior High	14	5.8	20	8.3	45	18.8	63	26.3	98	40.8
All Campuses	**193**	**8.7**	**187**	**8.4**	**426**	**19.2**	**507**	**22.9**	**902**	**40.7**

Table C.13
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	70	29.9	111	47.4	53	22.6
Adams Middle School	172	30.1	294	51.4	106	18.5
Memorial Middle School	173	40.6	187	43.9	66	15.5
Driscoll Middle School	203	40.3	224	44.4	77	15.3
McCraw Junior High	68	29.7	114	49.8	47	20.5
Odem Junior High	58	24.4	135	56.7	45	18.9
All Campuses	**744**	**33.8**	**1,065**	**48.3**	**394**	**17.9**
Four-year colleges or universities						
Falfurrias Junior High	39	16.5	83	35.2	114	48.3
Adams Middle School	118	20.5	184	32.0	273	47.5
Memorial Middle School	110	25.9	134	31.5	181	42.6
Driscoll Middle School	152	30.3	194	38.6	156	31.1
McCraw Junior High	55	24.0	79	34.5	95	41.5
Odem Junior High	38	15.9	94	39.3	107	44.8
All Campuses	**512**	**23.2**	**768**	**34.8**	**926**	**42.0**
Vocational or technical schools						
Falfurrias Junior High	116	50.0	80	34.5	36	15.5
Adams Middle School	295	51.7	212	37.1	64	11.2
Memorial Middle School	244	57.4	129	30.4	52	12.2
Driscoll Middle School	293	58.6	145	29.0	62	12.4
McCraw Junior High	135	59.0	70	30.6	24	10.5
Odem Junior High	145	60.9	73	30.7	20	8.4
All Campuses	**1,228**	**55.9**	**709**	**32.3**	**258**	**11.8**

Table C.14
Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities

	Not at all important		Not important		Neither important or not important		Important		Very important	
Campus	N	%	N	%	N	%	N	%	N	%
Visited a college or university										
Falfurrias Junior High	17	7.3	11	4.7	43	18.5	47	20.3	114	49.1
Adams Middle School	49	8.6	28	4.9	100	17.6	112	19.7	280	49.2
Memorial Middle School	50	11.8	25	5.9	101	23.9	69	16.3	178	42.1
Driscoll Middle School	74	14.7	36	7.2	101	20.1	95	18.9	196	39.0
McCraw Junior High	17	7.5	8	3.5	36	15.9	35	15.4	131	57.7
Odem Junior High	28	11.8	13	5.5	56	23.5	42	17.6	99	41.6
All Campuses	**235**	**10.7**	**121**	**5.5**	**437**	**19.9**	**400**	**18.3**	**998**	**45.5**
Discussed college opportunities with a school counselor										
Falfurrias Junior High	29	12.7	28	12.3	55	24.1	46	20.2	70	30.7
Adams Middle School	87	15.3	66	11.6	128	22.5	104	18.3	184	32.3
Memorial Middle School	86	20.3	45	10.6	98	23.1	75	17.7	120	28.3
Driscoll Middle School	63	12.7	54	10.9	106	21.4	106	21.4	167	33.7
McCraw Junior High	28	12.4	29	12.9	34	15.1	48	21.3	86	38.2
Odem Junior High	47	19.7	27	11.3	60	25.2	47	19.7	57	23.9
All Campuses	**340**	**15.6**	**249**	**11.4**	**481**	**22.1**	**426**	**19.5**	**684**	**31.4**
Discussed college opportunities with your teacher										
Falfurrias Junior High	17	7.4	21	9.1	48	20.8	52	22.5	93	40.3
Adams Middle School	71	12.5	66	11.6	134	23.5	126	22.1	173	30.4
Memorial Middle School	70	16.7	50	11.9	102	24.3	75	17.9	122	29.1
Driscoll Middle School	59	11.9	58	11.7	105	21.1	114	22.9	161	32.4
McCraw Junior High	15	6.6	16	7.1	45	19.9	50	22.1	100	44.2
Odem Junior High	30	12.7	18	7.6	72	30.5	50	21.2	66	28.0
All Campuses	**262**	**12.0**	**229**	**10.5**	**506**	**23.2**	**467**	**21.4**	**715**	**32.8**

Table continues

Table C.14 (continued)
Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities

	Not at all important		Not important		Neither important or not important		Important		Very important	
Campus	N	%	N	%	N	%	N	%	N	%
Discussed college opportunities with your parent(s) or guardian(s)										
Falfurrias Junior High	21	9.0	11	4.7	36	15.5	48	20.6	117	50.2
Adams Middle School	43	7.5	22	3.9	63	11.1	107	18.8	335	58.8
Memorial Middle School	42	10.0	32	7.6	64	15.2	63	15.0	219	52.1
Driscoll Middle School	44	8.9	33	6.7	79	16.0	104	21.0	235	47.5
McCraw Junior High	15	6.6	10	4.4	37	16.4	35	15.5	129	57.1
Odem Junior High	19	8.0	17	7.1	37	15.5	45	18.9	120	50.4
All Campuses	**184**	**8.4**	**125**	**5.7**	**316**	**14.5**	**402**	**18.4**	**1,155**	**52.9**
Discussed college opportunities with a brother or sister										
Falfurrias Junior High	49	21.6	23	10.1	50	22.0	31	13.7	74	32.6
Adams Middle School	109	19.4	75	13.3	88	15.7	119	21.2	171	30.4
Memorial Middle School	105	25.2	47	11.3	77	18.5	60	14.4	127	30.5
Driscoll Middle School	112	23.0	48	9.8	86	17.6	99	20.3	143	29.3
McCraw Junior High	51	22.9	26	11.7	40	17.9	35	15.7	71	31.8
Odem Junior High	50	21.6	25	10.8	57	24.7	36	15.6	63	27.3
All Campuses	**476**	**22.2**	**244**	**11.4**	**398**	**18.5**	**380**	**17.7**	**649**	**30.2**
Discussed college opportunities with another family member (e.g., an aunt, uncle, or cousin)										
Falfurrias Junior High	48	20.8	19	8.2	43	18.6	39	16.9	82	35.5
Adams Middle School	71	12.6	51	9.0	103	18.3	127	22.5	212	37.6
Memorial Middle School	75	18.0	45	10.8	78	18.7	84	20.1	135	32.4
Driscoll Middle School	86	17.9	41	8.5	95	19.8	96	20.0	162	33.8
McCraw Junior High	30	13.4	26	11.6	38	17.0	42	18.8	88	39.3
Odem Junior High	32	13.6	27	11.4	55	23.3	50	21.2	72	30.5
All Campuses	**342**	**15.9**	**209**	**9.7**	**412**	**19.1**	**438**	**20.4**	**751**	**34.9**

Table continues

Table C.14 (continued)
Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities

	Not at all important		Not important		Neither important or not important		Important		Very important	
Campus	N	%	N	%	N	%	N	%	N	%
Looked at a guide to colleges and universities (e.g., Barron's)										
Falfurrias Junior High	28	12.4	21	9.3	44	19.5	51	22.6	82	36.3
Adams Middle School	66	11.8	55	9.8	129	23.0	111	19.8	199	35.5
Memorial Middle School	68	16.5	54	13.1	84	20.4	76	18.4	130	31.6
Driscoll Middle School	83	17.4	66	13.9	94	19.7	98	20.6	135	28.4
McCraw Junior High	27	12.6	22	10.3	32	15.0	39	18.2	94	43.9
Odem Junior High	26	11.1	31	13.2	35	14.9	63	26.8	80	34.0
All Campuses	**298**	**14.0**	**249**	**11.7**	**418**	**19.7**	**438**	**20.6**	**720**	**33.9**
Other										
Falfurrias Junior High	56	40.6	16	11.6	22	15.9	13	9.4	31	22.5
Adams Middle School	143	41.4	25	7.2	54	15.7	32	9.3	91	26.4
Memorial Middle School	114	42.5	24	9.0	51	19.0	25	9.3	54	20.1
Driscoll Middle School	155	43.1	35	9.7	58	16.1	36	10.0	76	21.1
McCraw Junior High	60	44.8	10	7.5	18	13.4	15	11.2	31	23.1
Odem Junior High	31	33.7	7	7.6	23	25.0	8	8.7	23	25.0
All Campuses	**559**	**41.8**	**117**	**8.8**	**226**	**16.9**	**129**	**9.6**	**306**	**22.9**

Table C.15
How Often Does Each of the Following Occur?

Campus	Never		Not very often		Sometimes		Very often	
	N	%	N	%	N	%	N	%
My parent(s) or guardian talks to me about my grades.								
Falfurrias Junior High	17	7.3	30	12.8	66	28.2	121	51.7
Adams Middle School	26	4.5	61	10.6	188	32.8	298	52.0
Memorial Middle School	17	4.0	65	15.3	156	36.6	188	44.1
Driscoll Middle School	25	5.0	49	9.9	174	35.1	248	50.0
McCraw Junior High	13	5.8	17	7.6	93	41.3	102	45.3
Odem Junior High	6	2.5	24	10.0	100	41.8	109	45.6
All Campuses	**104**	**4.7**	**246**	**11.2**	**777**	**35.4**	**1,066**	**48.6**
My parent(s) or guardian talks to me about attending college.								
Falfurrias Junior High	19	8.1	43	18.3	75	31.9	98	41.7
Adams Middle School	28	5.0	65	11.5	200	35.4	272	48.1
Memorial Middle School	35	8.2	74	17.4	160	37.6	156	36.7
Driscoll Middle School	43	8.7	75	15.2	171	34.6	205	41.5
McCraw Junior High	20	8.9	47	20.9	69	30.7	89	39.6
Odem Junior High	19	8.0	48	20.2	91	38.2	80	33.6
All Campuses	**164**	**7.5**	**352**	**16.1**	**766**	**35.1**	**900**	**41.2**
My school counselor talks to me about my grades.								
Falfurrias Junior High	89	38.5	70	30.3	40	17.3	32	13.9
Adams Middle School	266	47.2	159	28.2	90	16.0	48	8.5
Memorial Middle School	202	47.5	108	25.4	77	18.1	38	8.9
Driscoll Middle School	111	22.7	125	25.6	142	29.1	110	22.5
McCraw Junior High	97	43.1	70	31.1	41	18.2	17	7.6
Odem Junior High	131	54.8	47	19.7	41	17.2	20	8.4
All Campuses	**896**	**41.3**	**579**	**26.7**	**431**	**19.9**	**265**	**12.2**

Table continues

Table C.15 (continued)
How Often Does Each of the Following Occur?

	Never		Not very often		Sometimes		Very often	
Campus	N	%	N	%	N	%	N	%
My school counselor talks to me about attending college.								
Falfurrias Junior High	66	28.6	55	23.8	58	25.1	52	22.5
Adams Middle School	211	37.4	149	26.4	126	22.3	78	13.8
Memorial Middle School	181	42.6	81	19.1	100	23.5	63	14.8
Driscoll Middle School	101	20.7	102	20.9	134	27.5	150	30.8
McCraw Junior High	81	36.3	54	24.2	54	24.2	34	15.2
Odem Junior High	117	49.2	50	21.0	49	20.6	22	9.2
All Campuses	**757**	**34.9**	**491**	**22.6**	**521**	**24.0**	**399**	**18.4**
My teacher(s) talks to me about my grades.								
Falfurrias Junior High	22	9.6	34	14.9	82	36.0	90	39.5
Adams Middle School	70	12.4	93	16.5	194	34.5	206	36.6
Memorial Middle School	45	10.6	71	16.7	179	42.1	130	30.6
Driscoll Middle School	27	5.5	67	13.6	172	34.9	227	46.0
McCraw Junior High	11	4.9	27	12.1	84	37.7	101	45.3
Odem Junior High	16	6.8	41	17.3	82	34.6	98	41.4
All Campuses	**191**	**8.8**	**333**	**15.4**	**793**	**36.6**	**852**	**39.3**
My teacher(s) talks to me about attending college.								
Falfurrias Junior High	27	11.7	49	21.2	74	32.0	81	35.1
Adams Middle School	101	18.1	111	19.9	182	32.6	165	29.5
Memorial Middle School	74	17.5	83	19.7	147	34.8	118	28.0
Driscoll Middle School	63	13.0	84	17.4	158	32.6	179	37.0
McCraw Junior High	24	10.8	32	14.3	73	32.7	94	42.2
Odem Junior High	32	13.7	57	24.4	89	38.0	56	23.9
All Campuses	**321**	**14.9**	**416**	**19.3**	**723**	**33.6**	**693**	**32.2**

Table continues

Table C.15 (continued)
How Often Does Each of the Following Occur?

Campus	Never		Not very often		Sometimes		Very often	
	N	%	N	%	N	%	N	%
Someone else talks to me about my grades.								
Falfurrias Junior High	75	32.2	66	28.3	47	20.2	45	19.3
Adams Middle School	164	29.0	131	23.2	156	27.6	114	20.2
Memorial Middle School	138	32.5	92	21.7	107	25.2	87	20.5
Driscoll Middle School	151	30.8	93	18.9	127	25.9	120	24.4
McCraw Junior High	57	25.3	51	22.7	65	28.9	52	23.1
Odem Junior High	82	34.3	59	24.7	53	22.2	45	18.8
All Campuses	**667**	**30.6**	**492**	**22.6**	**555**	**25.5**	**463**	**21.3**
Someone else talks to me about attending college.								
Falfurrias Junior High	79	36.4	48	22.1	41	18.9	49	22.6
Adams Middle School	152	29.5	113	21.9	147	28.5	104	20.2
Memorial Middle School	125	31.9	89	22.7	100	25.5	78	19.9
Driscoll Middle School	156	34.2	68	14.9	117	25.7	115	25.2
McCraw Junior High	64	30.6	33	15.8	63	30.1	49	23.4
Odem Junior High	86	38.6	54	24.2	44	19.7	39	17.5
All Campuses	**662**	**32.9**	**405**	**20.1**	**512**	**25.4**	**434**	**21.6**

Table C.16
Has Anyone Talked to You about College Entrance Requirements?

	No		Yes	
Campus	N	%	N	%
A GEAR UP/STAR representative				
Falfurrias Junior High	142	54.4	119	45.6
Adams Middle School	310	51.0	298	49.0
Memorial Middle School	270	62.6	161	37.4
Driscoll Middle School	425	81.0	100	19.0
McCraw Junior High	123	52.6	111	47.4
Odem Junior High	149	61.6	93	38.4
All Campuses	**1,419**	**61.7**	**882**	**38.3**
My parent(s) or guardian				
Falfurrias Junior High	85	32.6	176	67.4
Adams Middle School	157	25.8	451	74.2
Memorial Middle School	144	33.4	287	66.6
Driscoll Middle School	201	38.3	324	61.7
McCraw Junior High	59	25.2	175	74.8
Odem Junior High	77	31.8	165	68.2
All Campuses	**723**	**31.4**	**1,578**	**68.6**
My school counselor				
Falfurrias Junior High	165	63.2	96	36.8
Adams Middle School	439	72.2	169	27.8
Memorial Middle School	315	73.1	116	26.9
Driscoll Middle School	303	57.7	222	42.3
McCraw Junior High	168	71.8	66	28.2
Odem Junior High	189	78.1	53	21.9
All Campuses	**1,579**	**68.6**	**722**	**31.4**
My teachers				
Falfurrias Junior High	118	45.2	143	54.8
Adams Middle School	327	53.8	281	46.2
Memorial Middle School	240	55.7	191	44.3
Driscoll Middle School	257	49.0	268	51.0
McCraw Junior High	69	29.5	165	70.5
Odem Junior High	111	45.9	131	54.1
All Campuses	**1,122**	**48.8**	**1,179**	**51.2**
Other				
Falfurrias Junior High	240	92.0	21	8.0
Adams Middle School	557	91.6	51	8.4
Memorial Middle School	399	92.6	32	7.4
Driscoll Middle School	484	92.2	41	7.8
McCraw Junior High	215	91.9	19	8.1
Odem Junior High	224	92.6	18	7.4
All Campuses	**2,119**	**92.1**	**182**	**7.9**

Table continues

Table C.16 (continued)
Has Anyone Talked to You about College Entrance Requirements?

	No		Yes	
Campus	N	%	N	%
My principal or assistant principal				
Falfurrias Junior High	185	70.9	76	29.1
Adams Middle School	491	80.8	117	19.2
Memorial Middle School	354	82.1	77	17.9
Driscoll Middle School	374	71.2	151	28.8
McCraw Junior High	168	71.8	66	28.2
Odem Junior High	145	59.9	97	40.1
All Campuses	**1,717**	**74.6**	**584**	**25.4**
My brother or sister				
Falfurrias Junior High	181	69.3	80	30.7
Adams Middle School	419	68.9	189	31.1
Memorial Middle School	301	69.8	130	30.2
Driscoll Middle School	349	66.5	176	33.5
McCraw Junior High	150	64.1	84	35.9
Odem Junior High	168	69.4	74	30.6
All Campuses	**1,568**	**68.1**	**733**	**31.9**
Another family member				
Falfurrias Junior High	156	59.8	105	40.2
Adams Middle School	291	47.9	317	52.1
Memorial Middle School	240	55.7	191	44.3
Driscoll Middle School	309	58.9	216	41.1
McCraw Junior High	113	48.3	121	51.7
Odem Junior High	118	48.8	124	51.2
All Campuses	**1,227**	**53.3**	**1,074**	**46.7**
No one has spoken to me about college entrance requirements				
Falfurrias Junior High	232	88.9	29	11.1
Adams Middle School	560	92.1	48	7.9
Memorial Middle School	376	87.2	55	12.8
Driscoll Middle School	440	83.8	85	16.2
McCraw Junior High	213	91.0	21	9.0
Odem Junior High	213	88.0	29	12.0
All Campuses	**2,034**	**88.4**	**267**	**11.6**

Table C.17
Has Anyone Talked to You about Financial Aid Opportunities
That Will Help Pay College or University Tuition Expenses?

	No		Yes	
Campus	N	%	N	%
A GEAR UP/STAR representative				
Falfurrias Junior High	175	67.0	86	33.0
Adams Middle School	414	68.1	194	31.9
Memorial Middle School	307	71.2	124	28.8
Driscoll Middle School	451	85.9	74	14.1
McCraw Junior High	147	62.8	87	37.2
Odem Junior High	156	64.5	86	35.5
All Campuses	**1,650**	**71.7**	**651**	**28.3**
My parent(s) or guardian				
Falfurrias Junior High	133	51.0	128	49.0
Adams Middle School	257	42.3	351	57.7
Memorial Middle School	210	48.7	221	51.3
Driscoll Middle School	274	52.2	251	47.8
McCraw Junior High	100	42.7	134	57.3
Odem Junior High	119	49.2	123	50.8
All Campuses	**1,093**	**47.5**	**1,208**	**52.5**
My school counselor				
Falfurrias Junior High	196	75.1	65	24.9
Adams Middle School	491	80.8	117	19.2
Memorial Middle School	355	82.4	76	17.6
Driscoll Middle School	364	69.3	161	30.7
McCraw Junior High	176	75.2	58	24.8
Odem Junior High	212	87.6	30	12.4
All Campuses	**1,794**	**78.0**	**507**	**22.0**
My teachers				
Falfurrias Junior High	164	62.8	97	37.2
Adams Middle School	448	73.7	160	26.3
Memorial Middle School	321	74.5	110	25.5
Driscoll Middle School	356	67.8	169	32.2
McCraw Junior High	123	52.6	111	47.4
Odem Junior High	174	71.9	68	28.1
All Campuses	**1,586**	**68.9**	**715**	**31.1**
Other				
Falfurrias Junior High	243	93.1	18	6.9
Adams Middle School	579	95.2	29	4.8
Memorial Middle School	413	95.8	18	4.2
Driscoll Middle School	499	95.0	26	5.0
McCraw Junior High	224	95.7	10	4.3
Odem Junior High	224	92.6	18	7.4
All Campuses	**2,182**	**94.8**	**119**	**5.2**

Table continues

Table C.17 (continued)
Has Anyone Talked to You about Financial Aid Opportunities
That Will Help Pay College or University Tuition Expenses?

	No		Yes	
Campus	N	%	N	%
My principal or assistant principal				
Falfurrias Junior High	214	82.0	47	18.0
Adams Middle School	540	88.8	68	11.2
Memorial Middle School	390	90.5	41	9.5
Driscoll Middle School	430	81.9	95	18.1
McCraw Junior High	188	80.3	46	19.7
Odem Junior High	189	78.1	53	21.9
All Campuses	**1,951**	**84.8**	**350**	**15.2**
My brother or sister				
Falfurrias Junior High	207	79.3	54	20.7
Adams Middle School	488	80.3	120	19.7
Memorial Middle School	340	78.9	91	21.1
Driscoll Middle School	400	76.2	125	23.8
McCraw Junior High	170	72.6	64	27.4
Odem Junior High	195	80.6	47	19.4
All Campuses	**1,800**	**78.2**	**501**	**21.8**
Another family member				
Falfurrias Junior High	196	75.1	65	24.9
Adams Middle School	409	67.3	199	32.7
Memorial Middle School	311	72.2	120	27.8
Driscoll Middle School	366	69.7	159	30.3
McCraw Junior High	143	61.1	91	38.9
Odem Junior High	177	73.1	65	26.9
All Campuses	**1,602**	**69.6**	**699**	**30.4**
No one has spoken to me about financial aid opportunities				
Falfurrias Junior High	207	79.3	54	20.7
Adams Middle School	484	79.6	124	20.4
Memorial Middle School	316	73.3	115	26.7
Driscoll Middle School	386	73.5	139	26.5
McCraw Junior High	194	82.9	40	17.1
Odem Junior High	186	76.9	56	23.1
All Campuses	**1,773**	**77.1**	**528**	**22.9**

Table C.18
Do You Think That You Could Afford to Attend Each of the Following Using Financial Aid, Scholarships, and Your Family's Resources?

	Definitely		Probably		Not sure		Probably not		Definitely not	
Campus	N	%	N	%	N	%	N	%	N	%
A four-year college or university										
Falfurrias Junior High	74	33.3	71	32.0	57	25.7	13	5.9	7	3.2
Adams Middle School	182	33.6	205	37.8	109	20.1	28	5.2	18	3.3
Memorial Middle School	105	25.1	159	37.9	116	27.7	27	6.4	12	2.9
Driscoll Middle School	111	23.6	179	38.0	130	27.6	24	5.1	27	5.7
McCraw Junior High	66	30.6	87	40.3	43	19.9	13	6.0	7	3.2
Odem Junior High	53	22.9	107	46.3	49	21.2	10	4.3	12	5.2
All Campuses	**591**	**28.1**	**808**	**38.5**	**504**	**24.0**	**115**	**5.5**	**83**	**4.0**
A community or junior college (two-year program)										
Falfurrias Junior High	58	27.1	75	35.0	57	26.6	14	6.5	10	4.7
Adams Middle School	192	36.2	178	33.6	109	20.6	30	5.7	21	4.0
Memorial Middle School	108	26.7	140	34.7	124	30.7	17	4.2	15	3.7
Driscoll Middle School	103	22.2	190	40.9	123	26.5	22	4.7	27	5.8
McCraw Junior High	81	38.0	61	28.6	54	25.4	10	4.7	7	3.3
Odem Junior High	66	28.7	77	33.5	58	25.2	9	3.9	20	8.7
All Campuses	**608**	**29.6**	**721**	**35.1**	**525**	**25.5**	**102**	**5.0**	**100**	**4.9**
A vocational or technical school										
Falfurrias Junior High	37	17.2	68	31.6	67	31.2	23	10.7	20	9.3
Adams Middle School	114	21.5	149	28.1	166	31.3	48	9.0	54	10.2
Memorial Middle School	77	19.1	105	26.1	156	38.7	34	8.4	31	7.7
Driscoll Middle School	76	16.3	126	27.1	172	37.0	42	9.0	49	10.5
McCraw Junior High	55	25.8	47	22.1	71	33.3	21	9.9	19	8.9
Odem Junior High	43	18.8	66	28.8	82	35.8	13	5.7	25	10.9
All Campuses	**402**	**19.6**	**561**	**27.3**	**714**	**34.7**	**181**	**8.8**	**198**	**9.6**

Table C.19
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	
Campus	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	2	1.0	11	5.4	1	0.5	11	5.4	5	2.5	40	19.6	88	43.1	46	22.5
Adams Middle School	4	0.8	23	4.5	5	1.0	27	5.2	27	5.2	125	24.2	204	39.5	101	19.6
Memorial Middle School	2	0.5	20	4.9	6	1.5	24	5.9	15	3.7	105	25.6	136	33.2	102	24.9
Driscoll Middle School	6	1.3	26	5.7	11	2.4	30	6.6	33	7.3	82	18.1	148	32.6	118	26.0
McCraw Junior High	2	1.0	6	2.9	3	1.5	10	4.9	16	7.8	55	26.7	84	40.8	30	14.6
Odem Junior High	3	1.3	14	6.1	2	0.9	13	5.7	5	2.2	48	20.9	86	37.4	59	25.7
All Campuses	**19**	**0.9**	**100**	**5.0**	**28**	**1.4**	**115**	**5.7**	**101**	**5.0**	**455**	**22.5**	**746**	**36.9**	**456**	**22.6**

Appendix D:
Results from the High School Student Survey

Appendix D
Spring 2008 STAR High School Student Survey Tables

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

District/School	Number sent	Number received	Response rate
Alice ISD			
Alice High School	1,581	1,033	65%
Brooks County ISD			
Falfurrias High School	536	311	58%
Corpus Christi ISD			
Miller High School	1,193	598	50%
Kingsville ISD			
H. M. King High School l	1,182	813	69%
Mathis ISD			
Mathis High School	585	372	64%
Odem-Edroy ISD			
Odem High School	348	244	70%
Total	**5,425**	**3,371**	**62%**

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

	Grade 9		Grade 10		Grade 11		Grade 12	
Campus	N	%	N	%	N	%	N	%
Falfurrias High School	82	26.4	95	30.5	65	20.9	69	22.2
Alice High School	289	28.1	301	29.3	211	20.5	226	22.0
H. M. King High School	240	29.7	242	30.0	201	24.9	124	15.4
Miller High School	150	25.2	146	24.5	177	29.7	123	20.6
Mathis High School	101	27.2	110	29.6	91	24.5	69	18.6
Odem High School	65	26.6	76	31.1	44	18.0	59	24.2
All Campuses	**927**	**27.6**	**970**	**28.9**	**789**	**23.5**	**670**	**20.0**

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

	Female		Male	
Campus	N	%	N	%
Falfurrias High School	171	55.9	135	44.1
Alice High School	527	51.3	500	48.7
H. M. King High School	414	51.9	384	48.1
Miller High School	282	47.6	310	52.4
Mathis High School	193	53.2	170	46.8
Odem High School	125	52.1	115	47.9
All Campuses	**1,712**	**51.5**	**1,614**	**48.5**

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

	African American		Hispanic		White		Other	
Campus	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0	291	93.9	12	3.9	7	2.3
Alice High School	6	0.6	907	88.0	93	9.0	25	2.4
H. M. King High School	40	5.0	634	78.5	101	12.5	33	4.1
Miller High School	44	7.4	502	84.5	27	4.5	21	3.5
Mathis High School	3	0.8	334	90.5	25	6.8	7	1.9
Odem High School	0	0.0	196	80.7	39	16.0	8	3.3
All Campuses	**93**	**2.8**	**2,864**	**85.4**	**297**	**8.9**	**101**	**3.0**

Table D.5
How Much Time Do You Usually Spend on Homework at Night?

	Less than 30 minutes		30 to 60 minutes		1 to 2 hours		More than 2 hours	
Campus	N	%	N	%	N	%	N	%
Falfurrias High School	144	46.8	125	40.6	37	12.0	2	0.6
Alice High School	483	46.9	401	39.0	115	11.2	30	2.9
H. M. King High School	324	40.0	336	41.5	114	14.1	36	4.4
Miller High School	311	52.4	195	32.8	71	12.0	17	2.9
Mathis High School	193	52.6	122	33.2	47	12.8	5	1.4
Odem High School	103	42.2	117	48.0	21	8.6	3	1.2
All Campuses	**1,558**	**46.5**	**1,296**	**38.7**	**405**	**12.1**	**93**	**2.8**

Table D.6
Which of the Following Math Courses Are You Enrolled in This Year?

	Falfurrias High School		Alice High School		H. M. King High School		Miller High School		Mathis High School		Odem High School		All Campuses	
Math Course	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Basic Math/Math Models with Apps.	8	2.6	15	1.5	5	0.6	30	5.0	10	2.7	8	3.3	76	2.3
Algebra 1	120	38.6	295	28.6	266	32.7	154	25.8	78	21.0	70	28.7	983	29.2
Algebra 2	50	16.1	226	21.9	230	28.3	156	26.1	88	23.7	57	23.4	807	23.9
Geometry	83	26.7	291	28.2	212	26.1	155	25.9	99	26.6	74	30.3	914	27.1
Pre-Calculus	13	4.2	67	6.5	28	3.4	40	6.7	20	5.4	10	4.1	178	5.3
Calculus	0	0.0	19	1.8	2	0.2	10	1.7	2	0.5	8	3.3	41	1.2
Gifted & Talented program	5	1.6	16	1.5	15	1.8	3	0.5	6	1.6	2	0.8	47	1.4
Career & Technology courses	4	1.3	40	3.9	29	3.6	2	0.3	14	3.8	2	0.8	91	2.7
Special Education	1	0.3	0	0.0	5	0.6	2	0.3	1	0.3	0	0.0	9	0.3
Pre-AP or AP courses	36	11.6	175	16.9	101	12.4	39	6.5	63	16.9	41	16.8	455	13.5
Other math course	39	12.5	61	5.9	13	1.6	16	2.7	29	7.8	29	11.9	187	5.5

Table D.7
If You Have Taken AP Spanish, Did You Also Take the AP Spanish Exam?

	No, I will not take the exam		Yes, I plan to take the exam		Yes, I have taken the exam	
Campus	N	%	N	%	N	%
Falfurrias High School	185	93.4	11	5.6	2	1.0
Alice High School	656	89.7	54	7.4	21	2.9
H. M. King High School	457	79.5	85	14.8	33	5.7
Miller High School	361	79.3	67	14.7	27	5.9
Mathis High School	239	86.0	30	10.8	9	3.2
Odem High School	148	84.6	22	12.6	5	2.9
All Campuses	**2,046**	**84.8**	**269**	**11.2**	**97**	**4.0**

Table D.8
How Many Hours a Week Do You Work?

	I do not have a job		1 to 20 hours per week		20 to 30 hours per week		30 or more hours per week	
Campus	N	%	N	%	N	%	N	%
Falfurrias High School	244	79.5	37	12.1	17	5.5	9	2.9
Alice High School	794	78.1	123	12.1	63	6.2	37	3.6
H. M. King High School	595	73.6	94	11.6	76	9.4	43	5.3
Miller High School	436	74.0	61	10.4	44	7.5	48	8.1
Mathis High School	267	73.0	60	16.4	25	6.8	14	3.8
Odem High School	178	74.2	42	17.5	11	4.6	9	3.8
All Campuses	**2,514**	**75.6**	**417**	**12.5**	**236**	**7.1**	**160**	**4.8**

Table D.9
Do You Know Your Class Rank?

	Yes		No	
Campus	N	%	N	%
Falfurrias High School	63	21.6	229	78.4
Alice High School	255	26.8	696	73.2
H. M. King High School	119	15.9	630	84.1
Miller High School	129	23.1	430	76.9
Mathis High School	177	50.1	176	49.9
Odem High School	154	65.5	81	34.5
All Campuses	**897**	**28.6**	**2,242**	**71.4**

Table D.10
Please Indicate the Percentage That Best Represents Your Current Class Rank (Responded "Yes" to D.9)

	Top 10%		Top 20%		Top 50%		Other	
Campus	N	%	N	%	N	%	N	%
Falfurrias High School	21	33.3	26	41.3	12	19.0	4	6.3
Alice High School	97	38.5	70	27.8	67	26.6	18	7.1
H. M. King High School	49	41.2	34	28.6	26	21.8	10	8.4
Miller High School	59	47.2	28	22.4	32	25.6	6	4.8
Mathis High School	47	27.5	39	22.8	52	30.4	33	19.3
Odem High School	34	22.2	61	39.9	44	28.8	14	9.2
All Campuses	**307**	**34.8**	**258**	**29.2**	**233**	**26.4**	**85**	**9.6**

Table D.11
During High School, Have Your Guidance Counselors Provided You With Information About the Top 10% Rule?

	Yes		No	
Campus	N	%	N	%
Falfurrias High School	107	36.1	189	63.9
Alice High School	448	45.3	541	54.7
H. M. King High School	180	23.0	601	77.0
Miller High School	223	38.9	350	61.1
Mathis High School	110	31.8	236	68.2
Odem High School	126	53.4	110	46.6
All Campuses	**1,194**	**37.1**	**2,027**	**62.9**

Table D.12
Please Mark How Often You Have Participated in Each of the Following Activities During This School Year

	Never		Rarely (1 or 2 times a YEAR)		Sometimes (1 or 2 times a MONTH)		Often (1 or 2 times a WEEK)		Almost every day	
Campus	N	%	N	%	N	%	N	%	N	%
Tutoring for an academic subject										
Falfurrias High School	81	26.2	62	20.1	61	19.7	50	16.2	55	17.8
Alice High School	366	36.1	248	24.4	241	23.7	132	13.0	28	2.8
H. M. King High School	255	31.6	220	27.3	213	26.4	97	12.0	22	2.7
Miller High School	142	23.9	117	19.7	143	24.1	77	13.0	114	19.2
Mathis High School	158	42.8	94	25.5	61	16.5	38	10.3	18	4.9
Odem High School	118	48.6	72	29.6	41	16.9	10	4.1	2	0.8
All Campuses	**1,120**	**33.6**	**813**	**24.4**	**760**	**22.8**	**404**	**12.1**	**239**	**7.2**
Mentoring by an adult who is not your parent, guardian, or a teacher										
Falfurrias High School	184	60.3	44	14.4	42	13.8	20	6.6	15	4.9
Alice High School	613	60.9	161	16.0	149	14.8	55	5.5	29	2.9
H. M. King High School	505	62.8	115	14.3	110	13.7	38	4.7	36	4.5
Miller High School	402	67.8	82	13.8	48	8.1	43	7.3	18	3.0
Mathis High School	197	54.6	57	15.8	46	12.7	29	8.0	32	8.9
Odem High School	135	56.0	62	25.7	24	10.0	15	6.2	5	2.1
All Campuses	**2,036**	**61.5**	**521**	**15.7**	**419**	**12.7**	**200**	**6.0**	**135**	**4.1**
Learning about college										
Falfurrias High School	96	31.3	74	24.1	95	30.9	32	10.4	10	3.3
Alice High School	208	20.5	328	32.3	321	31.7	111	10.9	46	4.5
H. M. King High School	210	26.2	237	29.6	226	28.2	95	11.8	34	4.2
Miller High School	157	26.7	139	23.6	180	30.6	74	12.6	39	6.6
Mathis High School	92	25.5	96	26.6	107	29.6	53	14.7	13	3.6
Odem High School	50	20.7	66	27.4	85	35.3	29	12.0	11	4.6
All Campuses	**813**	**24.5**	**940**	**28.4**	**1,014**	**30.6**	**394**	**11.9**	**153**	**4.6**

Table continues

Table D.12 (continued)
Please Mark How Often You Have Participated in Each of the Following Activities During This School Year

	Never		Rarely (1 or 2 times a YEAR)		Sometimes (1 or 2 times a MONTH)		Often (1 or 2 times a WEEK)		Almost every day	
Campus	N	%	N	%	N	%	N	%	N	%
Counseling about your grades										
Falfurrias High School	108	36.0	90	30.0	67	22.3	26	8.7	9	3.0
Alice High School	382	38.1	289	28.8	216	21.5	92	9.2	24	2.4
H. M. King High School	313	39.6	227	28.7	163	20.6	66	8.3	22	2.8
Miller High School	164	28.1	155	26.5	176	30.1	70	12.0	19	3.3
Mathis High School	172	48.3	81	22.8	65	18.3	28	7.9	10	2.8
Odem High School	96	39.8	72	29.9	52	21.6	17	7.1	4	1.7
All Campuses	**1,235**	**37.7**	**914**	**27.9**	**739**	**22.6**	**299**	**9.1**	**88**	**2.7**
Workshop on study skills										
Falfurrias High School	228	76.5	44	14.8	15	5.0	9	3.0	2	0.7
Alice High School	682	70.2	174	17.9	83	8.5	17	1.8	15	1.5
H. M. King High School	579	74.8	117	15.1	53	6.8	21	2.7	4	0.5
Miller High School	324	57.1	117	20.6	79	13.9	35	6.2	12	2.1
Mathis High School	238	68.0	61	17.4	34	9.7	11	3.1	6	1.7
Odem High School	154	65.8	52	22.2	18	7.7	6	2.6	4	1.7
All Campuses	**2,205**	**69.0**	**565**	**17.7**	**282**	**8.8**	**99**	**3.1**	**43**	**1.3**
Workshop to learn about the ACT, SAT, or other college entrance exam										
Falfurrias High School	216	70.1	59	19.2	27	8.8	6	1.9	0	0.0
Alice High School	581	57.9	281	28.0	83	8.3	27	2.7	32	3.2
H. M. King High School	486	60.4	207	25.7	84	10.4	18	2.2	9	1.1
Miller High School	331	56.4	145	24.7	82	14.0	24	4.1	5	0.9
Mathis High School	222	61.2	100	27.5	28	7.7	10	2.8	3	0.8
Odem High School	151	62.7	68	28.2	18	7.5	3	1.2	1	0.4
All Campuses	**1,987**	**60.1**	**860**	**26.0**	**322**	**9.7**	**88**	**2.7**	**50**	**1.5**

Table continues

Table D.12 (continued)
Please Mark How Often You Have Participated in Each of the Following Activities During This School Year

	Never		Rarely (1 or 2 times a YEAR)		Sometimes (1 or 2 times a MONTH)		Often (1 or 2 times a WEEK)		Almost every day	
Campus	N	%	N	%	N	%	N	%	N	%
Summer camp or learning institute on math, science, or other academics										
Falfurrias High School	282	92.2	17	5.6	4	1.3	1	0.3	2	0.7
Alice High School	788	79.0	150	15.0	35	3.5	18	1.8	7	0.7
H. M. King High School	692	87.3	66	8.3	25	3.2	6	0.8	4	0.5
Miller High School	461	77.9	80	13.5	36	6.1	10	1.7	5	0.8
Mathis High School	287	79.1	59	16.3	10	2.8	5	1.4	2	0.6
Odem High School	191	79.9	28	11.7	15	6.3	4	1.7	1	0.4
All Campuses	**2,701**	**82.1**	**400**	**12.2**	**125**	**3.8**	**44**	**1.3**	**21**	**0.6**
Learning about careers										
Falfurrias High School	105	34.3	118	38.6	60	19.6	17	5.6	6	2.0
Alice High School	252	25.0	430	42.6	228	22.6	60	5.9	39	3.9
H. M. King High School	311	38.7	270	33.6	151	18.8	46	5.7	26	3.2
Miller High School	232	39.3	161	27.2	126	21.3	46	7.8	26	4.4
Mathis High School	131	36.4	129	35.8	62	17.2	23	6.4	15	4.2
Odem High School	70	28.8	99	40.7	51	21.0	16	6.6	7	2.9
All Campuses	**1,101**	**33.2**	**1,207**	**36.4**	**678**	**20.5**	**208**	**6.3**	**119**	**3.6**
Home visit by a school administrator or teacher										
Falfurrias High School	269	89.1	23	7.6	5	1.7	4	1.3	1	0.3
Alice High School	932	93.9	31	3.1	23	2.3	5	0.5	2	0.2
H. M. King High School	756	95.2	20	2.5	11	1.4	4	0.5	3	0.4
Miller High School	485	83.2	70	12.0	20	3.4	6	1.0	2	0.3
Mathis High School	318	90.1	22	6.2	10	2.8	2	0.6	1	0.3
Odem High School	223	92.9	8	3.3	7	2.9	1	0.4	1	0.4
All Campuses	**2,983**	**91.4**	**174**	**5.3**	**76**	**2.3**	**22**	**0.7**	**10**	**0.3**

Table continues

Table D.12 (continued)
Please Mark How Often You Have Participated in Each of the Following Activities During This School Year

	Never		Rarely (1 or 2 times a YEAR)		Sometimes (1 or 2 times a MONTH)		Often (1 or 2 times a WEEK)		Almost every day	
Campus	N	%	N	%	N	%	N	%	N	%
Class field trip to a museum, park, or other site to learn more about a subject discussed in class										
Falfurrias High School	191	62.0	86	27.9	25	8.1	4	1.3	2	0.6
Alice High School	698	68.7	247	24.3	53	5.2	12	1.2	6	0.6
H. M. King High School	498	61.9	251	31.2	38	4.7	12	1.5	6	0.7
Miller High School	332	56.4	197	33.4	45	7.6	13	2.2	2	0.3
Mathis High School	55	15.0	237	64.6	64	17.4	6	1.6	5	1.4
Odem High School	108	44.6	114	47.1	17	7.0	1	0.4	2	0.8
All Campuses	**1,882**	**56.6**	**1,132**	**34.0**	**242**	**7.3**	**48**	**1.4**	**23**	**0.7**
Attending a family activity at school with a parent or guardian (including events with Fathers Active in Communities and Education [FACE])										
Falfurrias High School	213	69.2	77	25.0	12	3.9	3	1.0	3	1.0
Alice High School	719	71.0	212	20.9	71	7.0	10	1.0	1	0.1
H. M. King High School	615	76.4	143	17.8	37	4.6	5	0.6	5	0.6
Miller High School	400	67.9	118	20.0	53	9.0	12	2.0	6	1.0
Mathis High School	237	64.6	91	24.8	28	7.6	8	2.2	3	0.8
Odem High School	166	68.3	51	21.0	23	9.5	2	0.8	1	0.4
All Campuses	**2,350**	**70.7**	**692**	**20.8**	**224**	**6.7**	**40**	**1.2**	**19**	**0.6**
Attending an "Academic Rising Scholars" presentation or activity										
Falfurrias High School	277	90.2	23	7.5	7	2.3	0	0.0	0	0.0
Alice High School	813	80.6	148	14.7	35	3.5	9	0.9	4	0.4
H. M. King High School	690	85.7	93	11.6	14	1.7	6	0.7	2	0.2
Miller High School	466	79.3	84	14.3	23	3.9	8	1.4	7	1.2
Mathis High School	290	81.0	47	13.1	16	4.5	4	1.1	1	0.3
Odem High School	205	85.1	24	10.0	11	4.6	0	0.0	1	0.4
All Campuses	**2,741**	**82.9**	**419**	**12.7**	**106**	**3.2**	**27**	**0.8**	**15**	**0.5**

Table continues

Table D.12 (continued)
Please Mark How Often You Have Participated in Each of the Following Activities During This School Year

	Never		Rarely (1 or 2 times a YEAR)		Sometimes (1 or 2 times a MONTH)		Often (1 or 2 times a WEEK)		Almost every day	
Campus	N	%	N	%	N	%	N	%	N	%
Participating in a student leadership conference or activity (including activities sponsored by the National Hispanic Institute)										
Falfurrias High School	269	87.3	31	10.1	7	2.3	0	0.0	1	0.3
Alice High School	830	82.6	125	12.4	37	3.7	5	0.5	8	0.8
H. M. King High School	690	86.0	75	9.4	23	2.9	8	1.0	6	0.7
Miller High School	464	78.6	80	13.6	28	4.7	13	2.2	5	0.8
Mathis High School	282	77.7	63	17.4	11	3.0	5	1.4	2	0.6
Odem High School	170	70.0	51	21.0	19	7.8	2	0.8	1	0.4
All Campuses	**2,705**	**81.7**	**425**	**12.8**	**125**	**3.8**	**33**	**1.0**	**23**	**0.7**
Attending a presentation by a business person or attended a Junior Achievement activity										
Falfurrias High School	230	75.2	63	20.6	10	3.3	2	0.7	1	0.3
Alice High School	721	71.6	213	21.2	60	6.0	10	1.0	3	0.3
H. M. King High School	601	74.9	160	20.0	32	4.0	7	0.9	2	0.2
Miller High School	411	69.7	115	19.5	39	6.6	22	3.7	3	0.5
Mathis High School	266	73.7	69	19.1	20	5.5	5	1.4	1	0.3
Odem High School	156	64.2	63	25.9	20	8.2	3	1.2	1	0.4
All Campuses	**2,385**	**72.1**	**683**	**20.6**	**181**	**5.5**	**49**	**1.5**	**11**	**0.3**
University professor visits to your class										
Falfurrias High School	238	78.0	56	18.4	10	3.3	1	0.3	0	0.0
Alice High School	757	75.5	198	19.7	39	3.9	7	0.7	2	0.2
H. M. King High School	617	77.3	148	18.5	28	3.5	1	0.1	4	0.5
Miller High School	393	67.1	128	21.8	41	7.0	20	3.4	4	0.7
Mathis High School	295	82.2	42	11.7	12	3.3	5	1.4	5	1.4
Odem High School	177	73.8	47	19.6	14	5.8	0	0.0	2	0.8
All Campuses	**2,477**	**75.3**	**619**	**18.8**	**144**	**4.4**	**34**	**1.0**	**17**	**0.5**

Table continues

Table D.12 (continued)
Please Mark How Often You Have Participated in Each of the Following Activities During This School Year

	Never		Rarely (1 or 2 times a YEAR)		Sometimes (1 or 2 times a MONTH)		Often (1 or 2 times a WEEK)		Almost every day	
Campus	N	%	N	%	N	%	N	%	N	%
Participating in Talent Search activities (Duke University or TAMU)										
Falfurrias High School	240	78.2	37	12.1	26	8.5	1	0.3	3	1.0
Alice High School	805	79.9	112	11.1	63	6.3	20	2.0	8	0.8
H. M. King High School	652	81.1	93	11.6	42	5.2	9	1.1	8	1.0
Miller High School	515	87.1	50	8.5	18	3.0	6	1.0	2	0.3
Mathis High School	278	77.2	46	12.8	23	6.4	7	1.9	6	1.7
Odem High School	184	76.0	29	12.0	26	10.7	2	0.8	1	0.4
All Campuses	**2,674**	**80.7**	**367**	**11.1**	**198**	**6.0**	**45**	**1.4**	**28**	**0.8**

Table D.13
Consider Your Beliefs About Your Education and Schoolwork. Please Indicate Your Agreement or Disagreement With Each Statement Listed Below

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
Campus	N	%	N	%	N	%	N	%	N	%
I know what I need to do to get good grades on my assignments in class and on my homework.										
Falfurrias High School	5	1.6	3	1.0	43	14.0	71	23.1	185	60.3
Alice High School	23	2.3	32	3.2	160	15.9	214	21.2	580	57.5
H. M. King High School	16	2.0	17	2.1	96	11.9	157	19.5	521	64.6
Miller High School	21	3.5	15	2.5	80	13.5	124	20.9	352	59.5
Mathis High School	3	0.8	8	2.2	50	13.6	80	21.8	226	61.6
Odem High School	2	0.8	3	1.2	35	14.5	58	24.0	144	59.5
All Campuses	**70**	**2.1**	**78**	**2.3**	**464**	**14.0**	**704**	**21.2**	**2,008**	**60.4**
I believe that what I learn in school will be useful to me in the job I have as an adult.										
Falfurrias High School	17	5.6	35	11.4	80	26.1	72	23.5	102	33.3
Alice High School	78	7.8	121	12.1	273	27.2	218	21.7	314	31.3
H. M. King High School	45	5.6	75	9.4	252	31.5	181	22.6	248	31.0
Miller High School	36	6.1	50	8.5	124	21.1	144	24.4	235	39.9
Mathis High School	19	5.2	38	10.5	113	31.1	94	25.9	99	27.3
Odem High School	11	4.6	17	7.1	62	25.8	58	24.2	92	38.3
All Campuses	**206**	**6.2**	**336**	**10.2**	**904**	**27.4**	**767**	**23.2**	**1,090**	**33.0**
Even when I don't have homework, I read to learn.										
Falfurrias High School	108	35.5	86	28.3	73	24.0	19	6.3	18	5.9
Alice High School	338	33.8	266	26.6	224	22.4	97	9.7	74	7.4
H. M. King High School	266	33.2	192	23.9	221	27.6	61	7.6	62	7.7
Miller High School	182	30.7	138	23.3	137	23.1	70	11.8	65	11.0
Mathis High School	127	35.1	105	29.0	67	18.5	38	10.5	25	6.9
Odem High School	49	20.7	64	27.0	71	30.0	26	11.0	27	11.4
All Campuses	**1,070**	**32.5**	**851**	**25.8**	**793**	**24.1**	**311**	**9.4**	**271**	**8.2**

Table continues

Table D.13 (continued)
Consider Your Beliefs About Your Education and Schoolwork. Please Indicate Your Agreement or Disagreement With Each Statement Listed Below

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
Campus	N	%	N	%	N	%	N	%	N	%
I have a place where I can sit down and complete my homework.										
Falfurrias High School	23	7.5	32	10.4	64	20.8	84	27.4	104	33.9
Alice High School	112	11.2	105	10.5	195	19.4	216	21.5	376	37.5
H. M. King High School	76	9.5	70	8.8	150	18.8	177	22.2	326	40.8
Miller High School	70	11.9	68	11.5	110	18.7	133	22.6	208	35.3
Mathis High School	50	13.7	49	13.4	72	19.7	81	22.2	113	31.0
Odem High School	12	5.0	25	10.4	57	23.7	52	21.6	95	39.4
All Campuses	**343**	**10.4**	**349**	**10.6**	**648**	**19.6**	**743**	**22.5**	**1,222**	**37.0**
I understand all or nearly all of the material I read at home for school.										
Falfurrias High School	30	9.8	44	14.4	91	29.8	90	29.5	50	16.4
Alice High School	90	9.0	177	17.7	320	32.0	262	26.2	152	15.2
H. M. King High School	87	10.9	124	15.5	236	29.5	219	27.4	134	16.8
Miller High School	69	11.7	97	16.4	174	29.4	152	25.7	99	16.8
Mathis High School	30	8.2	61	16.8	124	34.1	96	26.4	53	14.6
Odem High School	17	7.1	29	12.0	79	32.8	64	26.6	52	21.6
All Campuses	**323**	**9.8**	**532**	**16.1**	**1,024**	**31.0**	**883**	**26.7**	**540**	**16.4**
I understand all or nearly all of the math problems I do for homework.										
Falfurrias High School	43	14.0	54	17.6	82	26.7	81	26.4	47	15.3
Alice High School	173	17.4	184	18.5	271	27.2	205	20.6	163	16.4
H. M. King High School	114	14.3	156	19.6	205	25.8	184	23.1	137	17.2
Miller High School	74	12.5	100	16.9	141	23.8	153	25.8	124	20.9
Mathis High School	51	14.1	59	16.3	123	34.0	92	25.4	37	10.2
Odem High School	31	12.9	48	19.9	72	29.9	47	19.5	43	17.8
All Campuses	**486**	**14.8**	**601**	**18.2**	**894**	**27.1**	**762**	**23.1**	**551**	**16.7**

Table continues

Table D.13 (continued)
Consider Your Beliefs About Your Education and Schoolwork. Please Indicate Your Agreement or Disagreement With Each Statement Listed Below

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
Campus	N	%	N	%	N	%	N	%	N	%
My parents or guardian follow my progress at school on a weekly basis.										
Falfurrias High School	49	16.1	52	17.1	80	26.3	45	14.8	78	25.7
Alice High School	147	14.7	189	18.9	285	28.5	180	18.0	199	19.9
H. M. King High School	156	19.5	160	20.0	186	23.2	159	19.9	140	17.5
Miller High School	92	15.7	117	19.9	168	28.6	107	18.2	103	17.5
Mathis High School	66	18.2	64	17.6	96	26.4	65	17.9	72	19.8
Odem High School	37	15.4	51	21.3	72	30.0	41	17.1	39	16.3
All Campuses	**547**	**16.6**	**633**	**19.2**	**887**	**26.9**	**597**	**18.1**	**631**	**19.2**
My parents or guardian expect me to work hard in school and succeed.										
Falfurrias High School	9	3.0	5	1.7	26	8.6	39	12.9	224	73.9
Alice High School	28	2.8	26	2.6	86	8.7	150	15.2	697	70.6
H. M. King High School	18	2.3	22	2.8	58	7.3	99	12.5	594	75.1
Miller High School	24	4.1	23	4.0	39	6.7	103	17.7	392	67.5
Mathis High School	7	2.0	14	4.0	37	10.5	49	13.9	245	69.6
Odem High School	5	2.1	5	2.1	27	11.3	41	17.2	161	67.4
All Campuses	**91**	**2.8**	**95**	**2.9**	**273**	**8.4**	**481**	**14.8**	**2,313**	**71.1**
My parents or guardian guide me in making decisions about the classes I take in school.										
Falfurrias High School	40	13.1	45	14.8	76	24.9	69	22.6	75	24.6
Alice High School	110	11.0	121	12.1	232	23.2	229	22.9	307	30.7
H. M. King High School	106	13.2	88	11.0	167	20.8	198	24.7	242	30.2
Miller High School	91	15.6	65	11.2	142	24.4	130	22.3	154	26.5
Mathis High School	41	11.4	39	10.8	84	23.3	77	21.4	119	33.1
Odem High School	20	8.3	31	12.9	54	22.4	67	27.8	69	28.6
All Campuses	**408**	**12.4**	**389**	**11.8**	**755**	**23.0**	**770**	**23.4**	**966**	**29.4**

Table continues

Table D.13 (continued)
Consider Your Beliefs About Your Education and Schoolwork. Please Indicate Your Agreement or Disagreement With Each Statement Listed Below

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
Campus	N	%	N	%	N	%	N	%	N	%
My parents visit my school to meet with my teachers or other school staff to help me succeed in school.										
Falfurrias High School	111	36.5	65	21.4	64	21.1	27	8.9	37	12.2
Alice High School	305	30.6	303	30.4	242	24.3	87	8.7	59	5.9
H. M. King High School	261	32.4	209	25.9	191	23.7	71	8.8	74	9.2
Miller High School	180	30.5	129	21.9	160	27.1	63	10.7	58	9.8
Mathis High School	116	32.3	72	20.1	99	27.6	48	13.4	24	6.7
Odem High School	62	25.6	68	28.1	64	26.4	29	12.0	19	7.9
All Campuses	**1,035**	**31.4**	**846**	**25.7**	**820**	**24.9**	**325**	**9.9**	**271**	**8.2**
My teachers help me link what I learn to my own experiences outside the school.										
Falfurrias High School	62	20.1	64	20.8	90	29.2	54	17.5	38	12.3
Alice High School	197	19.7	227	22.7	333	33.3	160	16.0	83	8.3
H. M. King High School	190	23.8	207	25.9	241	30.1	98	12.3	64	8.0
Miller High School	81	13.8	131	22.3	164	27.9	138	23.5	74	12.6
Mathis High School	65	18.1	75	20.9	109	30.4	71	19.8	39	10.9
Odem High School	36	14.9	42	17.4	88	36.5	43	17.8	32	13.3
All Campuses	**631**	**19.1**	**746**	**22.6**	**1,025**	**31.1**	**564**	**17.1**	**330**	**10.0**
Teachers make sure I understand something before moving on to new lessons or learning new material.										
Falfurrias High School	53	17.3	52	16.9	76	24.8	56	18.2	70	22.8
Alice High School	176	17.6	221	22.1	263	26.3	176	17.6	164	16.4
H. M. King High School	127	15.8	174	21.6	232	28.8	149	18.5	123	15.3
Miller High School	74	12.5	94	15.9	166	28.1	140	23.7	116	19.7
Mathis High School	48	13.3	63	17.4	107	29.6	87	24.0	57	15.7
Odem High School	29	12.0	53	21.9	84	34.7	52	21.5	24	9.9
All Campuses	**507**	**15.3**	**657**	**19.9**	**928**	**28.1**	**660**	**20.0**	**554**	**16.8**

Table continues

Table D.13 (continued)
Consider Your Beliefs About Your Education and Schoolwork. Please Indicate Your Agreement or Disagreement With Each Statement Listed Below

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
Campus	N	%	N	%	N	%	N	%	N	%
My teachers encourage my parents to help me succeed academically.										
Falfurrias High School	74	24.1	70	22.8	72	23.5	37	12.1	54	17.6
Alice High School	261	26.1	228	22.8	274	27.4	138	13.8	100	10.0
H. M. King High School	241	29.9	173	21.5	224	27.8	97	12.0	70	8.7
Miller High School	150	25.4	111	18.8	164	27.7	88	14.9	78	13.2
Mathis High School	89	24.5	71	19.5	98	26.9	63	17.3	43	11.8
Odem High School	55	22.9	47	19.6	68	28.3	38	15.8	32	13.3
All Campuses	**870**	**26.3**	**700**	**21.2**	**900**	**27.2**	**461**	**13.9**	**377**	**11.4**
My teachers encourage me to work hard to achieve high grades.										
Falfurrias High School	16	5.3	32	10.5	60	19.7	76	25.0	120	39.5
Alice High School	68	6.8	111	11.1	246	24.6	264	26.5	309	31.0
H. M. King High School	50	6.3	107	13.4	198	24.8	206	25.8	238	29.8
Miller High School	36	6.1	58	9.8	129	21.8	171	28.9	197	33.3
Mathis High School	21	5.8	30	8.3	95	26.2	93	25.7	123	34.0
Odem High School	14	5.9	25	10.5	54	22.6	64	26.8	82	34.3
All Campuses	**205**	**6.2**	**363**	**11.0**	**782**	**23.7**	**874**	**26.5**	**1,069**	**32.5**
I feel comfortable asking teachers in class about things I do not understand.										
Falfurrias High School	28	9.3	27	9.0	73	24.3	61	20.3	112	37.2
Alice High School	104	10.5	134	13.6	260	26.4	230	23.3	258	26.2
H. M. King High School	78	9.8	86	10.8	180	22.7	205	25.8	245	30.9
Miller High School	45	7.8	63	11.0	132	23.0	150	26.1	185	32.2
Mathis High School	30	8.5	40	11.4	95	27.1	78	22.2	108	30.8
Odem High School	18	7.7	18	7.7	65	27.8	61	26.1	72	30.8
All Campuses	**303**	**9.3**	**368**	**11.4**	**805**	**24.8**	**785**	**24.2**	**980**	**30.2**

Table continues

Table D.13 (continued)
Consider Your Beliefs About Your Education and Schoolwork. Please Indicate Your Agreement or Disagreement With Each Statement Listed Below

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
Campus	N	%	N	%	N	%	N	%	N	%
My teachers are willing to meet with me before school starts or after school to go over material I do not understand in class.										
Falfurrias High School	35	11.5	29	9.5	66	21.6	67	22.0	108	35.4
Alice High School	74	7.4	87	8.7	206	20.6	239	23.9	393	39.3
H. M. King High School	46	5.7	46	5.7	144	17.9	194	24.2	373	46.5
Miller High School	45	7.7	54	9.2	125	21.3	150	25.5	214	36.4
Mathis High School	25	6.9	46	12.8	94	26.1	105	29.2	90	25.0
Odem High School	8	3.3	26	10.8	53	22.1	60	25.0	93	38.8
All Campuses	**233**	**7.1**	**288**	**8.7**	**688**	**20.9**	**815**	**24.7**	**1,271**	**38.6**
My counselor encourages me to work hard in school so I can go to college.										
Falfurrias High School	30	10.0	26	8.6	55	18.3	65	21.6	125	41.5
Alice High School	115	11.6	108	10.9	208	20.9	239	24.0	325	32.7
H. M. King High School	122	15.2	98	12.2	159	19.8	141	17.6	283	35.2
Miller High School	60	10.2	66	11.2	114	19.4	121	20.5	228	38.7
Mathis High School	70	19.6	53	14.8	88	24.6	72	20.1	75	20.9
Odem High School	28	11.7	39	16.3	62	25.8	49	20.4	62	25.8
All Campuses	**425**	**12.9**	**390**	**11.9**	**686**	**20.9**	**687**	**20.9**	**1,098**	**33.4**
My teacher encourages me to work hard in school so I can go to college.										
Falfurrias High School	28	9.2	25	8.3	66	21.8	71	23.4	113	37.3
Alice High School	73	7.3	98	9.8	236	23.7	259	26.0	330	33.1
H. M. King High School	65	8.1	84	10.5	211	26.3	192	23.9	251	31.3
Miller High School	50	8.6	51	8.7	123	21.1	166	28.5	193	33.1
Mathis High School	25	7.0	40	11.2	85	23.8	95	26.6	112	31.4
Odem High School	12	5.0	18	7.5	73	30.4	50	20.8	87	36.3
All Campuses	**253**	**7.7**	**316**	**9.6**	**794**	**24.2**	**833**	**25.4**	**1,086**	**33.1**

Table continues

Table D.13 (continued)
Consider Your Beliefs About Your Education and Schoolwork. Please Indicate Your Agreement or Disagreement With Each Statement Listed Below

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
Campus	N	%	N	%	N	%	N	%	N	%
My principal encourages me to work hard in school so I can go to college.										
Falfurrias High School	58	19.2	47	15.6	66	21.9	47	15.6	84	27.8
Alice High School	275	27.8	182	18.4	228	23.0	145	14.6	160	16.2
H. M. King High School	310	38.8	131	16.4	175	21.9	91	11.4	91	11.4
Miller High School	120	20.5	90	15.4	127	21.7	118	20.1	131	22.4
Mathis High School	75	20.9	53	14.8	94	26.3	60	16.8	76	21.2
Odem High School	32	13.4	29	12.2	80	33.6	39	16.4	58	24.4
All Campuses	**870**	**26.6**	**532**	**16.3**	**770**	**23.5**	**500**	**15.3**	**600**	**18.3**
I want to have the skills to teach myself new things now and in the future.										
Falfurrias High School	9	3.0	10	3.3	37	12.2	66	21.7	182	59.9
Alice High School	34	3.4	43	4.3	151	15.2	211	21.2	557	55.9
H. M. King High School	24	3.0	33	4.1	102	12.7	184	23.0	458	57.2
Miller High School	26	4.4	27	4.6	81	13.8	143	24.4	310	52.8
Mathis High School	4	1.1	21	5.9	65	18.2	95	26.5	173	48.3
Odem High School	8	3.3	12	5.0	39	16.3	45	18.8	136	56.7
All Campuses	**105**	**3.2**	**146**	**4.4**	**475**	**14.5**	**744**	**22.6**	**1,816**	**55.3**
Learning how to read, write, and do some math is an important part of growing up.										
Falfurrias High School	9	3.0	6	2.0	43	14.1	65	21.4	181	59.5
Alice High School	26	2.6	46	4.6	138	13.9	174	17.5	611	61.4
H. M. King High School	23	2.9	16	2.0	94	11.7	164	20.4	505	63.0
Miller High School	25	4.3	21	3.6	75	12.8	119	20.3	345	59.0
Mathis High School	7	1.9	26	7.2	52	14.4	79	21.9	196	54.4
Odem High School	10	4.2	6	2.5	47	19.7	47	19.7	129	54.0
All Campuses	**100**	**3.0**	**121**	**3.7**	**449**	**13.7**	**648**	**19.7**	**1,967**	**59.9**

Table continues

Table D.13 (continued)
Consider Your Beliefs About Your Education and Schoolwork. Please Indicate Your Agreement or Disagreement With Each Statement Listed Below

	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
Campus	N	%	N	%	N	%	N	%	N	%
Class projects allow me to better understand a topic we are studying.										
Falfurrias High School	20	6.6	33	10.9	75	24.8	77	25.5	97	32.1
Alice High School	104	10.5	131	13.2	263	26.5	261	26.3	235	23.6
H. M. King High School	86	10.7	85	10.6	214	26.6	222	27.6	197	24.5
Miller High School	40	6.8	54	9.2	143	24.3	177	30.1	175	29.7
Mathis High School	30	8.4	32	9.0	88	24.7	100	28.1	106	29.8
Odem High School	18	7.5	26	10.8	60	25.0	65	27.1	71	29.6
All Campuses	**298**	**9.1**	**361**	**11.0**	**843**	**25.7**	**902**	**27.5**	**881**	**26.8**
When I have the wrong answer, my teacher helps me find the correct answer.										
Falfurrias High School	28	9.2	31	10.2	72	23.7	87	28.6	86	28.3
Alice High School	88	8.9	124	12.5	287	28.9	232	23.4	262	26.4
H. M. King High School	51	6.3	117	14.6	243	30.2	199	24.8	194	24.1
Miller High School	36	6.1	51	8.7	123	20.9	174	29.6	204	34.7
Mathis High School	32	8.9	40	11.1	100	27.8	98	27.2	90	25.0
Odem High School	16	6.7	34	14.3	78	32.8	58	24.4	52	21.8
All Campuses	**251**	**7.6**	**397**	**12.1**	**903**	**27.5**	**848**	**25.8**	**888**	**27.0**

Table D.14
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	65	21.5	157	52.0	80	26.5
Alice High School	190	19.2	537	54.2	263	26.6
H. M. King High School	225	28.3	423	53.1	148	18.6
Miller High School	151	25.8	292	49.9	142	24.3
Mathis High School	69	19.3	205	57.4	83	23.2
Odem High School	45	18.8	120	50.0	75	31.3
All Campuses	**745**	**22.8**	**1,734**	**53.0**	**791**	**24.2**
Four-year colleges or universities						
Falfurrias High School	45	14.9	114	37.7	143	47.4
Alice High School	124	12.5	378	38.1	491	49.4
H. M. King High School	129	16.2	307	38.5	362	45.4
Miller High School	112	19.1	240	41.0	234	39.9
Mathis High School	54	15.2	158	44.4	144	40.4
Odem High School	32	13.3	94	39.2	114	47.5
All Campuses	**496**	**15.1**	**1,291**	**39.4**	**1,488**	**45.4**
Vocational or technical schools						
Falfurrias High School	150	49.8	119	39.5	32	10.6
Alice High School	507	51.3	361	36.5	120	12.1
H. M. King High School	435	54.6	262	32.9	100	12.5
Miller High School	308	52.7	202	34.6	74	12.7
Mathis High School	198	55.8	126	35.5	31	8.7
Odem High School	118	49.2	93	38.8	29	12.1
All Campuses	**1,716**	**52.6**	**1,163**	**35.6**	**386**	**11.8**

Table D.15
Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities

	Not at all important		Not important		Neither important or not important		Important		Very important	
Campus	N	%	N	%	N	%	N	%	N	%
Visited a college or university										
Falfurrias High School	22	7.3	18	5.9	53	17.5	59	19.5	151	49.8
Alice High School	47	4.8	49	5.0	203	20.6	212	21.5	475	48.2
H. M. King High School	67	8.4	48	6.0	183	23.0	166	20.8	333	41.8
Miller High School	62	10.6	29	5.0	121	20.7	134	22.9	239	40.9
Mathis High School	16	4.5	20	5.6	76	21.3	101	28.3	144	40.3
Odem High School	17	7.1	13	5.4	53	22.1	47	19.6	110	45.8
All Campuses	**231**	**7.1**	**177**	**5.4**	**689**	**21.1**	**719**	**22.0**	**1,452**	**44.4**
Discussed college opportunities with a school counselor										
Falfurrias High School	17	5.6	28	9.3	64	21.2	61	20.2	132	43.7
Alice High School	59	6.0	74	7.5	222	22.6	247	25.1	381	38.8
H. M. King High School	77	9.6	68	8.5	169	21.2	170	21.3	314	39.3
Miller High School	59	10.1	34	5.8	115	19.7	146	25.0	229	39.3
Mathis High School	30	8.4	45	12.6	80	22.5	90	25.3	111	31.2
Odem High School	21	8.8	13	5.4	60	25.0	62	25.8	84	35.0
All Campuses	**263**	**8.1**	**262**	**8.0**	**710**	**21.8**	**776**	**23.8**	**1,251**	**38.4**
Discussed college opportunities with your teacher										
Falfurrias High School	25	8.3	34	11.3	86	28.6	70	23.3	86	28.6
Alice High School	69	7.0	124	12.7	270	27.6	228	23.3	288	29.4
H. M. King High School	109	13.7	102	12.8	242	30.5	176	22.2	165	20.8
Miller High School	63	10.8	52	8.9	139	23.9	142	24.4	186	32.0
Mathis High School	30	8.4	37	10.4	106	29.7	83	23.2	101	28.3
Odem High School	17	7.1	17	7.1	71	29.7	72	30.1	62	25.9
All Campuses	**313**	**9.6**	**366**	**11.3**	**914**	**28.1**	**771**	**23.7**	**888**	**27.3**

Table continues

Table D.15 (continued)
Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities

	Not at all important		Not important		Neither important or not important		Important		Very important	
Campus	N	%	N	%	N	%	N	%	N	%
Discussed college opportunities with your parent(s) or guardian(s)										
Falfurrias High School	20	6.6	18	6.0	53	17.6	57	18.9	153	50.8
Alice High School	42	4.3	53	5.5	146	15.0	174	17.9	557	57.3
H. M. King High School	62	7.9	43	5.4	106	13.4	143	18.1	435	55.1
Miller High School	52	8.9	34	5.8	108	18.5	117	20.1	272	46.7
Mathis High School	20	5.6	23	6.4	63	17.6	80	22.4	171	47.9
Odem High School	10	4.2	11	4.6	46	19.2	45	18.8	127	53.1
All Campuses	**206**	**6.4**	**182**	**5.6**	**522**	**16.1**	**616**	**19.0**	**1,715**	**52.9**
Discussed college opportunities with a brother or sister										
Falfurrias High School	55	18.6	34	11.5	65	22.0	54	18.2	88	29.7
Alice High School	157	16.3	107	11.1	216	22.4	206	21.4	278	28.8
H. M. King High School	180	23.1	86	11.0	185	23.7	137	17.6	192	24.6
Miller High School	103	17.8	55	9.5	135	23.3	107	18.5	179	30.9
Mathis High School	57	16.1	38	10.7	79	22.3	90	25.4	90	25.4
Odem High School	30	12.6	21	8.8	55	23.0	57	23.8	76	31.8
All Campuses	**582**	**18.1**	**341**	**10.6**	**735**	**22.9**	**651**	**20.3**	**903**	**28.1**
Discussed college opportunities with another family member (e.g., an aunt, uncle, or cousin)										
Falfurrias High School	39	13.0	28	9.4	57	19.1	70	23.4	105	35.1
Alice High School	100	10.4	112	11.6	237	24.6	220	22.8	296	30.7
H. M. King High School	129	16.4	85	10.8	189	24.0	155	19.7	228	29.0
Miller High School	83	14.4	62	10.7	136	23.6	116	20.1	180	31.2
Mathis High School	42	12.0	37	10.5	80	22.8	91	25.9	101	28.8
Odem High School	18	7.6	24	10.1	63	26.6	58	24.5	74	31.2
All Campuses	**411**	**12.8**	**348**	**10.8**	**762**	**23.7**	**710**	**22.1**	**984**	**30.6**

Table continues

Table D.15 (continued)
Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities

	Not at all important		Not important		Neither important or not important		Important		Very important	
Campus	N	%	N	%	N	%	N	%	N	%
Looked at a guide to colleges and universities (e.g., Barron's)										
Falfurrias High School	27	9.2	28	9.5	67	22.7	71	24.1	102	34.6
Alice High School	84	8.8	99	10.3	201	21.0	204	21.3	371	38.7
H. M. King High School	95	12.3	70	9.0	168	21.7	159	20.5	282	36.4
Miller High School	64	11.2	62	10.8	115	20.1	137	24.0	194	33.9
Mathis High School	34	9.7	24	6.8	82	23.4	81	23.1	130	37.0
Odem High School	17	7.1	15	6.3	52	21.8	58	24.4	96	40.3
All Campuses	**321**	**10.1**	**298**	**9.3**	**685**	**21.5**	**710**	**22.3**	**1,175**	**36.8**
Other										
Falfurrias High School	51	39.2	13	10.0	31	23.8	9	6.9	26	20.0
Alice High School	171	38.9	48	10.9	88	20.0	46	10.5	87	19.8
H. M. King High School	170	48.7	20	5.7	59	16.9	30	8.6	70	20.1
Miller High School	126	38.7	28	8.6	73	22.4	42	12.9	57	17.5
Mathis High School	54	30.3	22	12.4	47	26.4	28	15.7	27	15.2
Odem High School	33	30.8	9	8.4	28	26.2	11	10.3	26	24.3
All Campuses	**605**	**39.5**	**140**	**9.2**	**326**	**21.3**	**166**	**10.8**	**293**	**19.2**

Table D.16
How Often Does Each of the Following Occur?

	Never		Rarely		Sometimes		Often		Every day	
Campus	N	%	N	%	N	%	N	%	N	%
My parent(s) or guardian talks to me about my grades.										
Falfurrias High School	8	2.6	20	6.6	77	25.5	110	36.4	87	28.8
Alice High School	36	3.7	73	7.5	217	22.2	394	40.2	259	26.5
H. M. King High School	27	3.4	76	9.5	191	23.9	335	41.9	171	21.4
Miller High School	26	4.5	63	10.8	155	26.5	234	40.1	106	18.2
Mathis High School	12	3.4	42	11.7	98	27.4	144	40.2	62	17.3
Odem High School	7	2.9	17	7.1	57	23.8	106	44.2	53	22.1
All Campuses	**116**	**3.6**	**291**	**8.9**	**795**	**24.4**	**1,323**	**40.5**	**738**	**22.6**
My parent(s) or guardian talks to me about attending college.										
Falfurrias High School	13	4.3	21	7.0	84	27.9	123	40.9	60	19.9
Alice High School	42	4.3	80	8.2	255	26.1	407	41.6	194	19.8
H. M. King High School	43	5.4	85	10.7	199	25.0	335	42.1	134	16.8
Miller High School	39	6.7	77	13.2	146	25.0	215	36.8	108	18.5
Mathis High School	20	5.6	35	9.8	81	22.7	153	42.9	68	19.0
Odem High School	8	3.3	17	7.1	62	25.8	103	42.9	50	20.8
All Campuses	**165**	**5.1**	**315**	**9.7**	**827**	**25.4**	**1,336**	**41.0**	**614**	**18.9**
My school counselor talks to me about my grades.										
Falfurrias High School	53	17.6	81	26.9	88	29.2	60	19.9	19	6.3
Alice High School	239	24.5	341	34.9	254	26.0	112	11.5	31	3.2
H. M. King High School	183	23.0	268	33.7	208	26.2	118	14.8	18	2.3
Miller High School	101	17.4	128	22.0	191	32.8	124	21.3	38	6.5
Mathis High School	127	35.7	102	28.7	78	21.9	38	10.7	11	3.1
Odem High School	49	20.4	73	30.4	73	30.4	35	14.6	10	4.2
All Campuses	**752**	**23.1**	**993**	**30.5**	**892**	**27.4**	**487**	**15.0**	**127**	**3.9**

Table continues

Table D.16 (continued)
How Often Does Each of the Following Occur?

	Never		Rarely		Sometimes		Often		Every day	
Campus	N	%	N	%	N	%	N	%	N	%
My school counselor talks to me about attending college.										
Falfurrias High School	45	15.1	56	18.7	72	24.1	92	30.8	34	11.4
Alice High School	168	17.2	233	23.9	294	30.2	225	23.1	54	5.5
H. M. King High School	165	20.7	201	25.3	218	27.4	176	22.1	36	4.5
Miller High School	113	19.4	117	20.1	169	29.0	141	24.2	43	7.4
Mathis High School	116	32.7	76	21.4	79	22.3	66	18.6	18	5.1
Odem High School	35	14.6	56	23.4	80	33.5	55	23.0	13	5.4
All Campuses	**642**	**19.8**	**739**	**22.8**	**912**	**28.1**	**755**	**23.3**	**198**	**6.1**
My teacher(s) talks to me about my grades.										
Falfurrias High School	14	4.7	38	12.7	95	31.7	107	35.7	46	15.3
Alice High School	65	6.7	125	12.9	314	32.3	324	33.3	144	14.8
H. M. King High School	63	7.9	108	13.6	258	32.5	268	33.8	96	12.1
Miller High School	44	7.5	72	12.3	169	28.9	216	37.0	83	14.2
Mathis High School	26	7.3	48	13.5	108	30.3	129	36.2	45	12.6
Odem High School	14	5.9	33	13.8	68	28.5	96	40.2	28	11.7
All Campuses	**226**	**7.0**	**424**	**13.1**	**1,012**	**31.2**	**1,140**	**35.1**	**442**	**13.6**
My teacher(s) talks to me about attending college.										
Falfurrias High School	28	9.5	52	17.6	74	25.0	102	34.5	40	13.5
Alice High School	110	11.4	169	17.5	312	32.2	266	27.5	111	11.5
H. M. King High School	108	13.6	178	22.3	258	32.4	183	23.0	70	8.8
Miller High School	66	11.4	94	16.3	173	29.9	169	29.2	76	13.1
Mathis High School	34	9.7	59	16.8	106	30.2	113	32.2	39	11.1
Odem High School	24	10.0	30	12.5	75	31.3	84	35.0	27	11.3
All Campuses	**370**	**11.5**	**582**	**18.0**	**998**	**30.9**	**917**	**28.4**	**363**	**11.2**

Table continues

Table D.16 (continued)
How Often Does Each of the Following Occur?

	Never		Rarely		Sometimes		Often		Every day	
Campus	N	%	N	%	N	%	N	%	N	%
Someone else talks to me about my grades.										
Falfurrias High School	77	25.7	63	21.0	80	26.7	55	18.3	25	8.3
Alice High School	218	22.4	202	20.8	259	26.6	210	21.6	83	8.5
H. M. King High School	196	24.9	178	22.6	224	28.4	128	16.2	62	7.9
Miller High School	136	23.4	96	16.5	152	26.1	129	22.2	69	11.9
Mathis High School	76	21.7	77	21.9	89	25.4	83	23.6	26	7.4
Odem High School	38	15.8	39	16.3	75	31.3	64	26.7	24	10.0
All Campuses	**741**	**22.9**	**655**	**20.3**	**879**	**27.2**	**669**	**20.7**	**289**	**8.9**
Someone else talks to me about attending college.										
Falfurrias High School	77	27.4	42	14.9	74	26.3	56	19.9	32	11.4
Alice High School	222	24.5	180	19.8	211	23.3	208	22.9	86	9.5
H. M. King High School	185	24.9	150	20.2	214	28.8	132	17.7	63	8.5
Miller High School	144	26.0	80	14.5	135	24.4	132	23.9	62	11.2
Mathis High School	66	19.5	62	18.3	89	26.3	91	26.8	31	9.1
Odem High School	45	20.0	35	15.6	60	26.7	61	27.1	24	10.7
All Campuses	**739**	**24.2**	**549**	**18.0**	**783**	**25.7**	**680**	**22.3**	**298**	**9.8**

Table D.17
Has Anyone Talked to You about College Entrance Requirements?

	No		Yes	
Campus	N	%	N	%
A GEAR UP/STAR representative				
Falfurrias High School	267	85.9	44	14.1
Alice High School	684	66.2	349	33.8
H. M. King High School	752	92.5	61	7.5
Miller High School	534	89.3	64	10.7
Mathis High School	353	94.9	19	5.1
Odem High School	162	66.4	82	33.6
All Campuses	**2,752**	**81.6**	**619**	**18.4**
My parent(s) or guardian				
Falfurrias High School	126	40.5	185	59.5
Alice High School	358	34.7	675	65.3
H. M. King High School	305	37.5	508	62.5
Miller High School	278	46.5	320	53.5
Mathis High School	134	36.0	238	64.0
Odem High School	70	28.7	174	71.3
All Campuses	**1,271**	**37.7**	**2,100**	**62.3**
My school counselor				
Falfurrias High School	123	39.5	188	60.5
Alice High School	424	41.0	609	59.0
H. M. King High School	378	46.5	435	53.5
Miller High School	305	51.0	293	49.0
Mathis High School	250	67.2	122	32.8
Odem High School	95	38.9	149	61.1
All Campuses	**1,575**	**46.7**	**1,796**	**53.3**
My teachers				
Falfurrias High School	171	55.0	140	45.0
Alice High School	584	56.5	449	43.5
H. M. King High School	523	64.3	290	35.7
Miller High School	313	52.3	285	47.7
Mathis High School	190	51.1	182	48.9
Odem High School	118	48.4	126	51.6
All Campuses	**1,899**	**56.3**	**1,472**	**43.7**
My principal or assistant principal				
Falfurrias High School	262	84.2	49	15.8
Alice High School	934	90.4	99	9.6
H. M. King High School	775	95.3	38	4.7
Miller High School	504	84.3	94	15.7
Mathis High School	302	81.2	70	18.8
Odem High School	199	81.6	45	18.4
All Campuses	**2,976**	**88.3**	**395**	**11.7**

Table continues

Table D.17 (continued)
Has Anyone Talked to You about College Entrance Requirements?

	No		Yes	
Campus	N	%	N	%
My brother or sister				
Falfurrias High School	204	65.6	107	34.4
Alice High School	716	69.3	317	30.7
H. M. King High School	582	71.6	231	28.4
Miller High School	419	70.1	179	29.9
Mathis High School	241	64.8	131	35.2
Odem High School	140	57.4	104	42.6
All Campuses	**2,302**	**68.3**	**1,069**	**31.7**
Another family member				
Falfurrias High School	186	59.8	125	40.2
Alice High School	645	62.4	388	37.6
H. M. King High School	513	63.1	300	36.9
Miller High School	406	67.9	192	32.1
Mathis High School	208	55.9	164	44.1
Odem High School	123	50.4	121	49.6
All Campuses	**2,081**	**61.7**	**1,290**	**38.3**
No one has spoken to me about college entrance requirements				
Falfurrias High School	274	88.1	37	11.9
Alice High School	926	89.6	107	10.4
H. M. King High School	682	83.9	131	16.1
Miller High School	497	83.1	101	16.9
Mathis High School	308	82.8	64	17.2
Odem High School	220	90.2	24	9.8
All Campuses	**2,907**	**86.2**	**464**	**13.8**
Other				
Falfurrias High School	282	90.7	29	9.3
Alice High School	984	95.3	49	4.7
H. M. King High School	741	91.1	72	8.9
Miller High School	555	92.8	43	7.2
Mathis High School	346	93.0	26	7.0
Odem High School	224	91.8	20	8.2
All Campuses	**3,132**	**92.9**	**239**	**7.1**

Table D.18
Has Anyone Talked to You about Financial Aid Opportunities
That Will Help Pay College or University Tuition Expenses?

	No		Yes	
Campus	N	%	N	%
A GEAR UP/STAR representative				
Falfurrias High School	281	90.4	30	9.6
Alice High School	764	74.0	269	26.0
H. M. King High School	757	93.1	56	6.9
Miller High School	546	91.3	52	8.7
Mathis High School	357	96.0	15	4.0
Odem High School	175	71.7	69	28.3
All Campuses	**2,880**	**85.4**	**491**	**14.6**
My parent(s) or guardian				
Falfurrias High School	168	54.0	143	46.0
Alice High School	514	49.8	519	50.2
H. M. King High School	422	51.9	391	48.1
Miller High School	380	63.5	218	36.5
Mathis High School	182	48.9	190	51.1
Odem High School	110	45.1	134	54.9
All Campuses	**1,776**	**52.7**	**1,595**	**47.3**
My school counselor				
Falfurrias High School	144	46.3	167	53.7
Alice High School	549	53.1	484	46.9
H. M. King High School	453	55.7	360	44.3
Miller High School	349	58.4	249	41.6
Mathis High School	250	67.2	122	32.8
Odem High School	124	50.8	120	49.2
All Campuses	**1,869**	**55.4**	**1,502**	**44.6**
My teachers				
Falfurrias High School	220	70.7	91	29.3
Alice High School	784	75.9	249	24.1
H. M. King High School	643	79.1	170	20.9
Miller High School	390	65.2	208	34.8
Mathis High School	252	67.7	120	32.3
Odem High School	170	69.7	74	30.3
All Campuses	**2,459**	**72.9**	**912**	**27.1**
My principal or assistant principal				
Falfurrias High School	279	89.7	32	10.3
Alice High School	969	93.8	64	6.2
H. M. King High School	789	97.0	24	3.0
Miller High School	535	89.5	63	10.5
Mathis High School	323	86.8	49	13.2
Odem High School	220	90.2	24	9.8
All Campuses	**3,115**	**92.4**	**256**	**7.6**

Table continues

Table D.18 (continued)
Has Anyone Talked to You about Financial Aid Opportunities
That Will Help Pay College or University Tuition Expenses?

	No		Yes	
Campus	N	%	N	%
My brother or sister				
Falfurrias High School	235	75.6	76	24.4
Alice High School	845	81.8	188	18.2
H. M. King High School	670	82.4	143	17.6
Miller High School	493	82.4	105	17.6
Mathis High School	294	79.0	78	21.0
Odem High School	171	70.1	73	29.9
All Campuses	**2,708**	**80.3**	**663**	**19.7**
Another family member				
Falfurrias High School	234	75.2	77	24.8
Alice High School	801	77.5	232	22.5
H. M. King High School	634	78.0	179	22.0
Miller High School	491	82.1	107	17.9
Mathis High School	274	73.7	98	26.3
Odem High School	182	74.6	62	25.4
All Campuses	**2,616**	**77.6**	**755**	**22.4**
No one has spoken to me about financial aid opportunities				
Falfurrias High School	245	78.8	66	21.2
Alice High School	836	80.9	197	19.1
H. M. King High School	613	75.4	200	24.6
Miller High School	461	77.1	137	22.9
Mathis High School	287	77.2	85	22.8
Odem High School	192	78.7	52	21.3
All Campuses	**2,634**	**78.1**	**737**	**21.9**
Other				
Falfurrias High School	296	95.2	15	4.8
Alice High School	987	95.5	46	4.5
H. M. King High School	745	91.6	68	8.4
Miller High School	560	93.6	38	6.4
Mathis High School	347	93.3	25	6.7
Odem High School	232	95.1	12	4.9
All Campuses	**3,167**	**93.9**	**204**	**6.1**

Table D.19
Do You Think That You Could Afford to Attend Each of the Following Using Financial Aid, Scholarships, and Your Family's Resources?

	Definitely		Probably		Not sure		Probably not		Definitely not	
Campus	N	%	N	%	N	%	N	%	N	%
A four-year college or university										
Falfurrias High School	47	16.0	111	37.8	93	31.6	29	9.9	14	4.8
Alice High School	241	25.4	342	36.1	267	28.2	60	6.3	37	3.9
H. M. King High School	193	24.5	279	35.4	225	28.6	50	6.3	41	5.2
Miller High School	106	18.9	189	33.7	167	29.8	63	11.2	36	6.4
Mathis High School	67	19.4	122	35.4	115	33.3	21	6.1	20	5.8
Odem High School	55	23.3	82	34.7	60	25.4	20	8.5	19	8.1
All Campuses	**709**	**22.4**	**1,125**	**35.5**	**927**	**29.2**	**243**	**7.7**	**167**	**5.3**
A community or junior college (two-year program)										
Falfurrias High School	85	29.0	135	46.1	54	18.4	11	3.8	8	2.7
Alice High School	364	38.8	345	36.7	180	19.2	29	3.1	21	2.2
H. M. King High School	263	33.7	269	34.5	184	23.6	35	4.5	29	3.7
Miller High School	150	27.0	188	33.9	157	28.3	32	5.8	28	5.0
Mathis High School	98	28.7	136	39.9	77	22.6	19	5.6	11	3.2
Odem High School	82	35.5	85	36.8	45	19.5	9	3.9	10	4.3
All Campuses	**1,042**	**33.2**	**1,158**	**36.9**	**697**	**22.2**	**135**	**4.3**	**107**	**3.4**
A vocational or technical school										
Falfurrias High School	52	18.1	97	33.8	101	35.2	23	8.0	14	4.9
Alice High School	247	26.7	242	26.2	341	36.9	55	6.0	39	4.2
H. M. King High School	191	24.6	199	25.6	292	37.6	49	6.3	46	5.9
Miller High School	83	15.1	145	26.5	219	40.0	53	9.7	48	8.8
Mathis High School	58	17.3	81	24.2	148	44.2	26	7.8	22	6.6
Odem High School	60	25.8	57	24.5	84	36.1	12	5.2	20	8.6
All Campuses	**691**	**22.3**	**821**	**26.4**	**1,185**	**38.2**	**218**	**7.0**	**189**	**6.1**

Table D.20
Indicate Whether You "Have Taken," "Plan to Take," or "Will not Take" Each of the Following College Entrance Examinations. If You Are Unsure of Your Plans, Select "Unsure."

	Have taken		Plan to take		Will not take		Unsure	
Campus	N	%	N	%	N	%	N	%
PSAT								
Falfurrias High School	66	23.3	95	33.6	32	11.3	90	31.8
Alice High School	334	36.7	152	16.7	108	11.9	317	34.8
H. M. King High School	303	39.7	215	28.1	55	7.2	191	25.0
Miller High School	204	37.6	136	25.0	30	5.5	173	31.9
Mathis High School	122	37.9	77	23.9	22	6.8	101	31.4
Odem High School	58	25.4	73	32.0	21	9.2	76	33.3
All Campuses	**1,087**	**35.6**	**748**	**24.5**	**268**	**8.8**	**948**	**31.1**
PLAN								
Falfurrias High School	4	1.5	56	20.8	51	19.0	158	58.7
Alice High School	12	1.4	123	14.2	212	24.4	522	60.1
H. M. King High School	14	1.9	125	17.1	120	16.5	470	64.5
Miller High School	8	1.6	107	21.0	80	15.7	314	61.7
Mathis High School	3	1.0	70	22.7	36	11.7	200	64.7
Odem High School	104	45.2	39	17.0	16	7.0	71	30.9
All Campuses	**145**	**5.0**	**520**	**17.8**	**515**	**17.7**	**1,735**	**59.5**
SAT								
Falfurrias High School	10	3.6	172	61.2	30	10.7	69	24.6
Alice High School	75	8.2	479	52.3	105	11.5	257	28.1
H. M. King High School	68	8.9	494	64.7	50	6.6	151	19.8
Miller High School	77	14.0	304	55.3	20	3.6	149	27.1
Mathis High School	22	6.8	183	56.3	15	4.6	105	32.3
Odem High School	13	5.8	123	54.4	23	10.2	67	29.6
All Campuses	**265**	**8.7**	**1,755**	**57.3**	**243**	**7.9**	**798**	**26.1**

(Table continues)

Table D.20 (continued)
Indicate Whether You "Have Taken," "Plan to Take," or "Will not Take" Each of the Following College Entrance Examinations. If You Are Unsure of Your Plans, Select "Unsure."

	Have taken		Plan to take		Will not take		Unsure	
Campus	N	%	N	%	N	%	N	%
ACT								
Falfurrias High School	51	18.1	153	54.3	12	4.3	66	23.4
Alice High School	329	35.9	380	41.4	39	4.3	169	18.4
H. M. King High School	75	9.9	452	59.8	49	6.5	180	23.8
Miller High School	51	9.9	205	39.8	35	6.8	224	43.5
Mathis High School	50	15.3	160	49.1	13	4.0	103	31.6
Odem High School	69	29.7	98	42.2	6	2.6	59	25.4
All Campuses	**625**	**20.6**	**1,448**	**47.8**	**154**	**5.1**	**801**	**26.5**
THEA								
Falfurrias High School	17	6.2	139	50.4	20	7.2	100	36.2
Alice High School	34	3.9	265	30.6	147	17.0	421	48.6
H. M. King High School	25	3.5	156	21.6	87	12.0	455	62.9
Miller High School	142	27.0	175	33.3	24	4.6	185	35.2
Mathis High School	40	12.7	91	28.9	23	7.3	161	51.1
Odem High School	55	24.2	89	39.2	7	3.1	76	33.5
All Campuses	**313**	**10.7**	**915**	**31.2**	**308**	**10.5**	**1,398**	**47.6**

Table D.21
Which Graduation Plan Are You Currently Pursuing?

	Distinguished Achievement Program		Recommended High School Program		Minimum Graduation Plan		Unsure		Other	
Campus	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	86	29.2	180	61.0	14	4.7	15	5.1	0	0.0
Alice High School	208	22.0	507	53.7	39	4.1	190	20.1	1	0.1
H. M. King High School	203	25.9	314	40.1	37	4.7	220	28.1	9	1.1
Miller High School	115	20.9	201	36.5	29	5.3	197	35.8	8	1.5
Mathis High School	111	32.5	110	32.2	14	4.1	102	29.8	5	1.5
Odem High School	42	18.1	112	48.3	6	2.6	67	28.9	5	2.2
All Campuses	**765**	**24.3**	**1,424**	**45.2**	**139**	**4.4**	**791**	**25.1**	**28**	**0.9**

Table D.22
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	
Campus	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0	20	6.9	13	4.5	27	9.4	28	9.7	80	27.8	67	23.3	53	18.4
Alice High School	3	0.3	39	4.2	21	2.2	59	6.3	87	9.3	326	34.8	263	28.1	139	14.8
H. M. King High School	4	0.5	39	5.1	19	2.5	33	4.3	66	8.6	263	34.2	208	27.0	138	17.9
Miller High School	0	0.0	36	6.6	9	1.6	37	6.8	71	13.0	160	29.2	135	24.6	100	18.2
Mathis High School	0	0.0	22	6.4	6	1.7	22	6.4	27	7.9	109	31.8	93	27.1	64	18.7
Odem High School	1	0.4	15	6.5	6	2.6	13	5.6	15	6.5	84	36.2	64	27.6	34	14.7
All Campuses	**8**	**0.3**	**171**	**5.5**	**74**	**2.4**	**191**	**6.1**	**294**	**9.4**	**1,022**	**32.8**	**830**	**26.6**	**528**	**16.9**

Table D.23
If You Are in Your SENIOR YEAR of High School, Please Mark Whether You "Will Not Apply," "Plan to Apply," "Have Applied," or "Have Been "Accepted" to Each Type of Post-Secondary Program

	Will not apply		Plan to apply		Have applied		Have been accepted	
Campus	N	%	N	%	N	%	N	%
A four-year college or university								
Falfurrias High School	13	21.0	16	25.8	17	27.4	16	25.8
Alice High School	37	17.5	49	23.1	21	9.9	105	49.5
H. M. King High School	29	25.2	26	22.6	32	27.8	28	24.3
Miller High School	19	16.8	50	44.2	18	15.9	26	23.0
Mathis High School	20	33.3	15	25.0	13	21.7	12	20.0
Odem High School	4	7.0	16	28.1	6	10.5	31	54.4
All Campuses	**122**	**19.7**	**172**	**27.8**	**107**	**17.3**	**218**	**35.2**
A community or junior college (two-year program)								
Falfurrias High School	15	24.2	14	22.6	9	14.5	24	38.7
Alice High School	74	34.6	64	29.9	29	13.6	47	22.0
H. M. King High School	47	42.3	33	29.7	23	20.7	8	7.2
Miller High School	22	19.0	51	44.0	18	15.5	25	21.6
Mathis High School	12	19.4	22	35.5	18	29.0	10	16.1
Odem High School	13	23.2	14	25.0	7	12.5	22	39.3
All Campuses	**183**	**29.5**	**198**	**31.9**	**104**	**16.7**	**136**	**21.9**
A vocational or technical school								
Falfurrias High School	45	83.3	7	13.0	0	0.0	2	3.7
Alice High School	149	73.4	37	18.2	3	1.5	14	6.9
H. M. King High School	77	69.4	24	21.6	4	3.6	6	5.4
Miller High School	61	56.0	37	33.9	8	7.3	3	2.8
Mathis High School	38	65.5	15	25.9	3	5.2	2	3.4
Odem High School	39	73.6	10	18.9	1	1.9	3	5.7
All Campuses	**409**	**69.6**	**130**	**22.1**	**19**	**3.2**	**30**	**5.1**

Table D.24
If You Are in Your SENIOR YEAR of High School, Which of the Items Listed Below Are Most Likely to Prevent You From Attending a College or University After You Have Completed High School?

	No		Yes	
Campus	N	%	N	%
Nothing is likely to prevent me from attending a college or university.				
Falfurrias High School	37	53.6	32	46.4
Alice High School	91	41.2	130	58.8
H. M. King High School	54	46.6	62	53.4
Miller High School	71	58.2	51	41.8
Mathis High School	36	54.5	30	45.5
Odem High School	23	40.4	34	59.6
All Campuses	**312**	**47.9**	**339**	**52.1**
It costs too much/can't afford it.				
Falfurrias High School	51	73.9	18	26.1
Alice High School	154	69.7	67	30.3
H. M. King High School	85	73.3	31	26.7
Miller High School	76	62.3	46	37.7
Mathis High School	44	66.7	22	33.3
Odem High School	37	64.9	20	35.1
All Campuses	**447**	**68.7**	**204**	**31.3**
I need/want to work.				
Falfurrias High School	52	75.4	17	24.6
Alice High School	184	83.3	37	16.7
H. M. King High School	94	81.0	22	19.0
Miller High School	88	72.1	34	27.9
Mathis High School	51	77.3	15	22.7
Odem High School	43	75.4	14	24.6
All Campuses	**512**	**78.6**	**139**	**21.4**
I am not interested in college.				
Falfurrias High School	67	97.1	2	2.9
Alice High School	214	96.8	7	3.2
H. M. King High School	111	95.7	5	4.3
Miller High School	118	96.7	4	3.3
Mathis High School	61	92.4	5	7.6
Odem High School	56	98.2	1	1.8
All Campuses	**627**	**96.3**	**24**	**3.7**
I want to go into the military.				
Falfurrias High School	65	94.2	4	5.8
Alice High School	217	98.2	4	1.8
H. M. King High School	101	87.1	15	12.9
Miller High School	117	95.9	5	4.1
Mathis High School	63	95.5	3	4.5
Odem High School	54	94.7	3	5.3
All Campuses	**617**	**94.8**	**34**	**5.2**

Table continues

Table D.24 (continued)
If You Are in Your SENIOR YEAR of High School, Which of the Items Listed Below Are Most Likely to Prevent You From Attending a College or University After You Have Completed High School?

	No		Yes	
Campus	N	%	N	%
I have responsibilities to family.				
Falfurrias High School	61	88.4	8	11.6
Alice High School	200	90.5	21	9.5
H. M. King High School	107	92.2	9	7.8
Miller High School	106	86.9	16	13.1
Mathis High School	54	81.8	12	18.2
Odem High School	53	93.0	4	7.0
All Campuses	**581**	**89.2**	**70**	**10.8**
College is too far from home.				
Falfurrias High School	68	98.6	1	1.4
Alice High School	210	95.0	11	5.0
H. M. King High School	115	99.1	1	0.9
Miller High School	121	99.2	1	0.8
Mathis High School	60	90.9	6	9.1
Odem High School	57	100.0	0	0.0
All Campuses	**631**	**96.9**	**20**	**3.1**
My grades are not good enough.				
Falfurrias High School	60	87.0	9	13.0
Alice High School	193	87.3	28	12.7
H. M. King High School	93	80.2	23	19.8
Miller High School	105	86.1	17	13.9
Mathis High School	59	89.4	7	10.6
Odem High School	49	86.0	8	14.0
All Campuses	**559**	**85.9**	**92**	**14.1**
I have a disability.				
Falfurrias High School	68	98.6	1	1.4
Alice High School	220	99.5	1	0.5
H. M. King High School	115	99.1	1	0.9
Miller High School	120	98.4	2	1.6
Mathis High School	65	98.5	1	1.5
Odem High School	56	98.2	1	1.8
All Campuses	**644**	**98.9**	**7**	**1.1**
I want to get married.				
Falfurrias High School	65	94.2	4	5.8
Alice High School	218	98.6	3	1.4
H. M. King High School	113	97.4	3	2.6
Miller High School	121	99.2	1	0.8
Mathis High School	65	98.5	1	1.5
Odem High School	57	100.0	0	0.0
All Campuses	**639**	**98.2**	**12**	**1.8**

Table continues

Table D.24 (continued)
If You Are in Your SENIOR YEAR of High School, Which of the Items Listed Below Are Most Likely to Prevent You From Attending a College or University After You Have Completed High School?

	No		Yes	
Campus	N	%	N	%
Other				
Falfurrias High School	67	97.1	2	2.9
Alice High School	213	96.4	8	3.6
H. M. King High School	108	93.1	8	6.9
Miller High School	116	95.1	6	4.9
Mathis High School	64	97.0	2	3.0
Odem High School	56	98.2	1	1.8
All Campuses	**624**	**95.9**	**27**	**4.1**

Appendix E:
Instruments and Protocols

GEAR UP - Students Training for Academic Readiness (STAR)
Teacher, Counselor, and Librarian Survey-2008

This survey is part of the evaluation of the GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) project, also know as STAR (Students Training for Academic Readiness). 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!

GENERAL INFORMATION

First Name _____ Last Name _____

School Name: _____

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

6	7	8	9	10	11	12
☐	☐	☐	☐	☐	☐	☐

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

3. Including this school year, how many years have you been working in your current position at this school? _____

4. What is your gender?
   - ○ Male
   - ○ Female

5. Which of the following best describes your race or ethnicity?
   - ○ White/Anglo
   - ○ African American
   - ○ Hispanic/Latino
   - ○ Other

If other, please specify: _____

6. What is your highest educational attainment?
   - ○ Bachelor's degree
   - ○ Enrolled in master's coursework
   - ○ Master's degree
   - ○ Enrolled in doctoral coursework
   - ○ Doctorate
   - ○ Other

7. Please indicate the extent of your agreement with each of the following statements.					
	Strongly Disagree	**Disagree**	**Unsure**	**Agree**	**Strongly Agree**
a) Teachers in this school share an understanding about how Advanced Placement (AP) strategies may be used to enhance learning.	○	○	○	○	○
b) The principal consults with staff before making decisions that may affect our ability to work in vertical teams.	○	○	○	○	○
c) In this school, there are clear expectations that all students will be prepared for postsecondary educational opportunities.	○	○	○	○	○
d) I incorporate information about college readiness into my content-area lessons.	○	○	○	○	○
e) Teachers in this school are continually learning and seeking new ideas.	○	○	○	○	○
f) The principal in my school actively encourages teachers to pursue professional development geared towards AP strategies and vertical teaming.	○	○	○	○	○
g) Teachers are not afraid to learn about new educational approaches and use them with their class(es).	○	○	○	○	○
h) I have received sufficient training to incorporate AP strategies in my classes.	○	○	○	○	○
i) Parents support our school's emphasis on college readiness.	○	○	○	○	○
j) The principal is an effective leader for vertical teams in this school.	○	○	○	○	○
k) Overall, considering the uses of vertical teams in my school today, I am confident that this use is leading to increased student achievement.	○	○	○	○	○
l) The principal encourages teachers to be innovative and try new methods.	○	○	○	○	○
m) GEAR UP goals are clearly communicated to parents and the community.	○	○	○	○	○
n) The principal is willing to support--through funding or manpower-teachers' efforts at vertical teaming.	○	○	○	○	○
o) Teachers receive adequate administrative support to incorporate vertical teams.	○	○	○	○	○
p) Teachers and administrators rely on research-proven teaching and learning principles in making decisions about instruction.	○	○	○	○	○
q) When our school has professional development focused on vertical teams, the principal often participates.	○	○	○	○	○
r) The surrounding community actively supports our emphasis on college readiness.	○	○	○	○	○
s) Teachers in this school are generally supportive of vertical teaming efforts.	○	○	○	○	○
t) This school provides a variety of opportunities for parent involvement.	○	○	○	○	○
u) GEAR UP goals are clearly communicated to staff.	○	○	○	○	○
v) I am aware of an advisory committee that assists with GEAR UP implementation.	○	○	○	○	○

PREPARATION FOR HIGHER EDUCATION

8. How often do **you** provide **students** with counseling or advice about the following:

Rarely = 1 or 2 times a YEAR, **Sometimes** = 1 or 2 times a MONTH, **Often** = 1 or 2 times a WEEK

	Never	Rarely	Sometimes	Often	Almost Every Day
a) Recommended high school program or distinguished achievement program	○	○	○	○	○
b) Post-secondary admissions requirements	○	○	○	○	○
c) Post-secondary financial aid, scholarships, or college applications	○	○	○	○	○
d) ACT/SAT preparation/testing	○	○	○	○	○
e) Career counseling	○	○	○	○	○
f) Vocational and technical programs	○	○	○	○	○

9. How often do **you** provide **parents** with counseling or advice about the following:

Rarely = 1 or 2 times a YEAR, **Sometimes** = 1 or 2 times a MONTH, **Often** = 1 or 2 times a WEEK

	Never	Rarely	Sometimes	Often	Almost Every Day
a) Recommended high school program or distinguished achievement program	○	○	○	○	○
b) Post-secondary admissions requirements	○	○	○	○	○
c) Post-secondary financial aid, scholarships, or college applications	○	○	○	○	○
d) ACT/SAT preparation/testing	○	○	○	○	○
e)Career counseling	○	○	○	○	○
f) Vocational and technical programs	○	○	○	○	○

VERTICAL TEAMS

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

10. Please respond to each of following items with respect to vertical teams in your school **this year** *(August 2007 - July 2008).*

	Yes	No
a) I *have attended* or *will attend* a vertical teaming training this year.	○	○
b) My school requires that I participate in vertical team training.	○	○
c) My school provides *release time* or *paid time* to participate in vertical team training.	○	○
d) My school provides *release time* or *paid time* to participate in vertical team planning.	○	○
e) My school provides *release time* or *paid time* for team curriculum writing.	○	○

11. How frequently during did your vertical team meet this year?

○ At least once a week
○ At least once a month
○ 1-2 times a semester
○ 1-2 times a year
○ We have never had a meeting

12. To what extent have each of the following issues been a **challenge** in implementing vertical teams in your school?

	Large Extent	**Moderate Extent**	**Small Extent**	**Not at All**
a) Time/scheduling constraints	○	○	○	○
b) Inadequate leadership or guidance	○	○	○	○
c) Insufficient teacher participation	○	○	○	○
d) Poor communication between teachers	○	○	○	○
e) Teacher turnover	○	○	○	○

13. What needs to be in place in your school to make vertical teaming effective?

_____

_____

_____

	Teacher	**Counselor**	**Librarian**
14. Please indicate the position in which you currently work. (Mark only one.)	○	○	○

15. Consider each of the following counseling tasks. Please rank the level of importance for each.

	Least Important		Neutral		Most Important
a) Assisting students with grades and achievement issues	○	○	○	○	○
b) Providing support for students' career goals	○	○	○	○	○
c) Helping students plan and prepare for postsecondary education	○	○	○	○	○
d) Assisting students with matters related to personal growth	○	○	○	○	○
e) Coordinating GEAR UP activities	○	○	○	○	○

16. Consider each of the following counseling tasks. Please indicate the percentage of your time spent on each of these activities at your current school this year. *Note*. The total of all percentages must sum to 100%.

_____ **a)** Scheduling courses

_____ **b)** Assisting students in course selections

_____ **c)** Counseling for postsecondary admissions

_____ **d)** Testing

_____ **e)** Career counseling

_____ **f)** Counseling related to students' personal issues and concerns

_____ **g)** Other counseling tasks

_____ **h)** Coordinating GEAR UP activities

_____

_____ TOTAL (out of 100)

Click to Continue ○

17. What is your primary teaching assignment? (Mark only one.)

- ○ Mathematics
- ○ Science
- ○ English language arts/reading
- ○ Social studies/social science
- ○ Self-contained (i.e., teach multiple subjects to the same group
- ○ Other

If other, please specify: _____

18. About how often do you interact with colleagues in each of the following ways? (Select only one response for each statement.)

Rarely = a few times a YEAR, **Sometimes** = once or twice a MONTH, **Often** = one or twice a WEEK

As a teacher I...	**Never**	**Rarely**	**Sometimes**	**Often**	**Almost Daily**
a) have informal discussions with colleagues regarding strategies for vertical teams.	○	○	○	○	○
b) receive feedback from other teachers based on their observations of my teaching.	○	○	○	○	○
c) provide feedback to other teachers based on my observations of their teaching.	○	○	○	○	○
d) consult with other teachers about students' academic performance.	○	○	○	○	○
e) work with a subject-area peer(s) on my campus to develop a lesson plan or class activity.	○	○	○	○	○
f) work with a subject-area peer(s) from a feeder pattern campus to develop a lesson plan or class activity.	○	○	○	○	○
g) work with a colleague(s) in a different subject area to develop a lesson plan or class activity.	○	○	○	○	○
h) act as a vertical team coach or mentor to other teachers or staff at my school. (May include teaching in-service workshop in your school.)	○	○	○	○	○
i) receive vertical team coaching or mentoring from an external (non-school) source such as a professional curriculum developer, or university faculty fellow.	○	○	○	○	○

Rarely = a few times a YEAR, **Sometimes** = once or twice a MONTH, **Often** = one or twice a WEEK

As a teacher, I...	**Never**	**Rarely**	**Sometimes**	**Often**	**Almost Daily**
j) assign homework.	○	○	○	○	○

ADVANCED PLACEMENT

	Yes	No
19. I am teaching one or more AP courses this school year.	○	○
20. I have attended an AP summer institute offered by the College Board.	○	○
21. Including the current school year, how many years have you been teaching AP or pre-AP courses?	_____	
22. Are your AP students required to take the AP exam?	○	○

23. Describe one instructional strategy learned in AP training that you have used successfully in your classroom(s).

_____

_____

24. What changes would make the AP program at your school more effective?

_____

_____

UNIVERSITY FACULTY FELLOWS

	Yes	No
25. Did you attend a university Faculty Fellows orientation meeting?	○	○
26. Have you been assigned a university faculty member through the Faculty Fellows program at Texas A&M University-Kingsville or Texas A&M Corpus Christi University?	○	○

27. How frequently do you communicate with your university Faculty Fellow?

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

If other, please specify: _____

28. How useful were any lectures, presentations, or demonstrations given by a university Faculty Fellow in your class?

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

29. What were the most useful or effective activities involving your university Faculty Fellow mentor?

_____

_____

_____

30. How could the university Faculty Fellows program be improved?

_____

_____

_____

Students Training for Academic Readiness (STAR)

High School Student Survey--Spring 2008

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ball point, 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.

USE A No. 2 PENCIL

CORRECT: ⬬

INCORRECT: ✓ ✗ ⬭ ⬭

Please answer each of the following questions about the GEAR UP program at your school. 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

Student ID

Date of Birth

MONTH	DAY	YEAR

1. Were you enrolled in this school last year?
   - ⬭ Yes ⬭ No
2. What grade are you in this school year?
   - ⬭ 9 ⬭ 10 ⬭ 11 ⬭ 12
3. What is your gender?
   - ⬭ Male ⬭ Female
4. Which of the following best describes you? ***(Mark only one.)***
   - ⬭ Hispanic/Latino/Mexican American
   - ⬭ African American
   - ⬭ White
   - ⬭ Other (describe) _____
5. What is your current grade point average (GPA) where 4.00 equals "A" or "100%"?

   _____
6. 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
7. Which of the following math courses are you enrolled in this year? ***(Mark all that apply.)***
   - ⬭ Basic Math or Math Models with Applications
   - ⬭ Algebra 1
   - ⬭ Algebra 2
   - ⬭ Geometry
   - ⬭ Pre-Calculus
   - ⬭ Calculus
   - ⬭ Gifted and Talented program
   - ⬭ Career and Technology courses
   - ⬭ Special Education
   - ⬭ Pre-AP or AP courses
   - ⬭ Other math course (please list):

   _____
8. If you have taken AP Spanish, did you also take the AP Spanish exam?
   - ⬭ Yes, I have taken the exam.
   - ⬭ Yes, I plan to take the exam.
   - ⬭ No, I will not take the exam.
9. How many hours a week do you work? ***(Mark only one.)***
   - ⬭ I do not have a job.
   - ⬭ 1 to 20 hours per week
   - ⬭ 20 to 30 hours per week
   - ⬭ 30 or more hours per week
10. Do you know your class rank? ***(Fill in one response only.)***
    - ⬭ Yes ⬭ No **[IF NO, GO TO QUESTION 12]**
11. Please indicate the percentage that best represents your current class rank. ***(Mark only one.)***
    - ⬭ Top 10%
    - ⬭ Top 20%
    - ⬭ Top 50%
    - ⬭ Other _____
12. During high school, have your guidance counselors provided you with information about the Top 10% Rule? ***(Fill in one response only.)***
    - ⬭ Yes ⬭ No

PLEASE DO NOT WRITE IN THIS AREA

[SERIAL]

School and Extra-Curricular Activities

13. Please mark how often you have participated in each of the following activities during this school year.

	Never	Rarely (1 or 2 times a YEAR)	Sometimes (1 or 2 times a MONTH)	Often (1 or 2 times a WEEK)	Almost Every Day
a. Tutoring for an academic subject (e.g., math, science, English/language arts, social studies)	○	○	○	○	○
b. Mentoring by an adult who is not your parent, guardian, or a teacher	○	○	○	○	○
c. Learning about college (e.g., college or university visit; college fair; workshop on preparing for college; using Go Center for college information; receiving assistance in completing financial aid, scholarship, or college applications)	○	○	○	○	○
d. Counseling about your grades	○	○	○	○	○
e. Workshop on study skills	○	○	○	○	○
f. Workshop to learn about the ACT, SAT, or other college entrance exam	○	○	○	○	○
g. Summer camp or learning institute on math, science, or other academics	○	○	○	○	○
h. Learning about careers (e.g., career day; workshop on a career; visit to a local employer; job shadowing or visit with an adult at his or her job; taking a career inventory or test at school; using Go Center for career information)	○	○	○	○	○
i. Home visit by a school administrator or teacher					
j. Class field trip to a museum, park, or other site to learn more about a subject discussed in class	○	○	○	○	○
k. Attending a family activity at school with a parent or guardian (including events with Fathers active in Communities and Education [FACE])	○	○	○	○	○
l. Attending an "Academic Rising Scholars" presentation or activity	○	○	○	○	○
m. Participating in a student leadership conference or activity (including activities sponsored by the National Hispanic Institute)	○	○	○	○	○
n. Attending a presentation by a business person or attended a Junior Achievement activity	○	○	○	○	○
o. University professor visits to your class	○	○	○	○	○
p. Participating in Talent Search activities (Duke University or TAMU)	○	○	○	○	○

14. Consider your beliefs about your education and schoolwork. Please indicate your agreement or disagreement with each statement listed below. (Select only one level of agreement for each item.) If an item is mostly NOT true, then choose "1". If an item is VERY true, then choose "5".

	Strongly Disagree 1	2	3	4	Strongly Agree 5
a. I know what I need to do to get good grades on my assignments in class and on my homework.	①	②	③	④	⑤
b. I believe that what I learn in school will be useful to me in the job I have as an adult.	①	②	③	④	⑤
c. Even when I don't have homework, I read to learn.	①	②	③	④	⑤
d. I have a place where I can sit down and complete my homework.	①	②	③	④	⑤
e. I understand all or nearly all of the material I read at home for school.	①	②	③	④	⑤
f. I understand all or nearly all of the math problems I do for homework.	①	②	③	④	⑤
g. My parents or guardian follow my progress at school on a weekly basis.	①	②	③	④	⑤
h. My parents or guardian expect me to work hard in school and succeed.	①	②	③	④	⑤
i. My parents or guardian guide me in making decisions about the classes I take in school.	①	②	③	④	⑤
j. My parents visit my school to meet with my teachers or other school staff to help me succeed in school.	①	②	③	④	⑤
k. My teachers help me link what I learn to my own experiences outside the school.	①	②	③	④	⑤
l. Teachers make sure I understand something before moving on to new lessons or learning new material.	①	②	③	④	⑤

Question 14 Continued...

	Strongly Disagree 1	2	3	4	Strongly Agree 5
m. My teachers encourage my parents to help me succeed academically.	①	②	③	④	⑤
n. My teachers encourage me to work hard to achieve high grades.	①	②	③	④	⑤
o. I feel comfortable asking teachers in class about things I do not understand.	①	②	③	④	⑤
p. My teachers are willing to meet with me before school starts or after school to go over material I do not understand in class.	①	②	③	④	⑤
q. My counselor encourages me to work hard in school so I can go to college.	①	②	③	④	⑤
r. My teacher encourages me to work hard in school so I can go to college.	①	②	③	④	⑤
s. My principal encourages me to work hard in school so I can go to college.	①	②	③	④	⑤
t. I want to have the skills to teach myself new things now and in the future.	①	②	③	④	⑤
u. Learning how to read, write, and do some math is an important part of growing up.	①	②	③	④	⑤
v. Class projects allow me to better understand a topic we are studying.	①	②	③	④	⑤
w. When I have the wrong answer, my teacher helps me find the correct answer.	①	②	③	④	⑤

Familiarity with Colleges and Universities

15. 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)	○	○	○
b. Four-year colleges and universities	○	○	○
c. Vocational or technical schools	○	○	○

16. Please indicate how important each of the following sources was in helping you learn about colleges and universities. ***(Select only one level of agreement for each item.)*** If an item is NOT AT ALL important, then choose "1". If an item is VERY important, then choose "5".

	Not At All Important 1	2	3	4	Very Important 5
a. Visited a college or university	①	②	③	④	⑤
b. Discussed college opportunities with a school counselor	①	②	③	④	⑤
c. Discussed college opportunities with your teacher	①	②	③	④	⑤
d. Discussed college opportunities with your parent(s) or guardian(s)	①	②	③	④	⑤
e. Discussed college opportunities with a brother or sister	①	②	③	④	⑤
f. Discussed college opportunities with another family member (e.g., an aunt, uncle, or cousin)	①	②	③	④	⑤
g. Looked at a guide to colleges and universities (e.g., *Barron's*)	①	②	③	④	⑤
h. Other (describe):	①	②	③	④	⑤

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

	Never	Rarely	Some-times	Often	Every Day
a. My parent(s) or guardian talks to me about my grades.	○	○	○	○	○
b. My parent(s) or guardian talks to me about attending college.	○	○	○	○	○
c. My school counselor talks to me about my grades.	○	○	○	○	○
d. My school counselor talks to me about attending college.	○	○	○	○	○
e. My teacher(s) or guardian talks to me about my grades.	○	○	○	○	○
f. My teacher(s) or guardian talks to me about attending college.	○	○	○	○	○
g. Someone else talks to me about my grades.	○	○	○	○	○
h. Someone else talks to me about attending college.	○	○	○	○	○
i. If someone else talks to you about your grades and college, who is this person?					

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

- ○ A GEAR UP/STAR representative
- ○ My parent(s) or guardian
- ○ My school counselor
- ○ My teacher(s)
- ○ Other (please explain):
- ○ My principal/assistant principal
- ○ My brother or sister
- ○ Another family member (e.g., an aunt, uncle, or cousin)
- ○ No one has spoken to me about college entrance requirements

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

- ⬭ A GEAR UP/STAR representative
- ⬭ My parent(s) or guardian
- ⬭ My school counselor
- ⬭ My teacher(s)
- ⬭ Other (please explain):
- ⬭ My principal/assistant principal
- ⬭ My brother or sister
- ⬭ Another family member (e.g., an aunt, uncle, or cousin)
- ⬭ No one has spoken to me about college entrance requirements

20. 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	⬭	⬭	⬭	⬭	⬭
b. A community or junior college (two-year program)	⬭	⬭	⬭	⬭	⬭
c. A vocational or technical school	⬭	⬭	⬭	⬭	⬭

College Planning

21. 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 you 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		Have Taken	Plan to Take	Will Not Take	Unsure
a. PSAT	⬭	⬭	⬭	⬭	d. ACT	⬭	⬭	⬭	⬭
b. PLAN	⬭	⬭	⬭	⬭	e. THEA	⬭	⬭	⬭	⬭
c. SAT	⬭	⬭	⬭	⬭					

22. Which graduation plan are you currently pursuing?***(Mark only one.)***

- ⬭ Distinguished Achievement Program
- ⬭ Recommended High School Program
- ⬭ Minimum Graduation Plan
- ⬭ Unsure
- ⬭ Other (describe):

Post High School Plans

23. 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

College Applications FOR SENIORS

24. If you are in your senior year of high school, 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 (sent application materials)	Have Been Accepted
a. A four-year college or university	⬭	⬭	⬭	⬭
b. A community or junior college (two-year program)	⬭	⬭	⬭	⬭
c. A vocational or technical school	⬭	⬭	⬭	⬭

25. If you are in your senior year of high school, 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.*)**

- ⬭ Nothing is likely to prevent me from attending a college or university
- ⬭ It costs too much/can't afford it
- ⬭ I need/want to work
- ⬭ I am not interested in college
- ⬭ I want to go into the military
- ⬭ Other (please explain):
- ⬭ I have responsibilities to family
- ⬭ College is too far from home
- ⬭ My grades are not good enough
- ⬭ I have a disability
- ⬭ I want to get married

Thank you for taking the survey.

PLEASE DO NOT WRITE IN THIS AREA

[SERIAL]

Students Training for Academic Readiness (STAR)

Middle School Student Survey--Spring 2008

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ball point, 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.

USE A No. 2 PENCIL

CORRECT:

INCORRECT:

Please answer each of the following questions about the GEAR UP program at your school. 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

Student ID

Date of Birth

MONTH	DAY	YEAR

1. Were you enrolled in this school last year?
   - Yes
   - No

2. What grade are you in this school year?
   - 6
   - 7
   - 8

3. What is your gender?
   - Male
   - Female

4. Which of the following best describes you? ***(Mark only one.)***
   - Hispanic/Latino/Mexican American
   - African American
   - White
   - Other (describe)_____

5. What kind of grades do you usually receive? ***(Mark only one.)***
   - Mostly A's
   - A's and B's
   - Mostly B's
   - B's and C's
   - Mostly C's
   - C's and D's
   - Mostly D's
   - D's and F's
   - Mostly F's

6. 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

7. Which of the following math courses are you enrolled in this year? ***(Mark all that apply.)***
   - Basic Math
   - Algebra 1
   - Algebra 2
   - Geometry
   - Gifted and Talented program
   - Career and Technology courses
   - Special Education
   - Pre-AP or AP courses
   - Other math course (please list):

   _____

8. If you have taken AP Spanish, did you also take the AP Spanish exam?
   - Yes, I have taken the exam.
   - Yes, I plan to take the exam.
   - No, I will not take the exam.

9. 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.
   - 1 to 20 hours per week
   - 20 to 30 hours per week
   - 30 or more hours per week

10. During middle school, have your guidance counselors provided you with information about the Top 10% Rule? ***(Fill in one response only.)***
    - Yes
    - No

PLEASE DO NOT WRITE IN THIS AREA

[SERIAL]

School and Extra-Curricular Activities

11. Please mark how often you have participated in each of the following activities during this school year.

	Never	Rarely (1 or 2 times a YEAR)	Sometimes (1 or 2 times a MONTH)	Often (1 or 2 times a WEEK)	Almost Every Day
a. Tutoring for an academic subject (e.g., math, science, English/language arts, social studies)	○	○	○	○	○
b. Mentoring by an adult who is not your parent, guardian, or a teacher	○	○	○	○	○
c. Learning about college (e.g., college or university visit; college fair; workshop on preparing for college; using Go Center for college information; receiving assistance in completing financial aid, scholarship, or college applications)	○	○	○	○	○
d. Counseling about your grades	○	○	○	○	○
e. Workshop on study skills	○	○	○	○	○
f. Workshop to learn about the ACT, SAT, or other college entrance exam	○	○	○	○	○
g. Summer camp or learning institute on math, science, or other academics	○	○	○	○	○
h. Learning about careers (e.g., career day; workshop on a career; visit to a local employer; job shadowing or visit with an adult at his or her job; taking a career inventory or test at school; using Go Center for career information)	○	○	○	○	○
i. Home visit by a school administrator or teacher					
j. Class field trip to a museum, park, or other site to learn more about a subject discussed in class	○	○	○	○	○
k. Attending a family activity at school with a parent or guardian (including events with Fathers active in Communities and Education [FACE])	○	○	○	○	○
l. Attending an "Academic Rising Scholars" presentation or activity	○	○	○	○	○
m. Participating in a student leadership conference or activity (including activities sponsored by the National Hispanic Institute)	○	○	○	○	○
n. Attending a presentation by a business person or attended a Junior Achievement activity	○	○	○	○	○
o. University professor visits to your class	○	○	○	○	○
p. Participating in Talent Search activities (Duke University or TAMU)	○	○	○	○	○

12. Consider your beliefs about your education and schoolwork. Please indicate your agreement or disagreement with each statement listed below. (Select only one level of agreement for each item.) If an item is mostly NOT true, then choose "1". If an item is VERY true, then choose "5".

	Strongly Disagree 1	2	3	4	Strongly Agree 5
a. I know what I need to do to get good grades on my assignments in class and on my homework.	①	②	③	④	⑤
b. I believe that what I learn in school will be useful to me in the job I have as an adult.	①	②	③	④	⑤
c. Even when I don't have homework, I read to learn.	①	②	③	④	⑤
d. I have a place where I can sit down and complete my homework.	①	②	③	④	⑤
e. I understand all or nearly all of the material I read at home for school.	①	②	③	④	⑤
f. I understand all or nearly all of the math problems I do for homework.	①	②	③	④	⑤
g. My parents or guardian follow my progress at school on a weekly basis.	①	②	③	④	⑤
h. My parents or guardian expect me to work hard in school and succeed.	①	②	③	④	⑤
i. My parents or guardian guide me in making decisions about the classes I take in school.	①	②	③	④	⑤
j. My parents visit my school to meet with my teachers or other school staff to help me succeed in school.	①	②	③	④	⑤
k. My teachers help me link what I learn to my own experiences outside the school.	①	②	③	④	⑤
l. Teachers make sure I understand something before moving on to new lessons or learning new material.	①	②	③	④	⑤

	Strongly Disagree 1	2	3	4	Strongly Agree 5
m. My teachers encourage my parents to help me succeed academically.	①	②	③	④	⑤
n. My teachers encourage me to work hard to achieve high grades.	①	②	③	④	⑤
o. I feel comfortable asking teachers in class about things I do not understand.	①	②	③	④	⑤
p. My teachers are willing to meet with me before school starts or after school to go over material I do not understand in class.	①	②	③	④	⑤
q. My counselor encourages me to work hard in school so I can go to college.	①	②	③	④	⑤
r. My teacher encourages me to work hard in school so I can go to college.	①	②	③	④	⑤
s. My principal encourages me to work hard in school so I can go to college.	①	②	③	④	⑤
t. I want to have the skills to teach myself new things now and in the future.	①	②	③	④	⑤
u. Learning how to read, write, and do some math is an important part of growing up.	①	②	③	④	⑤
v. Class projects allow me to better understand a topic we are studying.	①	②	③	④	⑤
w. When I have the wrong answer, my teacher helps me find the correct answer.	①	②	③	④	⑤

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)	⬭	⬭	⬭
b. Four-year colleges and universities	⬭	⬭	⬭
c. Vocational or technical schools	⬭	⬭	⬭

14. Please indicate how important each of the following sources was in helping you learn about colleges and universities. ***(Select only one level of agreement for each item.)*** If an item is NOT AT ALL important, then choose "1". If an item is VERY important, then choose "5".

	Not At All Important 1	2	3	4	Very Important 5
a. Visited a college or university	①	②	③	④	⑤
b. Discussed college opportunities with a school counselor	①	②	③	④	⑤
c. Discussed college opportunities with your teacher	①	②	③	④	⑤
d. Discussed college opportunities with your parent(s) or guardian(s)	①	②	③	④	⑤
e. Discussed college opportunities with a brother or sister	①	②	③	④	⑤
f. Discussed college opportunities with another family member (e.g., an aunt, uncle, or cousin)	①	②	③	④	⑤
g. Looked at a guide to colleges and universities (e.g., *Barron's*)	①	②	③	④	⑤
h. Other (describe):	①	②	③	④	⑤

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

	Never	Not Very Often	Some-times	Very Often
a. My parent(s) or guardian talks to me about my grades.	⬭	⬭	⬭	⬭
b. My parent(s) or guardian talks to me about attending college.	⬭	⬭	⬭	⬭
c. My school counselor talks to me about my grades.	⬭	⬭	⬭	⬭
d. My school counselor talks to me about attending college.	⬭	⬭	⬭	⬭
e. My teacher(s) talks to me about my grades.	⬭	⬭	⬭	⬭
f. My teacher(s) talks to me about attending college.	⬭	⬭	⬭	⬭
g. Someone else talks to me about my grades.	⬭	⬭	⬭	⬭
h. Someone else talks to me about attending college.	⬭	⬭	⬭	⬭
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.)***

- ⬭ A GEAR UP/STAR representative
- ⬭ My parent(s) or guardian
- ⬭ My school counselor
- ⬭ My teacher(s)
- ⬭ Other (please explain):
- ⬭ My principal/assistant principal
- ⬭ My brother or sister
- ⬭ Another family member (e.g., an aunt, uncle, or cousin)
- ⬭ No one has spoken to me about college entrance requirements

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

- ⬭ A GEAR UP/STAR representative
- ⬭ My parent(s) or guardian
- ⬭ My school counselor
- ⬭ My teacher(s)
- ⬭ Other (please explain):
- ⬭ My principal/assistant principal
- ⬭ My brother or sister
- ⬭ Another family member (e.g., an aunt, uncle, or cousin)
- ⬭ No one has spoken to me about college entrance requirements

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	⬭	⬭	⬭	⬭	⬭
b. A community or junior college (two-year program)	⬭	⬭	⬭	⬭	⬭
c. A vocational or technical school	⬭	⬭	⬭	⬭	⬭

Post High School Plans

19. 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

Thank you for taking the survey.

PLEASE DO NOT WRITE IN THIS AREA

[SERIAL]

Students Training for Academic Readiness (GEAR UP/STAR)
Parent Telephone Survey - Spring 2008

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?

a. it costs too much/can't afford it
b. he/she needs/wants to work
c. his/her grades are not good enough
d. he/she is not interested in college
e. he/she has a disability (physical, learning, emotional)
f. he/she wants to go into the military
g. he/she wants to get married
h. he/she has responsibilities to parents, brothers and sisters
i. he/she has children
j. other/don't know
k. 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?

a. Definitely
b. Probably
c. Not sure
d. Probably not
e. 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?

a. Definitely
b. Probably
c. Not sure
d. Probably not
e. Definitely not

14. Have you started saving money for [child's name] college expenses?

a. yes
b. no
c. 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 from

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'tknow.

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. $35,0000-49,999/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!

Students Training for Academic Readiness (STAR)
District GEAR UP/STAR Coordinator Interview Spring 2008

Administrator Name:	District:
Date:	Interviewer:
New Administrator (to this district) 2007-08 : ____ Yes _____No	

1. Role in GEAR UP/STAR

a) Describe your role in implementing the GEAR UP/STAR grant this year?

b) Does this differ from your role last year? Please explain.

c) What, if any, challenges have you experienced in fulfilling this role? (*Probe for issues related to time, conflicting priorities, lack of clearly defined project responsibilities)*

d) Describe the role of campus counselors in implementing the project.

e) Describe your relationship with principals on GEAR UP/STAR campuses.

2. Second Year Implementation of GEAR UP/STAR Activities

a) What are the key components of your district's plan for implementing GEAR UP/STAR?

b) Which individuals or committees are responsible for implementing the key components of your district's GEAR UP/STAR program?

c) Please describe the GEAR UP/STAR activities that have been implemented in your district during the 2007-08 school year.

d) Who participated in these activities?

e) How do these activities differ from those offered in previous years to support students' college readiness?

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?

g) If yes, please describe these activities.

3. Vertical Teams

a) Which faculty and staff comprise your vertical teams under the GEAR UP/STAR project?

b) What goals or expectations do you have for vertical teaming in your school district?

c) What, if anything, has limited the implementation of vertical teams this year? (*Probe for issues related to lack of common planning periods, lack of coordination between high school and middle school, and staff resistance*)

4. Successes and Challenges of Second 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?

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 2007-08 school year.

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 2008-09 School Year

a) What specific activities are you planning for next year's implementation of GEAR UP/STAR?

b) How do these activities differ from those of the 2007-08 school year?

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 in your district this year?

Students Training for Academic Readiness (STAR)
Campus Administrator Interview Spring 2008

Administrator Name:	Campus/District:
Date:	Interviewer:
Years as an administrator _____	Years as an administrator on this campus _____

1. Role in GEAR UP/STAR

a) Describe your role in implementing the GEAR UP/STAR grant this year?

b) Does this differ from your role last year? Please explain.

c) What, if any, challenges have you experienced in fulfilling this role? (*Probe for issues related to time, conflicting priorities, lack of clearly defined project responsibilities)*

d) Have you participated in GEAR UP/STAR activities this school year? Please describe

2. Second Year Implementation of GEAR UP/STAR Activities

a) What are the key components of your campus's plan for implementing GEAR UP/STAR?

b) Which individuals or committees are responsible for implementing the key components of your campus's GEAR UP/STAR program?

c) Please describe the GEAR UP/STAR activities that have been implemented on your campus during the 2007-08 school year.

d) Who participated in these activities?

e) How do these activities differ from those offered in previous years to support students' college readiness?

f) Describe the STAR teacher professional development activities offered this school year. *(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.

3. 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?

4. 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?
5. 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 2007-08 school year. 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?
6. Continuation of GEAR UP/STAR in the 2008-09 School Year
a) What specific activities are you planning for next year's implementation of GEAR UP/STAR? b) How do these activities differ from those of the 2007-08 school year?
7. 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 2008

Counselor Name/Title:	Campus/District:
Date:	Interviewer:
Years as a counselor _____	Years as counselor at this school _____

1 Role in Implementing GEAR UP/STAR

a) Please describe your role in implementing GEAR/UP STAR during this school year.

b) Does this differ from your role last year? Please explain.

c) What, if any, challenges have you experienced in fulfilling this role? (Probe for issues related to time, conflicting priorities, lack of clearly defined project responsibilities)

2. Second Year Implementation of GEAR UP/STAR Activities

a) What are the key components 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 key components of your campus's GEAR UP/STAR program?

c) Please describe the GEAR UP/STAR activities that have been implemented on your campus during the 2007-08 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.)*

3. Successes and Challenges of Second 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?

4. Vertical Team Training for Counselors
a) Please describe professional development activities that you have received this school year. b) Did any of these sessions address vertical teaming in counseling? If yes, please describe these sessions. c) What effect has vertical team training had on counseling services in this school or district?
5. 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 2007-08 school year. 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?
6. Continuation of GEAR UP/STAR in the 2008-09 School Year
a) What specific activities are you planning for next year's implementation of GEAR UP/STAR? b) How do these activities differ from those of the 2007-08 school year?
7. 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 2008

Participants: _____	Campus: _____
_____	District: _____
_____	Date: _____
	Moderator:

Moderator Introduction

[*Distribute index cards to participants. Ask participants to write their name, 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*]

Teachers' Role in GEAR UP/STAR Implementation

a) Describe teachers' role in implementing GEAR UP/STAR this school year.

b) Did this differ from teachers' role last year? Please explain.

c) What, if any, challenges did teachers' experience in fulfilling this role? (*Probe for issues related to time, conflicting priorities, lack of clearly defined project responsibilities, time)*

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.)*

d) What, if anything, has limited the implementation of vertical teams this year? (*Probe for issues related to lack of common planning periods, lack of coordination between high school and middle school, and staff resistance*)

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? And least useful? c) Are there any district or campus expectations with respect to teachers' participation in vertical team training? d) Were there any efforts to align the curriculum on your campus that included collaboration with faculty from other campuses in your district? If so, please describe. e) Were there any efforts to align the curriculum on your campus that included collaboration with university faculty fellows and/or university personnel? If so, please describe.
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. c) Were these activities helpful? Why or why not?
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?
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.
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?

GEAR UP STAR - Students Training for Academic Readiness
Partner Organization Interview – Spring 2008

Partner Organization Name:

Organization Representative Name and Job Title:

Interviewer:

Date: Location:

Representative's years employed with partner org.

Background

1. How have you been involved in college readiness efforts prior to working with the GEAR UP STAR project? *(Probe for information on efforts at both middle school and high school levels.)*

2. Please describe the key personnel in your organization who are responsible for planning and implementing activities and services provided for the GEAR UP STAR districts.

Involvement in Grant Planning

3. Did you or your organization participate in developing grant applications the GEAR UP STAR districts submitted to TEA for 2006-07 (year 1) funding? for 2007-08 (year 2) funding? If yes, please describe which districts and your role in the process. *(Probe for key contacts at each district.)*

4. Did you or anyone in your organization assist in the development of districts' implementation plans for 2007-08? This document is the implementation plan listing activities and timetables for year 2, and is based on the district's grant application as approved by the TEA. If yes, please describe which districts and how you assisted them. (*Probe for key contacts at each district.)*

Year 1 and Year 2 Implementation

5. What were your organization's goals, and key activities and services ,offered for year 1 of the project? (*Probe for brief summary of goals.)* What evidence do you have that these activities and services support college readiness, indirectly or directly? *(Probe for research as well as anecdotal evidence.)*

6. What do you feel were your greatest successes in implementing your organization's activities and services in year 1?

7. What do you feel were your greatest challenges in implementing activities and services in year 1?

8. How did these challenges and successes inform your organization's approach to year 2 of the project?

9. What are your goals for year 2 of the project? Do you have specific goals for any of the GEAR UP STAR districts? *(Probe for details where necessary.)* What evidence do you have

that these activities and services support college readiness, indirectly or directly? *(Probe for research as well as anecdotal evidence.)*

10. Are you coordinating activities or services with other GEAR UP STAR partner organizations? Why or why not? *(Probe for key contacts at the coordinating partner organizations, and extent of any collaboration.)*

11. Does your organization provide matching funds for the GEAR UP STAR project? If so, what is the nature of the matching (in kind services, materials, etc.)?

12. In your view, what is the effect of your matching effort on GEAR UP STAR goals?

Dropout Prevention

13. How do the activities and services your organization is providing during year 1 and year 2 of the project support dropout prevention for at-risk students, either directly or indirectly? *(Probe for research as well as anecdotal evidence.)*

Other Issues

14. Is there anything I haven't asked that you think is important in researchers' understanding of the GEAR UP STAR project?

STAR/GEAR UP Classroom Observation Form

RECORD DESCRIPTIVE INFORMATION:

1. OBSERVER **2. CDC NUMBER**

3. OBSERVATION DATE

MONTH	DAY	YEAR

4. TEACHER (last name, first name)

5. START TIME

6. END TIME

7. GRADE

8. SUBJECT

- ○ Reading
- ○ Language Arts
- ○ Social Studies
- ○ Science
- ○ Mathematics
- ○ Other

_____

9. Teacher's Gender

- ○ Male
- ○ Female

10. Teacher's Ethnicity

- ○ Hispanic
- ○ African American
- ○ White
- ○ Other

_____

11. Technology availability:

Number of classroom computer(s)

- ○ Laptop computer
- ○ Printer(s)
- ○ Scanner
- ○ Projection device
- ○ Graphing calculators
- ○ Other

_____

Number of students

12a. Total number of students	12b. Female	12c. Male	13a. Hispanic	13b. African American	13c. White	13d. Other

14. Organization of the classroom (Mark only one.)

- ○ Traditional rows
- ○ Desks arranged so that students face each other
- ○ Small clusters of 3-5 student desks
- ○ Desks in circles or semi-circles
- ○ Tables
- ○ Lab

15. Rate and give examples of the adequacy of the physical environment:

	Sparsely equipped			Rich in resources
a. Classroom resources:	1	2	3	4

(examples)

	Inhibited interactions			Facilitated interactions
c. Room arrangement:	1	2	3	4

(examples)

	Crowded			Adequate
b. Classroom space:	1	2	3	4

(examples)

	Not at all			To a great extent
d. Student work displayed:	1	2	3	4

(examples)

16. Comments on classroom environment *(e.g., visuals, resources, student work, arrangement, management)*.

Record your first observation during the first 5 minutes, then record every 10 minutes

SEGMENT	1	2	3	4	5	6
TIME						
17. Class organization	**Mark one**					
a. Individual students working alone	①	②	③	④	⑤	⑥
b. Pairs of students	①	②	③	④	⑤	⑥
c. Small groups (3+ students)	①	②	③	④	⑤	⑥
d. Whole class	①	②	③	④	⑤	⑥
e. Combination of any of the above	①	②	③	④	⑤	⑥
18. Teacher is...	**Mark one**					
a. directing whole group (teacher telling, lecturing, questioning, controlling topic and pace).	①	②	③	④	⑤	⑥
b. guiding interactive discussion with whole group (primarily students contributing).	①	②	③	④	⑤	⑥
c. modeling for whole group (demonstrates a strategy aligned with lesson objective).	①	②	③	④	⑤	⑥
d. facilitating/coaching (students work collaboratively on project/problem, teacher assists).	①	②	③	④	⑤	⑥
e. monitoring student work (supervising independent work, may interact briefly).	①	②	③	④	⑤	⑥
f. providing one-on-one instruction (individualized instruction *lasting 3 minutes or more*).	①	②	③	④	⑤	⑥
g. giving a test.	①	②	③	④	⑤	⑥
h. showing a video/CD-ROM.	①	②	③	④	⑤	⑥
i. managing behavior or materials.	①	②	③	④	⑤	⑥
j. sitting at desk.	①	②	③	④	⑤	⑥
k. checking/grading student work.	①	②	③	④	⑤	⑥
l. other (write in)	①	②	③	④	⑤	⑥
19. Students are...	**Mark all that apply**					
a. listening to a teacher presentation or discussion (majority of students).	①	②	③	④	⑤	⑥
b. listening to a student presentation (majority of students).	①	②	③	④	⑤	⑥
c. giving a presentation.	①	②	③	④	⑤	⑥
d. engaged in interactive discussion (majority of students contributing).	①	②	③	④	⑤	⑥
e. using graphic organizers/linking maps (circle, bubble, tree, brace, flow, bridge,etc.).	①	②	③	④	⑤	⑥
f. taking notes (two-column, main idea, opinion, hypothisis-proof, problem-solution).	①	②	③	④	⑤	⑥
g. writing communication related to lesson (reflection, composition, notebook, journal).	①	②	③	④	⑤	⑥
h. engaged in problem solving/investigation (manipulatives, experiment, game, exploration).	①	②	③	④	⑤	⑥
i. engaged in individual reading/reflection.	①	②	③	④	⑤	⑥
j. completing an exercise or short answer worksheet.	①	②	③	④	⑤	⑥
k. viewing a video/CD-ROM.	①	②	③	④	⑤	⑥
l. taking a test.	①	②	③	④	⑤	⑥
m. using technology/audio-visual resources.	①	②	③	④	⑤	⑥
n. other (write in)	①	②	③	④	⑤	⑥
20. Teacher's technology use:	**Mark all that apply**					
a. Not used	①	②	③	④	⑤	⑥
b. Presentation	①	②	③	④	⑤	⑥
c. Facilitating student use	①	②	③	④	⑤	⑥
d. Smart Board	①	②	③	④	⑤	⑥
e. Write pads	①	②	③	④	⑤	⑥
f. Other	①	②	③	④	⑤	⑥
21. Students' technology use	**Mark all that apply**					
a. Not used	①	②	③	④	⑤	⑥
b. Computer Lab	①	②	③	④	⑤	⑥
c. In class computer	①	②	③	④	⑤	⑥
d. Laptop carts	①	②	③	④	⑤	⑥
22. Student engagement	**Mark one**					
1 **Low engagement:** Several students are not focused on the learning tasks. Students engage in inappropriate behaviors (talk to peers about non-class matters, make noise). Most students invest minimal effort in learning or understanding the lesson content. Students exhibit minimal or no interest in or enthusiasm for the assigned tasks.	①	②	③	④	⑤	⑥
2 A few students are not focused on the learning tasks and engage in inappropriate behaviors. Although most students comply with teacher directives, they invest modest effort in learning or understanding the lesson content. Students exhibit little interest in or enthusiasm for the assigned tasks.	①	②	③	④	⑤	⑥
3 **Moderate engagement:** Nearly all students are obedient and attend to the teachers' content delivery and directions. Students comply with expectations by answering questions and carrying out assignments. Students exhibit limited or moderate interest in or excitement about the content they are learning.	①	②	③	④	⑤	⑥
4 Nearly all students are on task. Activity in the classroom is relevant to assigned tasks. Most students exhibit a sustained commitment to and involvement in their academic tasks. Students are interested in their assignments.	①	②	③	④	⑤	⑥
5 **High engagement:** Nearly all students are substantively engaged. Students are focused on meaningful and intellectually challenging tasks. The lesson allows for substantial student-to-student and /or student-to-teacher interaction. Nearly all students are interested in and enthusiastic about their assigned tasks.	①	②	③	④	⑤	⑥

Evidence:

RECORD DESCRIPTIVE NOTES DURING OBSERVATION:

23. Describe the instructional goals/objectives for student learning.

24. Describe the teacher's instructional activities and questioning strategies: *(Lower order questions = "1" and higher order questions = "+")* and **the students' learning experiences** *(extent of intellectual challenge and understanding).*

	Q	Q

Complete the following sections after the observation.

25. Student collaboration:

① Almost no student-to-student interaction. Students generally work as a whole group or do independent work the entire class period.

② Minimal student-to-student interaction. Students work as a whole group or independently most of the period. Less than a third of class time is allocated for students to work as pairs or in small groups. Only a few students participate and share ideas during group work.

③ Most students (more than half) work cooperatively in pairs or groups for a substantial part of the class period (about a third). In groups, some students contribute information and share ideas; other students are not active contributors.

④ Nearly all of students (all but a few) work in pairs or groups through most of the class period. Most students share ideas about subject matter.

⑤ Nearly all students work cooperatively in pairs or groups through most of the class period. Nearly all students contribute ideas about subject matter. Students reach goals as a group, with most making significant contributions.

Evidence:

HIGHER ORDER THINKING INDICATORS

26. The teacher...	Not at All	Small Extent	Moderate Extent	Large Extent
a. asks open-ended questions with multiple answers or interpretations.				
b. asks questions that require reasoning (*if/then, what if, or suppose that*).				
c. asks students to justify ideas and explain their thoughts (*Why do you think so?*).				
d. asks students to explain key concepts, definitions, and attributes in their own words.				
e. has students think about and relate examples from their own experience.				
f. relates subject matter to other contexts or to everyday life.				
g. Class activity does not involve questioning. (specify):				

SUBJECT-SPECIFIC INDICATORS

27. In the English/language arts classroom, students are...	Not at All	Small Extent	Moderate Extent	Large Extent
a. applying knowledge of literary elements to understand written texts.				
b. acquiring vocabulary through reading and systematic word study.				
c. producing compositions for a specific purpose (content, organization, mechanics).				
d. recognizing appropriate organization of ideas in written text (using models, examples).				
e. using critical thinking/problem solving skills to analyze/evaluate written texts.				
f. using graphic organizers, summarizing, note taking/outlining, identifying main ideas.				
g. linking ELA concepts to their own experiences or other subject areas.				

28. In the mathematics classroom, students are...	Not at All	Small Extent	Moderate Extent	Large Extent
a. using active manipulation as a model for the mathematical situation in the lesson.				
b. using calculators to explore the mathematical situation.				
c. discussing the problem solving process they are using.				
d. are asking mathematical questions of the teacher and each other.				
e. using writing to describe their solution strategies or mathematical thinking.				
f. using graphic data representation, concept mapping, graphic organizers, creating models.				
g. linking mathematics in this lesson to real world experiences or other subject areas.				
h. summarizing mathematical ideas from this lesson.				

29. In the science classroom, students are...	Not at All	Small Extent	Moderate Extent	Large Extent
a. using calculators/computers to explore a scientific situation.				
b. using scientific tools to model the scientific situation in the lesson.				
c. participating in experiments/investigations.				
d. discussing the scientific situation, problem, or discoveries they are making.				
e. asking scientific questions of the teacher and each other.				
f. using written communication to describe their solution strategies or scientific thinking.				
g. using graphic organizers, summarizing, note taking/outlining, identifying main ideas.				
h. linking science in this lesson to real world experiences or other subject areas.				
i. summarizing scientific ideas from this lesson.				

30. In the social studies classroom, students are...	Not at All	Small Extent	Moderate Extent	Large Extent
a. using maps, charts, globe to interpret events.				
b. using written communication to analyze, make judgements, draw conclusions.				
c. evaluating the validity of various types of evidence.				
d. examining trends, themes, and interactions (e.g., graphs, charts).				
e. exploring cause and effect relationships.				
f. conducting research (gather, analyze, interpret, synthesize).				
g. making connections between past and present events.				
h. using graphic organizers, summarizing, note taking/outlining, identifying main ideas.				
i. linking the social studies lesson to real world experiences or other subject areas.				

Appendix F:
STAR Goals and Objectives

APPENDIX F

STAR GOALS AND OBJECTIVES FOR THE STATEWIDE AND DISTRICT PROGRAMS

GOAL 1: Increase the Number of Underrepresented (Low-Income and Minority) Students who are Prepared to go to College.

Objective 1: By the end of the project's **first year**, information, workshops, and student internship opportunities aimed at linking college attendance to career success will be available to 100% of the cohort students and their parents.

Objective 2: By the end of the project's **second year**, at least 50% of the parents will have attended at least five college awareness activities.

Objective 3: By the end of the project's **third year**, 50% of the middle school students in participating schools will be enrolled in pre-AP curriculum, including Algebra 1 and/or Spanish.

Objective 4: By the end of the project's **fourth year**, at least 25% of the cohort will take an AP course as reflected on the Academic Excellence Indicator System.

Objective 5: By the end of the project's **fifth year**, the number of students taking and passing AP examinations will meet or exceed the state average as reflected in the Academic Excellence Indicator System.

GOAL 2: Increase the Number of Limited English Proficiency (LEP) Hispanic Students who Successfully Graduate and Attend College.

Objective 1: By the end of the project's **first year**, at least 50% of the parents of LEP students will be involved in college awareness activities.

Objective 2: By the end of the project's **third year**, 30% of the LEP students will participate in pre-AP and AP courses; by the end of the **fifth year**, the number of LEP students in pre-AP and AP courses will meet or exceed the state average.

Objective 3: By the end of the project's **third year**, 25% of LEP students will take AP Spanish in middle and high school to earn college credit before graduating.

GOAL 3: Strengthen Academic Programs and Student Services at Participating Schools.

Objective 1: By the end of the project's **first year**, teams of teachers at the middle and high school will have participated in AP vertical/horizontal team training.

Objective 2: By the end of the project's **second year**, at least 75% of the 8th grade students will be involved in a comprehensive mentoring, counseling, and/or tutoring program based on results of teacher/counselor input and diagnostic data.

Objective 3: By the end of the project's **fourth year**, 50% of the students participating high schools will complete AP or concurrent enrollment credit.

GOAL 4: Build an Academic Pipeline Designed from School to College.

Objective 1: Increase state commitment to building an academic pipeline designed to allow all students the opportunity to attend college.

Objective 2: By the end of the project's **second year**, at least 30% of the students will be involved in summer programs and institutes designed to help them with at or above grade level and to increase college awareness.

Objective 3: By the end of the project's **second year**, all students and parents will have access to information about college, financial aid, and career requirements.

GOAL 5: Develop Effective and Enduring Alliances among Schools, Colleges, Students, Parents, Government, and Community Groups.

Objective 1: By the end of the project's **first year**, existing school/college programs will be expanded by 25% and new programs will be created.

Objective2: By the end of the project's **second year**, counseling to parents and students will be available at Project STAR sites.

Objective 3: By the end of the project's **second year**, all communities will have business alliances formed that support higher student achievement.

Objective 4: By the end of the project's **second year**, participating campuses will have formed alliances with governmental entities and community groups enhance the information available on scholarships, financial aid, and college awareness.

GOAL 6: Improve Teaching and Learning.

Objective 1: By the end of the project's **first year**, teams of teachers at the middle and high school will have participated in AP vertical/horizontal team training.

Objective 2: By the end of the project's **second year**, middle and high school teachers and counselors will be trained in effective data usage in planning individual student programs.

Objective 3: By the end of the project's **second year**, all teachers will have the opportunity to participate in the University Fellows Program.

GOAL 7: Provide Students with Intensive, Individualized and Coordinated Support.

Objective 1: By the end of the project's **second year**, 75% of the students will have the opportunity to receive mentoring and/or tutoring services.

Objective 2: By the end of the project's **second year**, 75% of the students will have the opportunity to receive counseling services as needed.

GOAL 8: Raise Standards of Academic Achievement for all Students.

Objective 1: By the end of the project's **third year**, at least 50% of the cohort will take pre-AP or AP courses.

Objective 2: By the end of the project's **fifth year**, 50% of the students will score at or about the state average on the ACT/SAT.

Objective 3: By the end of the project's **fifth year**, the number of students meeting criterion on the THEA will meet or exceed the state average.

STAR PROJECT GOAL ATTAINMENT, BY CAMPUS

Results presented in this appendix measure STAR districts progress toward meeting the projects goals and objectives.

GOAL 1: Increase the Number of Underrepresented Students who are Prepared to go to College.

Objective 2: By the end of the project's **second year**, at least 50% of the parents will have attended at least five college awareness activities.

Table F.1
Parents of GEAR UP Students: How Many Times Have You Visited Your Child's School in the Past Year?

	Visited Fewer than 5 Times (%)		Visited 5 or More Times (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008
Falfurrias High School	39.6	40.4	56.6	48.1	3.8	11.5
Falfurrias Junior High	40.6	32.4	56.3	61.8	3.1	5.9
Alice High School	40.4	29.6	59.0	64.5	0.6	5.9
Adams Middle School	37.5	41.0	62.5	56.4	0.0	2.6
H. M. King High School	34.5	40.8	65.5	55.8	0.0	3.3
Memorial Middle School	33.3	29.1	66.7	65.5	0.0	5.5
Miller High School	36.0	43.0	63.2	53.5	0.9	3.5
Driscoll Middle School	29.0	31.7	66.1	63.3	4.8	5.0
Mathis High School	22.4	28.1	77.6	59.6	0.0	12.3
McCraw Junior High	39.3	42.9	60.7	57.1	0.0	0.0
Odem High School	53.1	45.5	43.8	48.5	3.1	6.1
Odem Junior High	36.0	42.3	60.0	50.0	4.0	7.7
All Campuses	**36.3**	**36.6**	**62.5**	**58.0**	**1.3**	**5.4**

Table F.2
Parents of GEAR UP Students: Which of the Following School Activities Have You Participated in Over the Course of the Past School Year?

	Yes (%)		No (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008
Talked with a teacher, counselor, or administrator about child's education						
Falfurrias High School	88.7	80.8	11.3	17.3	--	1.9
Falfurrias Junior High	84.4	85.3	15.6	14.7	--	0.0
Alice High School	82.1	89.5	17.9	10.5	--	0.0
Adams Middle School	88.9	88.5	11.1	10.3	--	1.3
H. M. King High School	85.3	87.5	14.7	12.5	--	0.0
Memorial Middle School	86.3	92.7	13.7	7.3	--	0.0
Miller High School	83.3	78.9	16.7	21.1	--	0.0
Driscoll Middle School	87.1	81.7	12.9	18.3	--	0.0
Mathis High School	75.9	86.0	24.1	14.0	--	0.0
McCraw Junior High	82.1	85.7	17.9	14.3	--	0.0
Odem High School	81.8	84.8	18.2	15.2	--	0.0
Odem Junior High	88.0	73.1	12.0	26.9	--	0.0
All Campuses	**84.3**	**85.4**	**15.8**	**14.3**	**--**	**0.2**
Presentations on College Preparation, Career Planning, Study Skills						
Falfurrias High School	20.8	42.3	79.2	55.8	0.0	1.9
Falfurrias Junior High	37.5	32.4	62.5	67.6	0.0	0.0
Alice High School	47.4	43.4	52.6	56.6	0.0	0.0
Adams Middle School	43.1	44.9	56.9	55.1	0.0	0.0
H. M. King High School	38.8	35.0	61.2	65.0	0.0	0.0
Memorial Middle School	27.5	27.3	72.5	72.7	0.0	0.0
Miller High School	20.2	35.1	79.8	64.0	0.0	0.9
Driscoll Middle School	22.6	18.3	75.8	81.7	1.6	0.0
Mathis High School	43.1	21.1	56.9	77.2	0.0	1.8
McCraw Junior High	50.0	42.9	50.0	57.1	0.0	0.0
Odem High School	48.5	45.5	51.5	54.5	0.0	0.0
Odem Junior High	32.0	57.7	68.0	42.3	0.0	0.0
All Campuses	**35.9**	**36.6**	**64.0**	**63.0**	**0.1**	**0.4**

GOAL 2: Increase the Number of LEP Hispanic Students who Successfully Graduate and Attend College.

Objective 2: By the end of the project's **third year**, 30% of the LEP students will participate in pre-AP and AP courses.

In 2006-07 (the project's first year), only one LEP student was enrolled in an AP course. That student was enrolled in AP Calculus AB at Alice High School.

Objective 3: By the end of the project's **third year**, 25% of the LEP students will take AP Spanish in middle and high school to earn college credit before graduating.

In 2006-07 (the project's first year), only four students took AP Spanish Language. All of the students passed the course, none received dual credit, and none of the students were LEP. Similarly, only one student took AP Spanish Literature. The student passed the course, did not receive dual credit, and was not LEP.

Since the baseline year of 2005-06, participation on the Advance Placement (AP) Spanish Language Examination has decreased. While 50 AP Spanish Language Examinations were taken in 2006, only 16 were taken in 2007.

GOAL 3: Strengthen Academic Programs and Student Services at Participating Schools.

Objective 2: By the end of the project's **second year**, at least 75% of the grade 8 students will be involved in a comprehensive mentoring, counseling, and/or tutoring program based on results of teacher/counselor input and diagnostic data.

Table F.3
Eighth Grade Students: Please Mark How Often You Have Participated in Each of the Following Activities during This School Year (2007-08)

	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
Campus	N	%	N	%	N	%	N	%	N	%
Tutoring for an academic subject										
Falfurrias Junior High	17	21.8	21	26.9	13	16.7	16	20.5	11	14.1
Adams Middle School	108	41.1	41	15.6	52	19.8	43	16.3	19	7.2
Memorial Middle School	55	28.9	55	28.9	27	14.2	36	18.9	17	8.9
Driscoll Middle School	34	19.7	39	22.5	48	27.7	36	20.8	16	9.2
McCraw Junior High	32	27.4	18	15.4	23	19.7	40	34.2	4	3.4
Odem Junior High	27	38.0	17	23.9	21	29.6	6	8.5	0	0.0
All Campuses	**273**	**30.6**	**191**	**21.4**	**184**	**20.6**	**177**	**19.8**	**67**	**7.5**
Mentoring by an adult who is not your parent, guardian, or a teacher										
Falfurrias Junior High	55	73.3	5	6.7	6	8.0	7	9.3	2	2.7
Adams Middle School	193	73.9	19	7.3	19	7.3	16	6.1	14	5.4
Memorial Middle School	114	60.6	27	14.4	17	9.0	22	11.7	8	4.3
Driscoll Middle School	99	57.9	17	9.9	20	11.7	13	7.6	22	12.9
McCraw Junior High	81	69.8	15	12.9	8	6.9	6	5.2	6	5.2
Odem Junior High	53	74.6	5	7.0	9	12.7	3	4.2	1	1.4
All Campuses	**595**	**67.5**	**88**	**10.0**	**79**	**9.0**	**67**	**7.6**	**53**	**6.0**

Table F.4
Eighth Grade Students: Please Mark How Often You Have Participated in the Following Activity during This School Year (2007-08)

	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
Campus	N	%	N	%	N	%	N	%	N	%
Counseling about your grades										
Falfurrias Junior High	51	66.2	11	14.3	2	2.6	9	11.7	4	5.2
Adams Middle School	171	65.8	39	15.0	28	10.8	9	3.5	13	5.0
Memorial Middle School	113	60.8	27	14.5	29	15.6	11	5.9	6	3.2
Driscoll Middle School	69	40.6	30	17.6	28	16.5	29	17.1	14	8.2
McCraw Junior High	59	51.8	19	16.7	21	18.4	8	7.0	7	6.1
Odem Junior High	34	50.7	16	23.9	13	19.4	4	6.0	0	0.0
All Campuses	**497**	**56.9**	**142**	**16.2**	**121**	**13.8**	**70**	**8.0**	**44**	**5.0**

Table F.5
Eighth Grade Students: Please Indicate Your Agreement or Disagreement with Each Statement (2007-08)

	Strongly Disagree		Disagree		Neither Agree or Disagree		Agree		Strongly Agree	
Campus	N	%	N	%	N	%	N	%	N	%
My counselor encourages me to work hard in school so I can go to college.										
Falfurrias Junior High	13	17.3	5	6.7	12	16.0	15	20.0	30	40.0
Adams Middle School	51	19.6	38	14.6	62	23.8	50	19.2	59	22.7
Memorial Middle School	41	21.8	22	11.7	29	15.4	27	14.4	69	36.7
Driscoll Middle School	11	6.5	14	8.2	16	9.4	41	24.1	88	51.8
McCraw Junior High	15	12.8	9	7.7	25	21.4	30	25.6	38	32.5
Odem Junior High	11	15.5	14	19.7	18	25.4	10	14.1	18	25.4
All Campuses	**142**	**16.1**	**102**	**11.6**	**162**	**18.4**	**173**	**19.6**	**302**	**34.3**
My teachers are willing to meet with me before school starts or after school to go over material I do not understand in class.										
Falfurrias Junior High	8	10.8	7	9.5	19	25.7	15	20.3	25	33.8
Adams Middle School	28	10.7	33	12.6	59	22.5	62	23.7	80	30.5
Memorial Middle School	29	15.4	19	10.1	33	17.6	45	23.9	62	33.0
Driscoll Middle School	11	6.4	15	8.7	28	16.2	32	18.5	87	50.3
McCraw Junior High	5	4.2	8	6.8	10	8.5	19	16.1	76	64.4
Odem Junior High	10	14.3	7	10.0	9	12.9	23	32.9	21	30.0
All Campuses	**91**	**10.3**	**89**	**10.1**	**158**	**17.9**	**196**	**22.1**	**351**	**39.7**

Table F.6
Eighth Grade Students: Please Indicate How Important Discussing College Opportunities with a School Counselor Was in Helping You Learn About Colleges and Universities (2007-08)

	Not at All Important		Not Important		Neither Important or Not Important		Important		Very Important	
Campus	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	29	12.7	28	12.3	55	24.1	46	20.2	70	30.7
Adams Middle School	87	15.3	66	11.6	128	22.5	104	18.3	184	32.3
Memorial Middle School	86	20.3	45	10.6	98	23.1	75	17.7	120	28.3
Driscoll Middle School	63	12.7	54	10.9	106	21.4	106	21.4	167	33.7
McCraw Junior High	28	12.4	29	12.9	34	15.1	48	21.3	86	38.2
Odem Junior High	47	19.7	27	11.3	60	25.2	47	19.7	57	23.9
All Campuses	**340**	**15.6**	**249**	**11.4**	**481**	**22.1**	**426**	**19.5**	**684**	**31.4**

Table F.7
Eighth Grade Students: How Often Does Each of the Following Occur? (2007-08)

	Never		Not Very Often		Sometimes		Very Often	
Campus	N	%	N	%	N	%	N	%
My school counselor talks to me about my grades.								
Falfurrias Junior High	25	34.7	23	31.9	16	22.2	8	11.1
Adams Middle School	114	44.4	82	31.9	44	17.1	17	6.6
Memorial Middle School	71	37.4	58	30.5	41	21.6	20	10.5
Driscoll Middle School	30	17.5	51	29.8	50	29.2	40	23.4
McCraw Junior High	43	36.4	43	36.4	23	19.5	9	7.6
Odem Junior High	22	31.9	23	33.3	17	24.6	7	10.1
All Campuses	**305**	**34.8**	**280**	**31.9**	**191**	**21.8**	**101**	**11.5**
My school counselor talks to me about attending college.								
Falfurrias Junior High	18	25.4	18	25.4	19	26.8	16	22.5
Adams Middle School	90	35.3	74	29.0	56	22.0	35	13.7
Memorial Middle School	47	24.6	43	22.5	61	31.9	40	20.9
Driscoll Middle School	23	13.5	26	15.2	58	33.9	64	37.4
McCraw Junior High	27	23.1	31	26.5	34	29.1	25	21.4
Odem Junior High	13	19.1	24	35.3	22	32.4	9	13.2
All Campuses	**218**	**25.0**	**216**	**24.7**	**250**	**28.6**	**189**	**21.6**

Table F.8
Parents of Eighth Grade Students: Over the Past School Year, How Often Did You Tutor Your Child at Home Using Materials and Instructions Provided by the Teacher? (2007-08)

	Never		Several Times a Month		Several Times a Week		Every Day		Don't Know or Refused to Answer	
Campus	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	5	45.5	2	18.2	4	36.4	0	0.0	0	0.0
Adams Middle School	16	47.1	8	23.5	8	23.5	1	2.9	1	2.9
Memorial Middle School	12	48.0	3	12.0	6	24.0	4	16.0	0	0.0
Driscoll Middle School	7	33.3	8	38.1	5	23.8	1	4.8	0	0.0
McCraw Junior High	6	42.9	4	28.6	4	28.6	0	0.0	0	0.0
Odem Junior High	4	50.0	1	12.5	2	25.0	0	0.0	1	12.5
All Campuses	**50**	**44.2**	**26**	**23.0**	**29**	**25.7**	**6**	**5.3**	**2**	**1.8**

GOAL 4: Build an Academic Pipeline from School to College.

Objective 2: By the end of the project's **second year**, at least 30% of the students will be involved in summer programs and institutes designed to help them work at or above grade level and to increase college awareness.

Table F.9
GEAR UP Students: Please Mark How Often You Have Participated in a Summer Camp or Learning Institute on Math, Science, or Other Academics During This School Year (2007-08)

	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
Campus	N	%	N	%	N	%	N	%	N	%
Grade 7										
Falfurrias Junior High	77	82.8	7	7.5	5	5.4	3	3.2	1	1.1
Adams Middle School	209	64.5	77	23.8	23	7.1	11	3.4	4	1.2
Memorial Middle School	208	90.4	13	5.7	5	2.2	2	0.9	2	0.9
Driscoll Middle School	129	79.1	20	12.3	4	2.5	6	3.7	4	2.5
McCraw Junior High	92	80.0	11	9.6	4	3.5	7	6.1	1	0.9
Odem Junior High	58	72.5	17	21.3	5	6.3	0	0.0	0	0.0
All Campuses	**773**	**76.9**	**145**	**14.4**	**46**	**4.6**	**29**	**2.9**	**12**	**1.2**
Grade 8										
Falfurrias Junior High	55	72.4	12	15.8	4	5.3	3	3.9	2	2.6
Adams Middle School	186	70.5	53	20.1	14	5.3	10	3.8	1	0.4
Memorial Middle School	160	84.2	20	10.5	6	3.2	3	1.6	1	0.5
Driscoll Middle School	132	77.2	20	11.7	9	5.3	6	3.5	4	2.3
McCraw Junior High	70	60.3	27	23.3	15	12.9	3	2.6	1	0.9
Odem Junior High	40	58.0	21	30.4	8	11.6	0	0.0	0	0.0
All Campuses	**643**	**72.6**	**153**	**17.3**	**56**	**6.3**	**25**	**2.8**	**9**	**1.0**

Objective 3: By the end of the project's **second year**, all students and parents will have access to information about college, financial aid, and career requirements.

Table F.10
Parents of GEAR UP Students: Have You Participated in Presentations on College Preparation, Career Planning, Study Skills Over the Course of the Past School Year?

	Yes (%)		No (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008
Falfurrias High School	20.8	42.3	79.2	55.8	0.0	1.9
Falfurrias Junior High	37.5	32.4	62.5	67.6	0.0	0.0
Alice High School	47.4	43.4	52.6	56.6	0.0	0.0
Adams Middle School	43.1	44.9	56.9	55.1	0.0	0.0
H. M. King High School	38.8	35.0	61.2	65.0	0.0	0.0
Memorial Middle School	27.5	27.3	72.5	72.7	0.0	0.0
Miller High School	20.2	35.1	79.8	64.0	0.0	0.9
Driscoll Middle School	22.6	18.3	75.8	81.7	1.6	0.0
Mathis High School	43.1	21.1	56.9	77.2	0.0	1.8
McCraw Junior High	50.0	42.9	50.0	57.1	0.0	0.0
Odem High School	48.5	45.5	51.5	54.5	0.0	0.0
Odem Junior High	32.0	57.7	68.0	42.3	0.0	0.0
All Campuses	**35.9**	**36.6**	**64.0**	**63.0**	**0.1**	**0.4**

Table F.11
Parents of GEAR UP High School Students: 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?

	Not Familiar at All (%)		Not Very Familiar (%)		Somewhat Familiar (%)		Very Familiar (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Falfurrias High School	45.3	26.9	15.1	19.2	13.2	17.3	26.4	32.7	0.0	3.8
Alice High School	35.3	36.2	14.7	13.8	18.6	18.4	31.4	30.9	0.0	0.7
H. M. King High School	34.5	38.5	6.9	13.7	21.6	8.5	37.1	38.5	0.0	0.9
Miller High School	45.6	45.5	14.9	9.8	14.9	21.4	22.8	19.6	1.8	3.6
Mathis High School	39.7	42.1	8.6	15.8	27.6	19.3	24.1	22.8	0.0	0.0
Odem High School	33.3	42.4	9.1	15.2	18.2	15.2	33.3	27.3	6.1	0.0
All Campuses	**38.7**	**38.8**	**12.1**	**13.8**	**18.9**	**16.6**	**29.6**	**29.3**	**0.8**	**1.5**

Table F.12
Parents of GEAR UP High School Students: Do You Know if Your Child Has Completed the FAFSA Form and is Eligible for Federal Financial Aid for College?

	Yes, My Child Has Completed the FAFSA Form (%)		No, My Child Has Not Completed the FAFSA Form (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008
Falfurrias High School	15.1	19.2	43.4	44.2	41.5	36.5
Alice High School	12.8	13.2	51.3	48.0	35.9	38.8
H. M. King High School	14.7	16.2	60.3	56.4	25.0	27.4
Miller High School	15.8	24.1	40.4	38.4	43.9	37.5
Mathis High School	17.2	17.5	50.0	40.4	32.8	42.1
Odem High School	15.2	18.2	42.4	42.4	42.4	39.4
All Campuses	**14.7**	**17.6**	**49.4**	**46.3**	**35.8**	**36.1**

Table F.13
Parents of GEAR UP Students: In the Past Year, Has Any One from Your Child's School or the GEAR UP Program Ever Spoken with You about …

	Yes (%)		No (%)		Don't Know (%)	
Campus	2007	2008	2007	2008	2007	2008
College entrance requirements						
Falfurrias High School	22.6	32.7	75.5	67.3	1.9	0.0
Falfurrias Junior High	15.6	29.4	81.3	70.6	3.1	0.0
Alice High School	24.4	28.9	75.0	70.4	0.6	0.7
Adams Middle School	22.2	17.9	77.8	80.8	0.0	1.3
H. M. King High School	23.3	24.2	76.7	74.2	0.0	1.7
Memorial Middle School	15.7	21.8	84.3	76.4	0.0	1.8
Miller High School	15.8	24.6	83.3	75.4	0.9	0.0
Driscoll Middle School	22.6	11.7	75.8	85.0	1.6	3.3
Mathis High School	32.8	19.3	67.2	80.7	0.0	0.0
McCraw Junior High	25.0	21.4	75.0	78.6	0.0	0.0
Odem High School	30.3	39.4	69.7	60.6	0.0	0.0
Odem Junior High	28.0	26.9	72.0	73.1	0.0	0.0
All Campuses	**22.6**	**24.5**	**76.8**	**74.7**	**0.6**	**0.9**
Availability of financial aid for college						
Falfurrias High School	18.9	34.6	79.2	65.4	1.9	0.0
Falfurrias Junior High	15.6	20.6	84.4	76.5	0.0	2.9
Alice High School	25.0	32.9	75.0	67.1	0.0	0.0
Adams Middle School	19.4	21.8	79.2	78.2	1.4	0.0
H. M. King High School	30.2	26.7	69.8	73.3	0.0	0.0
Memorial Middle School	17.6	16.4	82.4	81.8	0.0	1.8
Miller High School	28.1	33.3	71.1	65.8	0.9	0.9
Driscoll Middle School	14.5	11.7	83.9	88.3	1.6	0.0
Mathis High School	43.1	19.3	56.9	78.9	0.0	1.8
McCraw Junior High	25.0	21.4	75.0	78.6	0.0	0.0
Odem High School	36.4	39.4	63.6	60.6	0.0	0.0
Odem Junior High	24.0	34.6	76.0	65.4	0.0	0.0
All Campuses	**25.4**	**26.8**	**74.1**	**72.7**	**0.5**	**0.5**
Courses your child should take to prepare for college						
Falfurrias High School	34.0	40.4	64.2	59.6	1.9	0.0
Falfurrias Junior High	21.9	20.6	78.1	79.4	0.0	0.0
Alice High School	32.1	37.5	67.3	62.5	0.6	0.0
Adams Middle School	30.6	28.2	68.1	71.8	1.4	0.0
H. M. King High School	36.2	29.2	63.8	70.8	0.0	0.0
Memorial Middle School	15.7	30.9	84.3	67.3	0.0	1.8
Miller High School	19.3	32.5	79.8	65.8	0.9	1.8
Driscoll Middle School	14.5	13.3	82.3	86.7	3.2	0.0
Mathis High School	43.1	22.8	56.9	75.4	0.0	1.8
McCraw Junior High	39.3	42.9	57.1	57.1	3.6	0.0
Odem High School	36.4	42.4	60.6	57.6	3.0	0.0
Odem Junior High	32.0	30.8	68.0	69.2	0.0	0.0
All Campuses	**29.3**	**31.0**	**69.8**	**68.5**	**1.0**	**0.5**

Table F.14
GEAR UP Students: Please Mark How Often You Have Participated in Activities Learning about College During This School Year (2007-08)

	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
Campus	N	%	N	%	N	%	N	%	N	%
Middle Schools										
Falfurrias Junior High	62	24.8	62	24.8	51	20.4	36	14.4	39	15.6
Adams Middle School	158	26.9	161	27.4	160	27.2	69	11.7	40	6.8
Memorial Middle School	146	34.8	120	28.6	83	19.8	42	10.0	28	6.7
Driscoll Middle School	243	46.7	97	18.7	77	14.8	60	11.5	43	8.3
McCraw Junior High	63	27.2	56	24.1	54	23.3	46	19.8	13	5.6
Odem Junior High	60	24.8	123	50.8	40	16.5	17	7.0	2	0.8
All Middle Schools	**732**	**32.5**	**619**	**27.5**	**465**	**20.7**	**270**	**12.0**	**165**	**7.3**
High Schools										
Falfurrias High School	96	31.3	74	24.1	95	30.9	32	10.4	10	3.3
Alice High School	208	20.5	328	32.3	321	31.7	111	10.9	46	4.5
H. M. King High School	210	26.2	237	29.6	226	28.2	95	11.8	34	4.2
Miller High School	157	26.7	139	23.6	180	30.6	74	12.6	39	6.6
Mathis High School	92	25.5	96	26.6	107	29.6	53	14.7	13	3.6
Odem High School	50	20.7	66	27.4	85	35.3	29	12.0	11	4.6
All High Schools	**813**	**24.5**	**940**	**28.4**	**1,014**	**30.6**	**394**	**11.9**	**153**	**4.6**

Table F.15
GEAR UP Students: Please Mark How Often You Have Participated in Learning about Careers during This School Year (2007-08)

	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 times a WEEK)		Almost Every Day	
Campus	N	%	N	%	N	%	N	%	N	%
Middle Schools										
Falfurrias Junior High	64	25.8	64	25.8	48	19.4	19	7.7	53	21.4
Adams Middle School	194	32.9	204	34.6	107	18.1	49	8.3	36	6.1
Memorial Middle School	186	44.1	119	28.2	74	17.5	24	5.7	19	4.5
Driscoll Middle School	259	49.7	99	19.0	84	16.1	50	9.6	29	5.6
McCraw Junior High	65	27.8	72	30.8	44	18.8	26	11.1	27	11.5
Odem Junior High	40	16.7	157	65.7	33	13.8	7	2.9	2	0.8
All Middle Schools	**808**	**35.8**	**715**	**31.7**	**390**	**17.3**	**175**	**7.8**	**166**	**7.4**
High Schools										
Falfurrias High School	105	34.3	118	38.6	60	19.6	17	5.6	6	2.0
Alice High School	252	25.0	430	42.6	228	22.6	60	5.9	39	3.9
H. M. King High School	311	38.7	270	33.6	151	18.8	46	5.7	26	3.2
Miller High School	232	39.3	161	27.2	126	21.3	46	7.8	26	4.4
Mathis High School	131	36.4	129	35.8	62	17.2	23	6.4	15	4.2
Odem High School	70	28.8	99	40.7	51	21.0	16	6.6	7	2.9
All High Schools	**1,101**	**33.2**	**1,207**	**36.4**	**678**	**20.5**	**208**	**6.3**	**119**	**3.6**

Table F.16
GEAR UP Students: How Familiar You Are with Community or Junior Colleges? (2007-08)

	Not Familiar		Somewhat Familiar		Very Familiar	
Campus	N	%	N	%	N	%
Middle Schools						
Falfurrias Junior High	70	29.9	111	47.4	53	22.6
Adams Middle School	172	30.1	294	51.4	106	18.5
Memorial Middle School	173	40.6	187	43.9	66	15.5
Driscoll Middle School	203	40.3	224	44.4	77	15.3
McCraw Junior High	68	29.7	114	49.8	47	20.5
Odem Junior High	58	24.4	135	56.7	45	18.9
All Middle Schools	**744**	**33.8**	**1,065**	**48.3**	**394**	**17.9**
High Schools						
Falfurrias Junior High	65	21.5	157	52.0	80	26.5
Adams Middle School	190	19.2	537	54.2	263	26.6
Memorial Middle School	225	28.3	423	53.1	148	18.6
Driscoll Middle School	151	25.8	292	49.9	142	24.3
McCraw Junior High	69	19.3	205	57.4	83	23.2
Odem Junior High	45	18.8	120	50.0	75	31.3
All High Schools	**745**	**22.8**	**1,734**	**53.0**	**791**	**24.2**

Table F.17
GEAR UP Students: How Familiar You Are with Four-Year Colleges or Universities? (2007-08)

	Not Familiar		Somewhat Familiar		Very Familiar	
Campus	N	%	N	%	N	%
Middle Schools						
Falfurrias Junior High	39	16.5	83	35.2	114	48.3
Adams Middle School	118	20.5	184	32.0	273	47.5
Memorial Middle School	110	25.9	134	31.5	181	42.6
Driscoll Middle School	152	30.3	194	38.6	156	31.1
McCraw Junior High	55	24.0	79	34.5	95	41.5
Odem Junior High	38	15.9	94	39.3	107	44.8
All Middle Schools	**512**	**23.2**	**768**	**34.8**	**926**	**42.0**
High Schools						
Falfurrias Junior High	45	14.9	114	37.7	143	47.4
Adams Middle School	124	12.5	378	38.1	491	49.4
Memorial Middle School	129	16.2	307	38.5	362	45.4
Driscoll Middle School	112	19.1	240	41.0	234	39.9
McCraw Junior High	54	15.2	158	44.4	144	40.4
Odem Junior High	32	13.3	94	39.2	114	47.5
All High Schools	**496**	**15.1**	**1,291**	**39.4**	**1,488**	**45.4**

Table F.18
GEAR UP Students: How Familiar You Are with Four-Year Vocational or Technical Schools? (2007-08)

	Not Familiar		Somewhat Familiar		Very Familiar	
Campus	N	%	N	%	N	%
Middle Schools						
Falfurrias Junior High	116	50.0	80	34.5	36	15.5
Adams Middle School	295	51.7	212	37.1	64	11.2
Memorial Middle School	244	57.4	129	30.4	52	12.2
Driscoll Middle School	293	58.6	145	29.0	62	12.4
McCraw Junior High	135	59.0	70	30.6	24	10.5
Odem Junior High	145	60.9	73	30.7	20	8.4
All Middle Schools	**1,228**	**55.9**	**709**	**32.3**	**258**	**11.8**
High Schools						
Falfurrias Junior High	150	49.8	119	39.5	32	10.6
Adams Middle School	507	51.3	361	36.5	120	12.1
Memorial Middle School	435	54.6	262	32.9	100	12.5
Driscoll Middle School	308	52.7	202	34.6	74	12.7
McCraw Junior High	198	55.8	126	35.5	31	8.7
Odem Junior High	118	49.2	93	38.8	29	12.1
All High Schools	**1,716**	**52.6**	**1,163**	**35.6**	**386**	**11.8**

Table F.19
GEAR UP Students: Please Indicate How Important Visiting a College or University Was in Helping You Learn About Colleges and Universities (2007-08)

	Not at All Important		Not Important		Neither Important or Not Important		Important		Very Important	
Campus	N	%	N	%	N	%	N	%	N	%
Middle Schools										
Falfurrias Junior High	17	7.3	11	4.7	43	18.5	47	20.3	114	49.1
Adams Middle School	49	8.6	28	4.9	100	17.6	112	19.7	280	49.2
Memorial Middle School	50	11.8	25	5.9	101	23.9	69	16.3	178	42.1
Driscoll Middle School	74	14.7	36	7.2	101	20.1	95	18.9	196	39.0
McCraw Junior High	17	7.5	8	3.5	36	15.9	35	15.4	131	57.7
Odem Junior High	28	11.8	13	5.5	56	23.5	42	17.6	99	41.6
All Middle Schools	**235**	**10.7**	**121**	**5.5**	**437**	**19.9**	**400**	**18.3**	**998**	**45.5**
High Schools										
Falfurrias High School	22	7.3	18	5.9	53	17.5	59	19.5	151	49.8
Alice High School	47	4.8	49	5.0	203	20.6	212	21.5	475	48.2
H. M. King High School	67	8.4	48	6.0	183	23.0	166	20.8	333	41.8
Miller High School	62	10.6	29	5.0	121	20.7	134	22.9	239	40.9
Mathis High School	16	4.5	20	5.6	76	21.3	101	28.3	144	40.3
Odem High School	17	7.1	13	5.4	53	22.1	47	19.6	110	45.8
All High Schools	**231**	**7.1**	**177**	**5.4**	**689**	**21.1**	**719**	**22.0**	**1,452**	**44.4**

Table F.20
GEAR UP Students: Please Indicate How Important Discussing College Opportunities with a School Counselor Was in Helping You Learn About Colleges and Universities (2007-08)

	Not at All Important		Not Important		Neither Important or Not Important		Important		Very Important	
Campus	N	%	N	%	N	%	N	%	N	%
Middle Schools										
Falfurrias Junior High	29	12.7	28	12.3	55	24.1	46	20.2	70	30.7
Adams Middle School	87	15.3	66	11.6	128	22.5	104	18.3	184	32.3
Memorial Middle School	86	20.3	45	10.6	98	23.1	75	17.7	120	28.3
Driscoll Middle School	63	12.7	54	10.9	106	21.4	106	21.4	167	33.7
McCraw Junior High	28	12.4	29	12.9	34	15.1	48	21.3	86	38.2
Odem Junior High	47	19.7	27	11.3	60	25.2	47	19.7	57	23.9
All Middle Schools	**340**	**15.6**	**249**	**11.4**	**481**	**22.1**	**426**	**19.5**	**684**	**31.4**
High Schools										
Falfurrias High School	17	5.6	28	9.3	64	21.2	61	20.2	132	43.7
Alice High School	59	6.0	74	7.5	222	22.6	247	25.1	381	38.8
H. M. King High School	77	9.6	68	8.5	169	21.2	170	21.3	314	39.3
Miller High School	59	10.1	34	5.8	115	19.7	146	25.0	229	39.3
Mathis High School	30	8.4	45	12.6	80	22.5	90	25.3	111	31.2
Odem High School	21	8.8	13	5.4	60	25.0	62	25.8	84	35.0
All High Schools	**263**	**8.1**	**262**	**8.0**	**710**	**21.8**	**776**	**23.8**	**1,251**	**38.4**

Table F.21
GEAR UP Students: Please Indicate How Important Discussing College Opportunities with Your Teacher Was in Helping You Learn About Colleges and Universities (2007-08)

	Not at All Important		Not Important		Neither Important or Not Important		Important		Very Important	
Campus	N	%	N	%	N	%	N	%	N	%
Middle Schools										
Falfurrias Junior High	17	7.4	21	9.1	48	20.8	52	22.5	93	40.3
Adams Middle School	71	12.5	66	11.6	134	23.5	126	22.1	173	30.4
Memorial Middle School	70	16.7	50	11.9	102	24.3	75	17.9	122	29.1
Driscoll Middle School	59	11.9	58	11.7	105	21.1	114	22.9	161	32.4
McCraw Junior High	15	6.6	16	7.1	45	19.9	50	22.1	100	44.2
Odem Junior High	30	12.7	18	7.6	72	30.5	50	21.2	66	28.0
All Middle Schools	**262**	**12.0**	**229**	**10.5**	**506**	**23.2**	**467**	**21.4**	**715**	**32.8**
High Schools										
Falfurrias High School	25	8.3	34	11.3	86	28.6	70	23.3	86	28.6
Alice High School	69	7.0	124	12.7	270	27.6	228	23.3	288	29.4
H. M. King High School	109	13.7	102	12.8	242	30.5	176	22.2	165	20.8
Miller High School	63	10.8	52	8.9	139	23.9	142	24.4	186	32.0
Mathis High School	30	8.4	37	10.4	106	29.7	83	23.2	101	28.3
Odem High School	17	7.1	17	7.1	71	29.7	72	30.1	62	25.9
All High Schools	**313**	**9.6**	**366**	**11.3**	**914**	**28.1**	**771**	**23.7**	**888**	**27.3**

Table F.22
GEAR UP Students: Have Your Guidance Counselors Provided You with Information About the Top 10% Rule? (2007-08)

	No		Yes	
Campus	N	%	N	%
Middle Schools				
Falfurrias Junior High	213	84.5	39	15.5
Adams Middle School	477	80.3	117	19.7
Memorial Middle School	315	74.6	107	25.4
Driscoll Middle School	320	62.6	191	37.4
McCraw Junior High	204	87.6	29	12.4
Odem Junior High	213	88.0	29	12.0
All Middle Schools	**1,742**	**77.3**	**512**	**22.7**
High Schools				
Falfurrias High School	189	63.9	107	36.1
Alice High School	541	54.7	448	45.3
H. M. King High School	601	77.0	180	23.0
Miller High School	350	61.1	223	38.9
Mathis High School	236	68.2	110	31.8
Odem High School	110	46.6	126	53.4
All High Schools	**2,027**	**62.9**	**1,194**	**37.1**

Table F.23
GEAR UP Students: Has a GEAR UP/STAR Representative Talked to You about College Entrance Requirements? (2007-08)

	No		Yes	
Campus	N	%	N	%
Middle Schools				
Falfurrias Junior High	142	54.4	119	45.6
Adams Middle School	310	51.0	298	49.0
Memorial Middle School	270	62.6	161	37.4
Driscoll Middle School	425	81.0	100	19.0
McCraw Junior High	123	52.6	111	47.4
Odem Junior High	149	61.6	93	38.4
All Middle Schools	**1,419**	**61.7**	**882**	**38.3**
High Schools				
Falfurrias High School	267	85.9	44	14.1
Alice High School	684	66.2	349	33.8
H. M. King High School	752	92.5	61	7.5
Miller High School	534	89.3	64	10.7
Mathis High School	353	94.9	19	5.1
Odem High School	162	66.4	82	33.6
All High Schools	**2,752**	**81.6**	**619**	**18.4**

Table F.24
GEAR UP Students: Has Your School Counselor(s) Talked to You about College Entrance Requirements? (2007-08)

	No		Yes	
Campus	N	%	N	%
Middle Schools				
Falfurrias Junior High	165	63.2	96	36.8
Adams Middle School	439	72.2	169	27.8
Memorial Middle School	315	73.1	116	26.9
Driscoll Middle School	303	57.7	222	42.3
McCraw Junior High	168	71.8	66	28.2
Odem Junior High	189	78.1	53	21.9
All Middle Schools	**1,579**	**68.6**	**722**	**31.4**
High Schools				
Falfurrias High School	123	39.5	188	60.5
Alice High School	424	41.0	609	59.0
H. M. King High School	378	46.5	435	53.5
Miller High School	305	51.0	293	49.0
Mathis High School	250	67.2	122	32.8
Odem High School	95	38.9	149	61.1
All High Schools	**1,575**	**46.7**	**1,796**	**53.3**

Table F.25
GEAR UP Students: Has Your Teacher(s) Talked to You about College Entrance Requirements? (2007-08)

	No		Yes	
Campus	N	%	N	%
Middle Schools				
Falfurrias Junior High	118	45.2	143	54.8
Adams Middle School	327	53.8	281	46.2
Memorial Middle School	240	55.7	191	44.3
Driscoll Middle School	257	49.0	268	51.0
McCraw Junior High	69	29.5	165	70.5
Odem Junior High	111	45.9	131	54.1
All Middle Schools	**1,122**	**48.8**	**1,179**	**51.2**
High Schools				
Falfurrias High School	171	55.0	140	45.0
Alice High School	584	56.5	449	43.5
H. M. King High School	523	64.3	290	35.7
Miller High School	313	52.3	285	47.7
Mathis High School	190	51.1	182	48.9
Odem High School	118	48.4	126	51.6
All High Schools	**1,899**	**56.3**	**1,472**	**43.7**

Table F.26
GEAR UP Students: Has a GEAR UP/STAR Representative Talked to You about Financial Aid Opportunities That Will Help Pay College or University Tuition Expenses? (2007-08)

	No		Yes	
Campus	N	%	N	%
Middle Schools				
Falfurrias Junior High	175	67.0	86	33.0
Adams Middle School	414	68.1	194	31.9
Memorial Middle School	307	71.2	124	28.8
Driscoll Middle School	451	85.9	74	14.1
McCraw Junior High	147	62.8	87	37.2
Odem Junior High	156	64.5	86	35.5
All Middle Schools	**1,650**	**71.7**	**651**	**28.3**
High Schools				
Falfurrias High School	281	90.4	30	9.6
Alice High School	764	74.0	269	26.0
H. M. King High School	757	93.1	56	6.9
Miller High School	546	91.3	52	8.7
Mathis High School	357	96.0	15	4.0
Odem High School	175	71.7	69	28.3
All High Schools	**2,880**	**85.4**	**491**	**14.6**

Table F.27
GEAR UP Students: Has Your School Counselor(s) Talked to You about Financial Aid Opportunities That Will Help Pay College or University Tuition Expenses? (2007-08)

	No		Yes	
Campus	N	%	N	%
Middle Schools				
Falfurrias Junior High	196	75.1	65	24.9
Adams Middle School	491	80.8	117	19.2
Memorial Middle School	355	82.4	76	17.6
Driscoll Middle School	364	69.3	161	30.7
McCraw Junior High	176	75.2	58	24.8
Odem Junior High	212	87.6	30	12.4
All Middle Schools	**1,794**	**78.0**	**507**	**22.0**
High Schools				
Falfurrias High School	144	46.3	167	53.7
Alice High School	549	53.1	484	46.9
H. M. King High School	453	55.7	360	44.3
Miller High School	349	58.4	249	41.6
Mathis High School	250	67.2	122	32.8
Odem High School	124	50.8	120	49.2
All High Schools	**1,869**	**55.4**	**1,502**	**44.6**

Table F.28
GEAR UP Students: Has Your Teacher(s) Talked to You about Financial Aid Opportunities That Will Help Pay College or University Tuition Expenses? (2007-08)

	No		Yes	
Campus	N	%	N	%
Middle Schools				
Falfurrias Junior High	164	62.8	97	37.2
Adams Middle School	448	73.7	160	26.3
Memorial Middle School	321	74.5	110	25.5
Driscoll Middle School	356	67.8	169	32.2
McCraw Junior High	123	52.6	111	47.4
Odem Junior High	174	71.9	68	28.1
All Middle Schools	**1,586**	**68.9**	**715**	**31.1**
High Schools				
Falfurrias High School	220	70.7	91	29.3
Alice High School	784	75.9	249	24.1
H. M. King High School	643	79.1	170	20.9
Miller High School	390	65.2	208	34.8
Mathis High School	252	67.7	120	32.3
Odem High School	170	69.7	74	30.3
All High Schools	**2,459**	**72.9**	**912**	**27.1**

GOAL 5: Develop Effective and Enduring Alliances among Schools, Colleges, Students, Parents, Government, and Community Groups.

> *Objective 2*: By the end of the project's **second year**, counseling to parents and students will be available at Project STAR sites.

In interviews, high school counselors representing three districts reported holding regular meetings with parents throughout the school year to provide information regarding students' educational achievement, as well college planning. These meetings detailed high school graduation requirements, the Texas Assessment of Knowledge and Skills (TAKS), and college entrance requirements. For example, one school had university representatives at a college-themed parent night to increase awareness of programs and discuss entrance requirements, while another district provided information about financial aid and helped parents fill out forms for their students.

A counselor from a fourth district indicated that parents call to request information about financial aid and for assistance in filling out the forms. The counseling staff at one high school opted to meet with parents personally at their homes to increase communication and parent involvement in college planning activities.

In 2007-08, counselors from four districts met with students regularly throughout the year to provide guidance with course selections, the transition from 8th to 9th grade, entrance exams, and college planning. In interviews, counselors at one school indicated they were available to meet every Monday for an hour and a half to discuss the steps necessary to transition from middle school to high school. Similarly, in another district, counselors met with each 7th and 8th grade student individually, twice a year to discuss the transition to 9th grade. Counselors from other schools reported meeting with seniors once a month to discuss college planning information, such as scholarships, dates for college entrance exams, and filling out applications.

In several districts, counselors also worked individually with students to analyze and discuss results from career assessments as well as the Pre-SAT.

In addition to providing college information and career counseling, in response to survey items, counselors reported spending 18% of their time counseling students about personal issues.

> *Objective 3*: By the end of the project's **second year**, all communities will have business alliances formed that support higher student achievement.

In 2007-08, several districts created partnerships with local businesses and community members that provided schools with donations and helped encourage students' career awareness and employment opportunities. For example, in responses to interview questions, two districts reported receiving donations from local grocery stores as well as supplies necessary for a GEAR UP promotional tailgate event. The local truck dealership provided trucks for the tailgate, another company provided lights, and several other community members helped set up the event.

Two district representatives reported receiving assistance with advertising to increase community participation in GEAR UP events; one district was assisted by the local library and the other received support from the local newspaper.

Administrators from three districts indicated that schools worked with local businesses to build students' character and encourage career awareness through the Junior Achievement program.

One administrator discussed a partnership with a nearby career training center that provides reduced tuition for district students. The center also guarantees jobs to students that receive the provided training and graduate from the program.

> *Objective 4:* By the end of the project's **second year**, participating campuses will have formed alliances with governmental entities and community groups to enhance the information available on scholarships, financial aid, and college awareness.

According to interview responses, in 2007-08, all school districts continued to visit college campuses to increase early awareness of college programs. Similarly, four school districts continued to invite colleges and universities to visit their schools to increase awareness of college programs as well as the requirements necessary to enter. At college nights, programs such as Apply Texas were present to provide information and assist parents with the financial aid process. One district combined college and career awareness into one event and invited local business members to attend as well.

Two school districts also reported creating partnerships with local business and community members through the Junior Achievement program. Members of the community acted as role models, speaking about their alma mater, the program they majored in, and how education has supported their career and daily life.

GOAL 6: Improve Teaching and Learning.

> *Objective 2*: By the end of the project's **second year**, middle and high school teachers will be trained in effective data usage in planning individual student programs.

During interviews, representatives from two districts reported training teachers in the effective use of data. One district provided three staff development days designed "to look at the standards, look at what the practice had been, to look at our testing data… and to begin talking about how we [can] help each other get better," reported a high school principal. According to another principal in the district, this data analysis training has helped teachers track students' progress and edit their lessons accordingly. A teacher within another district stated that teachers use planning periods to analyze student date received from TAKS.

Objective 3: By the end of the project's **second year**, all teachers will have the opportunity to participate in the University Fellows Program.

Table F.29
Teachers: Did You Attend a University Faculty Fellows Orientation Meeting? (2007-08)

	Yes		No	
Campus	N	%	N	%
Middle Schools				
Falfurrias Junior High	2	6.1	31	93.9
Adams Middle School	6	11.5	46	88.5
Memorial Middle School	7	17.5	33	82.5
Driscoll Middle School	3	7.7	36	92.3
McCraw Junior High	3	13.6	19	86.4
Odem Junior High	4	18.2	18	81.8
All Middle Schools	**25**	**12.0**	**183**	**88.0**
High Schools				
Falfurrias High School	1	2.3	42	97.7
Alice High School	3	3.5	83	96.5
H. M. King High School	3	3.7	78	96.3
Miller High School	2	2.4	82	97.6
Mathis High School	2	4.8	40	95.2
Odem High School	1	3.8	25	96.2
All High Schools	**12**	**3.3**	**350**	**96.7**
All Campuses	**37**	**6.5**	**533**	**93.5**

Table F.30
Teachers: Have You Been Assigned a Faculty Mentor Through the Faculty Fellows Program at Texas A&M Kingsville or Texas A&M Corpus Christi? (2007-08)

	Yes		No	
Campus	N	%	N	%
Middle Schools				
Falfurrias Junior High	5	15.2	28	84.8
Adams Middle School	9	17.0	44	83.0
Memorial Middle School	14	33.3	28	66.7
Driscoll Middle School	4	10.0	36	90.0
McCraw Junior High	4	17.4	19	82.6
Odem Junior High	5	22.7	17	77.3
All Middle Schools	**41**	**19.2**	**172**	**80.8**
High Schools				
Falfurrias High School	3	6.8	41	93.2
Alice High School	4	4.5	84	95.5
H. M. King High School	1	1.2	82	98.8
Miller High School	3	3.4	86	96.6
Mathis High School	1	2.2	44	97.8
Odem High School	0	.0	27	100.0
All High Schools	**12**	**3.2**	**364**	**96.8**
All Campuses	**53**	**9.0**	**536**	**91.0**

GOAL 7: Provide Students with Intensive, Individualized, and Coordinated Support.

Objective 1: By the end of the project's **second year**, 75% of the students will have the opportunity to receive mentoring and/or tutoring services.

Table F.31
GEAR UP Students: Please Mark How Often You Have Participated in Tutoring for an Academic Subject During This School Year (2007-08)

	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
Campus	N	%	N	%	N	%	N	%	N	%
Grade 7										
Falfurrias Junior High	23	23.7	11	11.3	16	16.5	26	26.8	21	21.6
Adams Middle School	157	47.1	43	12.9	54	16.2	70	21.0	9	2.7
Memorial Middle School	100	42.0	40	16.8	42	17.6	49	20.6	7	2.9
Driscoll Middle School	69	42.3	22	13.5	23	14.1	27	16.6	22	13.5
McCraw Junior High	57	49.6	11	9.6	11	9.6	31	27.0	5	4.3
Odem Junior High	19	23.2	17	20.7	15	18.3	28	34.1	3	3.7
All Campuses	**425**	**41.3**	**144**	**14.0**	**161**	**15.7**	**231**	**22.5**	**67**	**6.5**
Grade 8										
Falfurrias Junior High	17	21.8	21	26.9	13	16.7	16	20.5	11	14.1
Adams Middle School	108	41.1	41	15.6	52	19.8	43	16.3	19	7.2
Memorial Middle School	55	28.9	55	28.9	27	14.2	36	18.9	17	8.9
Driscoll Middle School	34	19.7	39	22.5	48	27.7	36	20.8	16	9.2
McCraw Junior High	32	27.4	18	15.4	23	19.7	40	34.2	4	3.4
Odem Junior High	27	38.0	17	23.9	21	29.6	6	8.5	0	0.0
All Campuses	**273**	**30.6**	**191**	**21.4**	**184**	**20.6**	**177**	**19.8**	**67**	**7.5**

Table F.32
GEAR UP Students: Please Mark How Often You Have Participated in Mentoring by an Adult Who Is Not Your Parent, Guardian, or a Teacher During This School Year (2007-08)

	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
Campus	N	%	N	%	N	%	N	%	N	%
Grade 7										
Falfurrias Junior High	65	69.9	2	2.2	10	10.8	9	9.7	7	7.5
Adams Middle School	214	64.8	32	9.7	28	8.5	23	7.0	33	10.0
Memorial Middle School	162	68.6	28	11.9	24	10.2	9	3.8	13	5.5
Driscoll Middle School	110	67.5	17	10.4	14	8.6	8	4.9	14	8.6
McCraw Junior High	83	73.5	10	8.8	11	9.7	3	2.7	6	5.3
Odem Junior High	55	67.1	6	7.3	10	12.2	7	8.5	4	4.9
All Campuses	**689**	**67.7**	**95**	**9.3**	**97**	**9.5**	**59**	**5.8**	**77**	**7.6**
Grade 8										
Falfurrias Junior High	55	73.3	5	6.7	6	8.0	7	9.3	2	2.7
Adams Middle School	193	73.9	19	7.3	19	7.3	16	6.1	14	5.4
Memorial Middle School	114	60.6	27	14.4	17	9.0	22	11.7	8	4.3
Driscoll Middle School	99	57.9	17	9.9	20	11.7	13	7.6	22	12.9
McCraw Junior High	81	69.8	15	12.9	8	6.9	6	5.2	6	5.2
Odem Junior High	53	74.6	5	7.0	9	12.7	3	4.2	1	1.4
All Campuses	**595**	**67.5**	**88**	**10.0**	**79**	**9.0**	**67**	**7.6**	**53**	**6.0**

Objective 2: By the end of the project's **second year**, 75% of the students will have the opportunity to receive counseling services as needed.

Table F.33
GEAR UP Students: Please Mark How Often You Have Participated in Counseling about Your Grades During This School Year (2007-08)

	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
Campus	N	%	N	%	N	%	N	%	N	%
Grade 7										
Falfurrias Junior High	60	63.2	9	9.5	10	10.5	9	9.5	7	7.4
Adams Middle School	232	72.0	29	9.0	25	7.8	11	3.4	25	7.8
Memorial Middle School	165	70.5	29	12.4	21	9.0	8	3.4	11	4.7
Driscoll Middle School	82	51.3	35	21.9	15	9.4	13	8.1	15	9.4
McCraw Junior High	85	73.9	9	7.8	8	7.0	8	7.0	5	4.3
Odem Junior High	47	57.3	8	9.8	13	15.9	10	12.2	4	4.9
All Campuses	**671**	**66.6**	**119**	**11.8**	**92**	**9.1**	**59**	**5.9**	**67**	**6.6**
Grade 8										
Falfurrias Junior High	51	66.2	11	14.3	2	2.6	9	11.7	4	5.2
Adams Middle School	171	65.8	39	15.0	28	10.8	9	3.5	13	5.0
Memorial Middle School	113	60.8	27	14.5	29	15.6	11	5.9	6	3.2
Driscoll Middle School	69	40.6	30	17.6	28	16.5	29	17.1	14	8.2
McCraw Junior High	59	51.8	19	16.7	21	18.4	8	7.0	7	6.1
Odem Junior High	34	50.7	16	23.9	13	19.4	4	6.0	0	0.0
All Campuses	**497**	**56.9**	**142**	**16.2**	**121**	**13.8**	**70**	**8.0**	**44**	**5.0**

GOAL 8: Raise Standards of Academic Achievement for all Students.

Objective 1: By the end of the project's **third year**, at least 50% of the cohort will take pre-AP or AP courses.

In 2006-07, only 18 or 1.1% of the 9th-grade students took at least one AP course. This included 17 students at Miller High School and one student at Alice High School. The students at Miller High School were enrolled in AP Human Geography, while the student at Alice High School was enrolled in AP World History.

Compared to the baseline year of 2005-06, AP Examination participation was lower in 2006-07. Overall, 93 fewer STAR students took AP Examinations in 2006-07 than in 2005-06. From 2006 to 2007, student participation dropped at all of the STAR high schools. In 2006, 854 AP Examinations were taken at STAR high schools. In 2007, 163 fewer, or 691 AP Examinations were taken. Similar to the changes in student participation between 2006 and 2007, the number of examinations taken decreased at all of the STAR high schools. From 2006 to 2007, the percentage of examination grades that were 3 or above (typically considered to be acceptable performance) decreased by 2.6 percentage points at STAR campuses. There were decreases in performance at all of the STAR high schools except H. M. King High School, which had a large decrease in participation (56 fewer AP Examinations taken) and a large increase in performance (a 26 percentage point increase in examinations having grades of 3 to 5). The overall level of AP Examination performance was considerably lower in STAR high schools than in Texas and nationally. For example, STAR performance deficits to the state were 36 (2006) and 38 (2007) percentage points, while the STAR deficits to all public schools were 47 (2006) and 49 (2007) percentage points.

Another way to look at AP Examination participation is to examine the number of students who took at least one AP examination relative to the total number of students in Grades 11 and 12 (over 80% of students nationally who take AP Examinations are in Grades 11 or 12). In 2005-06 that percentage at STAR campuses was 24%. In 2006-07, the percentage decreased to 20%. The level of student participation at individual STAR campuses in 2006-07 was 40% at Alice High School, 23% at Miller High School, 7% at both Mathis High School and H. M. King High School, 5% at Odem High School, and 3% at Falfurrias High School.

Objective 3: By the end of the project's **fifth year**, 50% of the cohort will score at or above the state average on the SAT/ACT.

The tables below show campus level participation and performance data from the first project year. While the data do not directly measure Objective 3, they do show that the STAR SAT/ACT participation rate in 2006-07 was higher than the state average. All campuses except Mathis High School exceeded the state participation rate. The second table shows that the STAR group average ACT score was lower than the state average (by 2.8 scale score points), and none of the STAR campuses had average ACT scores that exceeded the state average. Likewise, the STAR group average SAT score was lower than the state average (by 61 scale score points). Only one of the STAR high schools, Alice High School, had an average SAT score that exceeded the state average.

Table F.34
College Entrance Examination Participation at STAR High Schools, 2006-07

Group	Percentage Taking ACT or SAT Examinations
Falfurrias HS	72.8%
Alice HS	86.7%
H. M. King HS	76.0%
Miller HS	73.4%
Mathis HS	64.4%
Odem HS	75.9%
Group Average[a]	**74.9%**
State Average	**68.2%**

Sources: STAR data are from the 2007-08 AEIS campus college and admission rate statistics data file. State data are from the 2007-08 AEIS reports.
[a]Simple average.

Table F.35
College Entrance Examination Performance of STAR High Schools, 2006-07

Group	2006-07 ACT Average	2006-07 SAT Average
Falfurrias HS	18.4	979
Alice HS	17.5	1,049
H. M. King HS	18.4	891
Miller HS	16.2	864
Mathis HS	16.8	MASK[a]
Odem HS	17.3	870
Group Average[b]	**17.4**	**931**
State Average	**20.2**	**992**

Sources: STAR data are from the 2007-08 AEIS campus college and admission rate statistics data file. State data are from the 2007-08 AEIS reports.
[a]Data are masked. The denominator is less than 5 (including 0).
[b]Simple average.