

Students Training for Academic Readiness (STAR)

Year Three
Evaluation
Report

June 2010



Students Training for Academic Readiness (STAR)

Year Three Evaluation Report

June 2010

Prepared for
Texas Education Agency

Prepared By
Texas Center for Educational Research

Credits

Texas Center for Educational Research

The Texas Center for Educational Research (TCER) conducts and communicates nonpartisan research on education issues to serve as an independent resource for those who make, influence, or implement education policy in Texas. A 15-member board of trustees governs the research center, including appointments from the Texas Association of School Boards, Texas Association of School Administrators, and State Board of Education.

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
Katharine Rainey, M.P.P.
Daniel Sheehan, Ed.D.
Catherine Maloney, Ph.D.

Prepared for

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

Research Funded by

Texas Education Agency

Copyright © Notice: The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions:

- 1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.
- 2) Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA.
- 3) Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way.
- 4) No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are **not** Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located **outside the state of Texas** *MUST* obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

For information contact: Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-9270 or 512-936-6060; email: copyrights@tea.state.tx.us.

Table of Contents for the 2008-09 STAR Evaluation

Executive Summary	i
Background	i
Data Sources	ii
The Characteristics of STAR Districts and Campuses	ii
Year 3 (2008-09) Performance Indicators	ii
STAR Implementation	iii
Raising Academic Standards	iii
Engaging Teachers and Students	iv
Increasing Student and Parent Access to Information	iv
Building School and Community Cultures that Support Academic Achievement	v
Overall Implementation	v
STAR Partner Organizations	v
Chapter 1: Introduction	1
STAR Purposes and Related Goals	2
Increased Access to Information	2
Advanced Academics	2
Educator Preparation	3
Family and Community Participation and Support	3
Project Goals	3
STAR Partner Organizations	4
Texas Education Agency	4
College of Education at Texas A&M University at Corpus Christi (TAMU-CC)	4
The College Board	5
The National Hispanic Institute (NHI)	5
Fathers Active in Communities and Education (FACE)	5
Faculty Fellows Mentoring Program	5
Data Sources	5
Site Visits to STAR Districts	6
Surveys	6
Demographic and Performance Data	9
Structure of the Report	10
Chapter 2: The Characteristics of STAR Schools	11
Characteristics of STAR Districts and Campuses	11
Districts and Schools	11
Financial Characteristics	13
Student Cohort Characteristics	16
Educational Programs	18
Teacher Characteristics	20
Summary	21
Chapter 3: STAR Performance Indicators (2007-08)	23
District and Campus Accountability Indicators	23
Accountability Ratings	23
TAKS Performance	24
Summary	26

Chapter 4: Measuring STAR Implementation	27
Measuring the Implementation of STAR.....	27
Add-a-Cohort Implementation.....	28
The Components of STAR Implementation	28
Raising Academic Standards	28
Engaging Teachers and Students	30
Increasing Student and Parent Access to Information	30
Building School and Community Cultures that Support Academic Achievement	30
Summary	33
Chapter 5: Raising Academic Standards.....	35
Data Sources	36
Measuring Academic Standards in STAR Schools.....	36
The Measurement of Academic Rigor	36
Increasing Academic Rigor: Campus Roles, Barriers, and Effects	39
Curricular Alignment.....	41
Implementing Vertical Teams: Barriers and Effects.....	42
Advanced Academics	44
Increasing Access to AP Coursework: Barriers and Effects.....	46
Core Component Score.....	47
Summary	48
Chapter 6: Engaging Teachers and Students.....	49
Data Sources	49
Measuring Teacher and Student Engagement.....	50
Teacher Participation in Professional Development.....	50
Engaging Teachers in Professional Development: Barriers and Effects	51
Student Engagement in Schooling	53
Core Component Score	57
Summary	58
Chapter 7: Increasing Student and Parent Access to Information.....	59
Data Sources	59
Measuring Student and Parent Access to Information.....	60
Student Access to Information.....	60
Parent Access to Information.....	71
Activities and Services Designed to Increase Student and Parent Access to Information.....	73
Core Component Score	76
Summary	76
Chapter 8: Building School and Community Cultures that Support Academic Achievement	79
Data Sources	79
Measuring School and Community Cultures.....	80
The Measurement of STAR School Environments.....	80
Barriers to the Development of School Environments Focused on Academic Outcomes.....	81
Measuring Parent and Community Support.....	82
Increasing Parental Involvement: Best Practices	83
Core Component Score	85

Summary	85
Chapter 9: Implementation Scores	87
Summary	88
Ongoing Evaluation	89
Chapter 10: STAR Partner Organizations.....	91
Data Sources	91
Pre-College Outreach Center (POC) at Texas A&M University-Corpus Christi (TAMU-CC).....	91
Districts' Perceptions of POC.....	91
Implementation in 2009-10.....	93
Faculty Fellows.....	93
Districts' Perceptions of Faculty Fellows	94
Implementation in 2009-10.....	94
The College Board	94
Districts' Perceptions of the College Board.....	94
Implementation in 2009-10.....	95
Fathers Active in Communities and Education (FACE).....	95
Districts' Perceptions of FACE	95
Implementation in 2009-10.....	96
National Hispanic Institute (NHI).....	96
Districts' Perceptions of NHI.....	96
Implementation in 2009-10.....	97
Summary	97
Chapter 11: Summary of Findings	99
Data Sources	100
The Characteristics of STAR Schools	100
STAR Performance Indicators	101
STAR Implementation	101
Raising Academic Standards	101
Engaging Teachers and Students	102
Increasing Student and Parent Access to Information	103
Building School and Community Cultures that Support Academic Achievement	104
Overall Implementation	104
STAR Partner Organizations	105
References.....	107
Appendices.....	109
Appendix A: Results from the Survey of Teachers, Counselors, and Librarians	109
Appendix B: Results from the Parent Survey	151
Appendix C: Results from the Middle School Student Survey.....	177
Appendix D: Results from the High School Student Survey.....	219
Appendix E: Instruments and Protocols	271
Appendix F: STAR Goals and Objectives	315
Appendix G: Implementation Analysis: Data Sources and Methodology	319
Appendix H: Implementation Analysis: Scoring Rubric	329
Appendix I: Advanced Course Performance Measures	335

Table of Tables

Table 1.1	Number of Classroom Observations, by Subject Area and Level of Schooling, Spring 2009	6
Table 1.2	Characteristics of Middle School and High School Student Survey Respondents.....	7
Table 1.3	Characteristics of Teacher, Counselor, Librarian Survey Respondents.....	8
Table 1.4	Characteristics of Parent Survey Respondents, Spring 2009	9
Table 2.1	Student Enrollment for STAR Campuses, 2008-09.....	12
Table 2.2	STAR Total Instructional Expenditures Per Pupil, 2007-08.....	15
Table 2.3	STAR District Wealth Per Pupil, 2008-09.....	15
Table 2.4	Student Cohort Characteristics, 2008-09	17
Table 2.5	Cohort Students in Special Programs, 2008-09	19
Table 2.6	STAR Teacher Characteristics, 2008-09	20
Table 3.1	STAR Campus Accountability Ratings, 2005-06 through 2008-09	24
Table 3.2	TAKS Passing Rates for STAR Cohort Students	25
Table 7.1	STAR Students' Participation in Informational Activities by Grade, 2008-09.....	63
Table 7.2	STAR Students' Educational Aspirations, 2008-09	65
Table 7.3	Parents' Educational Expectations for Their Children, 2008-09	72

Table of Figures

Figure 2.1	STAR Middle School, High School, and Total Enrollment, 2001-2009	13
Figure 2.2	STAR Instructional Expenditure and Property Value Data	14
Figure 2.3	STAR Cohort Characteristics, 2008-09	16
Figure 2.4	Cohort Students Participating in Special Programs, 2008-09.....	18
Figure 4.1	Implementation Evaluation: The Model, 2008-09	32
Figure 5.1	Supporting Component Score: Academic Rigor as a Mean, 2008-09	37
Figure 5.2	Average STAR Scores for Higher Order Thinking and Subject Specific Instructional Methods as a Mean by Subject and Year, 2008-09.....	38
Figure 5.3	Average Level of Student Engagement Across Districts as a Percentage by Grade Level and Year, 2008-09	39
Figure 5.4	Average Amount of Time Students in STAR Schools Spent on Homework, 2008-09	40
Figure 5.5	Supporting Component Score: Curricular Alignment as a Mean, 2008-09	42
Figure 5.6	Moderate or Substantial Barriers to Vertical Teaming, 2008-09	43
Figure 5.7	Supporting Component Scores: Range of Advanced Academics Scores as a Mean, 2008-09	45
Figure 5.8	Core Component Scores: Raising Academic Standards as a Mean, 2008-09.....	47
Figure 6.1	Supporting Component Scores: Teacher Participation in Professional Development as a Mean, 2008-09.....	51
Figure 6.2	Supporting Component Scores: Student Engagement in Schooling as a Mean, 2008-09.....	54
Figure 6.3	STAR Students' Participation in School Activities, 2008-09.....	55
Figure 6.4	Counselors' Perceptions of Task Importance, 2008-09.....	55
Figure 6.5	Core Component Scores: Engaging Teachers and Students as a Mean by Campus, 2008-09	57

Figure 7.1	Supporting Component Scores: Student Access to Information as a Mean, 2008-09	62
Figure 7.2	STAR Students' Participation in College and Career Awareness Activities, 2008-09	63
Figure 7.3	Level of Familiarity with Postsecondary Opportunities as a Mean of Middle School Students Across Districts, 2008-09	64
Figure 7.4	Level of Familiarity with Postsecondary Opportunities as a Mean of High School Students Across Districts, 2008-09	65
Figure 7.5	Middle School Students' Perceptions of Affordability, 2008-09	66
Figure 7.6	High School Students' Perceptions of Affordability, 2008-09	67
Figure 7.7	Sources of Financial Assistance Information for Students as a Mean Percentage Across Districts by School Level, 2008-09	68
Figure 7.8	STAR Seniors' Entrance Exam Status, 2008-09	69
Figure 7.9	STAR Seniors' Application Status, 2008-09	70
Figure 7.10	Sources of College Entrance Requirement Information for Students as a Mean Percentage Across Districts by School Level, 2008-09	70
Figure 7.11	Supporting Component Scores: Parent Access to Information as a Mean, 2008-09	72
Figure 7.12	STAR Parents' Perceptions of Affordability, 2008-09	73
Figure 7.13	Core Component Score: Increasing Student and Parent Access to Information as a Mean by Campus, 2008-09	76
Figure 8.1	Supporting Component Scores: School Environment as a Mean, 2008-09	81
Figure 8.2	Supporting Component Scores: Parent and Community Support as a Mean, 2008-09	83
Figure 8.3	Core Component Scores: Building School and Community Cultures that Support Academic Achievement as a Mean by Campus, 2008-09	85
Figure 9.1	Aggregate Implementation Scores as a Mean, 2008-09	88

ACRONYMS

AEIS	Academic Excellence Indicator Systems
AP	Advanced Placement
AskTED	Texas Public School Directory
AYP	Adequate Yearly Progress
CAC	College Access Coordinator
CRISS	Creating Independence through Student-owned Strategies
CSR	Comprehensive School Reform
CTE	Career and Technology Education
DAP	Distinguished Achievement Plan
ELA	English/Language Arts
ESL	English as a Second Language
FACE	Fathers Active in Communities and Education
FAFSA	Free Application for Student Aid
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GED	General Educational Development
K12	Kindergarten through High School
LEP	Limited English Proficient
MCP	Model Classroom Project
NHI	National Hispanic Institute
P16	Pre-Kindergarten through College
PEIMS	Public Education Information Management System
POC	Pre-College Outreach Center
RHSP	Recommended High School Plan
STAR	Students Training for Academic Readiness
TAKS	Texas Assessment of Knowledge and Skills
TAMU-CC	Texas A&M at Corpus Christi
TCER	Texas Center for Educational Research
TEA	Texas Education Agency
TEKS	Texas Essential Knowledge and Skills
THECB	Texas Higher Education Coordinating Board
USDE	United States Department of Education

EXECUTIVE SUMMARY

This report presents findings from the Year 3 evaluation of Texas' state-level Gaining Early Awareness and Readiness for Undergraduate Programs, or GEAR UP, grant. GEAR UP grant requirements include an evaluation component designed to assess program effectiveness and to measure progress toward project goals. To this end, the evaluation considers the following research questions:

1. What are the characteristics of participating STAR schools, students, teachers, and parents?
2. How is STAR implemented across participating campuses?
3. What are the effects of STAR implementation on indicators of student achievement and college preparation?

BACKGROUND

The federal GEAR UP program 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. GEAR UP grants extend across 6 school years and require that districts begin providing services to students no later than the seventh grade and that services continue until students graduate from high school.

The United States Department of Education (USDE) provides for two types of GEAR UP grants: (1) partnership 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. STAR 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 (2006-07), services were 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. In 2008-09, the grant's third year, STAR's initial cohort was in the ninth grade.

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 pipeline 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.

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).

THE CHARACTERISTICS OF STAR DISTRICTS AND CAMPUSES

The sections that follow describe the characteristics of STAR districts and campuses during the 2008-09 school year, and provide comparisons to state averages. Findings are drawn from AEIS data for the 2008-09 school year.

On average, STAR districts lagged the state in terms of wealth and spending. In 2008-09, average district wealth per student in STAR districts was about \$184,000 less than the state average (\$268,198 in STAR districts vs. \$451,906 for the state). In 2008-09, STAR districts spent an average of \$709 less per student on instruction than schools across the state (\$5,525 in STAR districts vs. \$6,234 for the state).

STAR cohort students (students in Grades 7 through 9 in 2008-09) comprised larger proportions of Hispanic and low-income students than state averages in 2008-09. Hispanic students comprised 88% of STAR cohort enrollment compared with 45% statewide enrollment (middle and high school campuses only). In addition, 74% of cohort students enrolled in STAR campuses were economically disadvantaged compared with 50% statewide (middle and high school campuses only).

The percentages of STAR cohort students enrolled in special programs differed from state averages in 2008-09. For example, compared to state averages, a higher percentage of cohort students were in special education (16% vs. 11%), and a lower percentage were in bilingual/English as a second language programs (3% vs. 7%).

Teachers on STAR campuses differed from 2008-09 state averages for middle and high school teachers. Teachers on STAR campuses had slightly less experience compared with teachers across the state (11 vs. 12 years experience). Compared to the state average, STAR schools employed a larger percentage of beginning teachers (11% vs. 8%), a larger percentage of instructional aides (13% vs. 10%), and a much larger percentage of minority teachers (63% vs. 30%).

YEAR 3 (2008-09) PERFORMANCE INDICATORS

The results presented in this section are drawn from AEIS Texas Assessment of Knowledge and Skills test, or TAKS, data from 2005-06 through 2008-09. The focus is on three groups or cohorts of STAR students. Cohort 1 includes STAR students who were in Grade 9 in 2008-09 and in Grade 6 in their baseline year of 2005-06. Cohort 2 STAR students were in Grade 8 in 2008-09 and in Grade 6 in their

baseline year of 2006-07, and Cohort 3 students were in Grade 7 in 2008-09 and in Grade 6 in their baseline year of 2007-08.

For all three groups of STAR students, average baseline to 2008-09 changes in TAKS reading/English language arts, mathematics, and all tests taken passing rates were similar to those of peer campuses and the state overall. For example, for Cohort 1, the average baseline to 2008-09 change in TAKS passing rates was -7 percentage points. This compares to a -5 percentage point change for peer campuses and -6 percentage points for the state. Cohort 2 experienced a -2 percentage point average baseline to 2008-09 change in TAKS passing rates, which was similar to peer campuses (-1 percentage point) and the state (-2 percentage points). The average baseline to 2008-09 change in TAKS passing rates for Cohort 3 was -4 percentage points which was the same as peer campuses and the state. Thus, STAR students had changes from baseline to 2008-09 TAKS passing rates that were comparable to peer campus students and state averages.

STAR IMPLEMENTATION

As a means to provide ongoing support for STAR, the evaluation incorporates a measure of program implementation that identifies areas of strength and weakness in district and campus implementation strategies. The approach identifies four core components of STAR implementation based on the program's broad goals. These core components include:

1. Raising Academic Standards,
2. Engaging Teachers and Students,
3. Increasing Student and Parent Access to Information, and
4. Building School and Community Cultures that Support Academic Achievement.

Using STAR's eight goals as guides, researchers identified a set of supporting components for each of the core components listed above and developed survey items and a classroom observation instrument that measured the varied dimensions of supporting components. Researchers worked with TEA staff and program administrators to identify whether supporting components have been implemented to a (1) *minimal*, (2) *partial*, (3) *substantial*, or (4) *full* degree. The sections that follow summarize findings from the analysis of STAR implementation in 2008-09, supplemented by findings from spring 2009 interviews with administrators and focus group discussions with teachers on STAR campuses.

Raising Academic Standards

Although academic rigor was present in STAR classrooms to a *small extent* in 2008-09, this marked an improvement over 2007-08. This finding results from teachers' increased use of higher order thinking skills in instruction, particularly in math classrooms.

Students in STAR core content area classrooms spent more time at *low* and *high* levels of engagement in 2008-09. Middle school students were more likely to be highly engaged and high school students were more likely to exhibit low levels of engagement.

Campuses with higher *Raising Academic Standards* scores tended to have stronger administrative support for STAR. In these schools, principals stressed the importance of rigorous instruction, provided frequent feedback and support, and held teachers accountable for implementing challenging lessons.

Campuses that struggled to increase instructional rigor implemented STAR strategies unevenly. On these campuses, many teachers said they failed to see the benefit of STAR and did not consider STAR strategies practical for regular classroom use.

Teachers on STAR campuses sometimes used vertical teaming strategies, but *rarely* met formally as vertical teams. Many STAR campuses struggled to implement vertical teams, and teachers pointed to

scheduling constraints as a primary barrier. Staff turnover and poor communication between grade levels also presented challenges to vertical team implementation.

The STAR campuses experiencing the greatest academic success in 2008-09 were those that made substantial curricular or instructional changes. Schools that revised their implementation strategies to focus on instruction tended to have improved student outcomes, such as increased TAKS scores and higher passing rates on AP exams.

Engaging Teachers and Students

In 2008-09, STAR schools *partially* engaged teachers and students in activities designed to improve teaching and learning. Such activities included professional development for teachers, as well as tutoring and mentoring services for students.

STAR schools *partially* supported teachers' participation in professional development. Only 29% of teachers attended STAR-provided training sessions in 2008-09. However, several districts implemented a "trainer-of-trainers" model in which a few teachers attended formal training and then returned to their campuses to train colleagues.

STAR schools provided a variety of services designed to engage students in education; however, student participation tended to be low. Services included tutorials, enrichment programs, and credit recovery opportunities. In addition, several schools attempted to engage students by linking postsecondary education to students' future goals.

Some districts implemented programs for struggling students as a means to increase engagement and improve student outcomes. Several districts implemented mandatory Saturday school for credit recovery or attendance problems, pull-out enrichment courses during the regular school day, and partnerships with local community colleges and vocational schools to provide students opportunities to earn certifications and degrees.

Increasing Student and Parent Access to Information

STAR schools *partially* implemented services designed to provide postsecondary educational information to students and parents. STAR schools continued to implement college or career fairs and campus tours in 2008-09. In addition, schools provided information through postsecondary planning workshops, home visits, and school-sponsored opportunities to interact with college students.

Students received information at various levels. Sixty-seven percent of students on STAR campuses received information about postsecondary entrance requirements and 50% of students received information about financial assistance. Not surprisingly, high school students received information to a greater extent than middle school students.

Students received a majority of their postsecondary planning information from parents in 2008-09. However, only 10% of surveyed parents had received information about course selection, college entrance requirements, and financial assistance.

Parents and students had high academic aspirations. Most surveyed parents expected their child would earn a 4-year degree. Similarly, most students expected to earn a 4-year or graduate degree. Both parents and students considered cost to be the primary barrier to students' enrollment in postsecondary educational opportunities.

Building School and Community Cultures that Support Academic Achievement

STAR schools *substantially* implemented services and activities designed to build supportive school and community cultures. Districts earning higher component scores attempted to implement all components of the STAR program. Successful districts attended POC training sessions designed to improve school culture and collaborated with STAR partners to overcome barriers to parent and community involvement.

Surveyed teachers felt their school environments were innovative and committed to STAR goals. Teachers also reported that administrators in STAR schools provided effective leadership and that teachers committed to school and STAR initiatives.

Several districts faced barriers to fully committing to the STAR program. Districts facing accountability sanctions resulting from low TAKS scores described STAR as a conflicting priority that competed for time and resources. Administrators in several districts did not consider some STAR activities and services to be relevant to school improvement. Accordingly, these districts participated in some STAR activities at lower rates.

Parents and communities supported STAR. Teachers reported high levels of parent and community support. Surveyed parents indicated they supported STAR goals at home, assisting with their child's education and postsecondary planning one to two times a week. Additionally, parents in all but one district attended a school activity or visited their child's school at least five times in 2008-09.

Most schools experienced increased parent involvement during the 2008-09 school year. Schools that were successful in engaging parents collaborated with STAR partners, combined informational activities with student performances, created activities that focused on parents, and provided incentives for attendance.

Overall Implementation

On average, STAR campuses *partially* implemented STAR activities and services in 2008-09. Across the program, schools supported STAR, but had difficulty implementing specific initiatives and achieving project goals, such as supporting teachers' and students' professional and academic growth, increasing academic standards, and providing postsecondary information to parents and students.

Findings from the 2008-09 evaluation suggest that increased experience with the STAR project may improve implementation quality. On average, middle schools, in their third year of implementation, earned higher scores than high schools, which were in their first year of implementation in 2008-09.

STAR PARTNER ORGANIZATIONS

To assist districts in achieving the project's purposes and goals, STAR includes a set of partner organizations that provide services and design activities to support program implementation. STAR partners include: (1) the Pre-College Outreach Center (POC) at Texas A&M University at Corpus Christi (TAMU-CC), (2) the College Board, (3) the National Hispanic Institute (NHI), (4) Fathers Active in Communities and Education (FACE), and (5) the Faculty Fellows Program (TAMU-CC and Texas A&M University-Kingsville).

STAR administrators expressed a desire for greater control over partner organizations' programs and services. Most administrators wanted to select partner organizations that addressed specific school needs. Administrators described scheduling conflicts as a barrier to partnerships, and suggested partners develop calendars collaboratively with district staff.

Most administrators on STAR campuses appreciated the support POC provided districts and said they could easily communicate with POC representatives regarding challenges to STAR implementation. At the end of 2008-09, POC hired College Access Coordinators (CACs) to assist districts with STAR implementation.

School staff expressed a desire for POC training to better meet specific campus needs. Teachers reported that some training opportunities were either too broad or too specific to be of value. School administrators said scheduling conflicts were a primary challenge to attending POC trainings.

Administrators in several districts considered professional development provided by the College Board to be the most useful partner service. Teachers identified timed writings, inner/outer circle discussions, poetry analysis, and thinking maps as useful strategies introduced by College Board professional development.

In 2008-09, FACE collaborated with other STAR partners to introduce new services to engage parents in students' education. FACE was considered successful at the middle school level, but met resistance at several high schools where some staff felt activities were not appropriate for older students.

Administrators in several districts reported that NHI was better organized and increased student participation during the 2008-09 school year. Most districts experienced communication barriers with NHI and administrators indicated they were unaware of the program's services due to the student-driven nature of the organization; however, NHI programs were popular with students and families.

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 6 school years and require that districts begin providing services to students no later than the seventh grade and that services 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) partnership 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. The state project, Students Training for Academic Readiness, or STAR, will receive approximately \$18 million in federal funding across 6 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 \$209,000 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 2011-12 school year. Each STAR district includes a high school and its associated feeder pattern middle school in the project. The six STAR districts are:

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

STAR's initial cohort (seventh-graders in 2006-07) was in the ninth grade during the 2008-09 school year, which increased high school participation in the project relative to previous years. The emphasis on STAR at the middle school level during the project's earlier years is evidenced throughout report findings in greater awareness of STAR goals and objectives and higher project participation rates among middle school staff and students.

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. Based on TEA's specifications for the project, TCER identified the following broad research questions to guide evaluation activities.

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

2. How is STAR implemented across participating campuses?
3. What are the effects of STAR implementation on indicators of student achievement and college preparation?

This evaluation is limited to the GEAR UP project overseen by TEA (i.e., STAR) and does not include GEAR UP partnership grants awarded to other entities in Texas.¹ The findings presented in this report address STAR's third implementation year (2008-09) and include comparisons to findings from previous years. This chapter provides an overview of the STAR project, its purposes, and goals, and provides a brief introduction to the partner organizations that work with STAR districts to achieve project goals. The chapter also introduces the methodologies and data sources that produced the current report's findings and concludes with an overview of each report chapter.

STAR PURPOSES AND RELATED 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. In addressing these challenges, STAR seeks to achieve four broad purposes: (1) Increase the information provided to students and families about postsecondary opportunities; (2) increase student participation in advanced academic programs; (3) prepare teachers and counselors to provide support for students' postsecondary educational goals; and (4) increase parent and community involvement in school activities and planning for postsecondary opportunities. Each of these purposes is discussed in the sections that follow.

Increased Access to Information

While considerable research has established that most parents and students understand the value of postsecondary education and hold high educational aspirations (Bridgeland, Dilulio, Streeeter, & Mason, 2008; Johnson & Duffett, 2005; Roderick, 2006), many families, particularly those from low-income backgrounds and those in which parents may not have attended college, lack the information needed to help plan for postsecondary opportunities and to navigate application and admittance processes (Cunningham, Erisman, & Looney, 2007; Johnson & Duffett, 2005; Tierney, Bailey, Constantine, Finkelstein, & Hurd, 2009). STAR strives to address information deficiencies in the districts it serves by providing parents, students, and school staff with increased access to information about postsecondary options, and by introducing discussions of college readiness and activities designed to support college planning in the middle school grades.

Advanced Academics

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 (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

¹In 2008-09, 19 GEAR UP partnership grants operated in Texas.

stronger than socioeconomic status in determining whether a student will earn a bachelor's degree (pp. 19-20). A central purpose of STAR is to ensure that students have increased access to rigorous coursework and receive the necessary supports to ensure their success. STAR districts encourage students to enroll in challenging classes, particularly Advanced Placement (AP) and pre-AP coursework, and many STAR high school students participate in dual credit courses that enable students to earn credit for college courses that also fulfill high school graduation requirements.

Educator Preparation

Recognizing that teachers need training and support in providing rigorous coursework designed to prepare students for postsecondary opportunities, STAR emphasizes professional development activities that train teachers to align instruction between grade levels (i.e., vertical teaming), support the use of pre-AP and AP instructional strategies, as well as incorporate instructional supports such as Curriculum Collaborative, Agile Minds, and Project CRISS in lesson planning and classroom instruction. In addition, STAR facilitates alignment between K12 and higher education by pairing university professors with classroom teachers working in the same curricular area in a collaborative mentorship arrangement known as the University Faculty Fellows Program.

Family and Community Participation and Support

While high quality teachers and rigorous coursework provide support for students in pursuing postsecondary educational goals, this support is not particularly meaningful unless students take advantage of the educational opportunities available to them. Adelman (1997) asserts that students are more likely to succeed in college when they can rely on school, parent, and community environments that foster educational goals and encourage academic achievement. 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). Recognizing the need to include families and communities in the focus on college preparation, STAR stresses the inclusion of parents and community members in school activities, and includes instruction to aid parents in their efforts to support college readiness, as well as programs that actively engage community members in school events.

Project Goals

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. Goals are referenced throughout the report chapters and are incorporated into the measurement of STAR implementation presented in chapters 4 through 9.

STAR PARTNER ORGANIZATIONS

To assist districts in achieving the project's purposes and goals, STAR includes a set of partner organizations that provide services and design activities to support program implementation. 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). In addition to TEA, STAR includes five partner organizations: (1) the College of Education at Texas A&M University at Corpus Christi (TAMU-CC), (2) the College Board, (3) the National Hispanic Institute (NHI), (4) Fathers Active in Communities and Education (FACE), and (5) the Faculty Fellows Program (TAMU-CC and TAMU-Kingsville). Each 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. The sections that follow briefly introduce each STAR partner and its role in the project.

Texas Education Agency

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 office which supports efforts to achieve GEAR UP goals across the state, including offering GEAR UP toolkits, and facilitating the annual Texas GEAR UP Conference, as well as networking opportunities for the 19 GEAR UP partnership grants that operate in Texas. In addition to facilitating ongoing communication among GEAR UP projects, 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 (TAMU-CC)

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 STAR's goals. The center offers sessions designed to assist parents with financial aid and strives to build local community and business sponsorship of academics. The POC also coordinates the TAMU-CC and TAMU-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 2008-09 school year, 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.

Recognizing that the demands of STAR were creating additional burdens for district staff with full workloads, in spring 2009 TAMU-CC hired four individuals to serve as College Access Coordinators, or CACs, in STAR districts. CACs provide support for districts in implementing the STAR program, meeting reporting requirements, and coordinating evaluation activities.

The College Board

The College Board is a nonprofit association that strives to assist students in preparing for and enrolling in college. The College Board oversees the SAT and PSAT/NMSQT college testing programs, as well as the AP program of college preparatory coursework and testing. In its STAR partnership role, the College Board provides training for STAR educators in successful vertical teaming, strategies for teaching AP and pre-AP content, and preparation for students taking the PSAT and SAT tests. During the 2008-09 school year, the College Board also provided a college awareness curriculum – CollegeEd – that is 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 2009, NHI implemented its "Best of the Best" program for approximately 20 8th-grade students from each STAR district. Selected students participated in a 2-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 programs designed to expand parents' awareness of college opportunities and to strengthen parents' understanding of their role in supporting students' 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.

Faculty Fellows Mentoring Program

Faculty at both TAMU-CC and TAMU-Kingsville participate in the Faculty Fellows mentoring program, which pairs university faculty with middle school and high school teachers working in the same curricular area. University faculty participate in classroom activities and instruction and work with paired teachers to plan and implement rigorous lessons and course content.

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; 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 2008-09 school year.

Site Visits to STAR Districts

In spring 2009, TCER evaluators 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 third-year implementation of STAR, the communication of STAR goals and activities to key stakeholders, the role of partner organizations, plans for fourth-year implementation, and the level of parent and community support for STAR. In addition, site visits included 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.

Site visits also included observations in a sample of core content area classrooms. Observations generally lasted 55 minutes and were guided by the GEAR UP/STAR Classroom Observation Form saved in Appendix E. Table 1.1 presents the number of observations in each subject area conducted at STAR middle schools and high schools during spring 2009 site visits.

Table 1.1. Number of Classroom Observations, by Subject Area and Level of Schooling, Spring 2009

Subject Observed	Middle School Classrooms (n=65)		High School Classrooms (n=43)		All Classrooms (N=108)	
	n	%	n	%	N	%
English/language arts	19	29%	12	28%	31	29%
Math	18	28%	14	33%	32	29%
Social studies	13	20%	9	21%	22	20%
Science	15	23%	8	19%	23	21%

Source: Classroom observations at STAR campuses, spring 2009

Note. Percentages may not total to 100 due to rounding.

Surveys

The evaluation incorporates the results of three surveys conducted in spring 2009: (1) a paper and pencil survey of students on STAR campuses; (2) an online survey of teachers, counselors, and librarians working on STAR campuses; and (3) a telephone survey of parents of students attending STAR campuses during the 2008-09 school year. An overview of each survey, including response rates and the characteristics of survey respondents, is presented in the sections that follow.

Student survey. Separate surveys for middle school and high school students were distributed to STAR campuses in April 2009, and campus administrators were asked to ensure that surveys were administered within a 6-week timeframe. 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 students' perceptions of their 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 middle and high schools was 70%; however, middle school students responded at notably higher rates (80%) than high school students (55%). 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, results presented in Table 1.2 indicate that the characteristics of middle and high school student survey respondents in 2009 were largely reflective of all students enrolled in STAR middle and high schools in 2008-09 (see Table 2.4 in chapter 2). Because STAR operates in an add-a-cohort model that began with the seventh-grade students in 2006-07, added 8th-grade students in 2007-08, and included ninth-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 school climate with respect to college readiness.

Table 1.2. Characteristics of Middle School and High School Student Survey Respondents

Characteristic/Category	Middle School (n=2,255)	High School (n=2,991)	All Students (N=5,246)
Ethnicity			
White	6.8%	8.8%	7.9%
African American	3.1%	2.7%	2.9%
Hispanic/Latino	85.8%	85.1%	85.4%
Other	4.2%	3.4%	3.7%
Gender			
Male	51.4%	49.3%	50.2%
Female	48.6%	50.7%	49.8%

Sources: STAR Middle School Student Survey, STAR High School Student Survey, spring 2009.

Notes. In the middle school survey, 21 students did not respond to the gender item, and 16 students did not respond to the ethnicity item. In the high school survey, 80 students did not respond to the gender item, and 6 students did not respond to the ethnicity item.

Teacher, counselor, and librarian survey. Teachers, counselors, and librarians on STAR campuses responded to an online survey in April 2009. 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 resources developed by the College Board. Teachers responded to a separate 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, 597 completed a survey for a response rate of 95%. The teacher, counselor, and librarian survey is included in Appendix E. As presented in Table 1.3, teachers comprised the largest proportion of survey respondents (93%), followed by counselors (5%), and librarians (2%). On average, respondents had about 10 years experience in their current position and about 7 years experience working at their current campus. A majority of teachers responding to the survey taught core subject area courses (56%).

Table 1.3. Characteristics of Teacher, Counselor, Librarian Survey Respondents

Characteristic/Category	Middle School (n=195)	High School (n=401)	All Respondents (N=597)
Ethnicity			
White	29.7%	34.3%	32.8%
African American	3.6%	2.5%	2.9%
Hispanic/Latino	65.6%	59.0%	61.2%
Other	1.0%	4.3%	3.2%
Gender			
Male	27.8%	40.5%	36.3%
Female	72.2%	59.5%	63.7%
Experience			
Average years in position	9.1	10.4	10.0
Average years at this campus	6.3	6.9	6.7
Position			
Teacher	94.4%	92.5%	93.1%
Counselor	4.6%	5.7%	5.4%
Librarian	1.0%	1.7%	1.5%
Subject Area Taught (teachers only)			
Math	20.7%	12.7%	15.3%
Science	14.7%	9.4%	11.2%
English/language arts	21.7%	15.6%	17.7%
Social studies	12.5%	11.9%	12.1%
Self-contained (special education)	3.3%	4.0%	3.8%
Other	27.2%	46.4%	40.0%

Source: STAR Teacher, Counselor, and Librarian Survey, spring 2009.

Parent survey. A telephone survey of parents of students attending STAR campuses was conducted in May 2009. 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 670 parents, and 670 parents completed surveys. The survey included items addressing parent involvement in their 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 parent survey is included in Appendix E.

Table 1.4 describes the characteristics of 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%) are single parent homes, and 28% of households consist of two parents. Parents are predominately Hispanic (78%), with about 14% White parents. English is spoken in 96% of households, and Spanish is spoken in 28% of households (exceeding the 2000 Census average for Texas of 27%). The average tenure at families' current address is 11 years. Most families (78%) have at least one parent employed full-time. Household income levels are lower than state averages. About 48% of households have incomes less than \$35,000, 29% between \$35,000 and \$75,000, and 17% more than \$75,000. This compares to state averages of 44% with incomes less than \$35,000, 35% between \$35,000 and \$75,000, and 21% more than \$75,000 (U. S. Census Bureau, Census 2000). The educational

attainment of STAR parents is similar to state averages. About 53% reported at least some college attendance, compared to 51% for the state of Texas (U. S. Census Bureau, Census 2000). Given the emphasis on STAR at the middle school level in 2008-09, the responses of middle school parents will provide the best measure of STAR's influence in report findings.

Table 1.4. Characteristics of Parent Survey Respondents, Spring 2009

Characteristic	Middle School Parents (n=234)	High School Parents (n=436)	All Parents (N=670)
Average number of children living at home	2.6	2.2	2.3
Households, Two parent	31.6%	26.4%	28.2%
Households, Single parent	66.7%	71.8%	70.0%
Average number of years at current address	9.4	11.6	10.8
Either parent employed full-time	80.8%	76.8%	78.2%
Ethnicity Latino/Hispanic	81.2%	75.9%	77.8%
Ethnicity White	12.4%	14.7%	13.9%
Ethnicity African American	1.7%	2.5%	2.2%
Average number of years of formal schooling	12.3	12.3	12.3
College attendance	56.8%	50.2%	52.5%
Average number of years of college attendance	2.4	2.6	2.5
Household income less than \$35,000 ^a	49.2%	47.0%	47.7%
Household income between \$35,000 and \$75,000 ^a	31.2%	27.8%	28.9%
Household income more than \$75,000 ^a	13.2%	19.5%	17.3%
English spoken at home ^b	96.5%	95.4%	95.8%
Spanish spoken at home ^b	30.3%	27.3%	28.4%

Source: STAR Parent Survey, spring 2009.

^aPercentages will not total to 100. Some parents did not respond.

^bSome parents responded that both English and Spanish were spoken in the home.

Demographic and Performance Data

The evaluation relies on demographic and performance data collected primarily from TEA's archival databases: PEIMS and AEIS. PEIMS is an archival database that contains all data collected from Texas public schools by TEA. PEIMS includes student demographic and academic performance data, as well as information about school staffing, finance, and organization. AEIS is an archival database that contains information about the academic performance and accountability rating of each public school district and campus in Texas. Some analyses also incorporate data included in TEA's public school directory, known as AskTED. Results are presented for STAR campuses and include comparable findings for TEA-identified peer-comparison campuses² and statewide averages for purposes of comparison.

²TEA-identified peer comparison campuses serve student populations that are similar those served by GEAR UP/STAR campuses.

STRUCTURE OF THE REPORT

This report presents information on the third year of the STAR project (2008-09). The Year 3 evaluation report is organized as follows:

- Chapter 1 provides a brief overview of GEAR UP/STAR, including its purposes, goals, and project partners. The chapter introduces the evaluation's data sources and presents information about the characteristics of respondents to spring 2009 surveys.
- Chapter 2 describes the characteristics of the STAR districts and campuses in 2008-09 and includes information about students and staff.
- Chapter 3 discusses changes in accountability ratings for STAR campuses across implementation years, as well as STAR cohort students' (2008-09) academic performance relative to baseline measures for the 2005-06 school year. Changes in students' academic performance are compared to results for TEA-identified peer comparison campuses and state averages.
- Chapter 4 provides an overview of the methodology used to measure the extent to which STAR is implemented in participating schools and introduces the four core components of STAR implementation considered by the evaluation: (1) *Raising Academic Standards*, (2) *Engaging Teachers and Students*, (3) *Increasing Student and Parent Access to Information*, and (4) *Building School and Community Cultures that Support Academic Achievement*.
- Chapters 5 through 8 describe the degree to which STAR campuses implemented each of STAR's core components during the 2008-09 school year: *Raising Academic Standards* (chapter 5), *Engaging Teachers and Students* (chapter 6), *Increasing Student and Parent Access to Information* (chapter 7), and *Building School and Community Cultures that Support Academic Achievement* (chapter 8).
- Chapter 9 presents information on STAR campuses' overall implementation scores for the 2008-09 school year.
- Chapter 10 presents information gathered from interviews with representatives of STAR partner organizations.
- Chapter 11 summarizes evaluation findings for the 2008-09 school year.
- Appendices A through D present campus-level results from spring 2009 surveys of teachers, counselors, and librarians (Appendix A); of parents (Appendix B); and of middle school (Appendix C) and high school (Appendix D) students.
- Appendix E presents the survey instruments used to collect information from teachers, counselors, and librarians; middle school students; high school students; and parents; protocols for interviews with district and campus administrators, counselors, and teacher focus groups, and the STAR classroom observation instrument.
- Appendix F presents detailed information about STAR's eight goals and the specific objectives addressed by each goal.
- Appendix G presents detailed information about the data sources and methodologies used to measure specific components of STAR implementation.
- Appendix H presents the scoring rubric used to measure campuses' progress in implementing each of STAR's core components.
- Appendix I compares 2007-08 with 2005-06 data across a wide variety of academic indicators that were not specific to the STAR cohort in 2008-09 (e.g., graduation rates). These data serve as benchmarks against which districts' progress toward STAR goals may be measured in future evaluation years.

CHAPTER 2

THE CHARACTERISTICS OF STAR SCHOOLS

The evaluation's first research question addresses the characteristics of STAR schools, including staff and students. Using demographic and performance data collected primarily from TEA's PEIMS database and AEIS reports, this chapter presents information about STAR districts and campuses, including school size, financial resources, and the characteristics of students and staff. Analyses incorporate comparisons of STAR schools to statewide averages.

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 for the 2008-09 school year.

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 2.1 shows, the 12 participating campuses include six mid-level schools (three schools serving Grades 7 and 8 and three serving Grades 6 to 8) and six high schools.

Student enrollment in STAR schools varied widely. On average, mid-level schools had fewer students (471 students) than high schools (771 students). McCraw Junior High had the smallest mid-level school enrollment with 232 students, while Adams Middle School had the largest enrollment, with 844 students. The smallest high school was Odem (302 students), while Alice High School (1,334 students) was the largest. Since 2000-01, overall enrollment has decreased from 9,359 students to 7,452 students, or a decrease of 20.4% (see Figure 2.1). The rate of decrease has increased especially over the last 3 years. From 2001-02 to 2003-04, enrollment decreased by 1.0%, 0.3%, and 2.8%, respectively. From 2006-07 to 2008-09, enrollment decreased by 4.6%, 4.3%, and 4.6%, respectively. Yearly decreases ranged from 30 students in 2002-03 to 398 students in 2006-07. The average yearly decrease was 238 students. Over the period from 2001-02 to 2008-09, high school enrollment decreased more than mid-level enrollment (23.9% vs. 13.8%).

As noted in chapter 1, STAR is implemented in an add-a-cohort model that began with an initial cohort of seventh-grade students in 2006-07, and expands to include additional grade levels as students matriculate. During the 2008-09 school year, the initial group of Grade 7 students was in Grade 9 and the STAR cohort had expanded to include students in Grades 7 through 9. Table 2.1 shows the percentage of students by campus served by STAR in 2008-09, and indicates that 85% of mid-level students and 29% of high schools students were part of the STAR cohort. Overall, 50% of the students at the 12 campuses were included in the cohort in 2008-09.

Table 2.1. Student Enrollment for STAR Campuses, 2008-09

Campus	Number of Students	Number of Cohort Students ^a	Percentage of Cohort Students
Mid-Level Schools			
Falfurrias Junior High (6-8)	341	226	66%
Adams Middle School (7-8)	844	844	100%
Memorial Middle School (7-8)	510	510	100%
Driscoll Middle School (6-8)	634	412	65%
McCraw Junior High (7-8)	232	232	100%
Odem Junior High (6-8)	267	174	65%
Group Average	471	400	--
Group Total	2,828	2,398	85%
High Schools			
Falfurrias High School	427	124	29%
Alice High School	1,334	418	31%
H. M. King High School	1,098	315	29%
Miller High School	958	279	29%
Mathis High School	505	139	28%
Odem High School	302	80	26%
Group Average	771	226	--
Group Total	4,624	1,355	29%
Overall Average	621	313	--
Overall Total	7,452	3,753	50%

Source: Student enrollment (7,452) from 2009 Academic Excellence Indicator System campus student statistics data file.

^aGrades 7 through 9.

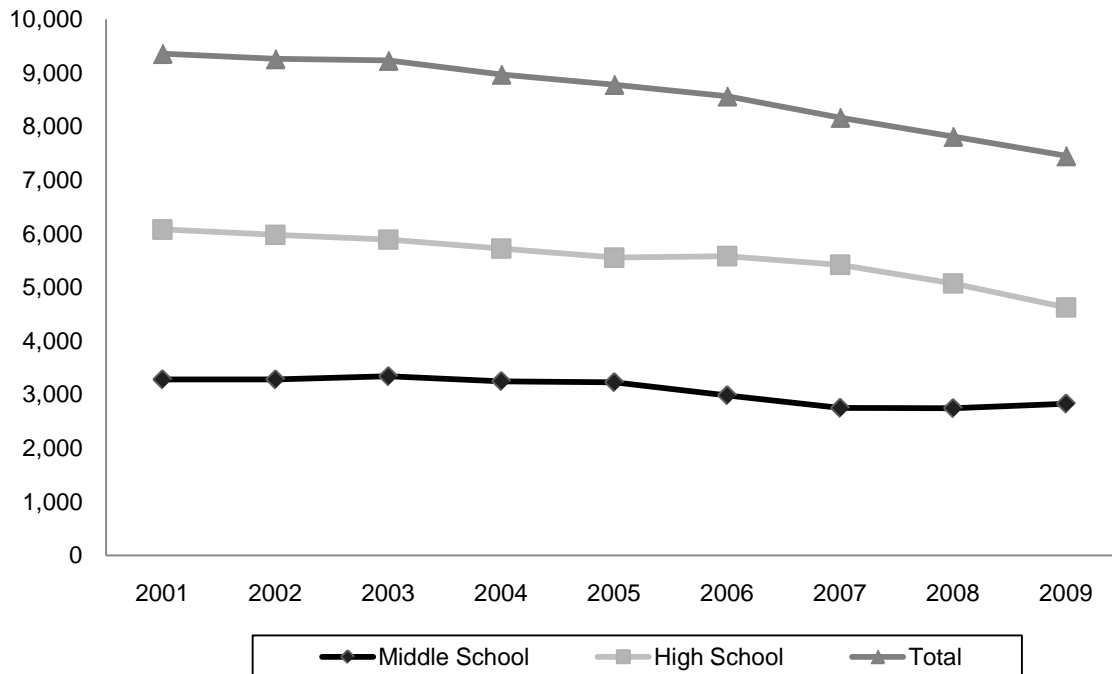


Figure 2.1. STAR middle school, high school, and total enrollment, 2001-2009.

Sources: Texas Education Agency 2001 through 2009 Academic Excellence Indicator System campus student statistics data files.

Financial Characteristics

STAR districts' expenditure and property value information is summarized in Figure 2.2 and Tables 2.2 and 2.3. STAR campuses, on average, spent fewer instructional dollars per student (\$5,525) than the state average (\$6,234). The district wealth per student was considerably lower for STAR schools (\$268,198) than the state average (\$451,906). However, district wealth varied among the STAR districts. The wealth for one STAR district (Mathis ISD) was about \$130,000 per student, for three others (Alice ISD, Kingsville ISD, and Odem-Edroy ISD) district wealth ranged between \$150,000 and \$200,000 per student, and for another (Corpus Christi ISD) district wealth was about \$275,000 per student. However, the district wealth in Brooks County ISD exceeded the state average by about \$200,000 per pupil. This is because of the extensive oil and gas resources in Brooks County. (Seventy-two 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 \$1.25, slightly higher than the state average of \$1.21. However, Brooks County ISD (\$1.07) and Corpus Christi ISD (\$1.18) had lower tax rates than the state average and lower rates than the other four STAR districts (which ranged from \$1.28 to \$1.35). All of the STAR districts derived the majority of their revenues from state and federal sources. Local revenues ranged from a low of 18% of total revenues in Mathis ISD to a high of 41% of total revenues in Brooks County ISD (because of its extensive mineral resources). State revenues ranged from a low of 43% of total revenues in Brooks County ISD to a high of 62% in Odem-Edroy ISD. Federal revenues ranged from a low of 13% of total revenues in both Alice ISD and Corpus Christi ISD to a high of 26% in Mathis ISD.

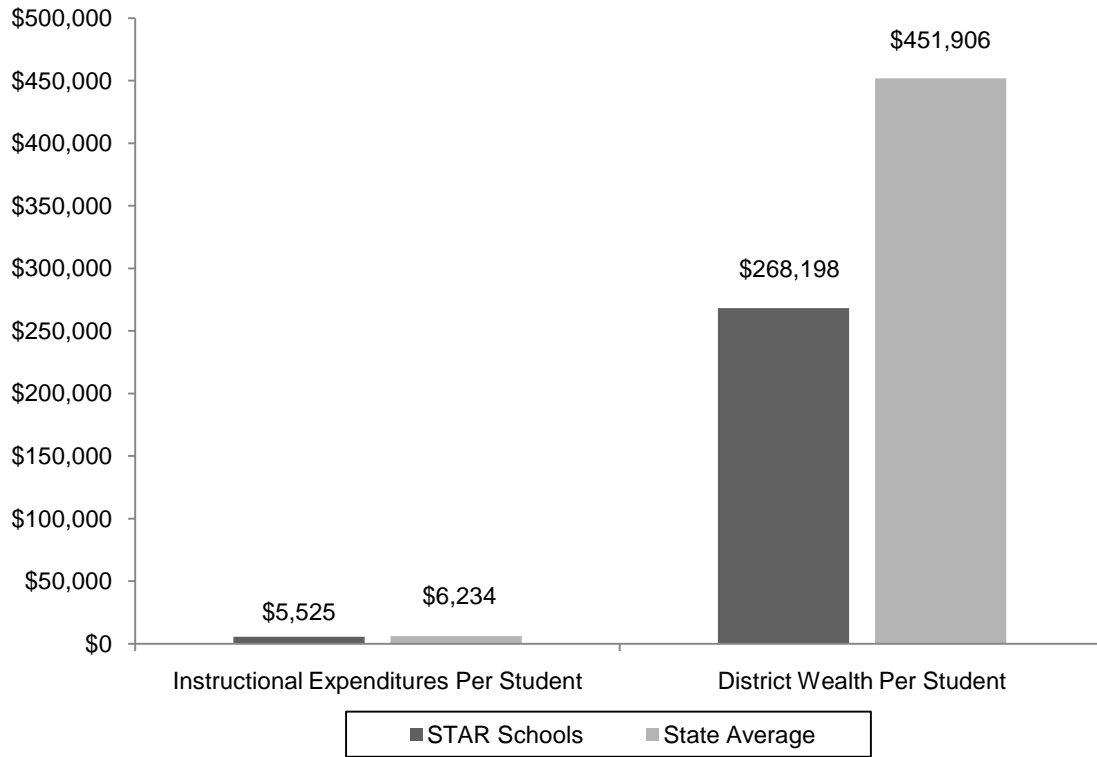


Figure 2.2. STAR instructional expenditure and property value data.

Sources: 2009 Academic Excellence Indicator System campus and district financial statistics data files.

Notes. Instructional expenditures per student are 2008 data. They represent expenditures from all funds for instruction and instructional leadership. District wealth per student is 2009 data. It represents the tax property value-standardized total (after exemptions) per pupil.

Table 2.2. STAR Total Instructional Expenditures Per Pupil, 2007-08

Campus	Instructional Expenditures ^a
Falfurrias Junior High	\$7,022
Adams Middle School	\$4,482
Memorial Middle School	\$4,699
Driscoll Middle School	\$4,752
McCraw Junior High	\$5,816
Odem Junior High	\$5,064
Group Average	\$5,306
Falfurrias High School	\$6,847
Alice High School	\$4,773
H. M. King High School	\$4,390
Miller High School	\$6,527
Mathis High School	\$6,020
Odem High School	\$5,906
Group Average	\$5,744
GEAR UP Average	\$5,525
State Average^b	\$6,234

Source: 2009 Academic Excellence Indicator System campus financial statistics data file.

^aInstructional expenditures per student are 2008 data. They represent expenditures from all funds for instruction and instructional leadership.

^bExcluding STAR campuses.

Table 2.3. STAR District Wealth Per Pupil, 2008-09

District	District Wealth ^a
Brooks County ISD	\$650,299
Alice ISD	\$187,841
Kingsville ISD	\$174,585
Corpus Christi ISD	\$275,852
Mathis ISD	\$129,702
Odem-Edroy ISD	\$190,907
GEAR UP Average	\$268,198
State Average^b	\$451,906

Source: 2009 Academic Excellence Indicator System district financial statistics data file.

^aData element is 2009 finance: Tax property value-standardized total (after exemptions) per pupil.

^bExcluding STAR districts.

Student Cohort Characteristics

Figure 2.3 compares the demographic characteristics of students included in the STAR cohort in 2008-09 (i.e., students in Grades 7 through 9) with state averages, and indicates that the STAR cohort was comprised of a larger proportion of Hispanic students than the state as a whole (88% vs. 45% for the state) and a notably smaller proportion of White (9% vs. 37%) and African American students (3% vs. 15%). Relative to state averages, a larger percentage of STAR cohort students were characterized as economically disadvantaged (74% vs. 50%) and a smaller percentage were limited English proficient (LEP) (3% vs. 8%).

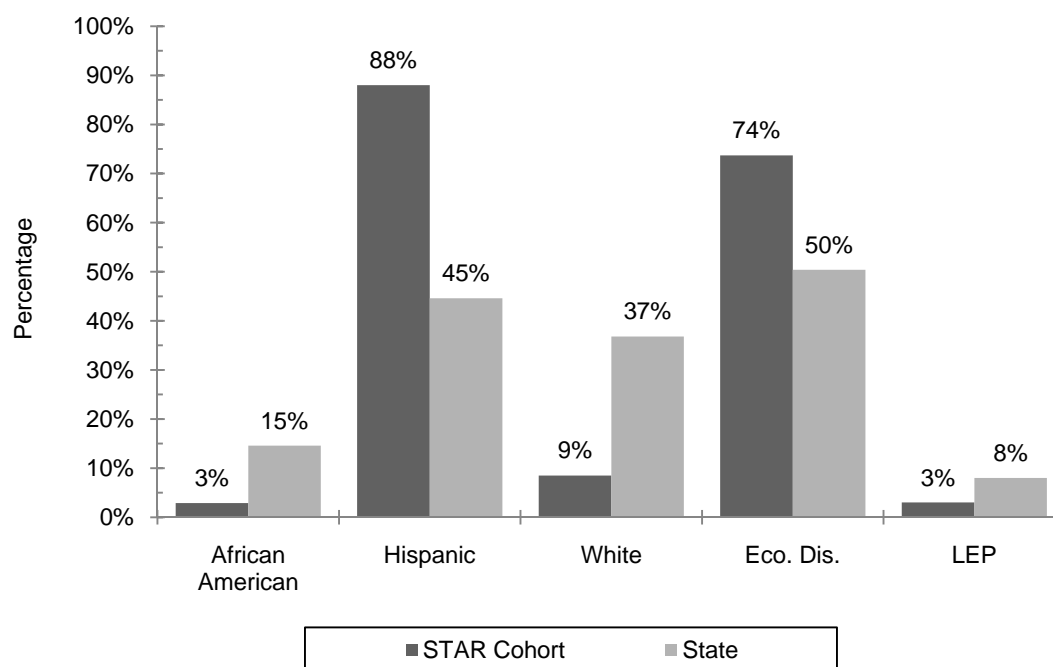


Figure 2.3. STAR cohort characteristics, 2008-09.

Sources: Texas Education Agency 2009 Public Education Information Management System (PEIMS) individual student demographic data file. State percentages were calculated from Texas Education Agency Academic Excellence Indicator System (AEIS) 2009 campus student statistics data file.

Notes. STAR cohort students were in Grades 7 through 9 in 2008-09. State percentages were calculated using counts of students in each group. State percentages excluded STAR campuses and included campuses with grade types “middle” and “secondary.” The majority of grade type “middle” campuses spanned Grades 6 to 8. The majority of grade type “secondary” campuses spanned Grades 9 through 12.

Table 2.4 reports the ethnic distribution of cohort students by campus and illustrates the variation between districts in the demographic characteristics of served students. For example, Falfurrias Junior High School and Falfurrias High School served 97% and 96% Hispanic students, respectively (Brooks County ISD). On the other hand, Odem High School served 78% Hispanic students and Odem Junior High served 82% Hispanic students. Similarly, H. M. King High School and Memorial Middle School (Kingsville ISD) served 79% and 83% Hispanic students, respectively.

Table 2.4 illustrates that STAR middle schools served similar percentages of disadvantaged students (74%) compared to high schools (73%), and that economic disadvantage varied by campus, with percentages ranging from 54% (Odem High School) to 94% (Falfurrias High School). LEP percentages of cohort students at all STAR campuses were below the state percentage (3% compared to the state percentage of 8%).

Table 2.4. Student Cohort Characteristics, 2008-09

Campus	Percent African American	Percent Hispanic	Percent White	Percent Eco. Disadv.	Percent LEP
Mid-Level Schools					
Falfurrias Junior High	0.0%	97.3%	2.7%	75.2%	2.2%
Adams Middle School	0.5%	91.9%	7.2%	64.2%	3.7%
Memorial Middle School	3.9%	82.7%	11.8%	79.4%	2.7%
Driscoll Middle School	10.4%	84.2%	5.1%	91.3%	1.5%
McCraw Junior High	0.9%	91.8%	7.3%	82.8%	3.0%
Odem Junior High	0.0%	82.1%	17.4%	57.1%	1.6%
Group Percentage^a	2.9%	88.4%	8.2%	74.3%	2.7%
High Schools					
Falfurrias High School	0.0%	96.0%	4.0%	93.5%	3.2%
Alice High School	1.0%	90.4%	8.1%	60.5%	3.6%
H. M. King High School	5.4%	79.0%	14.0%	67.0%	5.7%
Miller High School	5.4%	89.2%	4.7%	85.7%	2.5%
Mathis High School	1.4%	91.4%	7.2%	86.3%	1.4%
Odem High School	1.3%	77.5%	21.3%	53.8%	1.3%
Group Percentage^a	2.9%	87.4%	9.1%	72.5%	3.5%
GEAR UP Percentage^a	2.9%	88.0%	8.5%	73.7%	3.0%
State Percentage^b	14.6%	44.6%	36.8%	50.4%	8.0%

Sources: Texas Education Agency 2009 Public Education Information Management System (PEIMS) individual student demographic data file. State percentages were calculated from Texas Education Agency Academic Excellence Indicator System (AEIS) 2009 campus student statistics data file.

Note. STAR cohort students were in Grades 7 through 9 in 2008-09.

^aGroup and STAR percentages were calculated using counts of students in each group.

^bState percentages excluded STAR campuses and included campuses with grade types “middle” and “secondary” only. The majority of grade type “middle” campuses spanned Grades 6 to 8. The majority of grade type “secondary” campuses spanned Grades 9 to 12. Percentages were calculated using counts of students.

Educational Programs

Figure 2.4 and Table 2.5 present information on cohort students participating in educational programs designed to meet specific needs. The average percentage of cohort students enrolled in special education was 16%, which is higher than the state average of 11%. A smaller percentage of cohort students were enrolled in bilingual/English as a Second Language (ESL) programs than students statewide (3% vs. 7%). The percentage of cohort students enrolled in gifted and talented programs in STAR schools was slightly lower than the state percentage (8% vs. 10%).

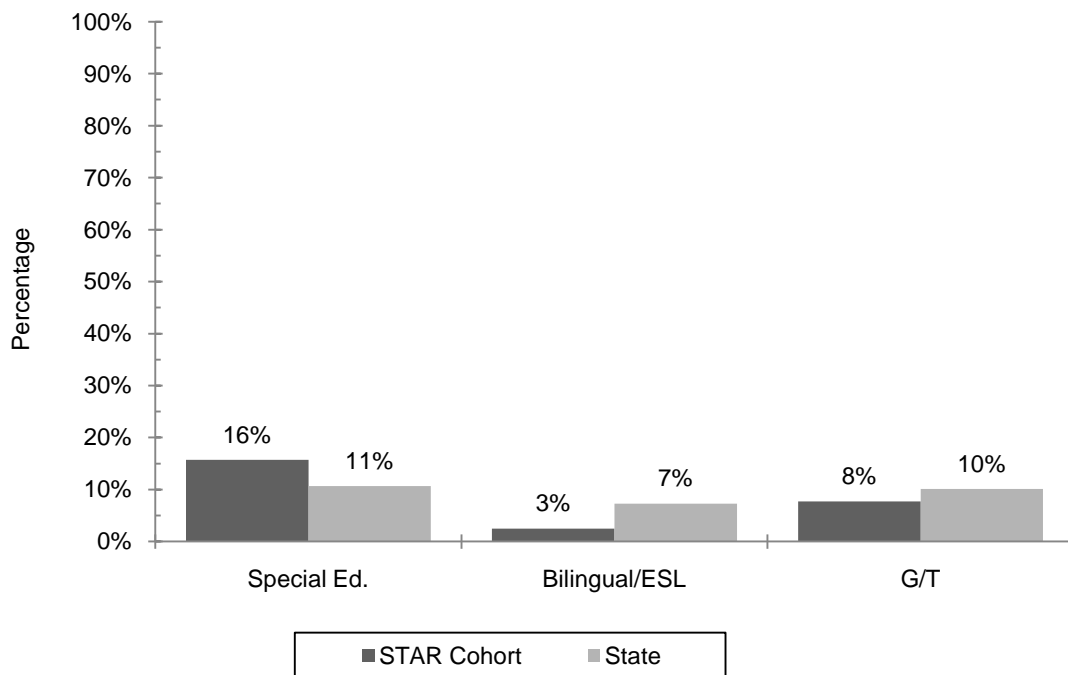


Figure 2.4. Cohort students participating in special programs, 2008-09.

Sources: Texas Education Agency 2009 Public Education Information Management System (PEIMS) individual student demographic data file. State percentages were calculated from Texas Education Agency Academic Excellence Indicator System (AEIS) 2009 campus student statistics data file.

Notes. STAR cohort students were in Grades 7 through 9 in 2008-09. State percentages were calculated using counts of students in each group. State percentages excluded STAR campuses and included campuses with grade types “middle” and “secondary.” The majority of grade type “middle” campuses spanned Grades 6 to 8. The majority of grade type “secondary” campuses spanned Grades 9 to 12.

Table 2.5. Cohort Students in Special Programs, 2008-09

Campus	Percent Special Education	Percent Bilingual/ESL	Percent Gifted and Talented
Junior High and Middle Schools			
Falfurrias Junior High	17.3%	1.8%	12.8%
Adams Middle School	10.2%	3.7%	13.0%
Memorial Middle School	10.0%	1.8%	6.9%
Driscoll Middle School	21.8%	1.5%	0.0%
McCraw Junior High	11.2%	2.6%	3.0%
Odem Junior High	16.3%	1.6%	8.2%
Group Percentage^a	13.4%	2.5%	8.1%
High Schools			
Falfurrias High School	19.4%	3.2%	8.9%
Alice High School	16.0%	4.1%	11.7%
H. M. King High School	19.0%	1.9%	6.7%
Miller High School	28.3%	2.5%	.7%
Mathis High School	16.5%	0.7%	4.3%
Odem High School	18.8%	1.3%	6.3%
Group Percentage^a	19.8%	2.6%	6.9%
GEAR UP Percentage^a	15.7%	2.5%	7.7%
State Percentage^b	10.7%	7.3%	10.1%

Sources: Texas Education Agency 2009 Public Education Information Management System (PEIMS) individual student demographic data file. State percentages were calculated from Texas Education Agency Academic Excellence Indicator System (AEIS) 2009 campus student statistics data file.

Note. STAR cohort students were in Grades 7 through 9 in 2008-09.

^aGroup and STAR percentages were calculated using counts of students in each group.

^bState percentages excluded STAR campuses and included campuses with grade types “middle” and “secondary” only. The majority of grade type “middle” campuses spanned Grades 6 to 8. The majority of grade type “secondary” campuses spanned Grades 9 to 12. Percentages were calculated using counts of students.

Teacher Characteristics

Table 2.6 provides data showing that STAR teachers, on average, had approximately 11 years teaching experience, which was somewhat less than the state average (12 years); STAR average teacher experience varied from 6 to about 17 years by campus. STAR campuses enrolled a somewhat larger percentage of beginning teachers than the state (11% vs. 8%). On the one hand, Falfurrias Junior High School and Falfurrias High School did not employ any beginning teachers. Yet over 30% of the teachers at Mathis High School and Odem Junior High School and over 20% of the teachers at Odem High School were beginning teachers. STAR campuses employed a larger percentage of minority teachers relative to the state average (63% vs. 30%). 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 (12%) and the state as a whole (10%). The 2009 overall district-level teacher turnover rate of 17% was below the state average of 20%. However, turnover rates varied from 10% at Corpus Christi ISD and 12% at Brooks County ISD to 23% at Odem-Edroy ISD and 24% at Mathis ISD.

Table 2.6. STAR Teacher Characteristics, 2008-09

Campus	Number	Average Years Teacher Experience	Percent Beginning Teachers	Percent Minority Teachers ^a	Percent Instructional Aides
Junior High and Middle Schools					
Falfurrias Junior High	33	17.0	0.0%	84.7%	16.0%
Adams Middle School	60	8.1	13.7%	69.5%	12.8%
Memorial Middle School	39	11.7	5.1%	76.3%	16.6%
Driscoll Middle School	43	11.1	11.7%	65.7%	13.8%
McCraw Junior High	22	11.4	9.1%	50.7%	10.8%
Odem Junior High	20	5.7	32.3%	38.5%	21.1%
Group Average	36	10.8	10.9%	67.6%	14.9%
High Schools					
Falfurrias High School	42	12.8	0.0%	86.1%	11.9%
Alice High School	110	11.9	10.4%	55.6%	11.4%
H. M. King High School	73	12.7	2.5%	66.1%	13.9%
Miller High School	98	10.2	5.9%	56.9%	12.0%
Mathis High School	43	7.3	36.3%	62.1%	7.1%
Odem High School	29	7.1	24.3%	37.5%	16.8%
Group Average	66	10.3	10.5%	60.4%	12.1%
STAR Average	51	10.6	10.7%	63.0%	13.1%
State Average^c	51	11.5	7.7%	30.4%	10.2%

Source: Texas Education Agency Academic Excellence Indicator System 2009 campus staff statistics data file.

^aMinority includes all non-white groups.

^bGroup and STAR percentages were calculated using counts of teachers and staff in each group.

^cState percentages excluded STAR campuses and included campuses with grade types “middle” and “secondary” only. The majority of grade type “middle” campuses spanned Grades 6 to 8. The majority of grade type “secondary” campuses spanned Grades 9 to 12. Percentages were calculated using counts of teachers and staff.

SUMMARY

This chapter has provided information about the characteristics of STAR districts and campuses, including staff and cohort students, and included comparisons to state averages. On average, STAR districts lag state averages in terms of their financial characteristics. Average district wealth per student in STAR districts was \$268,198 vs. \$451,906 for the state in 2008-09. STAR districts also spent an average of \$709 less per student on instruction than the state average (\$5,525 in STAR districts vs. \$6,234 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 cohort students were in Grades 7 through 9 in 2008-09. Overall, 50% of students at STAR campuses were served by STAR in 2008-09. That included 85% of mid-level students and 29% of high schools students.

STAR schools served substantially larger proportions of Hispanic students (88% vs. 45%) and low-income students (74% vs. 50%) than state middle school and high school averages in 2008-09. Correspondingly, STAR schools served smaller proportions of African American (3% vs. 15%) and White (9% vs. 37%) students than other Texas middle and high schools. Despite their concentration of Hispanic students, STAR schools served notably lower proportions of LEP students (3% vs. 8%) than middle and high schools across the state in 2008-09.

In terms of their educational programs, STAR campuses served proportionately more students in special education (16% vs. 11%) than Texas middle and high schools, on average. Surprisingly, given their concentration of Hispanic students, STAR districts served proportionately fewer students in bilingual and ESL programs than the state average for middle and high schools (3% vs. 7%).

On average, STAR teachers had slightly less average years experience than teachers across the state in 2008-09 (11 vs. 12 years experience). Compared to the state average for middle and high schools, STAR schools employed a larger percentage of beginning teachers (11% vs. 8%), a larger percentage of instructional aides (13% vs. 10%), and a much larger percentage of minority teachers (63% vs. 30%).

CHAPTER 3

STAR PERFORMANCE INDICATORS (2007-08)

The STAR project attempts to improve the academic preparation of students with a goal of increasing the number of students who pursue higher education opportunities. To measure progress toward this goal, this chapter compares third year data (2008-09) with baseline data across several important academic indicators. The chapter utilizes data provided through TEA's AEIS database and includes measures related to accountability ratings and performance on the Texas Assessment of Knowledge and Skills (TAKS) examinations. Results are reported across indicators for STAR cohort students and, where appropriate, for TEA-identified "peer group" campuses,³ as well as state averages for purposes of comparison. The focus is on three groups or cohorts of students. Cohort 1 includes students who were in Grade 9 in 2008-09 and in Grade 6 in their baseline year of 2005-06. Cohort 2 students were in Grade 8 in 2008-09 and in Grade 6 in their baseline year of 2006-07, and Cohort 3 students were in Grade 7 in 2008-09 and in Grade 6 in their baseline year of 2007-08.

Note that Appendix I compares 2007-08 data with 2005-06 data across a wide variety of academic indicators that are benchmarks against which districts' progress toward STAR goals may be measured in future evaluation years. It is important to note that these data reflect the performances of all students in STAR schools and are not measures of the performance of cohort students.

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, each STAR district received the *Academically Acceptable* rating. However, in 2008-09, two STAR districts, Alice and Kingsville, were rated *Academically Unacceptable*. In 2005-06, all middle schools and 5 of 6 high schools were classified as *Academically Acceptable*. Mathis High School was the high school classified as *Academically Unacceptable* (See Table 3.1). In 2006-07, 5 of 6 middle schools and 4 of 6 high schools were classified as *Academically Acceptable*. Falfurrias Junior High along with Mathis and Alice high schools were rated *Academically Unacceptable*. There were slight improvements in 2007-08 and 2008-09. In 2007-08, 5 of 6 middle schools and 5 of 6 high schools were rated *Academically Acceptable*. Odem Junior High School and Miller High School were classified as *Academically Unacceptable*. In 2008-09, all middle schools and 5 of 6 high schools were rated *Academically Acceptable*. Alice High School was rated *Academically Unacceptable* in 2008-09.

³For 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 3.1. STAR Campus Accountability Ratings, 2005-06 through 2008-09

Rating	Middle Schools				High Schools			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Exemplary	0	0	0	0	0	0	0	0
Recognized	0	0	0	0	0	0	0	0
Acceptable	6	5	5	6	5	4	5	5
Academically Unacceptable	0	1	1	0	1	2	1	1

Sources: 2005-06 through 2008-09 Academic Excellence Indicator System (AEIS) campus reference files.

TAKS Performance

Table 3.2 compares the three groups or cohorts of students on STAR campuses with peer campus and state averages. Comparisons focus on baseline year⁴ to 2008-09 changes for each group. For all three groups of students, average baseline to 2008-09 changes were similar to those of peer campuses and the state overall. For example, for Cohort 1, the average baseline to 2008-09 change was -7 percentage points. This compares to a -5 percentage point change for peer campuses and a -6 percentage point for the state. Cohort 2 experienced a -2 percentage point average baseline to 2008-09 change, which was similar to peer campuses (-1 percentage point) and the state (-2 percentage points). The average baseline to 2008-09 change for cohort 3 was -4 percentage points which was the same as peer campuses and the state.

⁴As stated earlier, Cohort 1 students were in Grade 9 in 2008-09 and in Grade 6 in their baseline year of 2005-06. Cohort 2 students were in Grade 8 in 2008-09 and in Grade 6 in their baseline year of 2006-07, and Cohort 3 students were in Grade 7 in 2008-09 and in Grade 6 in their baseline year of 2007-08.

Table 3.2 TAKS Passing Rates for STAR Cohort Students

Cohort/TAKS Test	STAR Campuses		Peer Campuses ^a		State				
	Baseline	2008-09	Baseline	2008-09	Baseline	2008-09			
		Baseline to 2009 Change		Baseline to 2009 Change		Baseline to 2009 Change			
Cohort 1 -- Grade 9 in 2008-09, Grade 6 (Baseline) in 2005-06									
All tests taken	63%	54%	-9%	70%	63%	-7%	78%	70%	-8%
Reading/ELA	86%	84%	-2%	88%	88%	0%	92%	91%	-1%
Mathematics	66%	56%	-10%	73%	64%	-9%	81%	71%	-10%
Cohort 2 -- Grade 8 in 2008-09, Grade 6 (Baseline) in 2006-07									
All tests taken	61%	49%	-12%	71%	60%	-11%	78%	67%	-11%
Reading/ELA	88%	90%	+2%	89%	93%	+4%	92%	95%	+3%
Mathematics	63%	66%	+3%	75%	79%	+4%	80%	82%	+2%
Cohort 3 -- Grade 7 in 2008-09, Grade 6 (Baseline) in 2007-08									
All tests taken	66%	62%	-4%	75%	71%	-4%	81%	76%	-5%
Reading/ELA	88%	82%	-6%	91%	83%	-8%	94%	87%	-7%
Mathematics	68%	66%	-2%	79%	79%	0%	83%	82%	-1%

Sources: STAR and peer campus data from Academic Excellence Indicator System (AEIS) campus level TAKS data files (2005-06 through 2008-09), and State Performance Reports from 2005-06 through 2008-09.

Notes: These analyses compare the performance of the same group of students as they progress through grade levels. For example, the Cohort 3 students in Grades 6 and 7 are viewed as the same group of students. This quasi-cohort method is not an analysis of matched students over time because there is attrition from one year to the next (e.g., some students are retained, others move from school to school, etc.). Because mid-level campuses in three STAR districts did not have Grade 6, their corresponding intermediate campuses were used for Grade 6 data. These districts and their corresponding intermediate campuses were Dubose Intermediate and Memorial Intermediate in Alice ISD, Gillett Intermediate in Kingsville ISD, and Mathis Intermediate in Mathis ISD.

^aFor each campus in the state, TEA creates a peer comparison group of 40 public school campuses selected on the basis of six student demographic characteristics. These are the percentages of African American, Hispanic, White, economically disadvantaged, and LEP students as well as the percentage of mobile students. TEA then reports the median or middle value of the 40 comparison campuses on a performance indicator.

SUMMARY

This chapter reported STAR campus accountability indices from 2006 through 2009. In addition, archival data gathered from the TEA's AEIS data system was used to present baseline to 2009 TAKS comparisons for the three STAR student cohorts. Each year from 2006 through 2009, a large majority of STAR campuses were rated *Academically Acceptable*. The *Academically Unacceptable* ratings included one STAR campus in 2006, three in 2007, two in 2008, and one in 2009. No STAR campus was rated *Recognized* or *Exemplary*. STAR students had baseline to 2008-09 TAKS gains that were comparable to peer campus students and state averages.

CHAPTER 4

MEASURING STAR IMPLEMENTATION

In an attempt to understand why programs designed to improve student achievement outcomes succeed or fail, researchers are increasingly focusing on the manner in which schools implement their programs. Considerable research has demonstrated that the quality of program implementation is closely associated with student outcomes and that teacher buy-in and support as well as district and campus level commitment to program goals are important to implementation quality (Berman & McLaughlin, 1978; Bifulco, Duncombe, & Yinger, 2005; Borman, 2005; Borman, Hewes, Overman, & Brown, 2003; Datnow, Borman, & Stringfield, 2000; Vernez, Karam, Mariano, & DeMartini, 2006; Yap, 1996). Recognizing that educational programs are unlikely to produce their desired outcomes if they are implemented partially, or not at all, researchers have developed methodologies designed to measure the degree to which schools implement the core components of the educational programs they adopt, or the fidelity of implementation. Such methodologies rely heavily on data collected through surveys of program stakeholders as well as observations of program implementation in classrooms or other educational settings.

Researchers at RAND designed an approach to measuring the implementation of models of Comprehensive School Reform, or CSR, that relies on survey and observational data to (1) measure the degree to which individual components of a CSR model were implemented in participating schools and (2) provide an overall measure of program implementation derived from aggregated (averaged) measures of model component implementation (Vernez, Karam, Mariano, & DeMartini, 2006). In developing its approach to measuring implementation, RAND first identified the key components of each CSR model it considered and translated components into “a set of model requirements, practices, and support activities that a school *should have* or *do* in order to faithfully implement the model in all of its dimensions” (emphasis in original, p. 20), and then identified criteria defining the full implementation of each model component and its related supporting components. Once core and supporting components were identified and criteria for full implementation defined, researchers developed survey items designed to measure the degree to which each component was present in participating schools. Survey results were standardized in order to facilitate the comparison across different types of indicators (e.g., categorical, scale, or continuous response items). Standardized scores were then used to measure the degree to which individual CSR model components were implemented relative to maximum score values (i.e., the score representing full implementation). This process enabled researchers to produce (1) an overall score for each supporting component of core model components, (2) core component scores derived from averaged supporting component scores, and (3) an overall implementation score derived from the averaged scores of core components (p. 33).

MEASURING THE IMPLEMENTATION OF STAR

The measurement of STAR implementation presented in this report incorporates RAND’s methodology. Researchers first identified the core components of STAR implementation based on the program’s broad purposes discussed in chapter 1. These core components include:

1. Raising Academic Standards,
2. Engaging Teachers and Students,
3. Increasing Student and Parent Access to Information, and
4. Building School and Community Cultures that Support Academic Achievement.

Researchers then reviewed relevant research and STAR’s eight goals (see Appendix F) to identify and define the supporting components for each of the core components listed above. Once supporting

components were defined, researchers revised data collection instruments to gather information designed to measure the degree to which supporting components were present in STAR schools. Central to this task was the development of survey items and a classroom observation instrument that measured the varied dimensions of supporting components. In spring 2009, STAR surveys were administered to STAR teachers, counselors, and librarians; middle and high school students; and parents of students attending STAR campuses. Characteristics of survey respondents and response rates are presented in chapter 1. In addition, researchers conducted site visits to each STAR campus, which included observations in 108 STAR classrooms (see Table 1.1 in chapter 1). Following RAND's model, classroom observation data and survey items were standardized to enable comparisons across different scales, and survey scales were tested to verify their internal consistency (coefficient alphas ranged from 0.67 to 0.90 across measures). Researchers worked with TEA staff and program administrators to identify the criteria that define whether supporting components have been implemented to a (1) *minimal*, (2) *partial*, (3) *substantial*, or (4) *full* degree. The criteria that define the level to which campuses implemented each core component of the STAR project are presented in Appendix H.

Add-a-Cohort Implementation

As discussed in chapter 1, GEAR UP is implemented through an add-a-cohort model that begins providing services to students in the seventh grade and expands to include each subsequent grade as students matriculate. At the conclusion of the 6-year grant, the initial Grade 7 cohort will have matriculated to Grade 12, and all students in Grades 7 through 12 are expected to receive GEAR UP services. During the 2008-09 school year, the initial STAR cohort (i.e., students who were in Grade 7 in 2006-07) had matriculated to Grade 9, and the expanded STAR cohort included students in Grades 7, 8, and 9. While STAR was implemented for these three grades, data collection activities were conducted for students in Grades 7 through 12 and the measurement of STAR implementation incorporates data collected across grade levels as a means to demonstrate changes in implementation as the STAR cohort expands to incorporate additional grade levels.

Acknowledging this implementation pattern, evaluators expect to see higher levels of implementation across most components at the middle school level, where STAR has been implemented for 3 years, and lower levels of implementation at high schools, which first began serving STAR cohort students during the 2008-09 school year. STAR schools are not expected to achieve *Full Implementation* until the grant's sixth year (2011-12), when the initial STAR cohort matriculates to Grade 12, and all students in Grades 7 through 12 receive STAR services.

THE COMPONENTS OF STAR IMPLEMENTATION

The sections that follow describe each core component of STAR implementation and its related supporting components. Each supporting component is made up of a set of indicators measured by survey instruments, classroom observations, PEIMS data, and so on. Indicator scores are averaged to produce an aggregate implementation score for each supporting component. In turn, supporting component scores are averaged to produce an aggregate implementation score for each respective core component, and core component scores are averaged to produce an overall, or aggregate, implementation score for each STAR campus (see Figure 4.1). For more specific information on the data sources used to measure each STAR component and the indicators that make up each supporting component, please see Table G.1 in Appendix G.

Raising Academic Standards

Research has consistently indicated that the strongest predictor of the likelihood that a student will be successful in postsecondary educational opportunities is the rigor of their academic preparation (Adelman, 1999, 2006; Levin, Belfield, Muennig, & Rouse, 2007; Roderick, Nagaoka, & Allensworth,

2006). In order to improve students' preparation for postsecondary opportunities, STAR focuses on three supporting components of increasing academic standards: (1) *Academic Rigor*, (2) *Curriculum Alignment*, and (3) *Advanced Academics*.

Academic Rigor. In order to facilitate increased rigor in classroom instruction, STAR provides professional development for teachers in implementing AP strategies in all core content classrooms and in working in vertical teams to align instruction between grade levels. As teachers learn to implement techniques designed to increase the rigor of instruction, students are expected to become more engaged in learning and experience improved academic outcomes. The measurement of academic rigor in STAR classrooms used data collected during classroom observations in a sample of core content classrooms in STAR middle and high schools during site visits conducted in spring 2009. Researchers completed observations using an instrument that measured the degree to which instructional activities incorporated higher order thinking skills, as well as subject-specific indicators of rigorous instruction drawn from College Board materials. Table 1.1 in chapter 1 presents the number of observations conducted by subject area and school type in spring 2009, and the evaluation's classroom observation instrument is included in Appendix E.

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

...a group of educators from different grade levels in a given discipline who work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the academic skills necessary for success in the Advanced Placement Program and other challenging coursework (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. The measurement of curricular alignment used items from the teacher survey that addressed teachers' use of vertical teaming strategies and participation in vertical team meetings.

Advanced Academics. As part of efforts to increase the rigor of instruction for low-income and minority students, there has been a push to increase the number of such students enrolled in AP coursework. 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 expand access to AP coursework and to ensure that students' ability to participate in AP coursework results from increased academic preparation and not diluted course content. In measuring this component of advanced academics, researchers relied on data provided by the College Board indicating the percentage of STAR students who passed AP exams for the 2007-08 school year.⁵ As noted earlier in this chapter, STAR operates on an add-a-cohort model that began with a cohort of seventh-grade students in 2006-07, and expands to include additional grade levels as cohort students matriculate through high school. The initial STAR cohort was in the eighth grade in 2007-08, and so this report's measurement of *Advanced Academics* is not directly attributable to STAR implementation.

⁵The most current data available at the report's writing. AP data are lagged a year.

Results for the *Advanced Academics* component of STAR are discussed in chapter 5, and are presented to provide a baseline measure for future evaluations and to support districts' ongoing implementation efforts.

Engaging Teachers and Students

STAR seeks to engage teachers and students in achieving program goals through targeted grant activities. Teachers are provided with opportunities to participate in high quality professional development offered by the College Board and schools are expected to offer a range of activities designed to increase student engagement in achieving academic goals. In measuring student and teacher engagement, the evaluation identified two supporting components (1) *Teacher Participation in Professional Development Activities* and (2) *Student Engagement in Schooling*.

Teacher Participation in Professional Development Activities. In support of the curricular alignment goals discussed in the previous section, STAR provides teachers with the opportunity to participate in high quality training activities offered by the College Board. Training activities are designed to improve teachers' skill in designing and implementing rigorous instruction and in collaborating with colleagues. In order to measure teachers' participation in professional development opportunities, the evaluation relied on information collected through the spring 2009 survey of teachers and professional development attendance data collected by POC during the 2008-09 school year.

Student Engagement in Schooling. The evaluation relied on data on student participation in a range of school activities designed to improve academic outcomes (e.g., tutoring, mentoring, study skills workshops, etc.), as well as data on student attendance rates available through Texas' PEIMS archival database.

Increasing Student and Parent Access to Information

Recognizing that many low-income families lack the information needed to effectively plan for postsecondary educational opportunities and to successfully complete the application requirements for financial aid and admittance to postsecondary programs, STAR seeks to increase students' and parents' access to postsecondary planning information. In measuring this component of STAR, researchers identified two supporting components: (1) *Student Access to Information* and (2) *Parent Access to Information*. Both components were measured using information gathered through spring 2009 surveys of parents and students, and student access to information was supplemented by partner-collected data addressing student attendance at informational programs offered by project partners across the 2008-09 school year.

Building School and Community Cultures that Support Academic Achievement

STAR also seeks to support academic outcomes by building school and community cultures focused on student achievement. STAR partner organizations, FACE and NHI, offer programs designed to engage parents, students, and the larger community in school activities, and STAR schools are expected to conduct outreach activities to build community involvement in schooling. In measuring the degree to which school and community cultures provided support for student outcomes, the evaluation identified two supporting components: (1) *School Environment* and (2) *Parent and Community Support*.

School Environment. As a means to measure the degree to which school environments provided strong support for student achievement, the evaluation relied on data collected through the spring 2009 teacher survey that addressed school leadership, staff buy-in and support for STAR goals, and whether school environments enabled an innovative culture that encouraged new approaches to instruction. This supporting component also includes data collected from POC and project partners indicating whether

campuses worked with partners to offer activities designed to improve student, parent, and community engagement in STAR schools.

Parent and Community Support. Parent and community support for student achievement are measured using data collected through the spring 2009 surveys of STAR teachers and parents. Survey items focused on the level of parent support for students' academic goals as well as parent and community involvement in school activities.

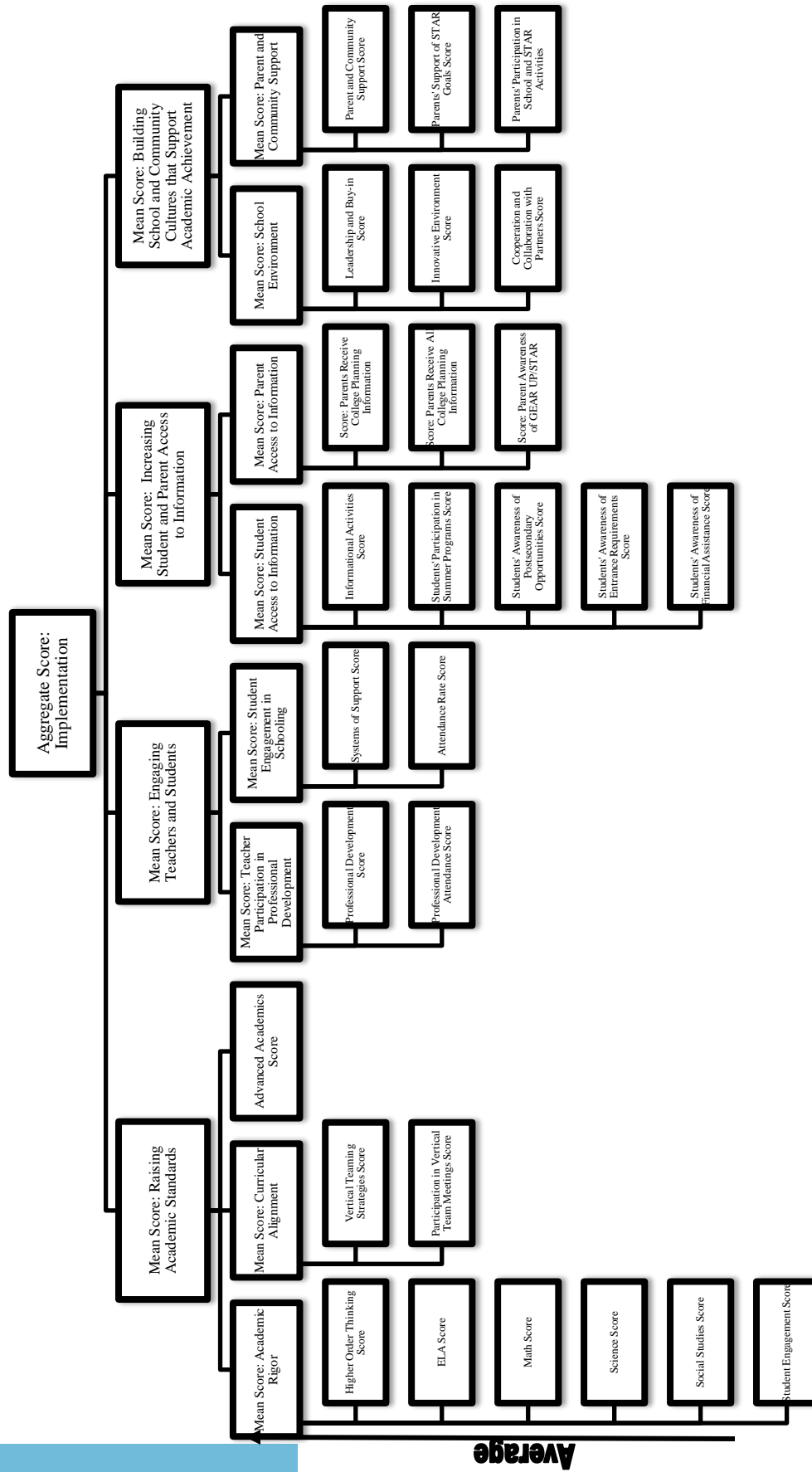


Figure 4.1. Implementation evaluation: The model, 2008-09.

Sources: STAR Teacher, Counselor, and Librarian Survey, spring 2009; STAR Middle School and High School Student Surveys, spring 2009; STAR Parent Survey, spring 2009; STAR Partner Phone Interviews, spring 2009; POC Training Attendance Records, 2008-09; PEIMS 2007-08 attendance data; College Board 2007-08 AP Exam Participation and Performance data.

Note: For more information regarding the construction of objectives, components and indicators, the items used, and how scores were computed, see Appendix G.

SUMMARY

This chapter provided an overview of the methodology used to measure (1) the overall implementation of STAR in participating schools, (2) the implementation of STAR's four core components, and (3) the implementation of varying dimensions of core components, or supporting components. In disaggregating implementation scores by core and supporting components, the evaluation seeks to provide a means to identify areas of strength and weakness in district and campus implementation strategies and to provide a useful tool to measure districts' progress toward full implementation. Chapters 5 through 8 each discuss the implementation of one of the evaluation's core components, and chapter 9 presents information about the overall level of STAR implementation during the 2008-09 school year.

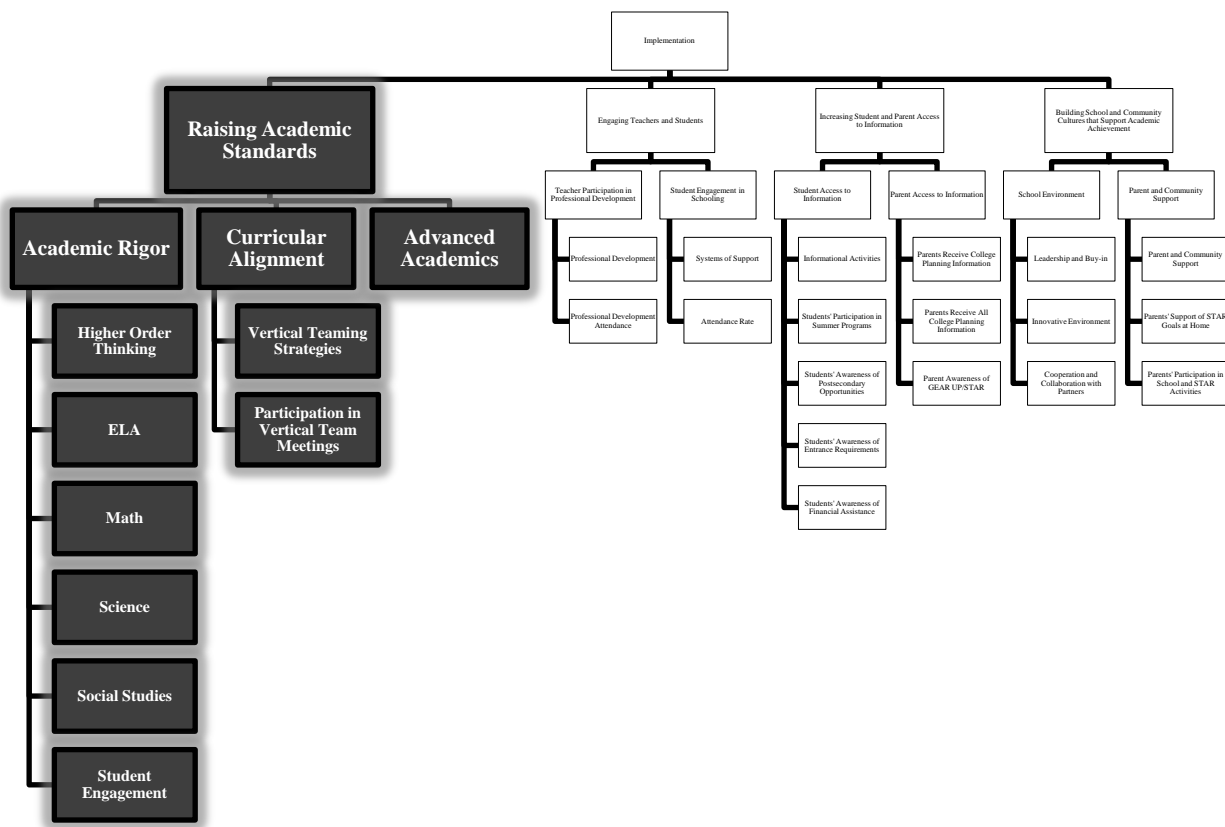
CHAPTER 5

RAISING ACADEMIC STANDARDS

A primary objective of STAR is to raise academic expectations for *all* students in order to increase the number of students “who are prepared to enter and succeed in postsecondary education” (TEA, 2006; USDE, 1998). To achieve this goal, STAR schools are expected to increase academic rigor through instructional and curricular reform, and students in STAR schools are encouraged to participate in advanced courses. USDE’s evaluation of GEAR UP programs nationally emphasized the importance of intensive instructional reform, noting that only programs that successfully increased academic rigor experienced strong student outcomes (2008). However, as other research has indicated, effecting instructional change is a particularly challenging component of school reform (see e.g., Vernez, Karam, Mariano, & DeMartini, 2006).

As a means to measure STAR campuses’ efforts to raise academic standards, the evaluation considers three core components of instructional rigor: (1) the extent to which teachers in STAR schools use rigorous instructional strategies across all courses (*Academic Rigor*), (2) the extent to which teachers in STAR schools align instruction with campus and district colleagues (*Curricular Alignment*), and (3) the extent to which advanced courses in STAR schools prepare students for AP exams and postsecondary coursework (*Advanced Academics*). Exhibit 5.1 highlights the component, supporting components, and indicators that are discussed in detail in this chapter.

Exhibit 5.1



DATA SOURCES

The evaluation's measurement of the components of rigorous instruction relies on data collected through (1) observations of instruction in a sample of core content area STAR classrooms conducted in spring 2009,⁶ (2) a spring 2009 survey of teachers on STAR campuses, and (3) AP testing outcomes for STAR high schools provided by the College Board. See Table G.1 in Appendix G for more information on the measurement of each of the three components of instructional rigor. In addition, the discussion of findings includes qualitative data collected through spring 2009 interviews with administrators and counselors in STAR schools, as well as focus group discussions with teachers serving STAR cohort students (Grades 7 through 9).

MEASURING ACADEMIC STANDARDS IN STAR SCHOOLS

The sections that follow discuss the evaluation's approach to measuring rigorous instruction in STAR schools and provide measures of the degree to which each component of academic rigor was present in schools for the 2007-08 and 2008-09 school years. For most analyses, results are presented for middle schools, high schools, and for all STAR campuses.

The Measurement of Academic Rigor

During spring 2009 classroom observations, researchers measured the extent to which teachers introduced higher order thinking skills and subject specific instructional methods adapted from the College Board's standards for AP instruction (see Exhibit 5.1). Researchers averaged scores across observed classrooms to find a mean score per instructional indicator for each campus and then converted these scores to a 5-point scale, where scores indicate the extent to which each instructional element was implemented: *not at all* (0.00-1.25), *to a small extent* (1.26-2.50), *to a moderate extent* (2.51-3.75), and *to a large extent* (3.76-5.00). During site visit observations, researchers also determined the average level of student engagement during classroom instruction, using a 5-point scale, ranging from (1) *low engagement*, to (3) *moderate engagement*, to (5) *high engagement*. Once scores for each indicator were converted to the 5-point scale, a final *Academic Rigor* score for each campus was derived by averaging across measures.

On average, STAR schools earned a mean *Academic Rigor* score of 2.34 (overall), or academic rigor was present in STAR classrooms to a *small extent* (see Figure 5.1). Although prior research has debated the extent to which time and experience implementing an educational program improves implementation quality (Bifulco, Duncombe, & Yinger, 2003; Vernez, Karam, Mariano, & DeMartini, 2006), findings from this analysis suggest experience may positively affect STAR implementation. As discussed in chapter 4, GEAR UP uses an add-the-cohort model that begins providing services to students in seventh grade and expands to include additional grades as students matriculate into higher grades, which means that middle schools implement the program first, and high schools begin implementing when cohort students reach the ninth grade. This pattern suggests that middle schools will have higher implementation scores across most indicators because they have been implementing STAR for a longer period of time. This thinking is reflected in results for *Academic Rigor*. In 2008-09, STAR's initial cohort (seventh-graders in 2006-07) matriculated to the ninth grade, making Year 3 the first year STAR was fully implemented in high schools, and, as indicated in Figure 5.1, STAR middle schools earned higher *Academic Rigor* scores than their high school counterparts.

⁶Researchers made a concerted effort to observe classrooms serving the STAR student cohort (students in Grades 7 through 9). Ninety-four percent of all observed classrooms served STAR cohort students.

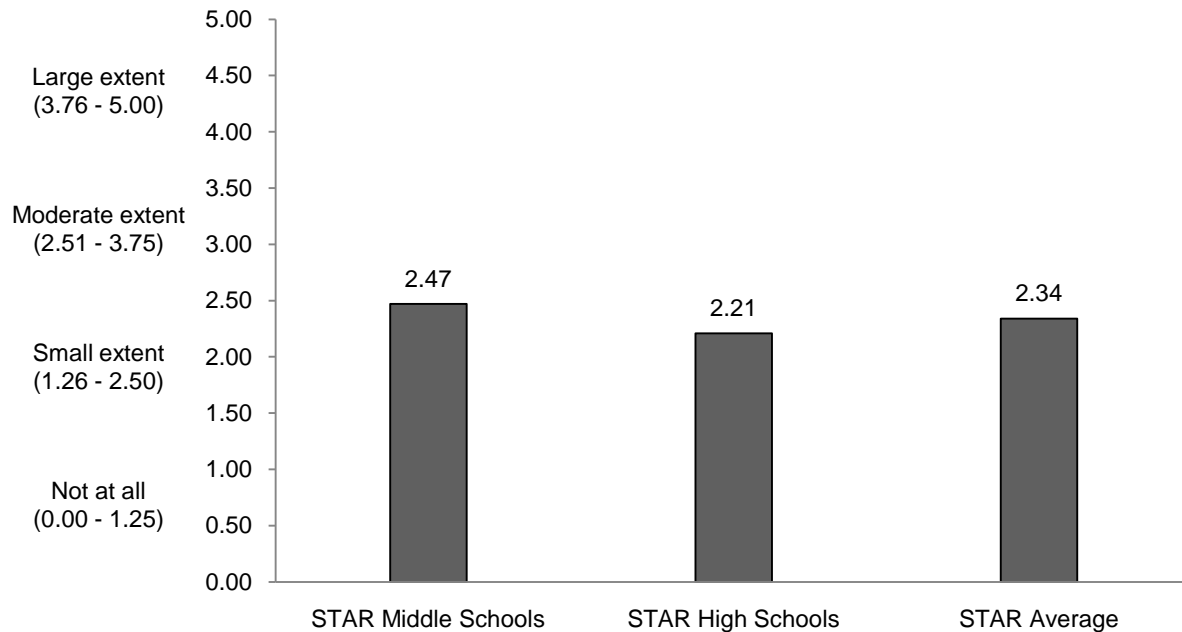


Figure 5.1. Supporting component score: Academic rigor as a mean, 2008-09.

Source: STAR Classroom Observations, spring 2009.

Notes. Responses are reported using 5-point scales: *not at all* (0.00-1.25), *a small extent* (1.26-2.50), *a moderate extent* (2.51-3.75), and *a large extent* (3.76-5.00). For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.

Higher order thinking in STAR classrooms. Figure 5.2 illustrates the extent to which STAR teachers used higher order thinking skills and implemented subject specific instructional methods during classroom instruction. Teachers used higher order thinking skills (2.43) to a greater extent than subject specific AP instructional methods, on average. Math teachers (2.35) implemented AP instructional methods to a slightly greater extent than teachers in science (2.36), ELA (2.27), and social studies (2.15) classrooms. Although STAR schools implemented rigorous instruction to a *small extent*, on average (see Figure 5.1), scores increased in 2008-09 across instructional elements, as compared to 2007-08.

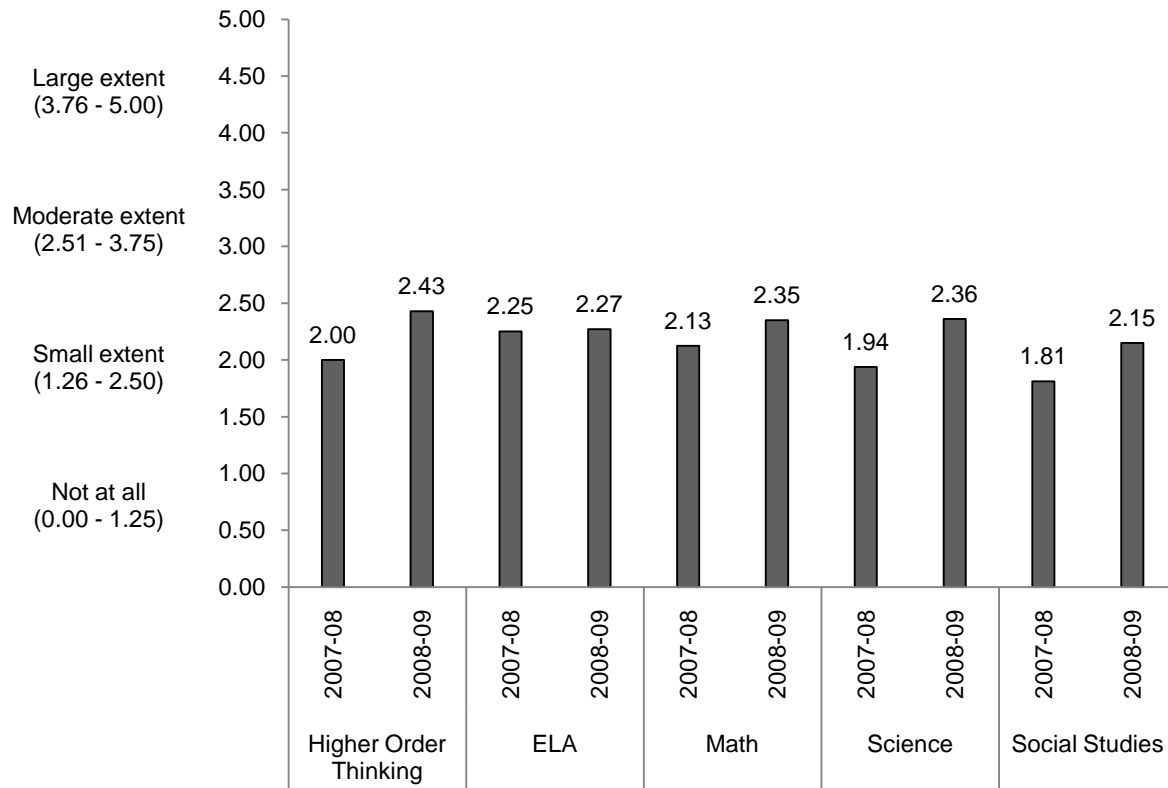


Figure 5.2. Average STAR scores for higher order thinking and subject specific instructional methods as a mean by subject and year, 2008-09.

Source: STAR Classroom Observations, spring 2009.

Notes. Responses are reported using 5-point scales: *not at all* (0.00-1.25), *a small extent* (1.26-2.50), *a moderate extent* (2.51-3.75), and *a large extent* (3.76-5.00). For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.

Student engagement in STAR classrooms. Relative to findings for 2007-08, students spent more time at *low* (46% vs. 37%) and *high* (21% vs. 18%) levels of engagement in 2008-09 (see Figure 5.3). Notably, the proportion of time middle school students were *highly* engaged increased by 25% across the 2 school years, while high school scores increased by 9%. At the high school level, students spent 74% more time at the *lowest* level of engagement in 2008-09, while middle school students spent 6% more time at low levels of engagement.

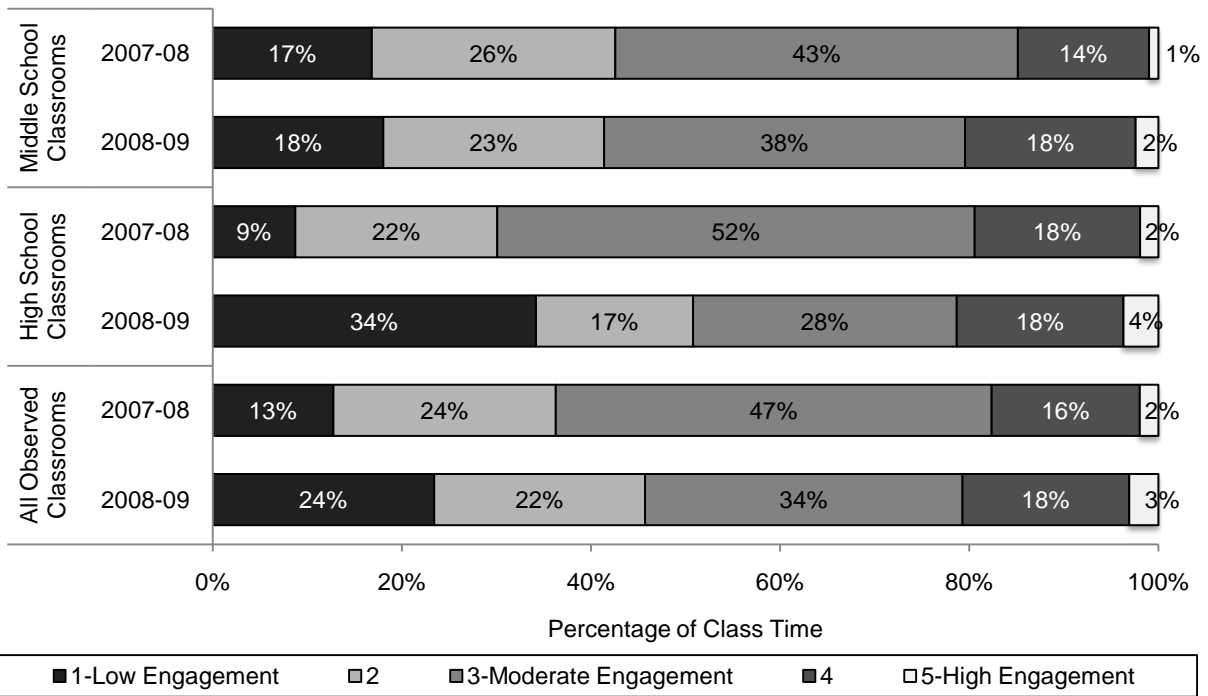


Figure 5.3. Average level of student engagement across districts as a percentage by grade level and year, 2008-09.

Source: STAR Classroom Observations, spring 2009.

Note. For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.

Increasing Academic Rigor: Campus Roles, Barriers, and Effects

During interviews and focus group discussions conducted as part of spring 2009 site visits, staff in STAR schools described their efforts to increase academic rigor, including the challenges and effects they experienced. The following sections discuss interview findings and highlight some differences between schools with higher and lower scores for the *Academic Rigor* supporting component of STAR.

Campus roles. According to most campus administrators, teachers were primarily responsible for implementing the academic component of GEAR UP/STAR and providing a strong academic foundation. Teachers participating in focus group discussions in four schools said their implementation role was to increase academic rigor in order that students are prepared for postsecondary coursework. Several teachers said they implemented instructional strategies used in postsecondary courses, including lectures, and note-taking, as well as taking fewer grades to emphasize the impact of each individual assignment’s grade.

Administrators on campuses with higher *Academic Rigor* scores reported having more active roles in STAR implementation. In these schools, principals stressed the importance of rigorous instruction, provided frequent feedback and support, and held teachers accountable for implementing challenging lessons. For example, one campus principal increased walk-through observations. In another district, a principal worked in collaboration with the curriculum advisor to create standardized assessments for each course, instead of allowing teachers, with various interpretations of rigor, to develop their own assessments. The principal explained, “I started monitoring and assessing the teachers more than the students...And this way, we have a good hold on the rigor of what’s being instructed.” Another principal,

on a campus receiving high *Academic Rigor* scores integrated the STAR program into daily objectives and expectations. “It’s not a matter of singling out, ‘This is a GEAR UP thing,’” the principal said. “It’s just...part of our world...we’ve embedded it...it’s part of what we do on a regular basis.”

Barriers to increased rigor. In contrast, campuses that struggled to increase their *Academic Rigor* scores did not “embed” STAR instructional strategies. For example, some teachers said they understood the benefit of rigorous instructional activities they learned from Faculty Fellows and professional development opportunities, but did not consider them practical for daily instruction.⁷

In addition, students’ estimations of the amount of time they spent on homework each night in 2008-09 in response to the spring 2009 survey suggests that instructional reform was not embedded in STAR classrooms. As presented in Figure 5.4, most students (51%) in STAR schools spent less than 30 minutes completing homework assignments in 2008-09.⁸

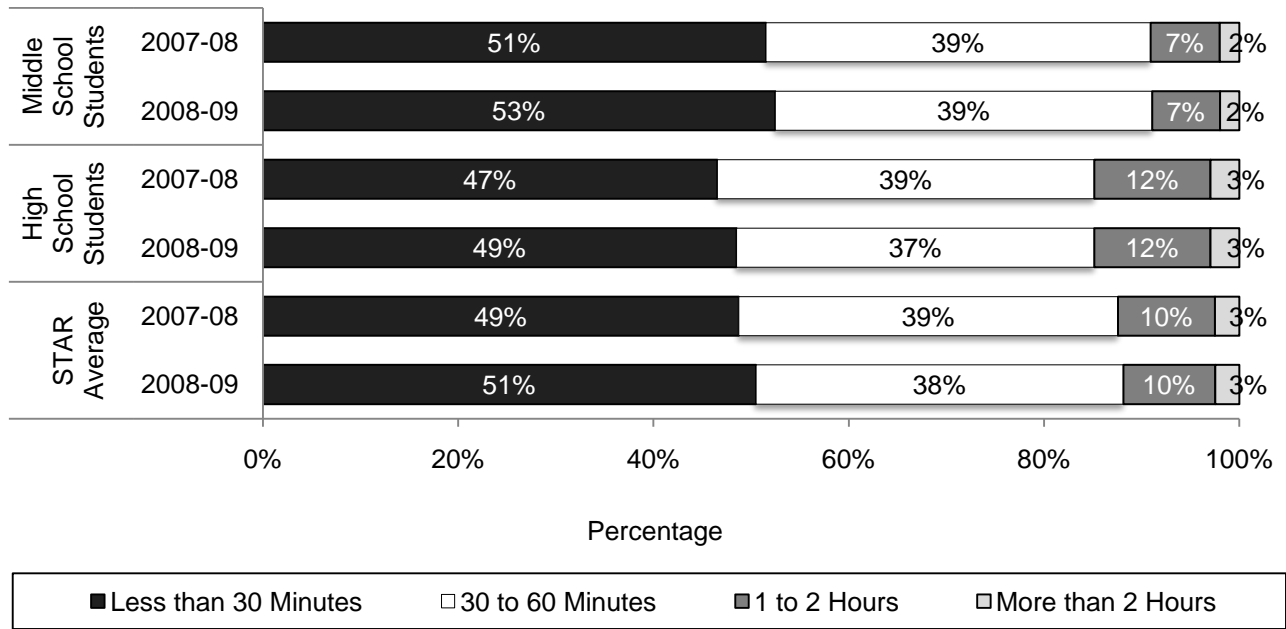


Figure 5.4. Average amount of time students in STAR schools spent on homework, 2008-09.

Source: STAR Student Surveys, spring 2009.

In addition, representatives from several schools struggled to increase academic rigor due in part to the large proportion of over age students lacking academic credits. One teacher expressed the challenge of increasing rigor when students are already behind.

Effects of increased rigor. Counselors and administrators at campuses receiving high *Academic Rigor* scores noted increased TAKS scores and improved student grades. One counselor stated, “The scores are going up as far as report card grades. And the TAKS—I think we’re going to be recognized this year with the way we’re going.” In addition, a principal noted positive changes in student behavior that were attributed to changes in classroom instruction.

⁷Faculty Fellows and other partner services are described in greater detail in chapter 10.

⁸In future evaluations, this item will ask students to specify whether teachers assign homework but they choose not to complete it, or whether homework is not assigned.

Curricular Alignment

STAR's goals (see Appendix F) address the importance of horizontal⁹ and vertical¹⁰ team training in strengthening schools' academic programs. The College Board offered vertical team training in support of STAR implementation twice in 2008-09. The training focused on strategies designed to promote collaboration and cooperation between educators "from different grade levels in a given discipline...to develop and implement a vertically aligned program" (The College Board, 2004, p.3). A high school counselor described how the training facilitated vertical teaming during a site visit interview:

It's mainly...what aspects or what concepts do you want to share with each other for the middle school to the high school. What's your vocabulary going to be? When you're talking about eighth grade going into ninth grade science, what does that look like? What type of materials are you using? Is the high school using the same thing?

In order to determine if STAR schools use College Board strategies, the evaluation considers the extent to which staff implemented vertical teaming strategies. In response to the spring 2009 survey, teachers reported the extent to which they used a set of vertical teaming strategies using a 5-point scale: (1) *never*, (2) *rarely*, (3) *sometimes*, (4) *often*, or (5) *almost daily*. Teachers also indicated how often their vertical teams met during the 2008-09 school year, using a 5-point scale: (1) *never*, (2) *one to two times a year*, (3) *one to two times a semester*, (4) *at least once a month*, or (5) *at least once a week*. Researchers found an average score per campus for each item. The two scores were averaged to obtain a mean *Curricular Alignment* score for each STAR campus (see Exhibit 5.1).

Findings presented in Figure 5.5 suggest that teachers in STAR schools *sometimes* used vertical teaming strategies (2.63 overall), but rarely met as a vertical team (2.45) in 2008-09. Specifically, teachers in half of STAR schools reported their vertical teams met *one to two times a year* in 2008-09. This finding may indicate that teachers confused the College Board's two vertical team training sessions as vertical team meetings. STAR campuses earned a 2.54 *Curricular Alignment* score (overall), or STAR schools *partially* implemented strategies designed to support curricular alignment. Consistent with previous findings, STAR middle schools received higher *Curricular Alignment* scores than high schools, on average, which is likely a reflection of their increased experience implementing the program.

⁹Teachers of the same subject and grade level participate in horizontal teaming to discuss lesson plans and instructional strategies.

¹⁰Teachers of the same subject across grade levels participate in vertical teaming to discuss lesson plans and instructional strategies that build upon the objectives students learned each year prior.

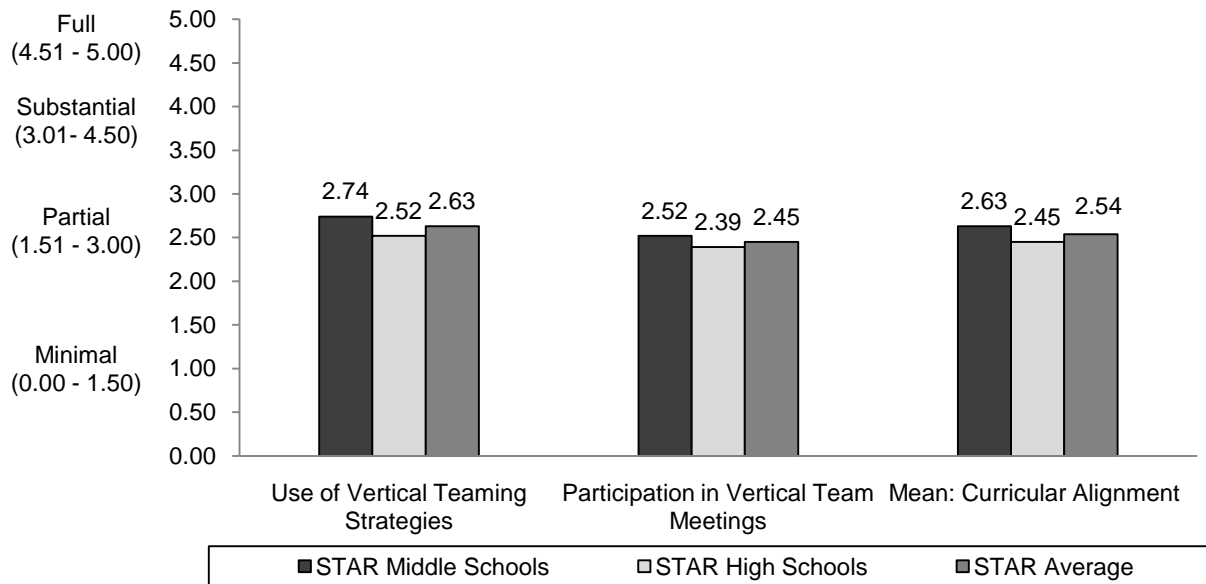


Figure 5.5. Supporting component score: Curricular alignment as a mean, 2008-09.

Source: STAR Teacher, Counselor, and Librarian Survey, spring 2009.

Notes. Responses are reported using 5-point scales. Use of Vertical Teaming Strategies: (1) *never*, (2) *rarely*, (3) *sometimes*, (4) *often*, or (5) *almost daily*. Participation in Vertical Team Meetings: (1) *never*, (2) *one to two times a year*, (3) *one to two times a semester*, (4) *at least once a month*, or (5) *at least once a week*. Mean: Curricular Alignment: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full* (4.51 – 5.00). For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.

Implementing Vertical Teams: Barriers and Effects

Staff participating in interviews and focus group discussions conducted as part of spring 2009 site visits described vertical team implementation on their campus, including the barriers to and effects of successful implementation.

Vertical team implementation. STAR administrators indicated that vertical teaming was implemented across districts to a greater degree in 2008-09 than in previous implementation years. Teachers’ comments during focus group discussions indicated that districts implemented vertical teams differently, depending on district goals. For example, one district used vertical teams and curricular alignment to strengthen students’ academic foundations and enable students to understand the relationships between various courses within a discipline. In contrast, another district used vertical teams to disaggregate TAKS data and identify TAKS objectives that needed remediation. “We looked at old TAKS tests, and we looked at TAKS scores so we could see where the weaknesses were...and we could try and build on the areas,” one teacher explained.

Barriers to vertical teaming. Teachers responding to the spring 2009 survey also indicated the extent to which various challenges presented barriers to vertical teaming. As presented in Figure 5.6, a majority of teachers (65% or more) experienced multiple challenges to implementing vertical teams. Teachers cited time constraints (91%), teacher and administrative turnover (72%), and poor communication between teachers (69%) as the most common and substantial barriers to vertical teaming. Other barriers included inadequate leadership (66%), insufficient teacher participation (68%), and competing priorities (64%).

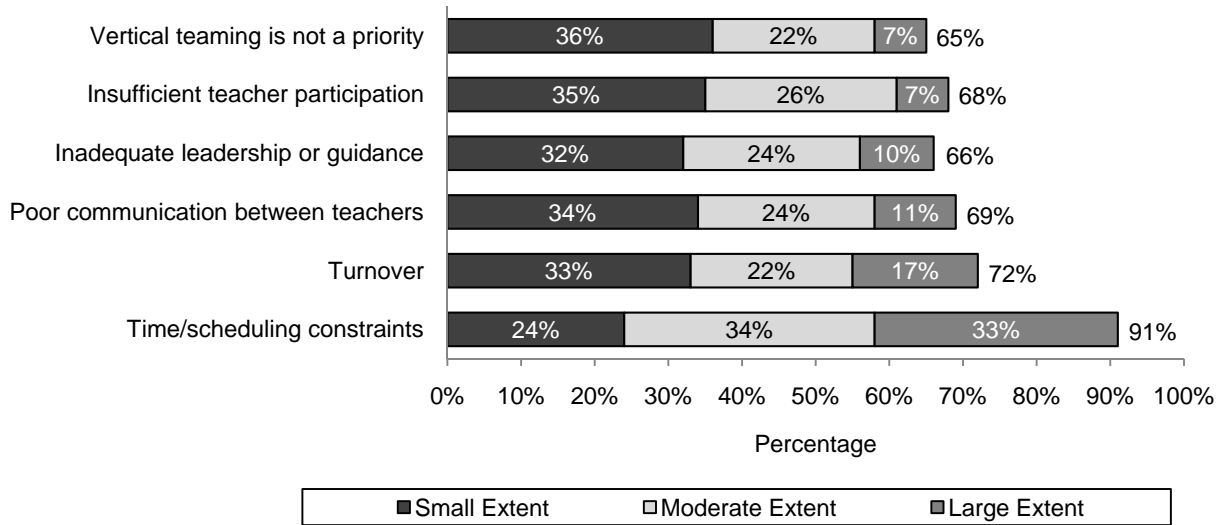


Figure 5.6. Moderate or substantial barriers to vertical teaming, 2008-09.

Source: STAR Teacher, Counselor, and Librarian Survey, spring 2009.

Note. Percentages will not total 100. Teachers could indicate items *did not* create barriers.

Comments made during site visit interviews and focus groups provide additional information about each challenge.

Scheduling and time constraints. Most survey respondents (91%) considered time constraints a barrier to vertical teaming and more than two-thirds (67%) considered time constraints a *moderate* or *substantial* barrier. Teachers participating in site visit focus groups described additional responsibilities, such as coaching, tutorials, and sponsoring extracurricular activities, which limited the time available for team meetings. One teacher explained, “We’ve got so much other stuff going on...It’s very hard to plan anything...as far as...vertically planning or aligning because it’s just been real hectic time-wise.” Teachers at another school stated that time constraints increased in 2008-09, when scheduling changes eliminated department planning time. “It used to be that...the whole department would have the same period off. So, we had meetings, and now...we don’t have that anymore,” a teacher explained, “We meet 5 minutes between classes and that’s it.”

Teacher and administrative turnover. Across districts, teachers also reported frustration regarding high rates of teacher and administrative turnover. With constant change, one teacher stated, “Not everybody’s on the same page,” which created challenges to working collaboratively. According to teachers in a district with high rates of administrative turnover, each change in school leadership resulted in new goals and objectives, which affected vertical teaming. The teacher explained:

I’ve been here 30 years, and it seems like every 4 or 5 years we start over again aligning curriculum. And then when somebody else comes in...we start over again. So we’ve never had any consistency...We do all this stuff and use it maybe a year or something and then it’s gone and we start over.

Poor communication between teachers. Teachers in two districts explained that personality conflicts between middle school teachers and high school teachers created challenges to collaboration. One teacher stated that middle school and high school teachers had “different mindsets.” In another district, focus group teachers agreed that difficulties resulted from differences in communication styles at the middle school and high school levels.

Inadequate leadership. Teachers in several districts indicated their administrators did not consider vertical teaming a priority. One teacher explained that their campus implemented vertical teams “on a voluntary basis, if you’re willing to put in the extra time.” A teacher in another district described frustration, stating “I feel there’s no direction from the top.” In another school, a teacher expressed the need for accountability and said that teachers would be more positive and productive if administrators attended vertical team meetings.

Teachers in two schools felt that administrators considered TAKS instruction a greater priority than vertical teaming, which negatively affected the productivity of curricular alignment. One teacher reported that the district had initially dedicated two staff development days for vertical teaming in 2008-09, but campuses were directed to focus on disaggregating data and addressing Adequate Yearly Progress (AYP) during that time instead. Another teacher noted, “I have been an administrator—I can speak from experience. The only expectation that administrators have is 100% passing TAKS, period...Just get them through that TAKS test and you’re the most fabulous teacher in the world.”

Insufficient teacher participation. As a result of inadequate leadership, several campuses experienced insufficient teacher participation. Teachers noted that when vertical team trainings and meetings were voluntary, they tended to be less well implemented. One teacher said:

We get letters like, “...this is going to be offered if anybody wants to go on a volunteer basis,”—not a mandatory, “You have to go.” Sure, they said it, but we’ve been here long enough to know that you can’t make me come [to vertical team meetings] on a Saturday.

The effects of vertical teaming. Campuses that considered curricular alignment a priority and successfully implemented vertical teams experienced positive effects in 2008-09. Teachers in two high schools noted that curricular alignment had increased students’ understanding of concepts from one grade to another because of the use of “common terminology.” Administrators from two districts noted increased collaboration among teachers to raise academic standards for all students. One principal reported, “We’re seeing more teachers...united when they’re having discussions in their department...It’s not ‘my classroom,’ it’s ‘our students’...We look at all students across the board whether I’m teaching them or not... at every single child...I think that’s been the biggest...success.” Another principal said that teachers started to define achievement as providing a pipeline to college, as opposed to focusing solely on success within the district schools. “I think we were just looking at K through 12. We weren’t looking at P16, as a program. I think this is...the biggest difference that GEAR UP has made,” said the principal.

Advanced Academics

As presented in Exhibit 5.1, STAR also seeks to raise academic standards by increasing the percentage of students enrolling in and successfully completing AP courses (*Advanced Academics*). Having already analyzed instructional rigor (see Figure 5.1), the *Advanced Academics* indicator was intended to evaluate the number of AP courses available on STAR campuses as a measure of students’ access to advanced instruction. However, classroom observations conducted during site visits indicated that AP instruction varied greatly across STAR campuses and, in some cases, the level of rigor did not differ from regular courses.

Prior research indicates that the benefits of a program accrue only when campuses implement intensive instructional reform (USDE, 2008). Similarly, benefits of AP coursework accrue only to students who are able to pass AP exams (Geiser & Santelices, 2004; Dougherty, Mellor, & Jian, 2006). Therefore, instead of analyzing AP course enrollment to measure students’ access to advanced courses, the *Advanced*

Academics indicator considers the level of preparation students receive in AP courses.¹¹ The evaluation considers the percentage of AP exams per district receiving a score of 3 or higher in 2007-08, relative to the state average (45%), and converts percentages to a 5-point scale: (1) 9% of exams taken by students in STAR high schools or 20% of the state average, (2) 18% of exams taken by students in STAR high schools or 40% of the state average, (3) 27% of exams taken by students in STAR high schools or 60% of the state average, (4) 36% of exams taken by students in STAR high schools or 80% of the state average, and (5) 45% of exams taken by students in STAR high schools or 100% of the state average received a 3 or higher.¹²

On average, STAR schools earned a 0.96 *Advanced Academics* score (overall), meaning that a minimal proportion of AP exams taken by students in STAR high schools (less than 9% or 19% of the state average) earned a 3 or higher in 2007-08 (see Figure 5.7). District scores ranged from a low of 0.00 to a high of 3.11, or a maximum of 28% of exams taken by students in STAR schools received a 3 or higher in 2007-08 (62% of the state average). These findings are not directly attributable to STAR implementation because the initial STAR student cohort was in eighth grade in 2007-08 and a majority of AP exams are taken in Grades 11 and 12.¹³ However, results provide STAR staff with information regarding the current level of postsecondary preparation in AP courses, which may inform future implementation as STAR students matriculate to grades that offer more AP courses.

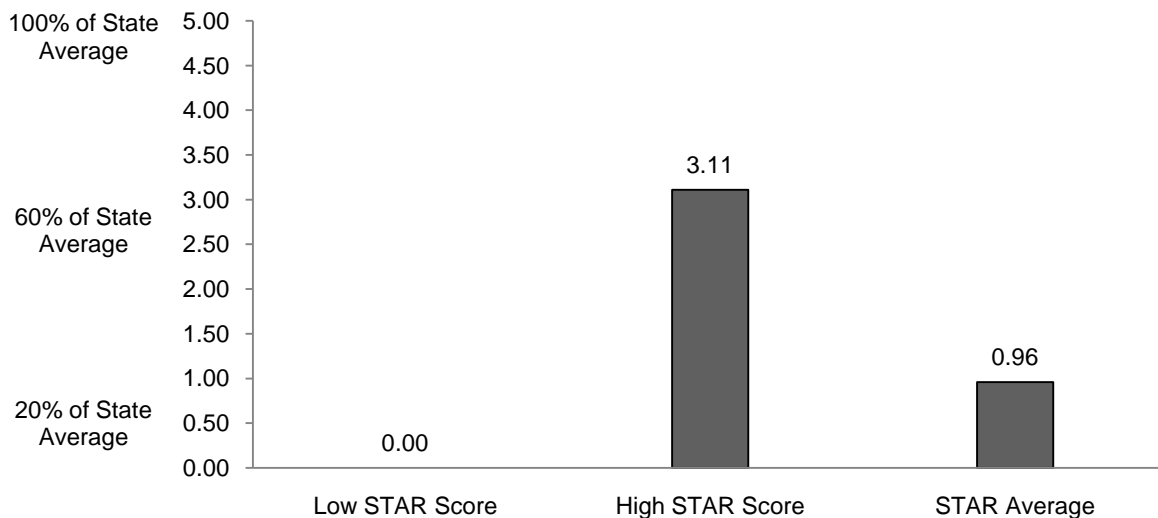


Figure 5.7. Supporting component scores: Range of advanced academics scores as a mean, 2008-09.

Source: College Board Advanced Placement Examination Performance and Participation Overview Reports, 2007-08.

Notes. Responses are reported using a 5-point scale: 1) 9% of exams taken or 20% of the state average, 2) 18% of exams taken or 40% of the state average, 3) 27% of exams taken or 60% of the state average, 4) 36% of exams taken or 80% of the state average, and 5) 45% of exams taken or 100% of the state average received a 3 or higher. For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.

¹¹In future evaluations, the *Advanced Academics* indicator will measure students' access to advanced courses as well as the quality of instruction in advanced courses, considering the number of advanced courses available to students in STAR schools, the percentage of students taking AP exams, and the percentage of exams earning a score of 3 or higher.

¹²College Board Advanced Placement Exam Performance data are lagged a year. When writing this report, 2007-08 data were the most current data available.

¹³College Board Advanced Placement Exam Performance data are lagged a year. When writing this report, 2007-08 data were the most current data available.

Increasing Access to AP Coursework: Barriers and Effects

During site visit interviews and focus groups, teachers and administrators described the barriers to increasing advanced course participation, strategies to overcoming barriers, and the effects of increased student participation.

Barriers: Student resistance, students' preference for dual credit coursework, and renaming courses. Interview respondents in several districts noted that students avoided the increased rigor and expectations of AP courses. One counselor said, "It's really difficult [to increase AP enrollment] because our kids have this fear of failing and they're like, 'Oh no, no. I just want to make my A and stay in a regular class.'" Similarly, school representatives noted that many students preferred to enroll in dual credit courses, which guarantee credits, as opposed to challenging AP courses that require meeting criterion on the AP exam to earn college credit.

Although STAR emphasizes AP instruction, one district's administrators embraced the concurrent and dual credit opportunities through a partnership with local community and technical colleges. The coordinator estimates that approximately 20% of the district's students graduated "with 24, 26 credits" in 2008-09. According to the high school principal, the partnership allows the district to quickly recover over age students at-risk of dropping out, while also providing advanced opportunities for students interested in earning college credit or working towards a technical degree. An administrator in the district said, "We actually have a goal that by the end of the...grant, the majority of our graduates will be well on their way to their associate's degree, if not already have their associate's degree."

Administrators at two schools increased student participation in advanced courses by addressing the barrier of student resistance. A teacher at one of the schools explained the district's strategy of changing existing courses mid-year, assigning them pre-AP labels without modifying the course roster:

At the beginning of the year, the superintendent passed down word that we needed more pre-AP classes...and I was told to...choose a class and decide which class you wanted to be your pre-AP class...This was like into the second or third six weeks.

According to teachers, the district's strategy to overcome initial barriers (student access and student resistance) created new challenges. One teacher noted that some students, now enrolled in a pre-AP course without actively selecting participation, struggled with rigorous content. "I had to say, 'Okay, everybody here is going to be pre-AP'...And I have students that...[say], 'I don't belong in here,'" the teacher explained. "I've tried to tell them this is new for everybody." Teachers reported that differentiating instruction to meet struggling students' needs affected teachers' ability to implement pre-AP level instruction and weakened the rigor of the courses. As a result, pre-AP instruction "sometimes" differed from instruction in regular classes.

Successful implementation strategies. Administrators from districts with larger proportions of AP exams earning a 3 or higher, indicated that staff focused their efforts on increasing academic rigor and curricular alignment. One administrator said, "Our campus focuses mostly on academics... We're all about the academic side of GEAR UP." The administrator continued, noting that campus staff distinguished between "academics" and TAKS instruction. Another administrator in the same district agreed, stating that the district's objective was to provide students with an academic foundation and "the skills they needed to be successful in college."

According to two district administrators, professional development was crucial in supporting teachers' ability to increase rigor. One district coordinator said, "Our major component...is college readiness. We've been doing a lot of staff development...to get the rigor up there...Staff development has been a huge, huge thing."

Effects of successful implementation. The STAR student cohort (Grades 7 through 9) had access to very few AP courses in 2008-09 because AP classes are generally implemented in Grades 11 and 12. However, several schools saw growth in their AP programs, which they attributed to a cultural shift in their schools as a result of STAR implementation.¹⁴ A counselor in one district commented, “[Students are] more aware...about the AP classes and why they’re so important and why they need to take them.” In another district, a counselor reported an increased number of students taking an AP exam in 2008-09. “Only six of our kids tested last year,” the counselor said, “And I’ve got about 50 or so this year.” In a third district, a counselor noted that participation in the STAR program increased staff awareness of advanced course deficiencies. The counselor said, “We identified that there were zero LEP kids in [advanced] academic classes...If it hadn’t been for GEAR UP saying, ‘What’s your LEP population doing?’ that may have slid by.”

Core Component Score

Researchers averaged scores for *Academic Rigor*, *Curricular Alignment*, and *Advanced Academics* to obtain an overall *Raising Academic Standards* core component score for each campus (see Exhibit 5.1). As presented in Figure 5.8, STAR schools earned a 1.95 (overall), or STAR schools *partially* implemented instructional and curricular strategies designed to raise academic standards. Middle schools earned a higher mean score (2.02) than high schools (1.87). Middle schools have implemented STAR for 3 years with ongoing support, while 2008-09 was the first full year of high school implementation. This finding again suggests that greater experience with STAR positively affects implementation quality. Consistent with USDE’s findings, schools experiencing the greatest academic success were those that made substantial curricular or instructional changes.

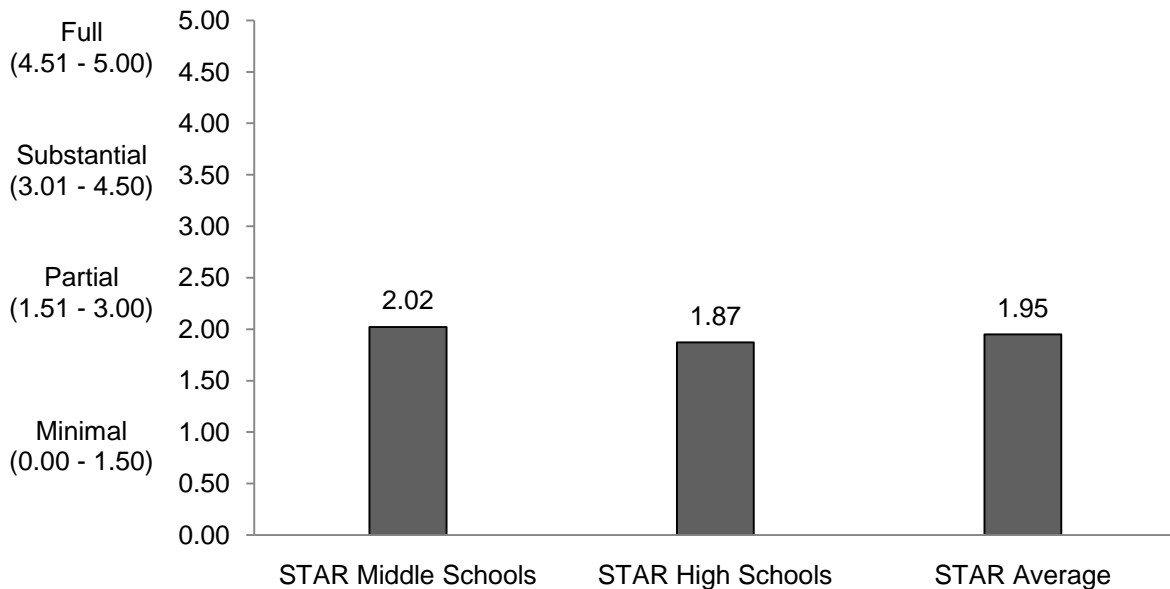


Figure 5.8. Core component scores: Raising academic standards as a mean, 2008-09.

Sources: STAR Classroom Observations, spring 2009; STAR Teacher, Counselor, and Librarian Survey, spring 2009; College Board Advanced Placement Examination Performance and Participation Overview Reports, 2007-08.
Note. For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.

¹⁴Several campuses offered AP Human Geography to freshman.

SUMMARY

On average, STAR schools *partially* implemented instructional and curricular strategies designed to raise academic standards. Across components, middle schools earned higher implementation scores than high schools, which reflects the understanding that implementation quality improves as schools gain more experience with educational programs. Additionally, schools implementing intensive instructional and curricular reforms received higher implementation scores and experienced better student outcomes than schools that made more superficial changes.

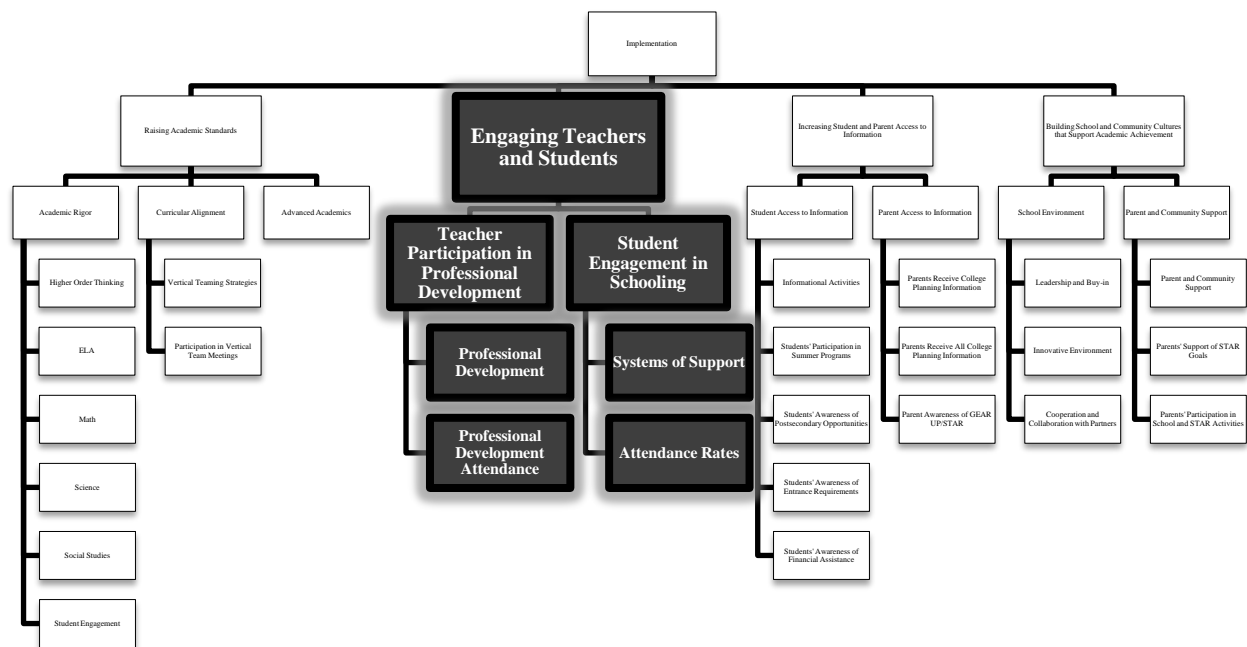
Information gathered through site visit interviews and focus group discussions indicates that schools encountered multiple barriers to raising academic standards, including unclear and competing priorities (such as TAKS), time constraints, high rates of administrative and teacher turnover, poor communication among staff members, student resistance, and superficial changes (such as changing the name of existing courses to increase the number of advanced courses offered). Schools that supported teachers in implementing more rigorous instruction through strong administrative leadership and support, as well as an emphasis on training, experienced higher levels of buy-in, which resulted in higher implementation scores across components.

CHAPTER 6

ENGAGING TEACHERS AND STUDENTS

A second component of STAR implementation is the degree to which teachers and students are *engaged* in achieving program goals. As discussed in chapter 4, the evaluation measures this component of STAR implementation by considering (1) teacher participation in STAR professional development opportunities and (2) student participation in activities that address STAR goals, as well as attendance rates. This chapter presents campuses' progress in engaging teachers and students in activities that support STAR. Exhibit 6.1 illustrates the structure of this analysis and its place within the larger context of STAR implementation.

Exhibit 6.1



DATA SOURCES

The evaluation's measurement of teacher and student engagement relies on data collected through (1) a spring 2009 survey of teachers on STAR campuses, (2) information on teacher participation in professional development activities provided by the POC, (3) a spring 2009 survey of students in STAR schools, and (4) 2007-08 campus attendance rates from PEIMS. See Appendix G for more information on the measurement of each of the components of teacher and student engagement. In addition, the discussion of findings includes qualitative data collected through interviews with STAR administrators and counselors, as well as focus group discussions with teachers on STAR campuses conducted during spring 2009 site visits.

MEASURING TEACHER AND STUDENT ENGAGEMENT

The sections that follow discuss the evaluation's approach to measuring teacher and student engagement and provide measures of the degree to which teachers participated in professional development and students were engaged in school during the 2008-09 school year. Results are presented for middle schools, high schools, and all STAR campuses.

Teacher Participation in Professional Development

As a means to measure teachers' engagement, the spring 2009 survey asked teachers to indicate the degree to which their schools enabled teacher participation in STAR professional development and training opportunities during the 2008-09 school year. Teachers indicated their level of agreement with four statements asking about their access to training using a 5-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *unsure*, (4) *agree*, or (5) *strongly agree*. (See Appendix G for specific survey items.) Responses were averaged across teachers to compute a mean professional development score for each campus. In addition, researchers collected data on teacher participation in STAR professional development opportunities from POC representatives, and converted attendance rates to a 5-point training attendance scale: (1) 20%, (2) 40%, (3) 60%, (4) 80%, or (5) 100% of district teachers attended STAR training. The average of survey responses and the scale value for attendance rates were then averaged to compute an overall score for teacher participation in professional development.

Figure 6.1 presents average, or mean, values for (1) the survey-based measure of teachers' access to professional development, (2) the measure of training attendance based on POC attendance records, and (3) STAR campuses' overall rating for teacher participation in professional development. As indicated in the figure, most surveyed teachers agreed (3.76 overall for *Professional Development*) that they received sufficient training in 2008-09 and that their campus supported professional development opportunities. In contrast, the STAR *Training Attendance* score (1.44 overall) indicates that only 29% of STAR teachers attended POC professional development in 2008-09. The apparent inconsistencies between *Professional Development* and *Training Attendance* scores may be linked to districts' use of the "trainer-of-trainers" approach to providing STAR training. In an effort to overcome scheduling constraints and minimize lost instruction time, several districts selected a sample of teachers to attend training sessions. Once those teachers were trained, they returned to their campuses and trained their colleagues. Campuses in which many teachers received training from a colleague who participated in College Board professional development activities would likely have strong levels of teacher agreement with survey items, but low *Training Attendance* scores because few teachers participated in College Board professional development. Both scores are included in the measure because program coordinators expect all teachers to attend STAR training sessions. For the overall measurement of *Teacher Participation in Professional Development*, STAR campuses received a score of 2.60, which indicates that STAR schools *partially* supported teachers' participation in professional development.

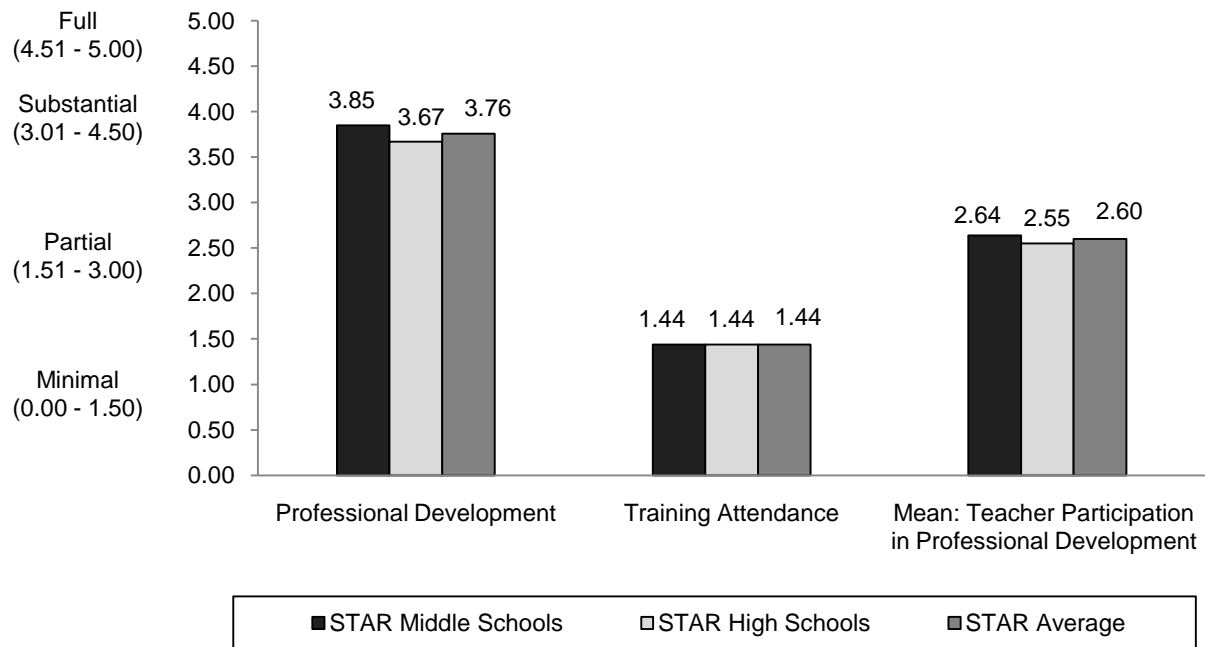


Figure 6.1. Supporting component scores: Teacher participation in professional development as a mean, 2008-09.

Sources: STAR Teacher, Counselor, and Librarian Survey, spring 2009; POC Attendance Records, 2008-09.

Notes. Responses are reported using 5-point scales. Professional Development: (1) *strongly disagree*, (2) *disagree*, (3) *unsure*, (4) *agree*, or (5) *strongly agree*. Training Attendance: (1) 20%, (2) 40%, (3) 60%, (4) 80%, or (5) 100% of district teachers attended STAR training. Mean: Teacher Participation in Professional Development: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full* (4.51 – 5.00). For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.

Engaging Teachers in Professional Development: Barriers and Effects

In interviews and focus group discussions, staff on STAR campuses described professional development opportunities provided by the grant, the most and least useful aspects of trainings, and the barriers to teachers' participation in training. Respondents' comments are summarized in the following sections and clarify the inconsistencies between *Teacher Participation in Professional Development* and *Training Attendance* scores discussed in the previous section. In addition, STAR partners commented on teachers' participation in professional development opportunities in interviews conducted for the evaluation. Partners' comments are discussed in chapter 10.

Valuing training. Districts with high *Teacher Participation in Professional Development* scores had strong administrative leadership and clearly established expectations for teachers' participation in STAR activities. For example, one middle school principal clearly expressed an expectation that teachers participate in professional development opportunities and met with the campus teachers following each training session to discuss what they considered useful and what they did not. The principal relayed teachers' comments and suggestions to POC representatives so that adjustments could be made for future professional development opportunities in order to increase the benefit for campus teachers. "I always ask them [the teachers] to let me know. That way I can pass it on [to POC representatives] so we can make some adjustments that we need to," said the principal, "[But] my expectation is that we attend [the professional development opportunities]."

Effects of training. According to participants in site visit focus groups and interviews, professional development opportunities positively affected teachers whose districts supported their participation. Administrators in several districts reported that teachers who attended College Board training gained increased awareness of their teaching styles and strategies to strengthen instruction. One high school principal said, “[At AP training,] they found out how much they were missing in their classrooms and what they needed to do to step up the AP classes...They saw the rigor and...it made them more aware of what they needed to fix.”

Another principal noted that training affected the culture of the school:

It has really been a major, major assistance to us in changing the culture towards becoming a culture of success and where teachers are now asking, “Well, what could we have done differently?” or “How could I have addressed this in another manner?”

Several teachers said that STAR professional development opportunities improved their instructional techniques. One high school teacher said, “I think GEAR UP has provided me with good information...to change the way I teach...When I’ve gone to AP training...it’s made me a better teacher.” This finding suggests that schools that overcame barriers to attending professional development with the support of strong administrative leadership experienced outcomes that supported STAR implementation, including improved instructional quality and school culture.

Barriers to training attendance. However, some districts did not overcome barriers to teachers’ participation in professional development. In districts with lower *Teacher Participation in Professional Development* scores, lost instructional time was the most commonly cited challenge to participation in training. As one district coordinator explained, “The principal doesn’t want them [teachers] out of the classroom. They just don’t want them out of the classroom any more than necessary.” Principals of two campuses faced accountability sanctions and said that the district limited the amount of professional development time in order to maximize TAKS instructional time. In another district, an administrator said, “All I’m thinking is, ‘Okay...there is a substitute sitting in your classroom when I need you there’...it takes a lot for me to send a teacher to training because I’m paying for them to be here for their expertise.”

Trainer-of-trainer models of professional development. As noted earlier in this chapter, several campuses implemented a trainer-of-trainers approach to professional development as a means to overcome scheduling constraints and minimize lost instructional time and substitute pay. A high school principal explained, “We rotated the teachers who are attending...For example, if it was the English vertical team planning, the whole department isn’t attending...We said, ‘Okay, this time, we’re going to send ninth grade, this time we’re going to send tenth grade, and so on.’” However, middle school teachers who participated in each training reported that the strategy created challenges for those in attendance. At each training session, a new team of high school teachers, who had not received the previous training and who were not familiar with the work done in prior team meetings, would attend. One middle school teacher noted, “It would help if the teachers would all—the whole department—would go to the training.”

Student Engagement in Schooling

In order to measure students' engagement in activities related to STAR's goals, the evaluation relied on student-reported measures of participation in activities and student-level attendance data included in PEIMS. Surveyed students responded to items asking about the frequency of their participation in activities related to STAR's goals during the 2008-09 school year using a 5-point scale: (1) *never*, (2) *rarely*, (3) *sometimes*, (4) *often*, or (5) *almost every day*. Middle school students responded to eight items and high school students responded to nine items. (See Appendix G for specific survey items.) Students' responses were averaged across items to produce campus-level scores, which were averaged to obtain an overall STAR score for *Systems of Support*. Although the STAR goals do not include attendance rates as a measure of program success, the evaluation includes campus attendance rates, recognizing the futility of implementing the STAR program if large proportions of students do not receive grant services. *Student Attendance Rate* scores were measured using data obtained from 2007-08 PEIMS records¹⁵ and converted to a 5-point scale, based on STAR schools' attendance rates relative to the state average of 95.5%. This process produced the following scale: (1) a 76.4% attendance rate or 80% of the state average, (2) an 81.2% attendance rate or 85% of the state average, (3) an 86.0% student attendance rate or 90% of the state average, (4) a 90.7% student attendance rate or 95% of the state average, or (5) a 95.5% student attendance rate or 100% of the state average.

Figure 6.2 presents overall scores for *Systems of Support* and *Student Attendance Rate*, as well as the average of the two measures: *Student Engagement in Schooling*. As indicated in the figure, students *rarely* participated in activities designed to increase their engagement in schooling in 2008-09 (overall *Systems of Support* score of 1.75). However, STAR schools earned an average *Student Attendance Rate* score of 4.08, indicating that campuses maintained a 91% average attendance rate, the equivalent of approximately 95% of the state average.

Across districts, STAR middle schools maintained a higher attendance rate (4.45) than high schools (3.70), which is not surprising given that research shows truancy, retention, and dropout rates generally increase in Grade 9 (Cohen & Smerdon, 2009; Heilig & Darling-Hammond, 2008; Neild, Stoner-Eby, & Furstenberg, 2008). Students in STAR high schools participated in activities (1.79) designed to increase engagement and promote academic achievement at greater rates than middle school students (1.70), on average. This may indicate that STAR high schools placed a greater emphasis on activities to engage students in school in order to overcome lower attendance rates and increase graduation rates.

Overall, STAR campuses earned a 2.91 score for the composite measure of *Student Engagement in Schooling*, which indicates that STAR schools *partially* implemented services designed to engage students in school.

¹⁵PEIMS data is lagged a year, so 2007-08 is the most recent attendance data available for inclusion in the 2008-09 implementation evaluation.

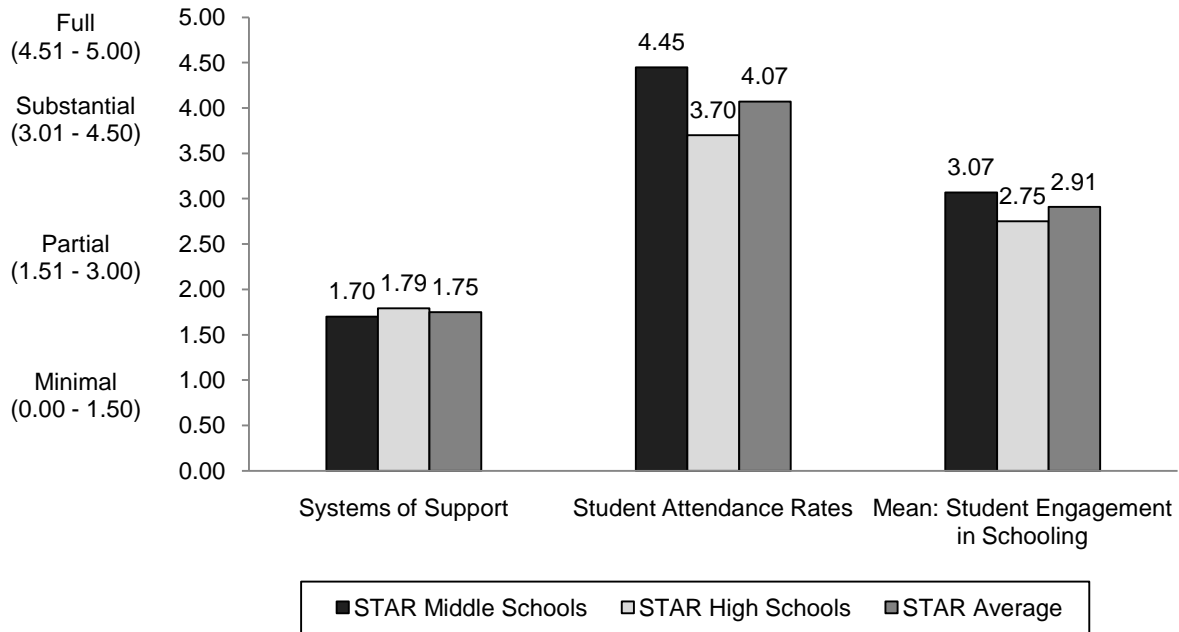


Figure 6.2. Supporting component scores: Student engagement in schooling as a mean, 2008-09.

Sources: STAR Middle School and High School Student Surveys, spring 2009; PEIMS 2007-08 attendance data.

Notes. Responses are reported using 5-point scales. Systems of Support: (1) *never*, (2) *rarely*, (3) *sometimes*, (4) *often*, or (5) *almost every day*. Student Attendance Rates: (1) a 76.4% attendance rate or 80% of the state average, (2) an 81.2% attendance rate or 85% of the state average, (3) an 86.0% student attendance rate or 90% of the state average, (4) a 90.7% student attendance rate or 95% of the state average, or (5) a 95.5% student attendance rate or 100% of the state average. Mean: Student Engagement in Schooling: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full* (4.51 – 5.00). For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.

Although students *rarely* participated in school activities designed to promote engagement (see Figure 6.2), survey results indicate that 65% of middle school students and 70% of high school students attended at least one tutorial in 2008-09 (see Figure 6.3). This finding is consistent with USDE’s finding that a majority of GEAR UP programs across the nation provide students with academic support in the form of tutorials (2008). A majority of high school students also participated in academic counseling (66%) and mentoring (50%) activities.

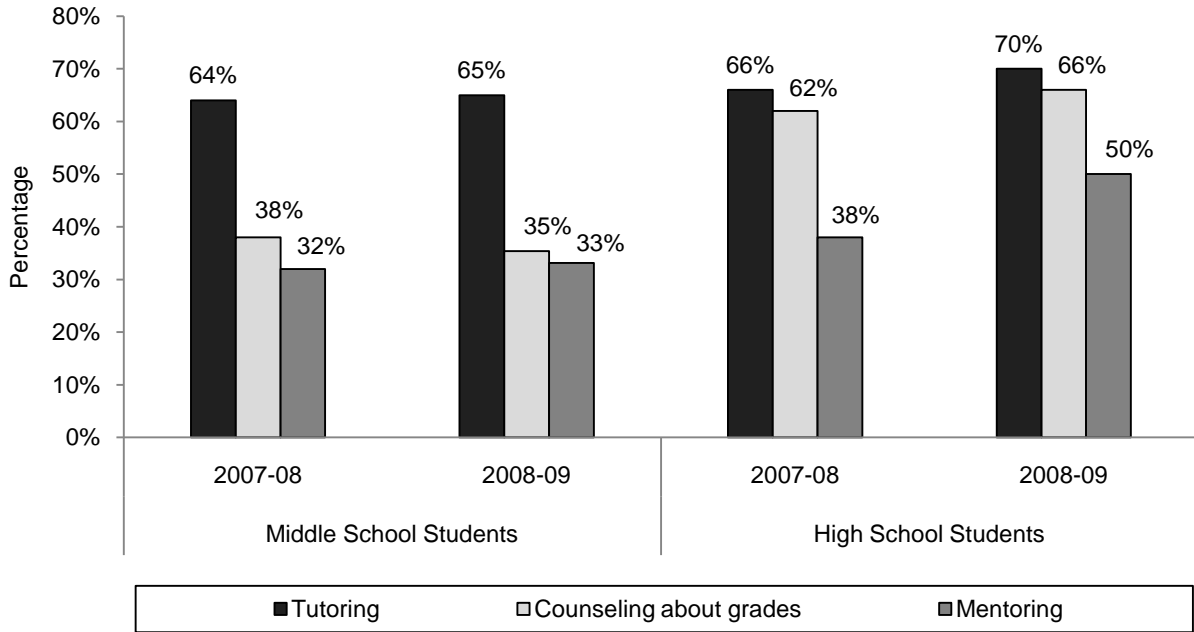


Figure 6.3 STAR students' participation in school activities, 2008-09.

Source: STAR student surveys, spring 2009.

Note: Percentages will not total to 100. Students indicated their level of participation in a variety of activities (some not shown.)

The STAR goals state that students should have the “opportunity” to receive tutoring, counseling, and mentoring (TEA, 2006). Although students in STAR schools accessed these opportunities infrequently in 2008-09, findings indicate that the services were available (see Figure 6.3). Additionally, as presented in Figure 6.4, a majority of counselors responding to the spring 2009 survey considered assisting students with academic (78%) and personal (75%) matters their primary responsibilities.

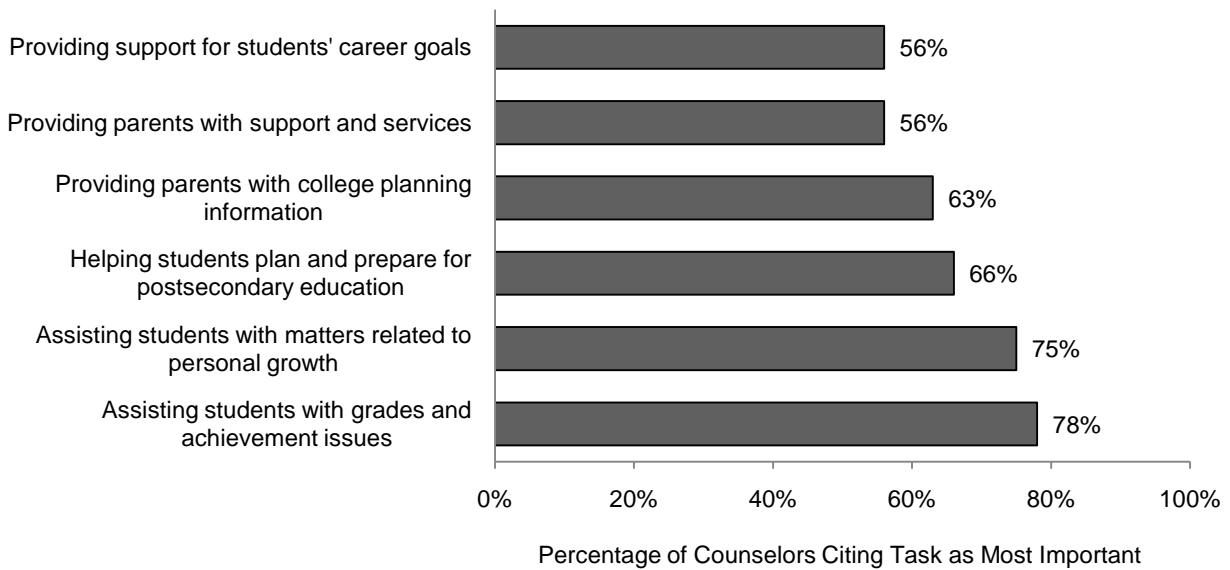


Figure 6.4. Counselors' perceptions of task importance, 2008-09.

Source: STAR Teacher, Librarian, and Counselor survey, spring 2009.

STAR administrators, counselors, and teachers participating in site visit interviews and focus group discussions described the engagement activities and support services offered on their campus. These services included tutorials, enrichment programs, and credit recovery. Additionally, many schools provided services designed to engage students in education by planning for their futures. Such services included personal graduation plans and portfolios comprised of resumes, applications, and essays.

Tutorials, enrichment programs, and credit recovery. While all STAR schools provided tutorials, several schools implemented additional services designed to support struggling students and increase academic achievement, including Saturday school with parents and students, pull-out enrichment programs, and partnerships with community colleges and vocational schools.

Saturday schools. Some districts offered Saturday schools as a means to support struggling students. One district assigned Saturday school to students and their parents as a consequence for truancy. A teacher in the district described the program:

Saturday school is basically for those students who have an attendance problem, and the parents are required to come with them. Once they're here, they do things together...Activities like come up with suggestions about how they're going to be more successful in school, what they need to do.

A second district required students to attend Saturday school if they received a failing grade at the end of a grading period. Teachers compiled uncompleted assignments and students worked in small groups with certified teachers until the assignments were completed. Following successful completion of the work, the students received a passing grade of 70. Students also were required to meet with the counselor following the program to discuss their academic goals and future. According to the counselor, discussions included questions, such as "Why did you fail? How are you doing now? Who's responsible for your grade?"

Enrichment programs. One district implemented enrichment programs into the regular school day. School staff identified struggling students and pulled them out of electives once a week. During the pullout program, students attended additional core content area classes "for the enrichment that they need," said the high school principal.

Partnerships with postsecondary educational institutions. As mentioned in chapter 5, one district partnered with local postsecondary educational institutions to provide advanced courses. In addition, local postsecondary programs provided credit recovery options for the high school's over age and at-risk students.

Structured college planning systems. Some STAR schools also required students to begin the postsecondary planning process through structured activities, including projects researching postsecondary options and building portfolios of application materials, to enable students to understand how school performance affects long-term goals. (Campus activities designed to provide information regarding postsecondary planning, including those discussed below, are discussed in greater detail in chapter 7.)

Graduation plans. Several districts utilized career interest inventories to assist students with the planning process. Once students indicated an area of interest, school counselors began selecting the students' courses accordingly. One counselor explained that a student had indicated interest in engineering but was not taking advanced science or math. The counselor discussed the academic expectations for an engineering degree and the importance of early preparation with the student. Other districts utilized a data disaggregation system to help plan students' courses. A principal said:

We use [a system that]... will show them [counselors] how they [students] scored the last three years and what they are projected to score the coming year. Based on what they've

[counselors] seen there, we also incorporate it to develop their graduation plan. Are we going to need enrichment classes? Are we going to need classes for postsecondary that they need to be looking at? What do they need to look at to get there, if they're not there yet?

Another district created students' graduation plans in collaboration with parents. Counselors discussed career interests, educational aspirations, and previous grades and TAKS scores with parents and students and created graduation plans unique to each student's needs.

Portfolios. In three districts, high school students created portfolios consisting of resumes, academic and personal honors, community service activities, application essays, and so on. Two districts elaborated on this process by requiring students to complete college applications online. "Every year, it's something different that they're responsible for," explained the principal, "And the end product is every student will apply to a college...Every year it's a building block."

Core Component Score

Researchers averaged STAR schools' mean *Teacher Participation in Professional Development* and *Student Engagement in Schooling* scores to obtain a composite core component score measuring each school's implementation of STAR services designed to improve teaching and learning by *Engaging Teachers and Students* (see Figure 6.5). STAR campuses earned an average core component score of 2.75 overall, the equivalent of *partial* implementation. Middle schools earned higher scores (2.86 overall) than high schools (2.65 overall). This finding is expected considering that middle schools have more experience implementing STAR services than high schools.

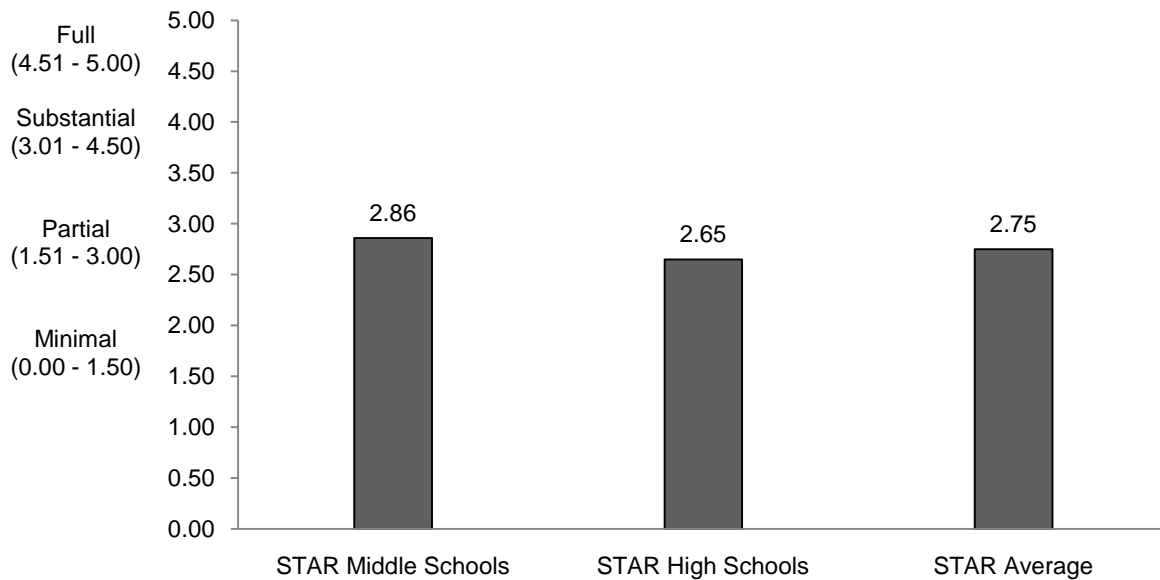


Figure 6.5. Core component scores: Engaging teachers and students as a mean by campus, 2008-09.

Sources: STAR Teacher, Counselor, and Librarian Survey, spring 2009; POC Attendance Records, 2008-09; STAR Middle School and High School Student Surveys, spring 2009; PEIMS 2007-08 attendance data.

Note. For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.

SUMMARY

On average, STAR schools *partially* implemented activities and services designed to engage teachers and students. Consistent with prior research, evaluation findings indicate that successful implementation requires commitment, buy-in, effective leadership, and parental involvement; that instructional and curricular reforms require ongoing professional development, and that schools that effectively support their students experience better outcomes.

Most STAR schools struggled to send all their teachers to POC training sessions due to scheduling constraints, lack of buy-in or disinterest, and competing priorities. Findings indicate that effective leadership is crucial to adequately support teacher training. Effective leadership in STAR schools included working collaboratively with teachers and the POC to address barriers to participation in training and establishing expectations that all teachers attend.

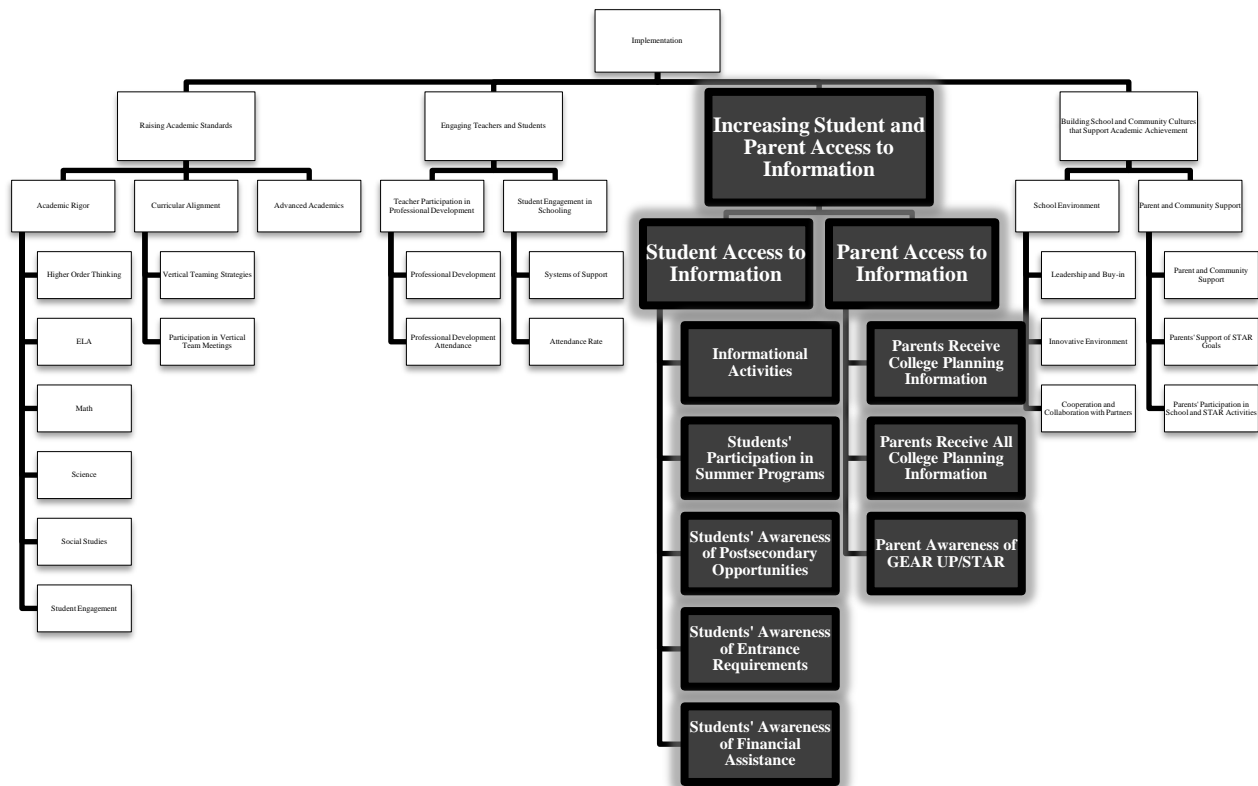
Although students used support services infrequently, STAR schools made tutoring, counseling, and mentoring available if necessary. On average, students attended tutorials more than other activities. Several districts implemented mandatory Saturday school for credit recovery or attendance problems, pull-out enrichment courses during the regular school day, and partnerships with local community colleges and vocational schools to provide students opportunities to earn certifications and degrees. Districts also implemented processes to support students in planning for their futures, including graduation plans and portfolios, and engaged parents in planning to help students understand how school performance affects their long-term goals.

CHAPTER 7

INCREASING STUDENT AND PARENT ACCESS TO INFORMATION

In order to increase academic achievement and develop college-going cultures among low-income students and their families, STAR provides increased access to informational resources about postsecondary educational opportunities. STAR informational resources are designed to improve parents' and students' ability to plan and prepare for long-term educational goals. As presented in Exhibit 7.1, the evaluation measures this component of STAR—*Increasing Student and Parent Access to Information*—by examining two supporting components: STAR campus' implementation of services that provide informational resources to (1) students (*Student Access to Information*) and (2) parents (*Parent Access to Information*). (For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.)

Exhibit 7.1



DATA SOURCES

The evaluation's measurement of students' and parents' access to postsecondary planning information relies on data collected through (1) a spring 2009 survey of students in STAR schools, (2) POC summer program attendance data, and (3) a spring 2009 survey of STAR parents. See Appendix G for more information on the measurement of the student and parent components. In addition, the discussion of findings includes qualitative data collected through interviews with STAR administrators and counselors, as well as focus group discussions with teachers on STAR campuses conducted during spring 2009 site visits.

MEASURING STUDENT AND PARENT ACCESS TO INFORMATION

The sections that follow discuss the evaluation's approach to measuring students' and parents' access to postsecondary planning information and provide measures of the degree to which STAR schools provided information to students and parents during the 2008-09 school year. Results are presented for middle schools, high schools, and all STAR campuses.

Student Access to Information

The STAR goals (see Appendix F) emphasize the importance of providing all students with comprehensive information addressing postsecondary opportunities, including entrance requirements and financial aid (TEA, 2006). To measure *Student Access to Information*, the evaluation relies on five indicators: (1) *Student Informational Activities*, (2) *Students' Participation in Summer Programs*, (3) *Students' Awareness of Postsecondary Opportunities*, (4) *Students' Awareness of College Entrance Requirements*, and (5) *Students' Awareness of Financial Assistance* (see Exhibit 7.1). Each indicator is derived from data collected from spring 2009 surveys of students on STAR campuses. Indicators are designed to measure the extent to which STAR schools provided activities and services that were effective in supporting students' awareness of postsecondary opportunities and planning needs.

As a means to measure *Student Informational Activities*, the spring 2009 surveys asked students whether they had participated in a range of activities designed to support college access and planning (e.g., college tours, college or career fairs, presentations by college faculty) during the 2008-09 school year. The evaluation considers the average number of unique activities students on each campus attended, from a total of eight types of activities included on the survey.¹⁶ These scores were then converted to a 5-point scale: students attended (1) *1.6 activities* to (2) *3.2 activities* to (3) *4.8 activities* to (4) *6.4 activities* to (5) *8.0 unique activities*. As presented in Figure 7.1, students in STAR schools attended an average of 2.5 different types of informational activities during the 2008-09 school year, with an average *Student Informational Activities* score of 1.55 (overall). The weak score for *Student Informational Activities* may indicate that STAR schools did not provide a wide *variety* of informational activities or that the activities were not well-advertised to students. High schools (1.76) earned higher *Student Informational Activities* scores than middle schools (1.34). This is not surprising given that postsecondary planning information is more prevalent at the high school level.

In addition to activities provided during the school year, TEA and POC designed summer programs and institutes "to...increase college awareness" (TEA, 2006). TEA expected each district to send at least 30 rising ninth-grade students to STAR summer programs. *Students' Participation in Summer Programs* draws upon POC attendance data for summer programs at TAMU-CC and considers the percentage of students per district attending summer programs relative to TEA's expectations (30 students). Scores are presented using a 5-point scale: (1) *6 students attended or 20% of the goal*, (2) *12 students attended or 40% of the goal*, (3) *18 students attended or 60% of the goal*, (4) *24 students attended or 80% of the goal*, and (5) *30 students attended or 100% of the goal*. As presented in Figure 7.1, districts sent 17 students to POC summer programs, on average, or met 57% of the intended goal.

The *Students' Awareness of Postsecondary Opportunities*, *Students' Awareness of Entrance Requirements*, and *Students' Awareness of Financial Assistance* indicators measure whether STAR schools' informational activities and resources successfully provided postsecondary education planning information to students in STAR schools.

¹⁶The item measured the number of unique kinds of activities. For example, students may have participated in numerous campus tours but this would be measured as *one* unique activity.

For the measurement of *Students' Awareness of Postsecondary Opportunities*, the spring 2009 surveys asked students to indicate their level of familiarity with (1) 4-year colleges and universities, (2) community and junior colleges, and (3) vocational and technical schools using the response categories: (1) *not familiar*, (2) *somewhat familiar*, and (3) *very familiar*. Responses were converted to indicate the average number of postsecondary opportunities students were *somewhat familiar* or *very familiar* with using a 5-point scale in which (0.00 -1.67) indicates *students were familiar with one type of postsecondary opportunity*, (1.68-3.34) indicates *students were familiar with two types of opportunities*, and (3.35-5.00) indicates *students were familiar with each type of postsecondary opportunity*. As presented in Figure 7.1, students in STAR schools were familiar with all three postsecondary opportunities (3.38), on average. However, comparisons by district indicate that students in most districts (4) were only familiar with two postsecondary opportunities, on average.

Students responding to the spring 2009 survey also indicated whether anyone from their school (i.e., a GEAR UP/STAR representative, a school counselor, a teacher, or an administrator) had discussed postsecondary education entrance requirements and financial assistance with them. *Students' Awareness of Entrance Requirements* and *Students' Awareness of Financial Assistance* scores present the percentage of students at each campus receiving postsecondary planning information from at least one school source, converted to a 5-point scale: (1) 20%, (2) 40%, (3) 60%, (4) 80%, and (5) 100% of students received information from at least one school source. As presented in Figure 7.1, 67% of students in STAR schools (3.33 overall) received information regarding postsecondary education entrance requirements from at least one school source. However, campuses earned lower *Financial Assistance* scores. On average, 50% of students in STAR schools received information regarding financial assistance from school staff members, with an average score of 2.49 overall. This finding indicates that a majority of students in STAR schools were aware of postsecondary opportunities and the requirements for admission, but were less familiar with how to finance the opportunities.

The overall *Student Access to Information* supporting component score was derived from the average of *Student Informational Activities*, *Students' Participation in Summer Programs*, *Students' Awareness of Postsecondary Opportunities*, *Students' Awareness of Entrance Requirements*, and *Students' Awareness of Financial Assistance* scores at each campus (see Exhibit 7.1). As presented in Figure 7.1, STAR campuses earned a 2.72 (overall), the equivalent of *partial* implementation. STAR high schools earned higher *Student Access to Information* scores than middle schools, which is consistent with the understanding that postsecondary planning information is emphasized to a greater extent in high school.

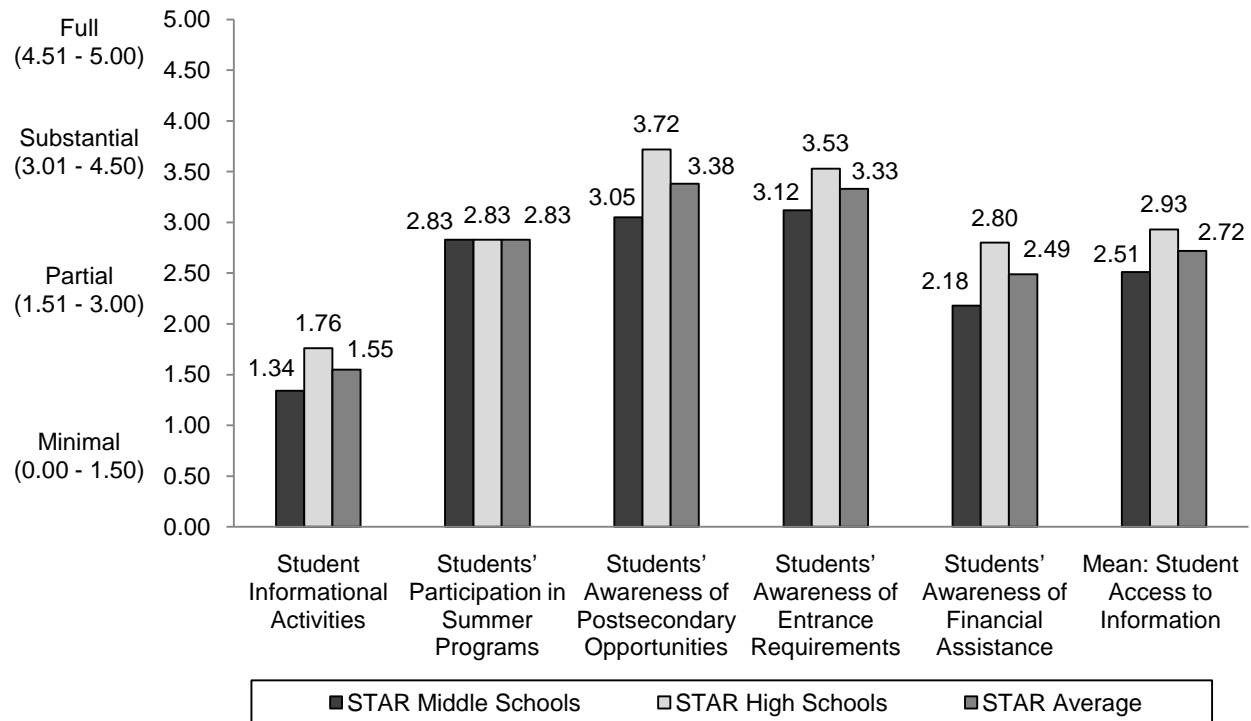


Figure 7.1. Supporting component scores: Student access to information as a mean, 2008-09.

Sources: STAR Middle School and High School Student Surveys, spring 2009.

Notes. Responses are reported using 5-point scales. Student Informational Activities: students attended (1) 1.6 activities, (2) 3.2 activities, (3) 4.8 activities, (4) 6.4 activities, or (5) 8.0 unique activities. Students' Participation in Summer Programs: (1) 6 students attended or 20% of the goal, (2) 12 students attended or 40% of the goal, (3) 18 students attended or 60% of the goal, (4) 24 students attended or 80% of the goal, and (5) 30 students attended or 100% of the goal. Students' Awareness of Postsecondary Opportunities: students are familiar with one type of postsecondary opportunity (0.00 -1.67), students are familiar with two opportunities (1.68-3.34), and students are familiar with all three types of postsecondary opportunity (3.35-5.00). Students' Awareness of Entrance Requirements: (1) 20%, (2) 40%, (3) 60%, (4) 80%, and (5) 100% of students received information from at least one school source. Students' Awareness of Financial Assistance: (1) 20%, (2) 40%, (3) 60%, (4) 80%, and (5) 100% of students received information from at least one school source. Mean: Student Access to Information: minimal (0.00 – 1.50), partial (1.51 – 3.00), substantial (3.01 – 4.50), and full implementation (4.51 – 5.00). For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.

Informational activities. Students in STAR schools indicated they participated in approximately 2.5 different kinds of activities designed to inform them about career opportunities, degree and certification requirements for specific careers, and the processes necessary to obtain degrees and certifications (see *Student Informational Activities* in Figure 7.1). Figure 7.2 presents the proportion of students in STAR middle schools and high schools who participated in each type of activity in 2008-09. A majority of middle school (53%) and high school (61%) students learned about career opportunities and degree and certification requirements. Large proportions of high school students also attended college and career fairs (49%), visited college campuses (45%), and took a career inventory to determine their occupational interests (40%).

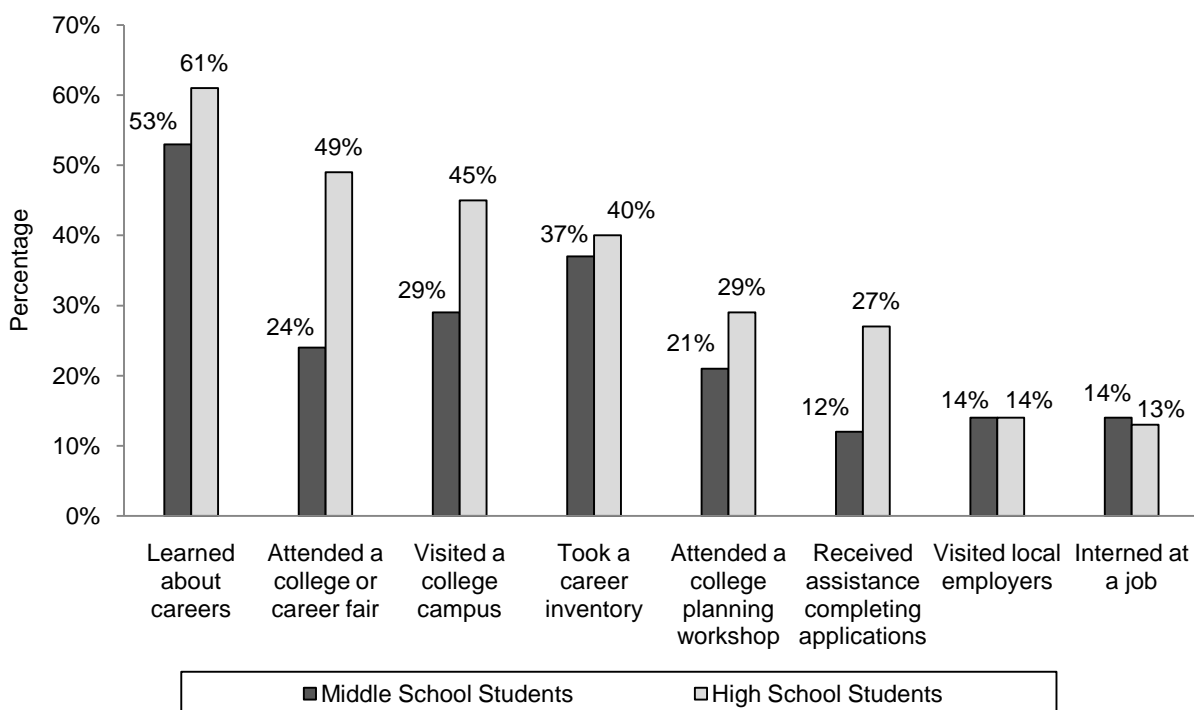


Figure 7.2. STAR students' participation in college and career awareness activities, 2008-09.

Sources: STAR Middle School and High School Student Surveys, spring 2009.

Note. Percentages will not total 100. Students could indicate they participated in more than one activity.

Table 7.1 presents high school students' participation in informational activities by grade. On average, students in Grades 11 and 12 participated in activities to a greater extent than students in Grades 9 or 10. This is likely due to a greater emphasis on career and college planning in students' junior and senior years. A large proportion of freshman also participated in many of the activities in 2008-09, which is likely due to the matriculation of the STAR cohort to ninth grade. This is particularly evident in the substantial proportion of Grade 9 students (64%) who visited college campuses, a popular STAR activity, in 2008-09 as compared to students in Grade 10 (26%), Grade 11 (38%), or Grade 12 (46%).

Table 7.1. STAR Students' Participation in Informational Activities by Grade, 2008-09

Informational Activity	Grade 9	Grade 10	Grade 11	Grade 12
Learned about careers and requirements	62%	55%	64%	64%
Attended college or career fairs	44%	37%	58%	62%
Visited college campuses	64%	26%	38%	46%
Took a career inventory	44%	33%	42%	40%
Attended a college planning workshop	31%	20%	29%	40%
Received assistance completing college, financial aid, and scholarship applications	15%	14%	24%	68%
Visited local employers	12%	11%	15%	17%
Interned at a job	11%	11%	17%	17%

Sources: STAR High School Student Survey, spring 2009.

Note. Percentages will not total 100. Students could indicate they participated in more than one activity.

Familiarity with postsecondary opportunities. Figure 7.3 presents the percentages of surveyed middle school students who indicated each level of familiarity with 4-year colleges and universities, community

and junior colleges, and vocational and technical schools in spring 2008 and spring 2009. In spring 2009, the largest proportion of middle school students (41%) was *very familiar* with colleges and universities, as compared to other postsecondary opportunities. On average, middle school students were *somewhat familiar* with community and junior colleges (44%) and *not very familiar* with vocational or technical programs (57%) in 2008-09. Surprisingly, students' familiarity with colleges and community colleges decreased from 2007-08. This may indicate a stronger emphasis on vocational and technical programs in STAR schools, as evidenced by the increased awareness of these programs in 2008-09.

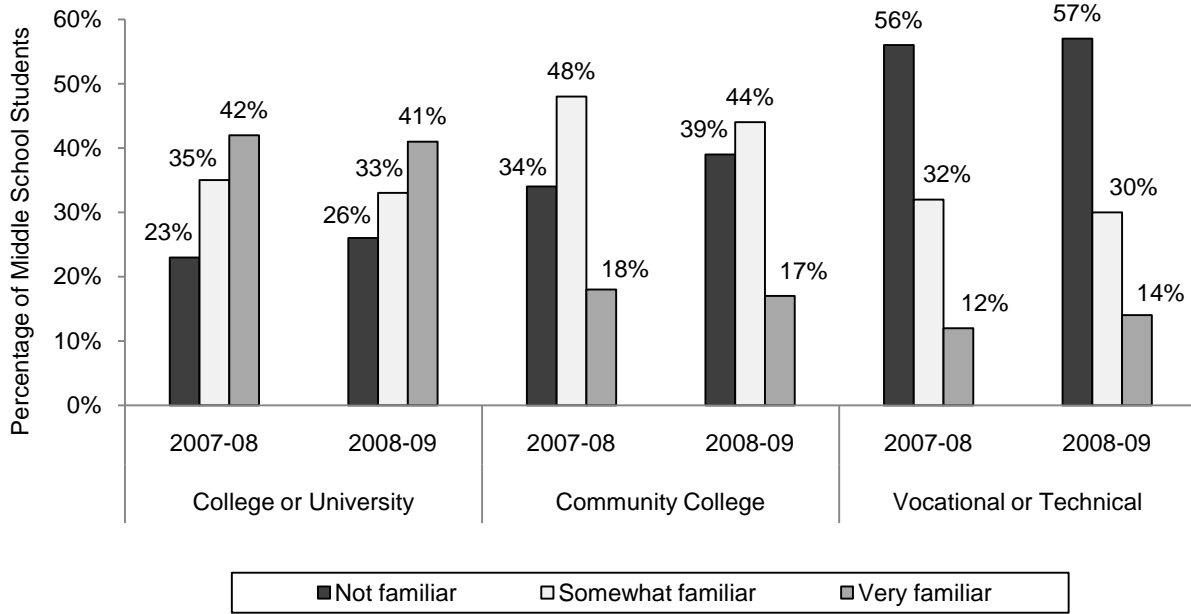


Figure 7.3. Level of familiarity with postsecondary opportunities as a mean of middle school students across districts, 2008-09.

Source: STAR Middle School Student Survey, spring 2009.

Similar to findings presented in Figure 7.3, high school students indicated they were *very familiar* with 4-year colleges and universities (48%), *somewhat familiar* with community colleges (54%), and *not very familiar* with vocational or technical programs (46%) in 2008-09 (see Figure 7.4). In contrast to middle school responses, high school students' levels of familiarity across postsecondary opportunities increased in 2008-09, which is likely evidence of greater implementation of STAR services due to the matriculation of the STAR student cohort to Grade 9.

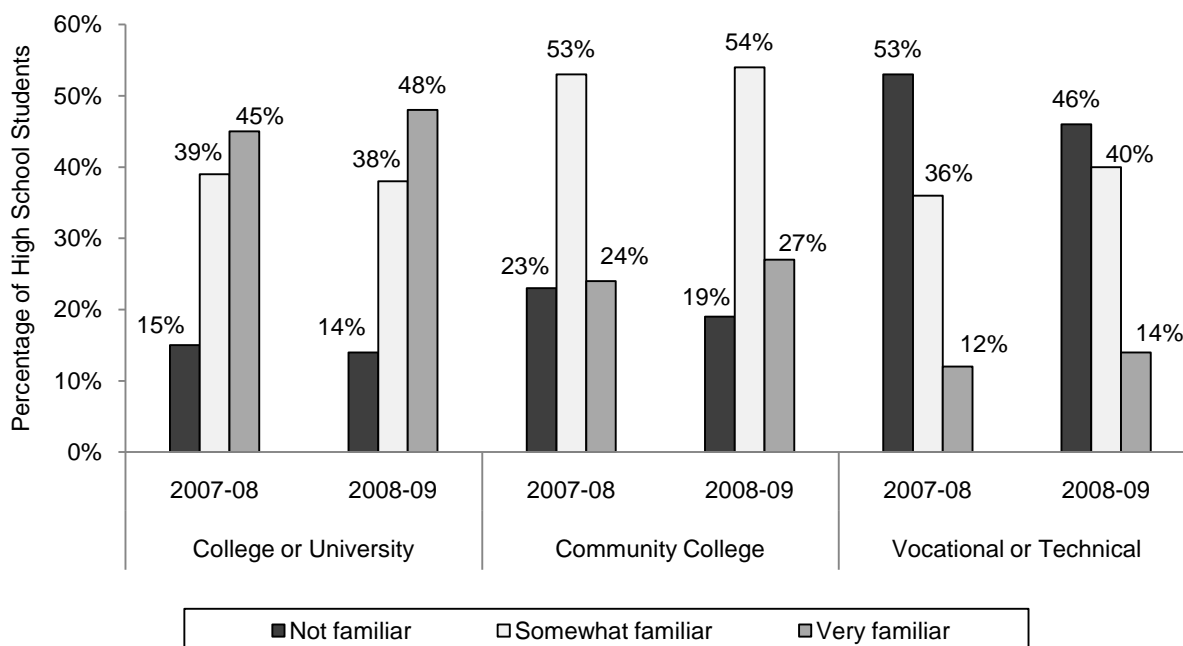


Figure 7.4. Level of familiarity with postsecondary opportunities as a mean of high school students across districts, 2008-09.

Source: STAR High School Student Survey, spring 2009.

Although findings presented in Figures 7.3 and 7.4 indicate that STAR schools have increased students' familiarity with postsecondary opportunities across the project's second and third years, findings presented in Table 7.2 suggest that school staff may not emphasize the importance of *completing* postsecondary programs and earning a degree. As students' familiarity with postsecondary opportunities increased, so did the proportion of high school students aspiring to attend *some college* without earning a degree (8% vs. 6% in 2007-08). The proportion of students aspiring to attend *some college* has steadily increased by 2 percentage points each year of STAR implementation (see TCER, 2007, 2008). In spring 2009, a majority of middle school (58%) and high school students (61%) aspired to obtain a 4-year degree or higher.

Table 7.2. STAR Students' Educational Aspirations, 2008-09

Educational Aspiration	Middle School		High School	
	2007-08	2008-09	2007-08	2008-09
Less than high school	0.9%	1.0%	0.3%	0.3%
High school	5.0%	5.0%	5.5%	6.1%
High school plus vocational	1.4%	1.9%	2.4%	2.0%
Some college	5.7%	5.8%	6.1%	8.0%
Associate's degree	5.0%	4.9%	9.4%	6.1%
Bachelor's degree	22.5%	23.6%	32.4%	32.9%
Graduate or professional degree	36.9%	34.7%	26.6%	28.4%
Don't know	22.6%	23.2%	16.9%	16.3%

Source: STAR Middle School and High School Student Surveys, spring 2009.

Postsecondary planning information. *Students' Awareness of Financial Assistance* scores indicated that 50% of students in STAR schools received information regarding financial aid and scholarships (see Figure 7.1). Figure 7.5 presents middle school students' perceptions of the affordability of various

postsecondary educational opportunities using family income, scholarships, and financial aid. Students' spring 2009 responses indicate confidence in their ability to afford 4-year college (69%), community college (67%), and vocational school (49%) enrollment. Students' confidence is likely due to increased information regarding financial assistance provided at STAR schools. However, findings indicate that students received less information about costs and financial assistance for vocational schools. A larger proportion of middle school students (34%) were *not sure* of the affordability of vocational schools, as compared to 4-year colleges (23%) or community colleges (23%). This is consistent with the larger proportion of middle school students reporting they were *not very familiar* with vocational schools (see Figure 7.3).

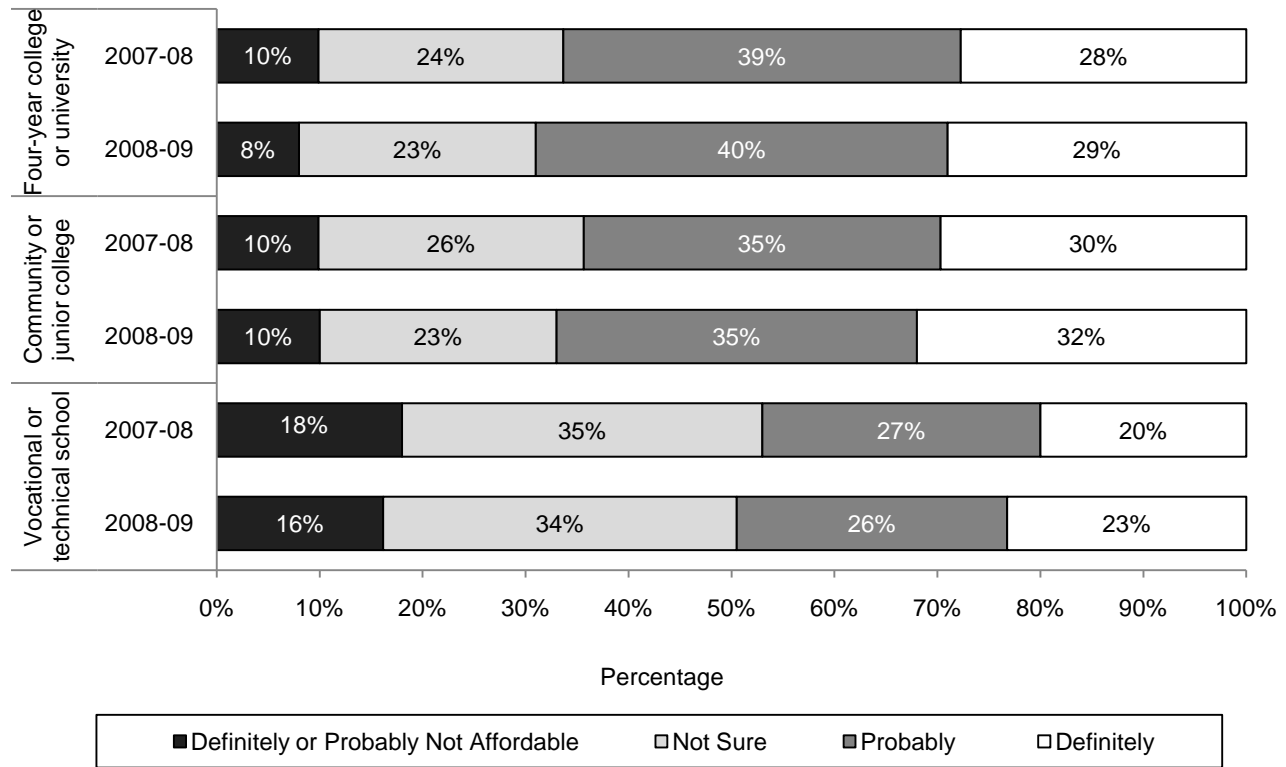


Figure 7.5. Middle school students' perceptions of affordability, 2008-09.

Source: STAR Middle School Student Survey, spring 2009.

Compared with findings presented in Figure 7.5, STAR high school students were less confident (responded *Definitely or probably not affordable* or *Not sure*) about the affordability of vocational schools (50%), 4-year colleges (40%), and community colleges (30%) than STAR middle school students (see Figure 7.6). In response to the spring 2009 survey, 35% of seniors in STAR schools considered “cost” the primary barrier to postsecondary enrollment. Although students in STAR schools received more information regarding postsecondary awareness and planning in 2008-09 (see TCER, 2007, 2008), survey responses indicate that many students in STAR schools lacked the necessary financial assistance information to successfully plan for postsecondary educational opportunities.

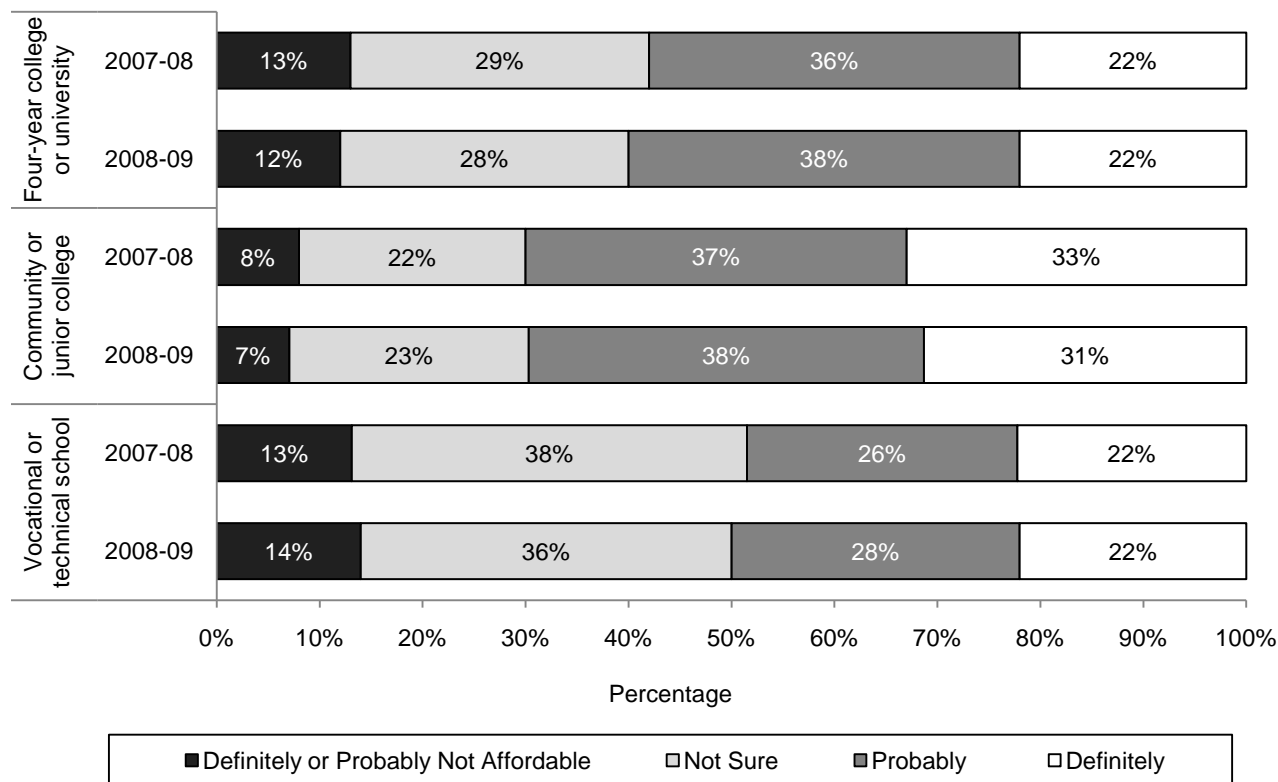


Figure 7.6. High school students' perceptions of affordability, 2008-09.

Source: STAR High School Student Survey, spring 2009.

As presented in Figure 7.7, students in STAR schools continued to look to their parents as their primary source of college planning information in 2008-09. A larger proportion of middle school (54%) and high school (46%) students obtained financial assistance information from their parents than from school and STAR staff. This finding suggests that STAR schools must provide parents with accurate and comprehensive financial assistance information to support postsecondary planning conversations occurring in the home (The *Parent Access to Information* component below discusses the extent to which STAR schools provided parents with postsecondary planning information in 2008-09). Not surprisingly, high school students relied on more sources of information, including school counselors (39%) and teachers (29%), than middle school students.

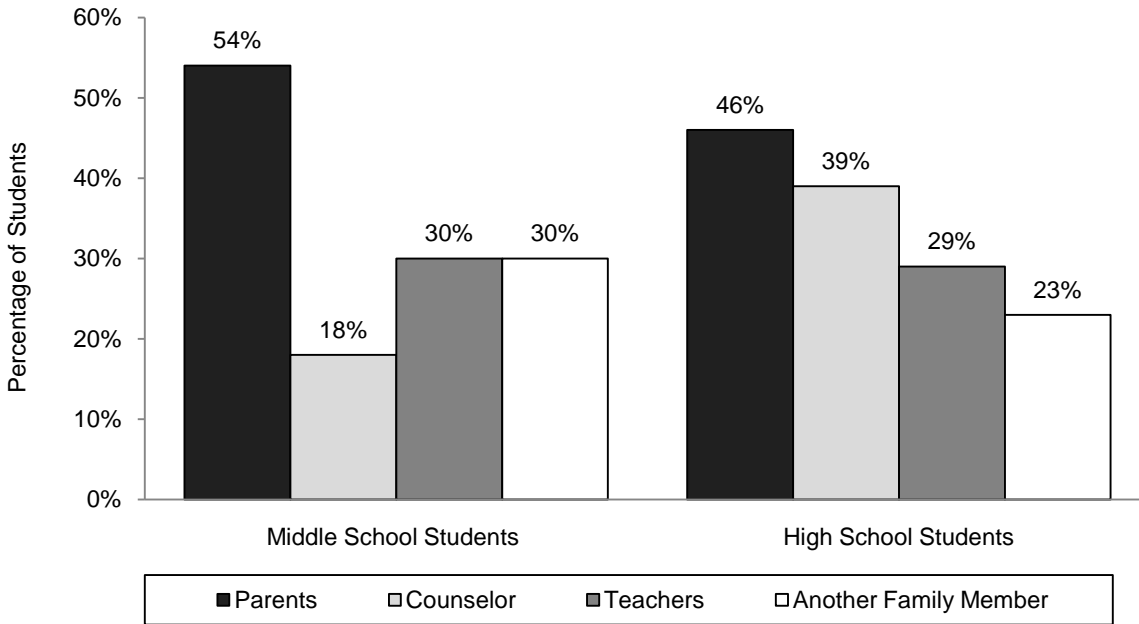


Figure 7.7. Sources of financial assistance information for students as a mean percentage across districts by school level, 2008-09.

Sources: STAR Middle School and High School Student Surveys, spring 2009.

Note. Percentages will not total to 100. Students could indicate more than one source of information.

Postsecondary planning outcomes. Although the initial STAR student cohort was in Grade 9 in 2008-09, the spring 2009 survey included items for seniors in STAR schools, to gauge student preparation for postsecondary opportunities and collect information on current campus strategies for assisting upperclassmen with postsecondary efforts. Seniors in STAR schools responding to the survey reported their postsecondary application status, including whether they had completed a college entrance exam. As presented in Figure 7.8, less than half of seniors took the ACT (49%) or the SAT (28%) in 2008-09 despite students' aspirations to receive a 4-year degree or higher (see Table 7.2). Large proportions of seniors still intended to take the ACT (25%) and SAT (27%) at the time of the survey; however, the timing of the survey (May 2009) suggests that such students likely missed deadlines for fall 2010 enrollment. This finding suggests seniors in STAR schools may not have received adequate information regarding college entrance requirements, including entrance exam or application timelines. Additionally, students' survey responses indicate a lack of appropriate planning and preparation for entrance exams. Although 50% of seniors took the PSAT to prepare for their exams, only 27% of seniors took the SAT, while 49% took the ACT. STAR schools' exam scores would likely increase if a greater proportion of students took the SAT after preparing with the PSAT, or if a larger proportion of students prepared for the ACT appropriately.

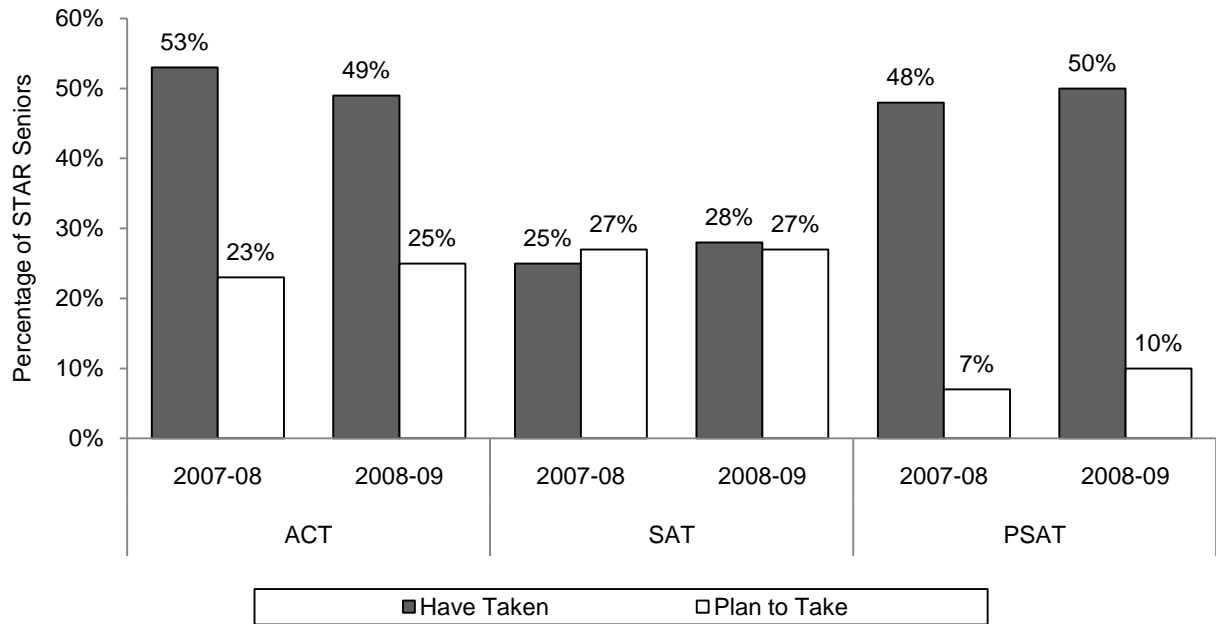


Figure 7.8. STAR seniors' entrance exam status, 2008-09.

Source: STAR High School Student Survey, spring 2009.

Seniors' responses to survey items addressing application status in 2008-09 were consistent with those provided by seniors in 2007-08 (see Figure 7.9). A majority of seniors (52%) indicated they had applied or had been accepted to a 4-year college in May of 2009. Smaller proportions of students indicated they had applied or were accepted to community colleges (36%) and vocational schools (11%). Similar to findings presented in Figure 7.8, large proportions of STAR seniors reported intentions to apply to 4-year colleges (30%), community colleges (33%), and vocational schools (22%), but likely missed application deadlines for fall enrollment. Although the STAR program was not fully implemented beyond the ninth grade in 2008-09 and findings are not attributable to STAR implementation, results provide STAR staff with information regarding students' current college planning processes which may inform STAR planning in future years.

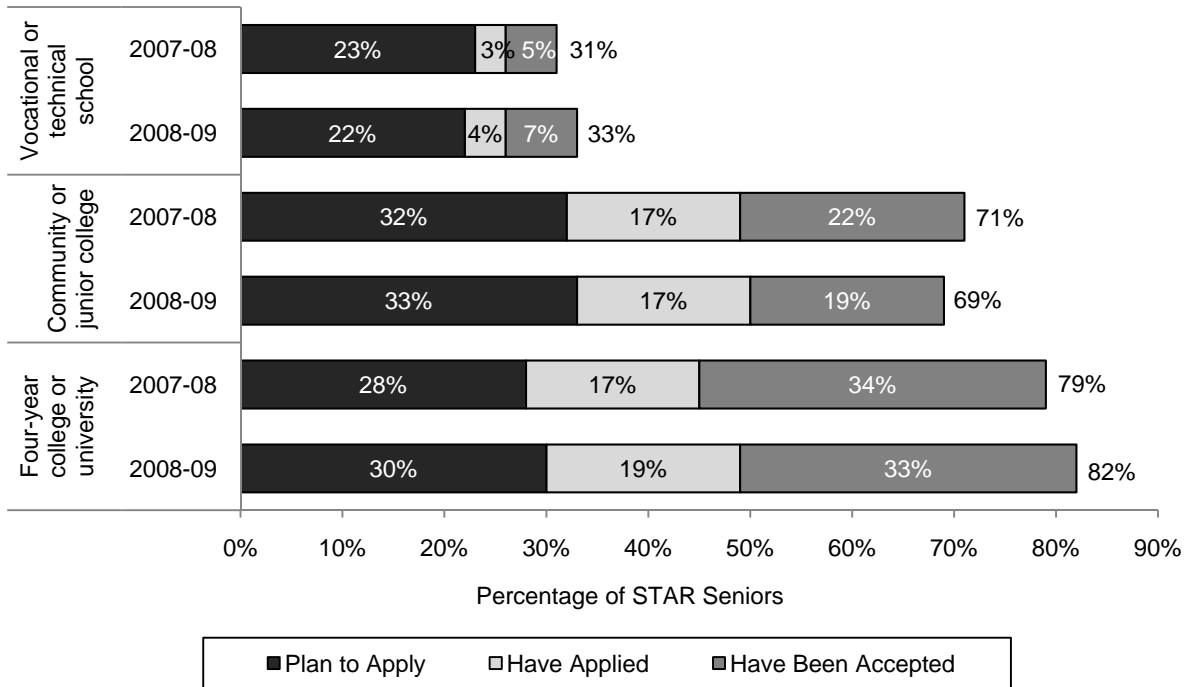


Figure 7.9. STAR seniors' application status, 2008-09.

Source: STAR High School Student Survey, spring 2009.

Note: Percentages will not total to 100. Students could also indicate they "Do not plan to apply" (not shown).

Similar to findings presented in Figure 7.7, students in STAR schools relied most heavily on parents for information about college entrance requirements than any other source. On average, most parents of students in STAR schools had limited experience attending postsecondary programs (see Table B.25 in Appendix B), and may have limited information about application and entrance requirements.

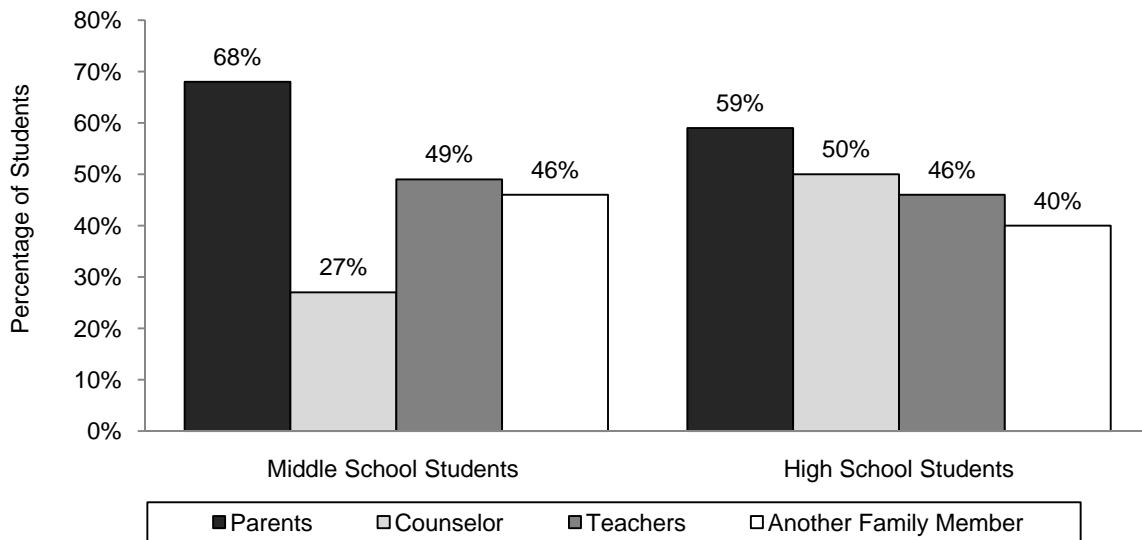


Figure 7.10. Sources of college entrance requirement information for students as a mean percentage across districts by school level, 2008-09.

Sources: STAR Middle School and High School Student Surveys, spring 2009.

Note: Percentages will not total to 100. Students could identify more than one source of information.

Parent Access to Information

Recognizing that a majority of students receive postsecondary planning information from their parents (see Figures 7.7 and 7.10), STAR goals emphasize the need to provide parents with access to information about postsecondary opportunities, entrance requirements, and financial assistance in order to strengthen postsecondary planning conversations occurring in the home (see Appendix F). *Parent Access to Information* draws upon data obtained from the spring 2009 parent survey and measures whether parents received postsecondary planning information from school or STAR staff using three indicators: (1) *Parents Receive Some Informational Resources*, (2) *Parents Receive All Informational Resources*, and (3) *Parent Awareness of GEAR UP/STAR* (see Exhibit 7.1).

In response to the spring 2009 survey, parents reported whether a GEAR UP representative or school staff member had spoken with them about college entrance requirements, financial assistance, or students' high school course selection and preparation for college. *Parents Receive Some Informational Resources* measures the percentage of parents receiving information addressing at least one of these topics, using a 5-point scale: (1) 20% of parents, (2) 40% of parents, (3) 60% of parents, (4) 80% of parents, and (5) 100% of parents received information about at least one college planning topic. *Parents Receive All Informational Resources* presents the percentage of parents who received information regarding all three planning topics, using a 5-point scale: (1) 20% of parents, (2) 40% of parents, (3) 60% of parents, (4) 80% of parents, and (5) 100% of parents received information regarding all three college planning topics. As presented in Figure 7.11, approximately 38% of surveyed STAR parents received information regarding college entrance requirements, financial assistance, or course selection, (1.89 overall). However, only 10% of STAR parents (0.51) received information about *all three* postsecondary planning topics, on average. Not surprisingly, high school parents received more information than middle school parents. This is likely due to the increasing relevance of postsecondary planning at the high school level as compared to the middle school level.

Additionally, parents reported their familiarity with the GEAR UP/STAR program on their child's campus. Scores are presented using a 5-point scale: *not familiar at all* (1.00-1.25), *not very familiar* (1.26-2.50), *somewhat familiar* (2.51-3.75), and *very familiar* (3.76-5.00). As presented in Figure 7.11, STAR parents are *somewhat familiar* (2.59) with the GEAR UP/STAR program, on average.

The aggregate *Parent Access to Information* score is derived from an average of campuses' *Parents Receive Some Informational Resources*, *Parents Receive All Informational Resources*, and *Parent Awareness of GEAR UP/STAR* scores. As presented in Figure 7.11, STAR schools earned a mean score of 1.66 overall, or STAR schools *partially* implemented activities and services designed to increase parents' access to postsecondary planning information. Across districts, most STAR campuses received low scores, indicating that parents did not receive comprehensive college planning information. This suggests that, while parents were students' primary source of information (see Figures 7.7 and 7.10), parents may not have provided students adequate postsecondary planning information.

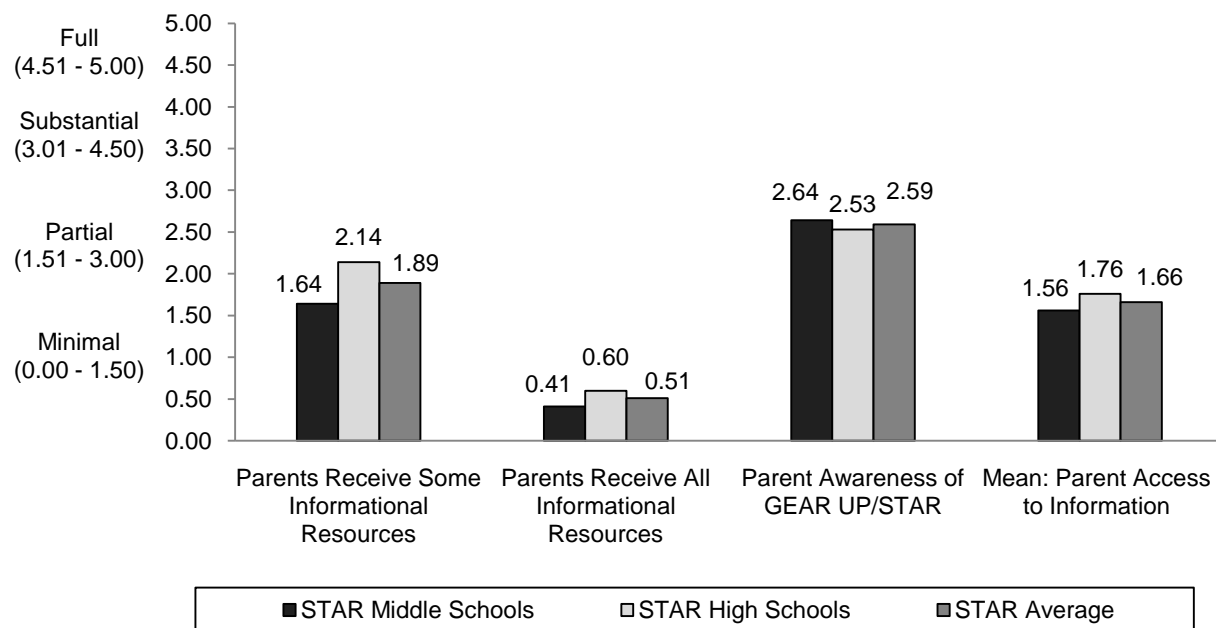


Figure 7.11. Supporting component scores: Parent access to information as a mean, 2008-09.

Source: STAR Parent Survey, spring 2009.

Notes. Responses are reported using a 5-point scale. Parents Receive Some Informational Resources: (1) 20% of parents, (2) 40% of parents, (3) 60% of parents, (4) 80% of parents, and (5) 100% of parents received information regarding at least one college planning topic. Parents Receive All Informational Resources: (1) 20% of parents, (2) 40% of parents, (3) 60% of parents, (4) 80% of parents, and (5) 100% of parents received information regarding all three college planning topics. Parent Awareness of GEAR UP/STAR: *not familiar at all* (1.00-1.25), *not very familiar* (1.26-2.50), *somewhat familiar* (2.51-3.75), and *very familiar* (3.76-5.00). Mean: Parent Access to Information: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full implementation* (4.51 – 5.00). For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.

As presented in Table 7.3, parents of students in STAR schools expect their children to attend postsecondary educational opportunities. A majority of middle school (70%) and high school (63%) parents aspire for their children to earn a 4-year degree or higher. Despite increased STAR services at the high school level due to the matriculation of the STAR student cohort to ninth grade, a slightly smaller proportion of high school parents expected their child to earn a 4-year degree in 2008-09 (63%) than 2007-08 (64%).

Table 7.3. Parents' Educational Expectations for Their Children, 2008-09

Educational Aspiration	Middle School Parents		High School Parents	
	2007-08	2008-09	2007-08	2008-09
Less than high school	0.0%	0.2%	1.9%	1.1%
High school	8.5%	10.1%	8.5%	10.0%
Some college but less than a 4-year degree	13.2%	14.9%	19.9%	23.6%
4-year degree	70.5%	70.2%	63.6%	62.9%
Don't know	7.8%	4.6%	6.1%	2.4%

Source: STAR Parent Survey, spring 2009.

STAR parents expressed confidence in their ability to pay for 4-year colleges (85%) and community colleges (91%) with the assistance of scholarships and financial aid (see Figure 7.12). Considering the

financial characteristics of STAR families (see Table 1.4 in chapter 1), parents will likely rely on scholarships and financial aid to finance students' enrollment in postsecondary educational opportunities. Given the small proportion of surveyed parents (10%) who received comprehensive postsecondary planning information, it is likely students in STAR schools will face barriers to postsecondary enrollment regarding cost. In fact, 36% of surveyed parents considered cost the primary barrier to college enrollment for their children in spring 2009.

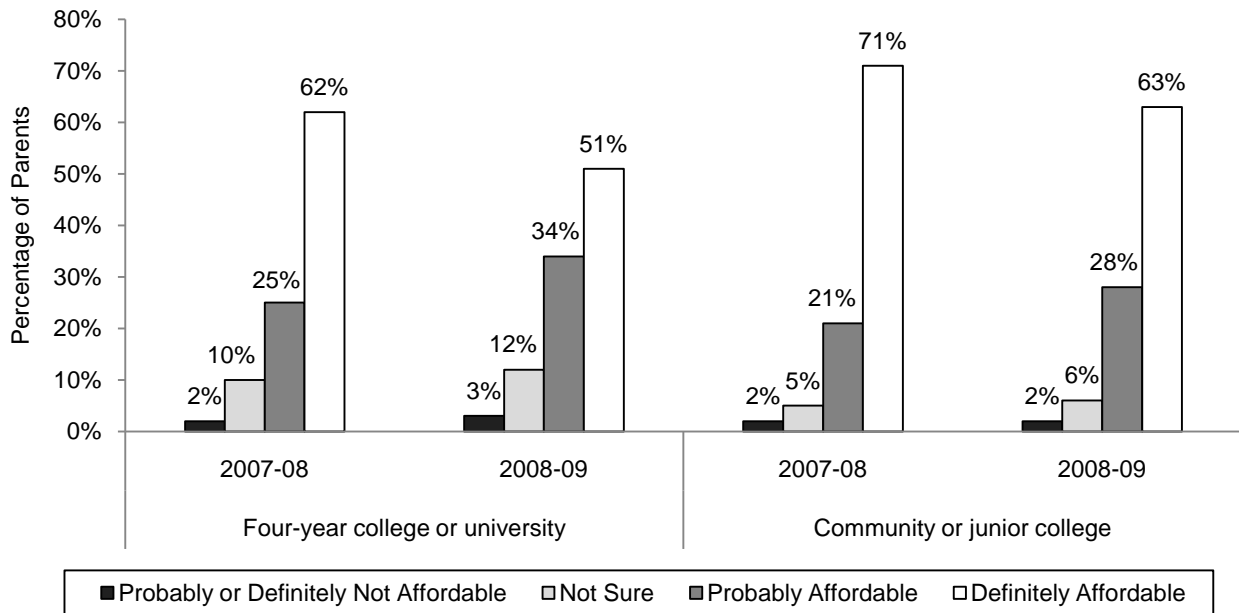


Figure 7.12. STAR parents' perceptions of affordability, 2008-09.

Source: STAR Parent Survey, spring 2009.

Activities and Services Designed to Increase Student and Parent Access to Information

Nationally, most GEAR UP programs provide postsecondary awareness information to parents and students through college or career fairs and campus tours (USDE, 2008). According to information obtained during interviews and focus groups conducted as part of spring 2009 site visits, all STAR districts implemented college or career fairs and campus tours. Districts earning higher *Access to Information* scores modified the implementation of these activities to further engage students and to provide more meaningful postsecondary planning information. In addition, schools provided information during school activities, conferences, postsecondary planning workshops, home visits, and discussions with local college students. These activities are described in the following sections.

Campus tours. Similar to previous years, all STAR districts provided students with opportunities to visit postsecondary campuses. In 2008-09, the campus tours expanded to include a wider range of postsecondary opportunities. A counselor in one district said their school had taken four campus tours. In another district, a counselor reported that students toured community colleges and vocational and technical schools in addition to the typical 4-year college campus. The counselor explained that the tours allowed students to understand their postsecondary options:

The college tours are a big help because they get to go on campus and see the differences in the schools, like a large school or a two-year school, so they can see the difference in size and in programs...I think the first year [of implementation,] we were looking mainly at 4-year schools, so we're looking now at giving them more of a diverse look.

Several districts modified campus tours to provide more meaningful information to students. One high school coordinated with an alumnus to provide students strategies to assist with successful college entry and completion in an informal and relatable manner.

All STAR districts sent some rising ninth-grade students to the Summer Program at TAMU-CC (see Figure 7.1), which allowed students to not only visit the campus but also to participate in academic activities taught by high school and college faculty. One high school teacher attributed the program to an increase in college-bound students. The teacher explained how the summer program was “totally different” from typical campus tours:

It was a summer camp, and they were of course exposed to college life. They worked with professors, and they even got unofficial grades. They were exposed to...not only the college life, but also their grading system. They got to work with them [college faculty and students] personally on projects. They had a lot of hands-on activities.

Recognizing students receive a majority of their college planning information from parents, one district partnered with FACE to implement a father/student campus tour in order to increase parents’ postsecondary planning knowledge (see more about the father/student campus tour and other FACE activities in chapter 10).

College and career fairs. STAR districts continued to implement college and career fairs in 2008-09. Schools aimed to increase students’ awareness of postsecondary opportunities by providing experiences with multiple colleges and careers. One counselor reported that increased participation by vocational schools in 2008-09 increased at-risk students’ awareness of postsecondary opportunities that might better meet their needs:

A lot of times it’s, “I’m ready to drop out,” and when they see something like this, they’re like, “...This is something I want to do. I don’t want to go to college. This is what I want to do”...So I think it’s influenced the kids in that way to know it doesn’t have to be college. It can be any postsecondary type of training that they can get.

In addition, representatives at the fairs discussed postsecondary planning with students, including the expectations and requirements for college acceptance. Similarly, representatives from career fields spoke with students about the degree and certification requirements needed to enter into that workforce. In an attempt to further engage students at the fairs, several campuses altered their structure. Instead of the usual array of booths, one campus introduced focus group discussions between college representatives and students. At another school, a high school counselor required students to complete a packet indicating the booths they visited and the questions they asked, so that the students did “not just walk around all day.” “I wanted it to be an experience for them and something meaningful,” the counselor noted.

In-school postsecondary awareness activities. In addition to informational activities after school, STAR schools provided students postsecondary awareness and planning information during regular school hours. Two schools allowed students to wear college T-shirts on Fridays to expose students to university names and colors. Similarly, schools introduced students to names of colleges and universities by decorating walls and rooms with college banners and pamphlets. One school included a Scholarship Bulletin Board with information about available scholarships, including the websites, deadlines, and application requirements. Although used at varying levels, all STAR districts had GO Centers, or specified locations decorated with college banners where students could access college information online at their leisure. Additionally, all teachers described their STAR implementation role as embedding college awareness information within regular lessons to increase students’ interest in postsecondary educational opportunities.

Regular conferences. Most districts offered weekly conference times during which parents and students could meet with school staff. At these meetings, school staff spoke individually with parents about students' achievement and graduation plans, including students' long-term goals, course selection, grades, TAKS scores, and STAR initiatives. A high school counselor described the meetings:

I think [the conferences are] a big thing for us because we're doing...individual graduation planning—individual toward each student. We set up goals with them and their parents...We talk about future goals and attending college and financial aid. We also have an administrator here. We have a counselor. We have a teacher...So the parent and...teacher can talk about that child's weaknesses and what they can do at home to encourage them.

In 2008-09, several districts implemented home visits and "traveling" versions of the conferences to increase parent participation in the informational sessions. One district conducted the traveling meetings at a local community housing project to increase the participation of parents who had greater difficulty attending conferences due to financial barriers (e.g. work schedules and transportation).

Postsecondary planning workshops. Several districts earning high *Access to Information* scores went beyond providing information and developed postsecondary planning workshops during which students and parents were required to complete postsecondary education entrance requirements. Although not a STAR activity, one district experienced success with Scholarship Classes and Senior Advisory Classes designed to assist seniors in completing postsecondary entrance requirements. The district coordinator described the Advisory Classes:

All the seniors have an advisor and their small groups, 10-15 kids in a group, and they all have a portfolio where they have to do four college applications...They had to do their financial aid. They had to get their [FAFSA] PIN number, you know a number of things that they had to do for their portfolio.

In addition, every district student in Grade 7 through 12 was required to take the PSAT. A district counselor described the process as "being on top of them...When I say being on top of them, it's attendance, grades, applications. How many applications they have sent out...a file on every student."

Some districts held Free Application for Student Aid (FAFSA) workshops, assisting parents in completing the applications. One district incorporated postsecondary planning sessions with small groups of parents every 6 weeks. The district coordinator said:

[Parents] come and pick up their [students'] report cards, and we are having a little session on postsecondary awareness during that time. ...they had someone come and talk to the parents about financial aid. So we're trying to make parents as much aware as we possibly can.

Walk for Success. In 2008-09, several districts implemented a Walk for Success. School staff visited students' homes to provide families with school, STAR, and postsecondary information in a friendly and informal format. One high school conducted career interest inventories prior to the Walk for Success in order to provide postsecondary awareness and planning information tailored to each student's individual interests and needs. In addition, the staff provided families with materials designed to support student achievement, including tutoring schedules, exam schedules, attendance records, grades, and so on.

Local college students. One district enhanced their partnership with a local college to require all college students mentoring or interning on district campuses to present college awareness information to district students. At the middle school level, mentors tutoring struggling students discussed their experiences in college courses and the importance of academic preparation. In order to complete their student teaching

assignment, pre-service teachers were required to give a presentation about their experiences as a student at the local college. The district also designated a group of recent graduates attending a local community college as “STAR Students.” The STAR Students return to the high school campus to help students complete college applications and plan for postsecondary education. “I think that immediacy of seeing those former grads coming back, it really has a strong connection for our seniors,” a counselor said.

Core Component Score

The aggregate component score for *Increasing Student and Parent Access to Information* is derived from an average of campuses’ *Student Access to Information* and *Parent Access to Information* supporting component scores. As presented in Figure 7.13, STAR campuses earned a score of 2.19, on average, or schools *partially* implemented services designed to provide postsecondary planning information to students and parents. STAR high schools earned higher component scores (2.34 overall) than STAR middle schools. This is not surprising given the relevance of postsecondary planning information at the high school level.

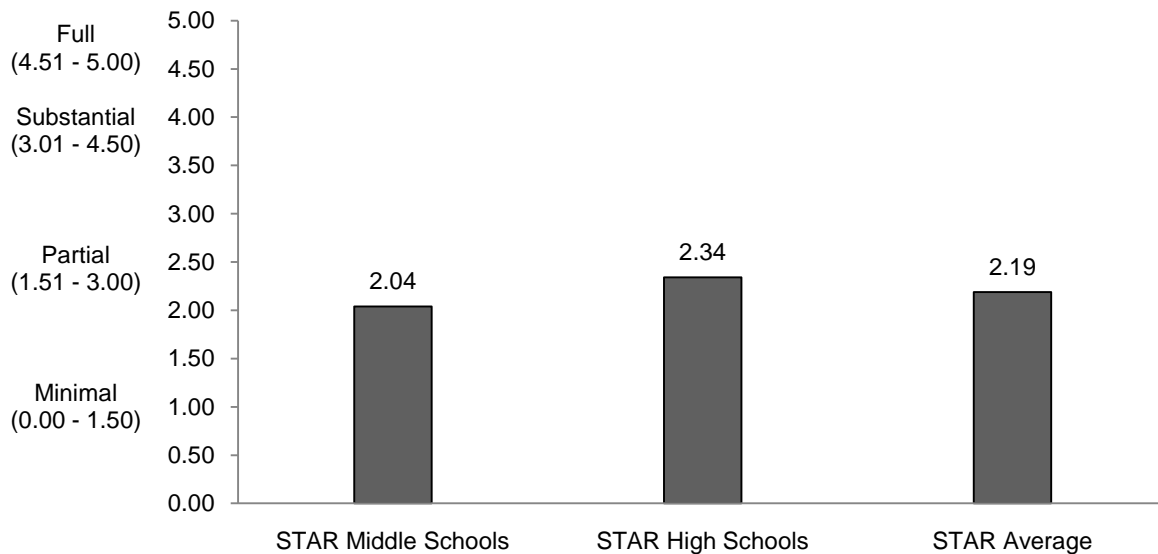


Figure 7.13. Core component score: Increasing student and parent access to information as a mean by campus, 2008-09.

Sources: STAR Middle School and High School Student Surveys, spring 2009; STAR Parent Survey, spring 2009.

Note. For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.

SUMMARY

In 2008-09, STAR schools *partially* implemented services designed to provide postsecondary educational planning information to students and parents. STAR schools continued to implement college or career fairs and campus tours. In addition, schools provided information during in-school activities, conferences, postsecondary planning workshops, home visits, and discussions with local college students. Districts earning higher *Access to Information* scores went beyond providing information and modified the implementation of STAR activities to further engage students and parents and assist in active application and planning processes.

On average, STAR students continued to receive a majority of their postsecondary planning information from their parents in 2008-09. Only 10% of STAR parents received information from school and STAR

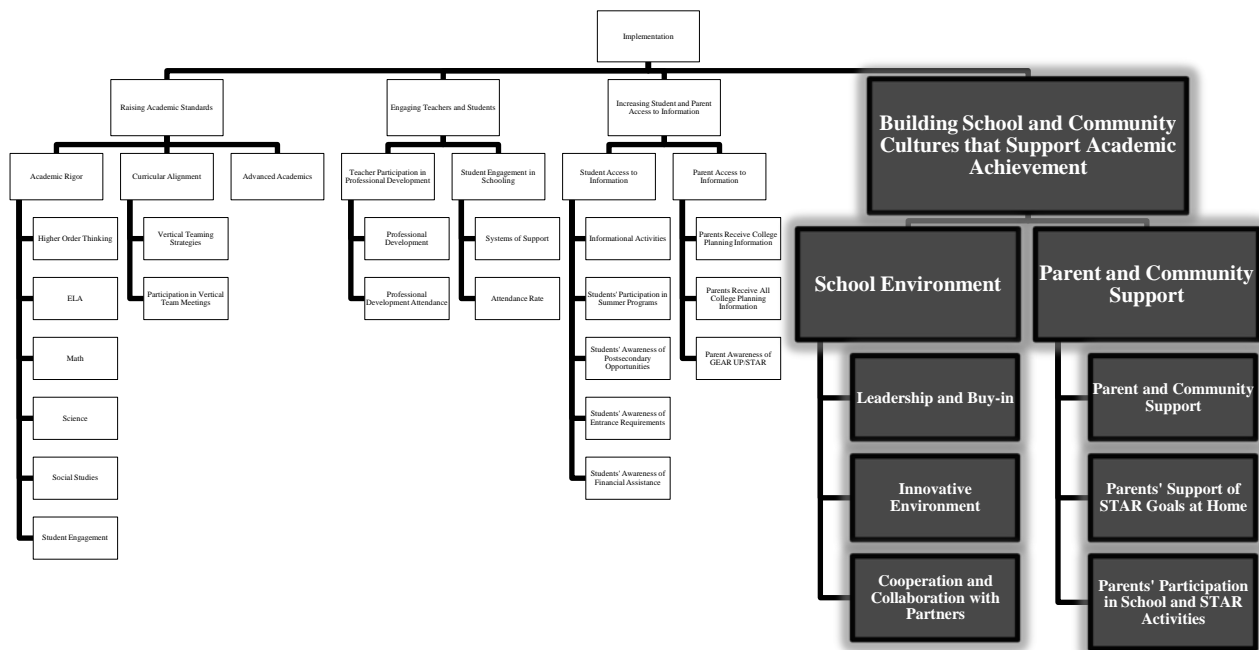
staff about course selection, college entrance requirements, and financial assistance to support postsecondary planning conversations occurring in the home. This finding indicates that parents may have lacked the postsecondary planning information necessary to adequately prepare students for postsecondary opportunities. Consistent with this finding, STAR students experienced increased awareness of postsecondary opportunities, but lacked awareness of college entrance requirements and financial assistance.

CHAPTER 8

BUILDING SCHOOL AND COMMUNITY CULTURES THAT SUPPORT ACADEMIC ACHIEVEMENT

Building school and community support for increased academic achievement is another STAR goal. STAR campuses seek to develop environments that foster postsecondary goals and to engage parents and the larger community in developing college-going cultures. In measuring school and community support for STAR, the evaluation considers the environment of STAR campuses (*School Environment*), including buy-in to project goals, support for innovation, and cooperation with partner organizations. In addition, the evaluation examines *Parent and Community Support* for STAR, including parent support for academic goals. Exhibit 8.1 illustrates the structure of this analysis and its place within the larger context of STAR implementation. (For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.)

Exhibit 8.1



DATA SOURCES

The evaluation's measurement of school and community culture relies on data collected through (1) a spring 2009 survey of teachers on STAR campuses, (2) interviews of STAR partners conducted by phone, and (3) a spring 2009 survey of parents of students in STAR schools. See Appendix G for more information on the measurement of the *School Environment* and *Parent and Community Support* components. In addition, the discussion of findings includes qualitative data collected through interviews with administrators and counselors, as well as focus group discussions with teachers conducted during spring 2009 site visits to STAR campuses.

MEASURING SCHOOL AND COMMUNITY CULTURES

The sections that follow discuss the evaluation's approach to measuring school and community cultures that support school and STAR initiatives and provide measures of the degree to which positive school and community cultures were present during the 2008-09 school year. Results are presented for middle schools, high schools, and all STAR campuses.

The Measurement of STAR School Environments

As presented in Exhibit 8.1, the evaluation considers three indicators when measuring STAR school environments: (1) *Leadership and Buy-in*, (2) *Innovative Environment*, and (3) *Cooperation and Collaboration with Partners*. Teachers responding to the spring 2009 survey indicated their agreement with statements describing their schools as positive environments which support STAR implementation using a 5-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *unsure*, (4) *agree*, or (5) *strongly agree*. According to *Leadership and Buy-in* scores (3.80 overall), teachers in STAR schools were committed to implementing the program in 2008-09 and school leadership supported teachers in their implementation efforts (see Figure 8.1). Additionally, teachers indicated that STAR schools were *Innovative Environments* that encouraged staff to continue their professional education, take risks, and implement new strategies (3.98 overall).

However, some information obtained during interviews with STAR partners in spring 2009 did not support schools' high *Leadership and Buy-in* and *Innovative Environment* scores. A majority of project partners cited challenges in some schools. To account for this discrepancy, the evaluation considers whether campuses cooperated with STAR partners in 2008-09 as a measure of commitment to the program in its entirety. Using data obtained during partner phone interviews, each campus received a score indicating whether they *did cooperate with partners* (5.00) or *did not cooperate with partners* (0.00). While a majority of STAR campuses (10 schools) received a score of 5.00, 71% of STAR partners¹⁷ faced substantial challenges providing services for two high schools, each of which received a score of 0.00 (see Figure 8.1). The score for *School Environment* is derived by averaging scores for the three indicators (i.e., *Leadership and Buy-in*, *Innovative Environment*, and *Cooperation and Collaboration with Partners*). STAR schools earned high *School Environment* scores (3.98 overall), which indicates *substantial* buy-in and support for the STAR program during the 2008-09 school year.

¹⁷Although there are five partners which provide districts services, this percentage includes a total of seven partners, two of which are projects working with TAMU-CC. The included partners are TEA, FACE, NHI, College Board, and TAMU-CC, including the Faculty Fellows and CACs.

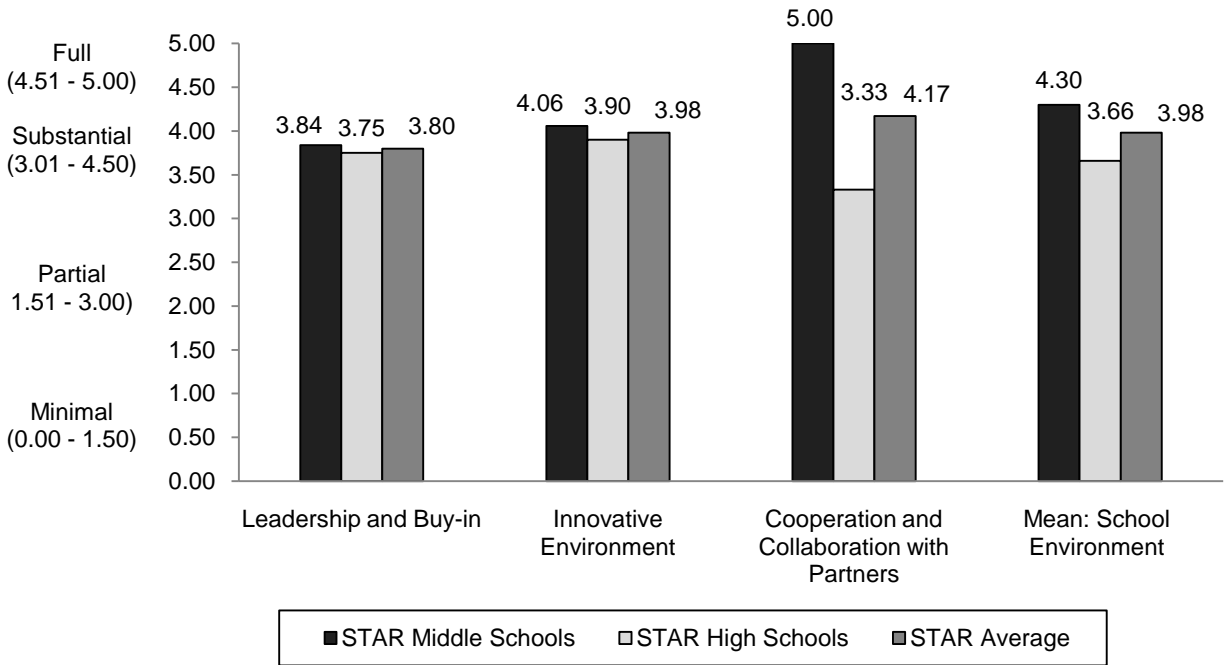


Figure 8.1. Supporting component scores: School environment as a mean, 2008-09.

Source: STAR Teacher, Counselor, and Librarian Survey, spring 2009; STAR Partner Phone Interviews, spring 2009.

Notes. Scores are reported using 5-point scales. Leadership and Buy-in: (1) *strongly disagree*, (2) *disagree*, (3) *unsure*, (4) *agree*, or (5) *strongly agree*. Innovative Environment: (1) *strongly disagree*, (2) *disagree*, (3) *unsure*, (4) *agree*, or (5) *strongly agree*. Collaboration with Partners: *No* (0.00) or *Yes* (5.00). School Environment: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full* (4.51 – 5.00). For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.

Barriers to the Development of School Environments Focused on Academic Outcomes

Staff at some STAR campuses experienced barriers to creating school environments that support STAR implementation, citing poor TAKS scores and incomplete staff buy-in as challenges to developing college-going cultures.

Accountability sanctions and TAKS. In 2008-09, campuses in several STAR districts faced accountability sanctions resulting from low TAKS scores. On these campuses, administrators, teachers, and counselors described STAR as a conflicting priority that competed for time and resources. A district coordinator stated, “In my opinion, the grant gets in their way...[our schools] are in problems with every kind of sanction...and they are so overwhelmed with other things that have to be done, that this gets pushed to the back.” Similarly, a high school counselor reported, “We’re stopping everything for TAKS ...It’s [STAR] not a priority.”

Lack of buy-in to the entire program. At some STAR campuses, staff members’ level of commitment to STAR goals varied. For example, teachers’ comments during focus group discussions at some STAR campuses did not align with STAR goals for promoting a college-going culture, despite programs and services designed to increase college access. One teacher advised students to “live at home as long as possible off your parents.” Another teacher expressed surprise that students used vacation time to visit colleges and universities. When a student described spring break activities that included tours of college campuses, the teacher responded, “That’s your spring break?”

In addition, several administrators indicated that their schools selectively implemented portions of the STAR program but did not commit to the program in its entirety. Some administrators reported selecting services that better aligned with their campus' needs. For example, campuses in two districts did not fully utilize all partner services (see Figure 8.1). Instead, the campuses partnered with organizations that administrators felt better supported campus goals and addressed problems relevant to the schools' communities. However, initial analyses suggest that selective implementation of program components may negatively affect schools' ability to create a school environment that promotes a college-going culture. The ongoing evaluation will consider the effects of selective implementation in greater detail.

Measuring Parent and Community Support

As presented in Exhibit 8.1, the evaluation considers three indicators when measuring parent and community support for STAR school initiatives: (1) *Parent and Community Support*, (2) *Parents' Support of STAR Goals at Home*, and (3) *Parents' Participation in School and STAR Activities*. In spring 2009, teachers' responded to scaled survey items designed to measure parent and community support for STAR initiatives (*Parent and Community Support*). Teachers indicated their level of agreement to various statements using a 5-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *unsure*, (4) *agree*, or (5) *strongly agree*. On average, teachers responding to the survey *agreed* (3.65 overall) that communities supported STAR initiatives (see Figure 8.2).

The parent survey also seeks to understand the extent to which *Parents' Support STAR Goals at Home*. Parents responding to the spring 2009 survey indicated the frequency of their participation in a range of activities designed to support their child's education and postsecondary planning using a 4-point scale: (1) *never*, (2) *several times a month*, (3) *several times a week*, or (4) *every day*. At the campus-level, the average of parent responses were converted to a 5-point scale: *never* (0.00-1.25), *several times a month* (1.26-2.50), *several times a week* (2.51-3.75), and *every day* (3.76-5.00). (See Appendix G for the specific survey items.) As presented in Figure 8.2, STAR parents provided support for most activities *several times a week* (3.35 overall) in 2008-09.

The evaluation also considers *Parents' Participation in School and STAR Activities* as an indicator of parent support. Using responses to survey items, researchers found the percentage of parents per campus who had visited their child's school or attended school activities at least five times and converted the percentages to a 5-point scale: (1) 20%, (2) 40%, (3) 60%, (4) 80%, and (5) 100% of parents attended five or more activities. STAR's goals state that at least 50% of parents on each campus should attend five or more activities (see Appendix F). Initially, this item was intended to measure STAR parents' *Access to Information* (see chapter 7), but analysis of survey results indicated that parents' involvement in their child's school did not necessarily ensure access to information. Consistent with this assumption, STAR campuses earned much higher scores for *Parents' Participation in School and STAR Activities* (see Figure 8.2) than *Parents Receive All Informational Resources* (see Figure 7.1 in chapter 7). Specifically, 55% of parents responding to the survey reported involvement in multiple school activities, but only 10% of respondents indicated they had received information regarding college entrance requirements, financial assistance, and course selection. These findings suggest that STAR campuses experienced high levels of parental support and provided parents with ample opportunities for participation in school activities, but did not adequately utilize parental involvement to provide meaningful and thorough postsecondary planning information.

Parent and Community Support scores are derived from an average of *Parent and Community Support*, *Parents' Support of STAR Goals at Home*, and *Parents' Participation in School and STAR Activities* scores. STAR campuses earned relatively high scores across districts with an average score of 3.26 overall, as presented in Figure 8.2. This finding indicates STAR schools had *substantial* support from parents and the local community for STAR initiatives. Surprisingly, STAR middle schools and high schools received similar scores across *Parent and Community Support* indicators, despite comments from

several high school administrators during site visit interviews indicating greater barriers to parental involvement at the high school level.

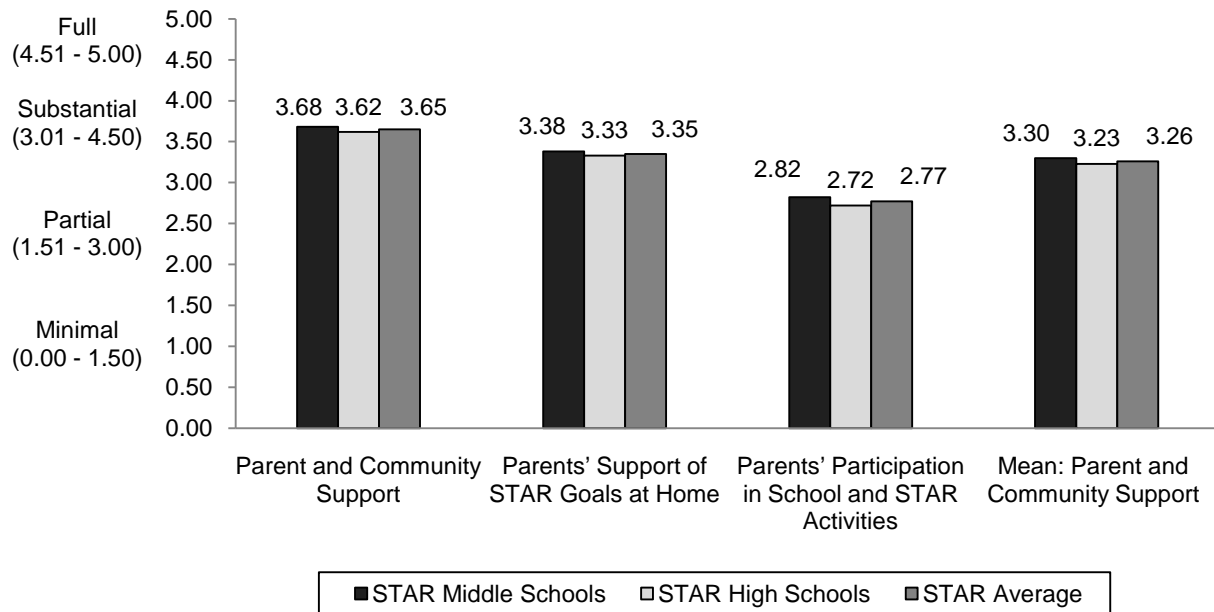


Figure 8.2. Supporting component scores: Parent and community support as a mean, 2008-09.

Source: STAR Teacher, Counselor, and Librarian Survey, spring 2009; STAR Parent Survey, spring 2009.

Notes. Responses are reported using a 5-point scale. Parent and Community Support: (1) *strongly disagree*, (2) *disagree*, (3) *unsure*, (4) *agree*, or (5) *strongly agree*. Parent's Support of STAR Goals at Home: *never* (0.00-1.25), *several times a month* (1.26-2.50), *several times a week* (2.51-3.75), and *every day* (3.76-5.00). Parents' Participation in School and STAR Activities: (1) 20%, (2) 40%, (3) 60%, (4) 80%, and (5) 100% of parents attended 5 or more activities. Mean: Parent and Community Support: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full* (4.51 – 5.00). For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.

Increasing Parental Involvement: Best Practices

As noted in the previous section, several districts successfully increased parental participation in school and STAR activities in 2008-09. During site visit interviews and focus groups, administrators, counselors, and teachers described the strategies STAR schools used to increase parent involvement. Common methods included collaborating with STAR partners to design parent activities, combining informational activities with student performances, creating activities exclusively for parents, providing incentives for parent involvement, and providing parent services designed to overcome challenges to attendance.

Collaborating with STAR partners. Most STAR campuses that collaborated with FACE experienced increased parental involvement. One counselor noted that FACE successfully engaged parents who previously had not attended school functions. (For detailed information about FACE services, see chapter 10.) Interestingly, the two districts that struggled to meet or did not meet TEA's parent participation goal (50% of parents attending five or more activities) did not utilize partner services designed to increase parent participation in school activities. This finding suggests that partnerships may help campuses overcome implementation barriers, including parent participation.

Student performances. All STAR districts combined parent informational activities with student performances and extra-curricular activities in order to better reach parents. Recognizing that parents tend

to be more engaged at extra-curricular events, district staff used these opportunities to provide information about postsecondary planning. A high school principal explained:

This is a funny community in the sense that you have a cheerleader meeting and you'll have every single parent. And anything having to do with sports, you have a ton of parents here. Academics and other programs of that nature? If I want to get individuals here, I have to be creative in the sense that I get a choir performance or a jazz band performance to be connected to the program.

A middle school counselor described the school's strategy of "piggybacking" on other activities and taking advantage of captive audiences, "At the band concerts we take advantage of them [parents]. When the band is having an activity, we will try to do something beforehand with them since we've got an audience." Several districts implemented Student Showcases, which highlighted students' work in core content area courses. While parents were viewing the work, school staff were available to provide GEAR UP information. "We try not to have anything working in isolation," one principal noted. Districts were more successful using this strategy with captive audiences before an activity rather than attempting to catch students' and parents' attention during an activity.

Adult-education opportunities and parent activity nights. Several districts provided services and activities designed exclusively for parents' personal growth or enjoyment, including adult education courses, as a means to build relationships with parents. One high school counselor described an English course developed for LEP parents, noting "The adult [education] is definitely getting more parents here." One district also created Monday Matinees with Mom, an informal parent counseling session, to inform mothers how to discuss challenging personal topics with their children. Another district designed Parent Celebrations, or parent activity nights. "We went out into the community and solicited donations for prizes, and we played BINGO with them [parents], and the ones that were here loved it," said the principal. In between games of BINGO, school staff provided GEAR UP information to parents.

Providing incentives. All STAR districts provided incentives to parents and students to increase parent involvement in school activities. In several schools, students received special privileges if their parents attended a STAR event, including No Homework Passes and extended lunch periods. Schools used community partnerships to obtain donations of food and door prizes for STAR activities. Three districts created party atmospheres for GEAR UP/STAR events. A counselor in one of the districts noted, "If you don't put 'party' behind it, they won't come." These events generally included meals (donated by community sponsors), games and activities, entertainment (e.g., school band and choir performances), and door prizes (donated by community sponsors) in an informal environment. For example, one district offered community "Tailgate Parties," which were held in the parking lot at high school football games. The high school counselor described the Tailgate Parties:

We served refreshments and had games. And we had a mobile Go Center...and college representatives...came and spoke to the kids...I set it up to where the college reps had stamps and they [the students] had to talk to college reps and go to the mobile Go Center before they could get a refreshment and play games.

Several districts required parent attendance for certain activities. One district required parents to attend Saturday school with truant students. The parents and students worked together to "come up with suggestions about how they're going to be more successful in school," explained a district teacher. A principal in another district required parents to attend two organizational meetings in order for their students to be considered for special programs. "Access required involvement... You're forced at the high school level to be creative," explained the principal.

Meeting parents' needs. One high school provided services to meet the needs of low-income parents. The school provided transportation for parents without cars, childcare, and food to increase attendance at meetings held in the evening. Instead of trying to increase parent attendance at activities designed to provide college planning information, three districts delivered the information to parents and students during structured home visits (for more information regarding postsecondary informational activities, see chapter 7).

Core Component Score

As presented in Figure 8.3, campuses earned *Building School and Community Cultures that Support Academic Achievement* scores that indicated this component was implemented to a *substantial* level in 2008-09 (3.62 overall). These scores were derived from an average of schools' *School Environment* and *Parent and Community Support* scores (see Exhibit 8.1). Districts with higher scores embraced the program in its entirety and utilized partnerships to overcome implementation challenges.

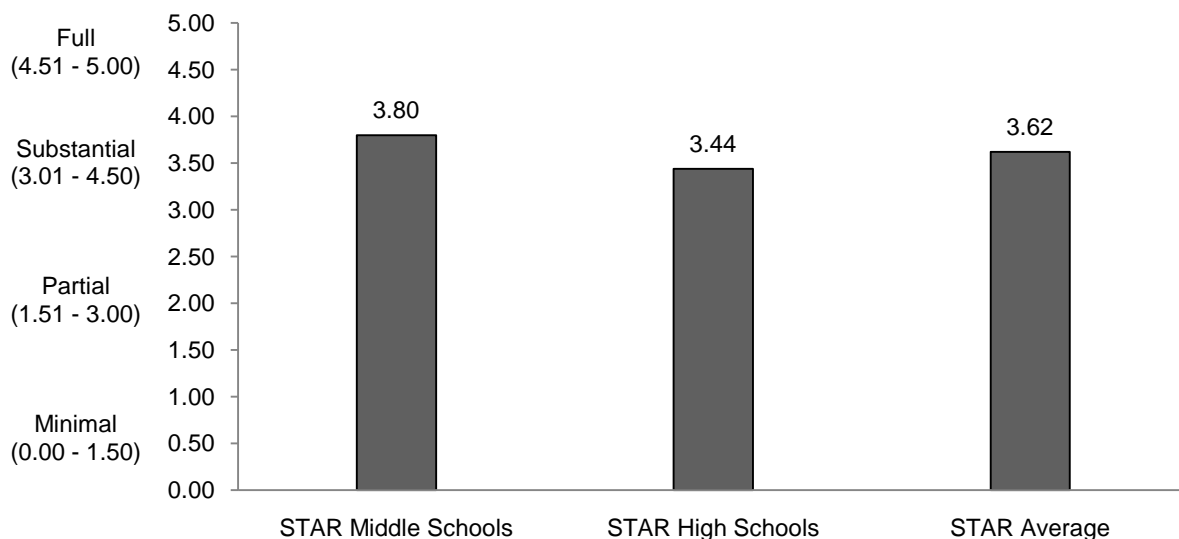


Figure 8.3. Core component scores: Building school and community cultures that support academic achievement as a mean by campus, 2008-09.

Source: STAR Teacher, Counselor, and Librarian Survey, spring 2009; STAR Parent Survey, spring 2009; STAR Partner Phone Interviews, spring 2009.

Note. For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.

SUMMARY

STAR schools *substantially* implemented services and activities designed to build school and community cultures that supported academic goals. Districts earning the highest scores attempted to implement the STAR program in its entirety by attending POC training sessions designed to improve school environments and collaborating with STAR partners to address barriers to implementation. Initial findings suggest selective implementation of STAR objectives may negatively affect schools' ability to build school and community cultures.

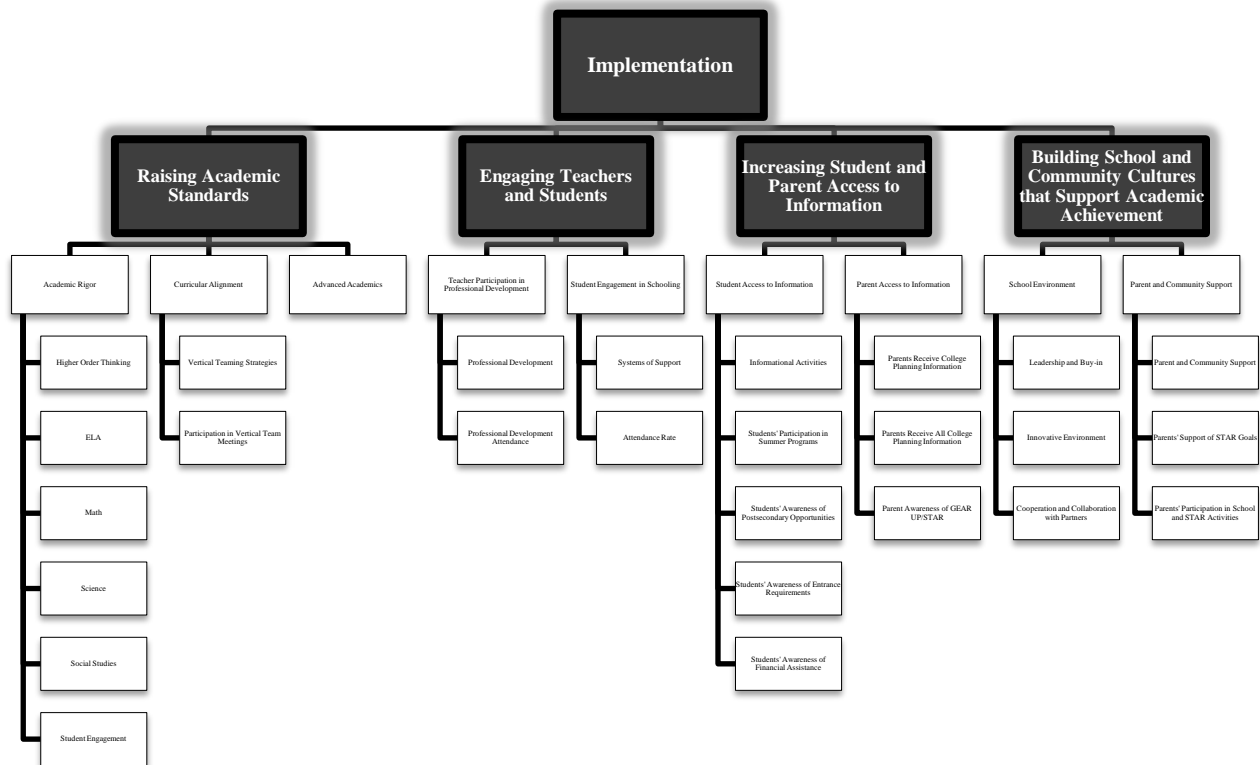
Most schools experienced increased parental participation during the 2008-09 school year. Schools that successfully engaged parents collaborated with STAR partners, combined informational activities with student performances and extracurricular activities, created activities designed for parents, and provided incentives for parent participation in school activities.

CHAPTER 9

IMPLEMENTATION SCORES

Ultimately, STAR campuses earned aggregate implementation scores derived from the average of each of their four core component scores: (1) *Raising Academic Standards*, (2) *Engaging Teachers and Students*, (3) *Increasing Student and Parent Access to Information*, and (4) *Building School and Community Cultures that Support Academic Achievement* scores (see Exhibit 9.1). *Implementation* scores are designed to inform district and campus administrators and program coordinators of areas of programmatic strength and weakness to improve grant implementation in future years.

Exhibit 9.1



For example, core component scores indicate that schools supported STAR goals (3.62) during the 2008-09 school year, but experienced difficulty implementing specific initiatives and achieving project goals, including supporting teachers' and students' professional and academic growth (2.75), providing information about postsecondary opportunities to students and parents (2.19), and increasing academic standards (1.95) (see Figure 9.1). In 2008-09, STAR schools earned a *partial* implementation score of 2.63 (overall).

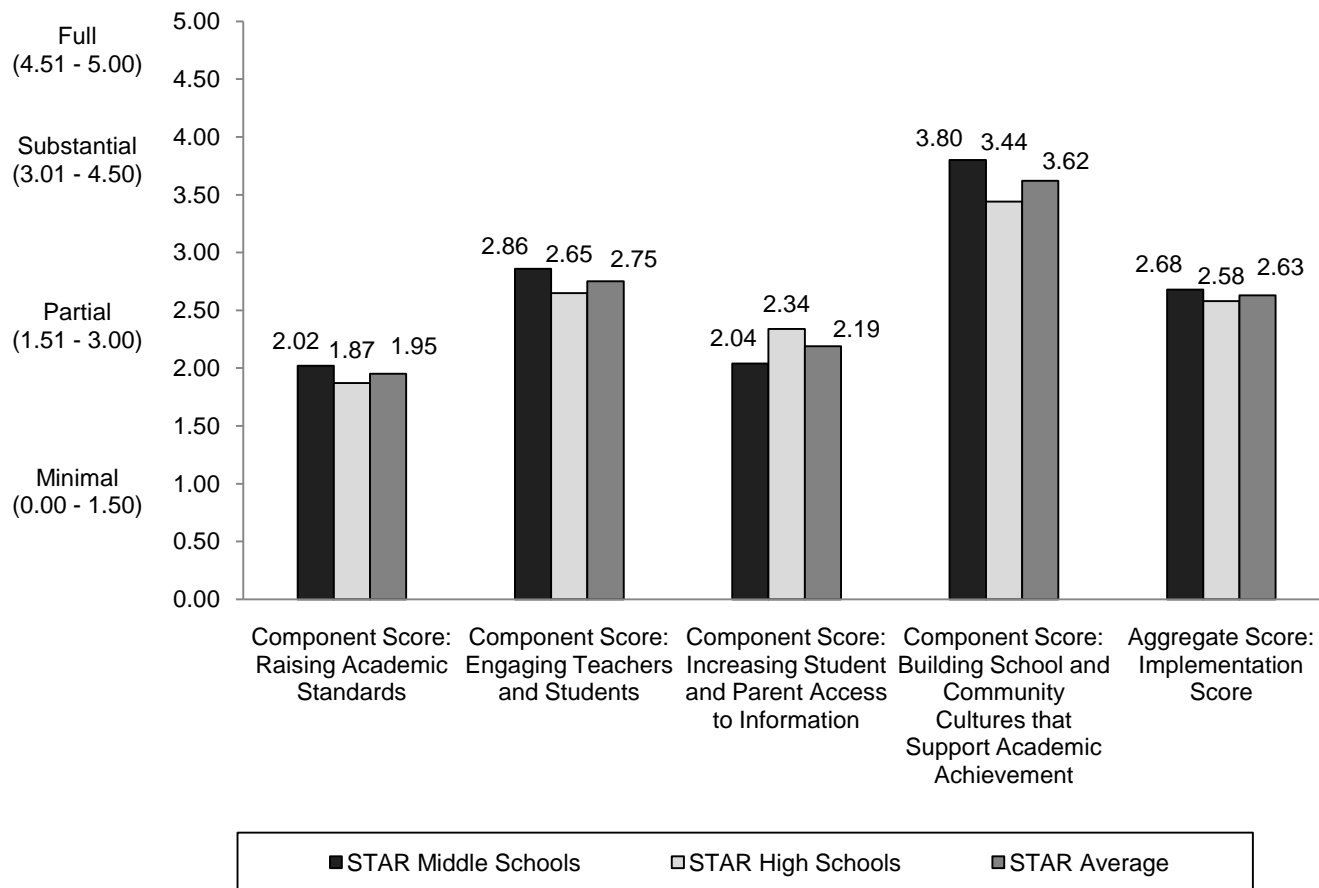


Figure 9.1. Aggregate implementation scores as a mean, 2008-09.

Sources: STAR Teacher, Counselor, and Librarian Survey, spring 2009; STAR Middle School and High School Student Surveys, spring 2009; STAR Parent Survey, spring 2009; STAR Partner Phone Interviews, spring 2009; POC Training Attendance Records, 2008-09; PEIMS 2007-08 attendance data; College Board AP Exam Participation and Performance Reports.

Note. For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.

SUMMARY

On average, STAR campuses *partially* (2.63 overall) implemented STAR activities and services in 2008-09. TEA does not expect *full* implementation until the sixth and final year of the STAR grant (2011-12). Currently halfway through the 6-year grant, STAR schools should be at least halfway to *full implementation* (5.00). With an average score of 2.63, STAR schools' implementation scores align with TEA's implementation expectations. Across the program, schools support STAR (3.62), but have difficulty implementing specific initiatives and achieving project goals, such as supporting teachers' and students' professional and academic growth (2.75), increasing academic standards (1.95), and providing information to parents and students (2.19) necessary to increase the number of students in STAR schools entering and succeeding in postsecondary education.

Although previous implementation studies debate whether implementation improves with time (Bifulco, Duncombe, & Yinger, 2003; Vernez, Karam, Mariano, & DeMartini, 2006), findings from this evaluation suggest that increased experience with the STAR project may improve implementation quality. On average, middle schools, in their third year of implementation, earned higher scores than high schools,

which began full implementation of STAR during the 2008-09 school year. Additionally, districts with previous experience implementing prior GEAR UP grants scored higher than their counterparts on several challenging components.

Some research has indicated that schools selectively implement components of large-scale reform efforts, such as STAR (Kurki, Aladjem, & Carter, 2005), and results from this evaluation support this finding as well. Initial findings suggest that selective implementation may have affected program outcomes. For example, schools that did not increase their academic rigor in 2008-09 also had the smallest proportion of AP exams earning a score of 3 or higher.

ONGOING EVALUATION

TCER's evaluation of STAR will continue through the 2011-12 school year. Findings from the current implementation analysis will serve as baseline information used to measure implementation gains across remaining evaluation years. In the final evaluation year (2011-12), when STAR schools are expected to have reached *full implementation*, researchers will consider the effects of implementation levels on program outcomes, including student achievement outcomes (e.g. TAKS scores, the proportion of students who are college-ready, SAT and ACT scores), graduation rates, and college entrance rates.

CHAPTER 10

STAR PARTNER ORGANIZATIONS

TEA partnered with five organizations to support STAR implementation in participating districts: (1) the POC at TAMU-CC, (2) the Faculty Fellows mentoring program, (3) the College Board, (4) FACE, and (5) NHI. TEA selected project partners because of their proven success preparing targeted student populations for postsecondary opportunities. STAR partner organizations introduced a range of programs and services during STAR's first and second implementation years, and modified their offerings to provide districts more intensive and coordinated support during the project's third year (2008-09). Despite modifications, most partners indicated that STAR districts did not fully utilize their services.

DATA SOURCES

The following sections describe partner organizations' experiences during the 2008-09 school year, district staffs' perceptions of partner programs, and modifications to partner offerings planned for the 2009-10 school year. The chapter uses data collected through interviews with principals and counselors, as well as focus group discussions with teachers conducted as part of site visits to the 12 STAR campuses in spring 2009, and includes information gathered through telephone interviews with representatives of partner organizations conducted in summer 2009.

PRE-COLLEGE OUTREACH CENTER (POC) AT TEXAS A&M UNIVERSITY-CORPUS CHRISTI (TAMU-CC)

The POC at TAMU-CC assists STAR districts with the implementation of the GEAR UP grant by facilitating professional development opportunities and hosting informational sessions about GEAR UP services and requirements. POC also coordinates partner organizations' services and supports the Faculty Fellows educator mentoring program. In addition, POC responds to districts' questions and concerns regarding implementation, organizes college tours, and makes presentations to STAR districts and students about college preparation and planning.

College Access Coordinators (CACs). During STAR's first and second years, district staff expressed the need for coordinators dedicated to GEAR UP implementation who could provide guidance regarding grant requirements and coordinate services. In response, POC hired four CACs to assist districts in spring 2009. Large districts received a full-time CAC and smaller districts were paired with a CAC who supported two districts. CACs are employed by POC and working on STAR campuses coordinating services and providing support for implementation.

Districts' Perceptions of POC

Most administrators in STAR schools expressed appreciation for the support POC provides districts and one principal noted, "I think [POC] does a terrific job of keeping us on track [with grant requirements]." Another principal said, "[POC] would help me in any way [they] could."

POC professional development. In focus groups, many teachers said the most beneficial training coordinated by POC addressed the Model Classroom Project (MCP). According to developers, MCP helps teachers "effectively complement basic knowledge with complex ideas, concepts, and themes," address "all levels of thinking," and use "products from all modalities (visual, oral, written, and kinesthetic)" (website).¹⁸ One high school principal said:

¹⁸<http://www.curriculumproject.com/CSM-MCP.htm>

[MCP] is going to give my teachers different teaching strategies and make them aware of the strategies they do use.... I have so many teachers who have gone through the alternative certification program, that their pedagogy's kind of weak. I think GEAR UP is going to do a wonderful job fixing that with [MCP].

Although satisfied with MCP training, teachers in three districts reported dissatisfaction with other POC consultants. Staff in one district said several strategies provided by out-of-state consultants were not useful because they would be prohibited when students took TAKS tests (e.g., strategies using calculators). Teachers from two districts said that consultants provided more information about products for purchase than instructional strategies using available resources, and one teacher described the trainings as “infomercials.”

Several teachers and administrators also expressed frustration with grant informational sessions (e.g., GEAR UP 101) facilitated by POC. Experienced teachers in one district described the sessions as repetitive and indicated the content was too basic, while newly hired staff in other districts considered these sessions too specific. One district representative said, “I don’t find the trainings out at the university to be particularly helpful just because they try to do so much in a day and we’re all at different levels. The GEAR UP 101—I felt was more like GEAR UP 405.”

However, most administrators said scheduling conflicts were the primary challenge to attending POC trainings and were hesitant to pull teachers out of class during regular school hours. One principal in a small school explained, “[As a small school], we all wear so many hats here. It may appear that we don’t participate as much as some of the districts do because...we can’t be gone.” To address scheduling challenges, many administrators selected a sample of teachers to attend training sessions. Once those teachers were trained, they returned to their campuses and trained their colleagues. Other campuses only attended sessions that administrators considered higher priorities or of greater value. For example, an administrator in one district screened professional development opportunities. “I went to the trainings and I would come back and I would make decisions...[I need to know] it’s worth their time, effort, and their expertise,” the administrator said.

Other services. POC coordinated STAR students’ visit to Texas State University during the 2008-09 school year. One district counselor noted, “We really appreciated that, because they’ve [students] always gone to Kingsville [or] Corpus...and they [POC] took them to Texas State...so they [students] got to see something different.”

The POC also offers a summer bridge program to support eighth-grade students with the transition to high school. The program includes 2 weeks of leadership training held on STAR campuses and weeklong Summer Institutes at TAMU-CC. POC describes Summer Institutes as “fun activities in subjects that will help [students] be successful” (website).¹⁹ Greater collaboration among partner organizations helped make the Year 3 Summer Institutes a success. One partner representative described how collaboration improved the Science Institute:

In their Summer Bridge classrooms..., we had the Faculty Fellow, the Student Ambassador, teachers...[and] students from the districts, and pre-service science teachers all working in the same room. The kids got to...go through a college lesson and the pre-service science teachers had to teach those lessons to the students and...go through the labs...with the students. Then, the classroom teachers from the districts...got to leave there knowing how to do the real lab [in their class].

¹⁹<http://star2009.pbworks.com/f/gear+up+summer+bridge+powerpoint.ppt>

Implementation in 2009-10

Staff in STAR districts reported that POC representatives listened to and responded to their concerns about services. A STAR coordinator said, “[POC] has never not responded to any of my questions or concerns.” In interviews, POC staff said they were planning changes for 2009-10 services based on districts’ feedback.

Training. In 2009-10, POC will deliver customized, onsite professional development to districts. Addressing poor district attendance at POC training sessions (see chapter 6), a POC representative reported, “We could see that they weren’t going to come to us [for training], so [in 2009-10] we’re going to them.” POC contracted with two consultants who will provide training at each STAR campus several times each semester in 2009-10. To address scheduling concerns, all visits will be conducted during non-instructional periods within regular school hours (conference periods, professional development days, and so on). Consultants will meet with administrators and teachers to design plans that address the needs of each campus. Districts will be held accountable for accomplishing specific implementation goals defined by the consultants prior to the next development day. This approach will address districts’ concerns about content and scheduling, while providing grant coordinators a more accurate understanding of STAR implementation at the district and campus level.

FACULTY FELLOWS

The Faculty Fellows Program was created through the STAR initiative to provide mentoring services to secondary educators and students. Faculty Fellows are faculty from TAMU-CC and TAMU-Kingsville who mentor STAR teachers and model engaging instruction in the classroom. Fellows also help to improve alignment between universities and their feeder high schools. A representative from TAMU-CC said, “This...is our opportunity to—instead of just complaining about getting students [at TAMU-CC] who aren’t prepared—roll up our sleeves and go out there and try to...develop that rigor.” The Faculty Fellows director said the program is designed to support teachers’ growth and “motivates” them to use innovative lessons. Fellows attend trainings that promote vertical alignment and AP instructional strategies and spend 60 hours a semester in classrooms mentoring STAR teachers. Additionally, Faculty Fellows and its accompanying Student Ambassador Program promote college awareness by providing students opportunities to interact with college students and professors.²⁰

The program director stated that recruiting Fellows is difficult because mentoring is an additional responsibility for college faculty who have full schedules. Only seven faculty members participated in the program during the 2008-09 school year and districts received only one Faculty Fellow to support teachers. As a result, Faculty Fellows in each district mentored one team of teachers who taught the STAR student cohort (students who were in the seventh grade during the initial year of grant implementation and in ninth grade during the 2008-09 school year).²¹ Middle school administrators said they were not aware the Faculty Fellows would follow the cohort from eighth grade to ninth grade in Year 3 and were disappointed to lose program support. Most high school administrators reported satisfaction with the program and indicated they would like more Fellows in order to increase teacher participation in the program. One principal tried to increase the impact of the Faculty Fellows Program. The principal said, “Any time he’s [the Fellow] came to us, we’ve said, ‘Okay. So now how are you working with other teachers so they can [learn that strategy]?’”

²⁰Student Ambassadors are TAMU-CC students who graduated from STAR districts. The Ambassadors visit STAR schools with the Fellows and give presentations to STAR students about college preparation.

²¹District assignments were based on the Fellow’s university teaching schedule and the location of each district relative to the university campus. Fellows with full course loads were assigned to STAR districts closer to their university to reduce driving time.

Some Faculty Fellows also provided services designed to increase students' awareness of postsecondary opportunities and interaction with college students. One Fellow coordinated trips to TAMU-CC's theater productions, which were followed by informal discussions with college students. Another Fellow sponsored a science activity night at the high school with presentations by college and STAR students. Additionally, the Faculty Fellows collaborated with FACE and POC to provide more coordinated services.

Districts' Perceptions of Faculty Fellows

Campuses in two districts did not participate in the Faculty Fellows Program. Administrators at both campuses reported that instructional time was their priority. One principal said, "The demands of our TAKS [takes] up class time.... It's the demand of getting these kids to be where they need to be—meeting AYP...." An administrator in the second district agreed, "I appreciate that they send the Faculty Fellows out here...but again, it's a time element. How much time do our teachers have to sit and meet with the college Fellows?" The Faculty Fellows director expressed frustration with the schools' resistance to the program, noting "We shouldn't be in this position. We should be a value-added. It should be aligned with what they're doing."

Implementation in 2009-10

The Faculty Fellows director plans to recruit more Faculty Fellows in 2009-10, which will allow more district teachers to participate in the program. The program's director is also contemplating several strategies that will allow them to "fly under the radar" in resistant districts. Additionally, the director hopes to create an assessment measure to evaluate and improve the program in order to better serve teachers in STAR schools.

THE COLLEGE BOARD

As a STAR partner organization, the College Board supports STAR districts' implementation of rigorous instruction. The organization offers professional development addressing students' SAT preparation, vertical alignment of districts' curricula, and strategies that support AP course instruction. The training is offered to all teachers, including those teaching non-AP courses. A College Board representative considered Year 3 successful, stating, "I think that probably 95% of the consultants are very well-received." The representative reported few challenges due to the collaboration with POC during the 2008-09 school year. "From my end, it isn't challenging just because once I set up the workshop and offer the consultant a schedule, they travel out there and...it's offered [by POC]," the representative said.

The College Board also facilitated parent meetings in two districts to increase parental and student awareness of schools' AP programs. The meetings discussed course availability and the advantages of AP participation.

Districts' Perceptions of the College Board

Administrators in three STAR schools considered the College Board the most useful partner organization. One principal described College Board professional development as the "best training" provided by GEAR UP. Another administrator described plans to devote more funding to College Board services because it emphasizes "the academic side of GEAR UP."

Teachers responding to the spring 2009 online survey identified useful strategies provided by College Board training, including: timed writings, inner/outer circle discussions, poetry analysis, thinking maps, and so on. Trainings also helped to define rigorous instruction. One teacher stated, "[I learned] not just to give the students excessive work, but to make it challenging."

Implementation in 2009-10

In 2009-10, a College Board consultant will facilitate individualized, campus-level professional development in collaboration with POC. A College Board representative explained, “We are going to be designing district-specific implementation where we are going to basically line out where the units and lessons...are going to fit into each district’s calendar so we can be *very* explicit about how we can actually offer the programs.”

FATHERS ACTIVE IN COMMUNITIES AND EDUCATION (FACE)

FACE coordinates activities designed to increase parents’ (specifically, fathers) involvement in their child’s education. FACE promotes positive interactions between the home and the school by creating opportunities for parents to form relationships with school staff and make connections to the curriculum through teambuilding exercises and interactive games. The program director hopes the positive interactions create sustainable systems of support for students.

In addition to activities implemented in previous years, such as “Tuesdays with Dads” and subject-specific activity nights (see TCER, 2007, 2008), FACE introduced several new programs during the 2008-09 school year. For example, FACE coordinated an inter-district event at a local campsite. Fathers and students rotated between stations, which included canoeing, kayaking, target practice, fishing, and so on. The Faculty Fellows Program participated in the camping event and designed academic activities for each station, including measuring fish during a fishing contest.

One district piloted a father/student leadership team consisting of 25 members. The leadership team designed an event for fathers and students, facilitating the construction of 100 wind turbine kits purchased from a local wind energy corporation. Following the event, the team met with world leaders at the corporation’s launch ceremony and witnessed “how leadership plays out in a real-world environment.”

FACE also piloted a father/student interactive college tour in Year 3. The program coordinated with Faculty Fellows and POC at TAMU-CC to allow tour members to participate in Fellows’ classrooms during regular instruction. Following the tour, FACE members participated in a college planning discussion with professors. “This is where the partnerships are so powerful. I could only spark the tour because of my relationships,” the FACE director said.

Districts’ Perceptions of FACE

Across districts, most middle school administrators expressed satisfaction with FACE. A middle school counselor in one district said, “They [fathers] connect with him [the FACE director] and they come back because they feel comfortable with him.”

In contrast, high school representatives in four districts reported that FACE activities were less successful on their campuses. According to one counselor, the activities were too repetitive and parents who had participated in the middle school program lost interest at the high school. “If they go to one [activity],” explained the counselor, “it’s like going to all the rest of them.” In another district, a counselor said the activities were not age appropriate. Representatives from four districts described poor parental involvement in the program, and administrators in two districts said FACE relied too heavily on teachers to plan and implement its programs. Administrators on one campus planned to end their partnership with FACE during Year 3, and administrators at another campus plan to reallocate grant funds towards programs that emphasize academics in STAR’s fourth year.

Implementation in 2009-10

In 2009-10, FACE will continue to provide onsite activities and services to STAR districts, and will expand the father/student leadership team and interactive college tours to all six districts. FACE's director has appealed to teachers at resistant schools to increase 2009-10 participation. The director explained:

Here I had, for all practical purposes, an in-house committee of teachers who are ready to rock and roll.... Instead of working with a single point contact [an administrator]...I can connect with this set of teachers directly and invite them to be part of the planning process...because they have direct contact with the kids and they can use their leadership ability to motivate the kids to get their dads to come to campus.

Additionally, FACE intends to utilize CACs on each campus as an "inside force...to drive" grant activities and promote partner organizations.

NATIONAL HISPANIC INSTITUTE (NHI)

According to a program representative, NHI is designed to "create a self-directed, motivated kid" by providing opportunities that promote independence, leadership, and problem solving. "Our approach is to never be top-down," explained the representative. The organization identifies objectives for students to accomplish and then provides the freedom to determine how to do so. Although NHI struggled to fully implement its programs during STAR's first and second years, NHI representatives noted that their program was successful and fully in place during Year 3.

At the beginning of each school year, NHI trains a small number of upperclassmen in each district to help develop a debate team comprised of 25 members of the STAR student cohort.²² The students learn how to recruit other students, create and maintain their own organization, and implement the debate training in a motivating manner. At each STAR high school, students create school leadership organizations and determine how to accomplish campus goals. NHI also recruits parents and community members to provide a support system for NHI students. In addition, NHI implements the "Best of the Best" leadership program, designed to teach students "what it means to be a leader," and to provide students with opportunities to practice leadership skills. More than 100 students participated in NHI's Best of the Best program during the 2008-09 school year.

Districts' Perceptions of NHI

Administrators in most districts said NHI programs were popular with students and families, but indicated they were unaware of the program's services due to the student-driven nature of the organization. "I know the kids really like it," noted a high school counselor. "[But] I really don't know what happens with them. I help...get them registered and off they go."

Administrators in several districts reported that NHI was better organized during the 2008-09 school year. One principal said, "The organization before was always a little off. This year it seemed like it was a little bit better organized." However, administrators in three districts reported communication and organizational challenges in Year 3. An administrator in one district said that program staff did not arrive at the school at arranged times during students' free periods. As a result, NHI pulled students from classes to participate in the program. The administrator stated, "I can't have that." POC staff also reported challenges resulting from NHI's weak communication, noting problems with poorly planned field trips that lacked transportation and adult chaperones.

²²The student cohort is comprised of students who were in seventh grade during the initial year of implementation and ninth grade during the 2008-09 school year.

In addition, school administrators and POC staff raised concerns regarding NHI's program costs. One principal said NHI's costs deterred participation for the school's economically disadvantaged population. NHI considers fundraising a way to address costs and a problem-solving opportunity. "We want them [students] to be solution-driven," explained an NHI representative. "If you have a lot of kids that have things given to them for free, it's hard to get out of that [mentality]." However, POC staff pointed to a conflict of interest, noting a STAR partner organization should not require students to raise funds in order to pay for the organization's services.

Implementation in 2009-10

In 2009-10, NHI intends to increase student participation across districts. Representatives expect student leadership teams to interact with the STAR grant more directly, using their skills to promote and implement STAR initiatives on their campus.

SUMMARY

Administrators appreciated POC's support, but reported dissatisfaction with professional development schedules and some training activities offered during the 2008-09 school year. Administrators in several districts considered professional development provided by the College Board the most useful partner service. Although successful at the middle school level, FACE met resistance at high schools where some staff felt activities were not age appropriate. Most districts experienced communication barriers with NHI. Administrators in two districts struggling to meet AYP resisted the implementation of Faculty Fellows, FACE, and NHI on their campuses because they wanted to emphasize academic instruction. Several administrators expressed the desire to select which organizations they partnered with based on how well the organization's services aligned with campus needs. STAR partner organizations discussed plans for Year 4 that will address districts' concerns, including: customized, onsite professional development, additional Faculty Fellows (if possible), and CACs on each campus.

CHAPTER 11

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 6 school years and require that districts begin providing services to students no later than the seventh grade and that services continue until students graduate from high school. The GEAR UP/STAR program 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 USDE provides for two types of GEAR UP grants: (1) partnership 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, 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 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.

STAR addresses its goals through a collaborative partnership that includes TEA, the College Board, TAMU-CC, FACE, and NHI. GEAR UP grant requirements include an evaluation component designed to assess effectiveness and measure progress toward project goals. TEA contracted 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.²³ The findings presented in this report make up the third year (2008-09) 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, STAR coordinators, and STAR partners; surveys of students, parents, teachers, and counselors; observations in STAR classrooms, and demographic and performance data collected through Texas' PEIMS and AEIS databases.

THE CHARACTERISTICS OF STAR SCHOOLS

Student enrollment in STAR schools varied considerably. In 2008-09, mid-level schools had fewer students (471 students) on average than high schools (771 students). The smallest mid-level school was McCraw Junior High (232 students), while Adams Middle School (844 students) was the largest. The smallest high school was Odem (302 students), while Alice High School (1,334 students) was the largest.

Enrollment has been decreasing at STAR campuses. From 2001 through 2009, overall enrollment has decreased from 9,359 students to 7,452 students (a decrease of 20.4%) across all STAR campuses. Recently, the rate of decrease has increased. From 2001 to 2004, enrollment decreased by 1.0%, 0.3%, and 2.8%. From 2006 to 2009, enrollment decreased by 4.6%, 4.3%, and 4.6%. The average yearly decrease was 238 students. Between 2001 and 2009, high school enrollment decreased more than mid-level enrollment (23.9% vs. 13.8%).

STAR districts lag state averages in wealth and spending. Average wealth per student was over \$180,000 less in STAR districts than for the state in 2008-09 (\$268,198 vs. \$451,906). STAR districts also spent an average of about \$700 less per student on instruction than the state average (\$5,525 in STAR districts vs. \$6,234 for the state). Brooks County ISD, with its extensive oil and gas resources, exceeded state averages in terms of district wealth and instructional expenditures.

STAR cohorts comprise larger proportions of Hispanic and low-income students than the state averages. Hispanic students comprised 88% of the STAR cohort (students in Grades 7 through 9 in 2008-09) enrollment compared with 45% statewide enrollment (middle and high school campuses only). In addition, 74% of cohort students enrolled in STAR campuses were economically disadvantaged compared with 50% statewide (middle and high school campuses only).

The percentages of STAR cohort students enrolled in special programs differ from state averages. For example, compared to state averages, a higher percentage of cohort students were in special education (16% vs. 11%), and a lower percentage were in bilingual/ESL programs (3% vs. 7%).

STAR campuses employed a larger percentage of minority teachers compared with the state average (63% vs. 30%). Teachers on STAR campuses were slightly less experienced than teachers across the state (11 vs. 12 years experience, on average), and STAR schools employed a larger percentage of beginning teachers (11% vs. 8%) than middle and high schools statewide.

²³In 2008-09, 19 GEAR UP partnership grants operated in Texas.

STAR PERFORMANCE INDICATORS

Each year from 2006 through 2009, a majority of STAR campuses were rated *Academically Acceptable*. For example, *Academically Unacceptable* ratings included only one STAR campus in 2006, three in 2007, two in 2008, and one in 2009. No STAR campus was rated *Recognized* or *Exemplary*.

The grade-level groupings of STAR cohort students (i.e., Grades 7, 8, and 9 in 2008-09) had 2008-09 TAKS gains that were comparable to peer campus students and state averages. STAR campuses are ethnically and economically similar to peer campuses.

STAR IMPLEMENTATION

Recognizing that STAR is unlikely to positively affect students, schools, or communities if campuses minimally or partially implement the program, researchers developed a measurement of STAR implementation to support the overarching program evaluation. The analysis measures the extent to which STAR schools implemented activities and services designed to (1) *Raise Academic Standards*, (2) *Engage Teachers and Students*, (3) *Increase Student and Parent Access to Information*, and (4) *Build School and Community Cultures that Support Academic Achievement* in 2008-09. Each of these four core components is made up of supporting components. Findings for each of the four core STAR components and their supporting components are discussed in sections that follow. The analysis draws upon data obtained from surveys administered in spring 2009 to STAR teachers, counselors, and librarians; middle and high school students; and parents of students attending STAR campuses, as well as phone interviews with STAR partners. In addition, findings include data collected during site visits to each STAR campus in spring 2009. Site visits included observations in 108 STAR core content area classrooms, interviews with administrators, counselors, and program coordinators; and focus group discussions with teachers. Researchers standardized and aggregated data to obtain a mean implementation score for each campus. Campus scores indicate whether program components were implemented to a (1) *minimal*, (2) *partial*, (3) *substantial*, or (4) *full* degree in 2008-09. See Appendix G for detailed information about the data sources and methods used to measure each component and Appendix H for the scoring rubric used to measure STAR campuses' progress towards implementation.

Raising Academic Standards

Raising Academic Standards scores indicate the extent to that STAR teachers increased instructional rigor and participated in curricular alignment, and the extent to which STAR schools prepared students for advanced courses. On average, STAR schools *partially* implemented instructional and curricular reforms designed to raise academic standards. Middle schools, in their third year of implementation, earned higher component scores than high schools, which were in their first full year of implementation, suggesting experience affects implementation quality. Schools receiving higher component scores also experienced better student outcomes (e.g., a larger proportion of AP exams earned a 3 or higher). These schools made substantial curricular and instructional changes instead of implementing short-term strategies. The *Raising Academic Standards* component is made up of the supporting components *Academic Rigor*, *Curricular Alignment*, and a focus on *Advanced Academics*, each of which is referenced in the following discussion.

Academic Rigor

Measurements of *Academic Rigor* consider the extent to which teachers require higher order thinking skills and use AP instructional strategies, as well as the average level of student engagement, as observed during spring 2009 classroom observations.

Researchers observed academic rigor in STAR classrooms to a small extent in 2008-09. However, campus scores increased from 2007-08, when higher order thinking and AP strategies were implemented to a very small extent. STAR teachers were more likely to use higher order thinking skills than subject specific AP instructional methods in 2008-09. As compared to 2007-08, STAR students spent more time at low and high levels of engagement. Campuses that implemented rigorous instructional strategies to a greater extent experienced higher levels of student engagement.

Staff at campuses exhibiting increased instructional rigor reported high levels of administrative support. In these schools, principals clearly communicated expectations to teachers, provided ongoing support, and monitored classroom instruction to ensure teachers implemented strategies presented in professional development opportunities. Teachers attending STAR professional development reported an increased understanding of how to incorporate rigorous instruction in class activities. In contrast, principals in schools in which academic rigor was present to a lesser extent did not require teachers to attend STAR professional development and did not require teachers to implement STAR instructional strategies. Teachers in these schools were less likely to incorporate rigorous instructional activities.

Curricular Alignment

STAR campuses with greater Curricular Alignment scores routinely met as vertical teams and implemented vertical teaming strategies in planning instruction. On average, STAR teachers sometimes used vertical teaming strategies when planning instruction, but rarely met as vertical teams. Half of all STAR campuses only implemented vertical teams when they participated in vertical team training opportunities. Staff in STAR schools considered scheduling constraints to be the primary barrier to vertical team implementation. In addition, many teachers reported challenges aligning middle school and high school schedules to identify a time for teachers to meet as a vertical team.

Advanced Academics

In 2008-09, STAR schools earned minimal Advanced Academics score. STAR districts continued to face challenges implementing AP programs, and fewer than 9% of AP exams taken by students in STAR schools received a score of 3 or higher in 2008-09. Teachers and administrators in several schools reported that students resisted participation in AP programs because they could earn college credit in dual credit courses. Some students were concerned about earning lower grades in the more rigorous courses.

Engaging Teachers and Students

The *Engaging Teachers and Students* component of STAR implementation reflects schools' efforts to offer activities designed to engage students and teachers in the learning process. On average, schools partially engaged teachers and students during STAR's third year. The measurement of this component considers two supporting components—*Teacher Participation in Professional Development* and *Student Engagement in Schooling*—which are discussed in the sections that follow.

Teacher Participation in Professional Development

Administrators and teachers partially supported teachers' participation in professional development, but teachers attended training sessions minimally. Only 29% of teachers attended STAR training in 2008-09. Administrators reported lost instructional time and challenges securing substitutes as the primary barriers to teacher participation in professional development. To overcome barriers, several districts implemented a "trainer-of-trainers" model, in which a set of teachers attended training and returned to train their colleagues. Although a majority of STAR teachers reported they had received sufficient training, grant coordinators expected all STAR teachers to attend POC training opportunities.

Schools with high professional development attendance rates had administrators who clearly communicated expectations for teacher participation. While administrators in all STAR campuses cited barriers to teacher participation in professional development opportunities, administrators with strong commitment to the STAR program addressed challenges by communicating with grant coordinators and professional development providers to ensure teacher participation. In contrast, some administrators viewed STAR as a competing priority with TAKS instruction. Administrators in these districts selectively implemented the STAR program and only sent teachers to professional development opportunities that administrators valued. Administrators in one district screened POC training sessions to identify “worthwhile” opportunities for teachers.

Student Engagement in Schooling

Although students in STAR schools rarely participated in activities designed to increase their engagement, STAR schools maintained high attendance rates in 2008-09. Consistent with prior research, middle schools maintained higher attendance rates than high schools. Findings indicate that STAR high schools addressed lower attendance rates with a greater emphasis on student support services. For example, a larger proportion of high school students participated in counseling and mentoring services than middle school students.

Districts that successfully engaged students in school provided a greater variety of student support services in 2008-09. For example, one school required failing students to complete missing assignments in Saturday school with the assistance of teachers. Another district implemented mandatory Saturday school for truant students and their parents, during which parents and students developed strategies to improve engagement and academic success. Most schools attempted to engage students by relating academic achievement to future career and educational goals. Several high schools partnered with local community colleges and vocational schools to provide students with opportunities to recover high school credits quickly, earn college credit, or obtain vocational certifications and associate’s degrees.

Increasing Student and Parent Access to Information

STAR schools are expected to *Increase Student and Parent Access to Information* by implementing activities designed to increase students’ and parents’ awareness of postsecondary educational opportunities, entrance requirements, and financial planning. On average, STAR schools *partially* implemented services designed to increase awareness of postsecondary planning processes.

In 2008-09, students in STAR schools attended 2.5 different kinds of informational activities, on average. All STAR schools continued to implement college or career fairs and conduct campus tours in 2008-09; however, some districts expanded these opportunities to include a wider range of postsecondary opportunities, including community colleges and vocational schools, and some schools included parents on college tours. All schools focused on postsecondary awareness through college displays on bulletin boards and college T-shirt days.

Districts that increased student and parent access to information implemented activities that increased awareness and involved participants in planning processes. Several districts conducted counseling sessions, in which school counselors and teachers met individually with parents and students to discuss educational and occupational goals, select courses, and discuss specific strategies to increase student achievement. Some schools implemented postsecondary planning workshops, in which parents and students engaged in postsecondary planning processes with school staff. One district developed a mandatory advisory course for high school students, during which students created resumes, developed portfolios, and completed a specific number of college applications.

Consistent with findings from previous years, students in STAR schools were familiar with most types of postsecondary educational opportunities, but at varying levels. On average, students were very familiar with 4-year colleges, somewhat familiar with community colleges, and not very familiar with vocational schools. However, students' awareness of community colleges and vocational schools increased in 2008-09.

Most STAR students received more postsecondary planning information from their parents than from school staff in 2008-09. However, only 10% of surveyed STAR parents had received information about course selections, college entrance requirements, and financial assistance from school staff, which may have limited their ability to share accurate information with their students.

Access to accurate and timely information may affect students' enrollment in postsecondary educational opportunities. Seniors in STAR high schools were unaware of college entrance requirements and deadlines in 2008-09. Many surveyed seniors indicated they planned to take an entrance exam and apply to a postsecondary educational opportunity, despite missing the deadlines for both. Further, surveyed parents and students considered costs to be the primary barrier to students' enrollment in postsecondary educational opportunities, but few survey respondents reported having received information about financial aid.

Building School and Community Cultures that Support Academic Achievement

STAR schools *substantially* implemented services and activities designed to build supportive school and community cultures. Districts with school and community cultures focused on academic achievement demonstrated a commitment to the STAR program in its entirety. Such schools facilitated staff buy-in through ongoing leadership and support for STAR activities and focused on building a college-going culture among students and their families. In addition, successful campuses collaborated with STAR partners to overcome barriers to parent and community involvement in schools.

In general, teachers expressed commitment to the STAR program. Teachers indicated that administrators effectively supported STAR implementation. However, several administrators said they only implemented program components that they considered worthwhile, and STAR partners reported challenges providing services to several campuses. Campuses facing accountability sanctions resulting from low TAKS scores tended to have reduced participation in partner-provided services.

Most STAR schools experienced increased levels of parent participation in 2008-09. In all but one STAR district, 50% of surveyed parents at both the middle school and high school levels reported that they attended activities or visited their child's school at least five times. These schools provided incentives such as meals, door prizes, and gift cards at parent events. Schools also developed activities that appealed to parents, including parties, game nights, and student performances. Several schools took advantage of engaged audiences at sporting events and other school activities and provided postsecondary planning information. Some schools with lower levels of parent participation did not utilize partner services designed to engage parents.

Overall Implementation

The overall STAR implementation score is derived from the average of core component scores and provides a general measure of STAR implementation. The sections that follow discuss overall implementation of STAR for the 2008-09 school year.

In 2008-09, the STAR program was partially implemented. Findings suggest STAR schools may "selectively implement" program components. Most schools *substantially* implemented one core program component and *partially* or *minimally* implemented remaining components. Schools experienced the

greatest difficulty raising academic standards and increasing student and parent access to information. Disaggregated implementation scores identify areas of strength and weakness in campuses' implementation strategies.

Schools experiencing the greatest program impact revised their implementation during the 2008-09 school year. In 2007-08, a district coordinator said that schools generally add short-term supplemental services and programs instead of “*really* changing the culture or curriculum of the school.” Findings from 2008-09 indicate that some schools continued to make short-term changes while others committed to more intensive implementation of STAR components, including focusing on rigorous instruction and prioritizing professional development activities for teachers. Generally speaking, schools with more intensive STAR implementations experienced increased instructional quality, student achievement, and parental participation. In addition, students and parents at these schools reported greater awareness of postsecondary educational opportunities and planning processes.

Schools focused on more intensive reforms tended to have strong administrative support. In these schools, principals communicated clear expectations for teacher participation in STAR activities and encouraged staff buy-in. In addition, principals provided frequent feedback, encouraged participation in professional development, and held teachers accountable for implementing STAR services by increasing classroom observations and monitoring.

Schools that experienced positive program outcomes focused on all four core STAR components. Staff in these schools reported high levels of commitment and buy-in to STAR, and administrators worked to overcome implementation barriers. Campuses with weaker implementations faced accountability sanctions resulting from low TAKS scores, and administrators in these schools viewed STAR as a conflicting priority that competed for time and resources.

Schools with more experience with STAR had stronger implementation strategies. The STAR program began implementation in seventh grade in 2006-07 and expands to include subsequent grades as students matriculate. In 2008-09, middle schools were in their third year of implementation, while high schools only began implementing the STAR program when the first STAR cohort (seventh-graders in 2006-07) matriculated to high school as ninth-graders. On average, middle schools earned higher implementation scores than high schools. This finding suggests that increased implementation experience may improve implementation quality.

STAR schools are not expected to reach full implementation until the 2011-12 school year. In disaggregating 2008-09 implementation scores by core and supporting components, the analysis seeks to identify areas of strength and weakness at the campus and district levels. These scores provide administrators and program coordinators a useful tool when planning STAR services and activities for future grant years. Findings from the 2008-09 implementation analysis will be used as a baseline against which districts' progress towards *full* implementation will be measured in future grant years. In 2011-12, when districts are expected to reach *full* implementation, researchers will include an analysis measuring the effects of implementation levels on program outcomes.

STAR PARTNER ORGANIZATIONS

TEA partnered with (1) the POC at TAMU-CC, (2) the College Board, (3) FACE, (4) NHI, and (5) the Faculty Fellows Program to support STAR implementation. Despite modifications to services in 2008-09, most partners said that STAR districts did not fully utilize their services. School administrators indicated they wanted the opportunity to select the organizations they partnered with and the services that were implemented on their campus. In addition, some administrators described scheduling conflicts as the primary barrier to the implementation of partner services. Partner representatives said services would be modified in 2009-10 to address administrators' concerns.

The POC assisted districts with STAR implementation. POC facilitated professional development opportunities, coordinated partner services, and supported the Faculty Fellows mentoring program. In addition, POC responded to districts' concerns regarding grant implementation. Administrators indicated they appreciated the communication and support POC representatives provided regarding specific grant requirements but were less satisfied with POC training sessions. Some teachers said professional development opportunities did not meet individual campus needs, and experienced teachers felt sessions focused on basic skills and introductory concepts in STAR implementation. In contrast, administrators new to the grant indicated that many sessions were too advanced. Several teachers felt that POC should not contract with out-of-state professional development providers because they advocated teaching strategies that were not applicable to Texas educational requirements. Administrators said that coordinating schedules with staff from six districts was the primary challenge to teacher participation in POC training sessions.

The College Board offered professional development that supported STAR districts' implementation of rigorous instruction. Administrators in many districts considered College Board training the most useful partner service. Several STAR teachers attributed their understanding of "rigor" to College Board training and identified multiple College Board strategies that they implemented in their classrooms in 2008-09, including timed writings, inner/outer circle discussions, poetry analysis, and thinking maps. A College Board representative considered 2008-09 successful, but indicated that some schools did not fully utilize the provided materials and services. In 2009-10, the College Board plans to modify services to ensure schools more fully implement the strategies and materials.

FACE coordinated activities designed to increase parental involvement in schools. In 2008-09, FACE collaborated with other STAR partners to introduce new services. FACE piloted a father/student campus tour of TAMU-CC with the help of the POC and Faculty Fellows. The tour provided parents and students an opportunity to experience college coursework and gain valuable postsecondary planning information. In addition, FACE introduced a father/student leadership team in one district. Most middle school administrators considered FACE the most useful partner service, but the organization met resistance at several high schools where some staff felt FACE activities were not appropriate for high school students.

NHI focused on student leadership, independence, and problem-solving through self-directed activities. School administrators reported that NHI was more organized and increased student participation in 2008-09 than in previous grant years. Administrators also noted that the program was popular with students and families. However, some administrators were unaware of the services NHI provided due to the student-driven nature of the organization. Most STAR districts experienced communication barriers with NHI. Several districts indicated that scheduling NHI activities was challenging, and two districts expressed concern over student costs to participation in NHI programs.

Many partners experienced challenges implementing services on two campuses. District administrators indicated they resisted full implementation of Faculty Fellows, FACE, and NHI on their campuses because they did not consider the services worth teachers' lost instructional time. In addition, school administrators were frustrated by communication barriers with NHI and FACE.

REFERENCES

- Adelman, C. (1999). *Answers in the toolbox: Academic intensity, attendance patterns, and bachelor's degree attainment*. Washington, DC: U.S. Department of Education.
- Adelman, C. (2006, February). *The toolbox revisited: Paths to degree completion from high school through college*. Washington, DC: U.S. Department of Education.
- Berman, P., & McLaughlin, M. W. (1978). *Federal programs supporting educational change. Vol. VIII: Implementing and sustaining innovations*. Santa Monica, CA: Rand Corporation.
- Borman, G. (2005) National efforts to bring reform to scale in high-poverty schools: Outcomes and implications. *Review of Research in Education*, 29. pp. 1-27.
- Borman, G.D., Hewes, G.M., Overman, L.T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. *Review of Educational Research*, 73. pps. 125-230.
- Bridgeland, J.M., Dilulio, J. J., Streeter, R. T., & Mason, J. R. (2008, October). *One dream, two realities: Perspectives of parents on America's high schools*. Washington, DC: Civic Enterprises.
- Bifulco, R., Duncombe, W., & Yinger, J. (2003). *Does whole-school reform boost student performance? The case of New York City*. Syracuse, NY: Center for Policy Research, Syracuse University.
- The College Board (2004). *Pre-AP: Instructional leadership through AP vertical teams*. Washington, DC: College Entrance Examination Board.
- Cohen, J.S. & Smerdon, B.A. (2009, spring). Tightening the dropout tourniquet: Easing the transition from middle to high school. *Preventing School Failure*, 53, 3. pp. 177-184.
- Cunningham, A. F., Erisman, W., & Looney, S. M. (2007, December). *From aspirations to action: The role of middle school parents in making the dream of college a reality*. Washington, DC: Institute for Higher Education Policy.
- Datnow, A., Borman, G., & Springfield, S. (2000). Reform through a highly specified curriculum: Implementation and effects of the core knowledge sequence. *Elementary School Journal*, 101(2), 167-191.
- Dougherty, C., Mellor, L., & Jian, S. (2006, February). *The relationship between Advanced Placement and college graduation*. National Center for Educational Accountability. Retrieved May 4, 2007, from http://www.nc4ea.org/files/NCEA_Report_Relationship_between_AP_and_College_Graduation_02-09-06.pdf.
- Geiser, S. & Santelices, V. (2004). *The role of Advanced Placement and honors courses in college admissions* (Research & Occasional Paper: CSHE.4.04). Berkley, CA: University of California, Berkeley.
- Heilig, J.V. & Darling-Hammond, L. (2008). Accountability Texas-style: The progress and learning of urban minority students in a high-stakes testing context. *Educational Evaluation and Policy Analysis*, 30. pp. 75-110.
- Johnson, J. & Duffett, A. (2005). *Life after high school: Young people talk about their hopes and prospects*. Washington, DC: Public Agenda.
- Kurki, A., Aladjem, D.K., & Carter, K.R. (2005). *Implementation: Measuring and explaining the fidelity of CSR implementation*. Washington, DC: American Institutes for Research.

- Levin, H., Belfield, C., Muennig, P., & Rouse, C. (2007, January). *The costs and benefits of an excellent education for all of America's children*. Retrieved February 18, 2007, from http://www.cbcse.org/media/download_gallery/Leeds_Report_Final_Jan2007.pdf
- Neild, R.C., Stoner-Eby, S., & Furstenberg, F. (2008). Connecting entrance and departure: The transition to ninth grade and high school dropout. *Education and Urban Society*, 40. pp. 543- 569.
- Roderick, M. (2006, April). *Closing the aspirations-attainment gap: Implications for high school reform*. Paper presented at the MDRC High School Reform Conference, San Diego, CA.
- Roderick, M., Nagaoka, J., & Allensworth, E. (2006, April). *From high school to the future: A first look at Chicago Public School graduates' college enrollment, college preparation, and graduation from four-year colleges*. Chicago, IL: Chicago Postsecondary Transition Project.
- Texas Center for Educational Research (TCER). (2008). *Students training for academic readiness (STAR): Year two evaluation*. Austin, TX: Author.
- Texas Education Agency (TEA). (2006). *STAR goals and objectives for the statewide and district programs*. Austin, TX: Author.
- Tierney, W.G., Bailey, T. Constantine, J., Finkelstein, N. & Hurd, N.F. (2009). *Helping students navigate the path to college: What high schools can do: A practical guide* (NCEE #2009-4066). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- United States Department of Education (USDE). (1998). *Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Program description*. Retrieved February 3, 2010 from the USDE website: <http://www2.ed.gov/programs/gearup/index.html>
- United States Department of Education (USDE). (2008). *Early outcomes of the GEAR UP program: Final report*. Washington, D.C.: Policy and Program Studies Service.
- U. S. Census Bureau. (2000). *Census 2000*. Retrieved from U.S. Census Bureau website: www.census.gov
- Vernez, G. Karam, R., Mariano, L.T., & DeMartini, C. (2006). *Evaluating comprehensive school reform models at scale: Focus on implementation*. Santa Monica, CA: RAND.
- Yap, K.O. (1996). Distance education in the Pacific Northwest: Program benefits and implementation barriers. Paper prepared for the Annual Conference of the American Educational Research Association in New York, NY, April 8-12, 1996.

APPENDIX A

SPRING 2009 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	177	166	93.8%
Adams Middle School	53	49	92.5%
Alice High School	124	117	94.4%
Brooks County ISD	80	71	88.8%
Falfurrias Junior High	31	25	80.6%
Falfurrias High School	49	46	93.9%
Corpus Christi ISD	145	133	91.7%
Driscoll Middle School	45	40	88.9%
Miller High School	100	93	93.0%
Kingsville ISD	127	121	95.3%
Memorial Middle School	42	42	100.0%
H. M. King High School	85	79	92.9%
Mathis ISD	73	68	93.2%
McCraw Junior High	22	22	100.0%
Mathis High School	51	46	90.2%
Odem-Edroy ISD	47	37	78.7%
Odem Junior High	21	17	81.0%
Odem High School	26	20	76.9%
Total	649	596	91.8%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2009.

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

Campus	Teacher		Counselor		Librarian	
	N	%	N	%	N	%
Falfurrias High School	40	87.0%	4	8.7%	2	4.3%
Falfurrias Junior High	24	96.0%	1	4.0%	0	0.0%
Alice High School	109	93.2%	6	5.1%	2	1.7%
Adams Middle School	47	95.9%	2	4.1%	0	0.0%
H. M. King High School	75	94.9%	3	3.8%	1	1.3%
Memorial Middle School	39	92.9%	2	4.8%	1	2.4%
Miller High School	85	91.4%	7	7.5%	1	1.1%
Driscoll Middle School	37	92.5%	2	5.0%	1	2.5%
Mathis High School	43	93.5%	2	4.3%	1	2.2%
McCraw Junior High	21	95.5%	1	4.5%	0	0.0%
Odem High School	19	95.0%	1	5.0%	0	0.0%
Odem Junior High	16	94.1%	1	5.9%	0	0.0%
All Campuses	555	93.1%	32	5.4%	9	1.5%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2009.

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

Campus	Mathematics		Science		English/ Language Arts		Social Studies/ Social Science		Self-Contained		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	6	15.0%	5	12.5%	6	15.0%	3	7.5%	2	5.0%	18	45.0%
Falfurrias Junior High	6	25.0%	3	12.5%	7	29.2%	3	12.5%	0	0.0%	5	20.8%
Alice High School	12	11.0%	11	10.1%	20	18.3%	14	12.8%	2	1.8%	50	45.9%
Adams Middle School	10	21.3%	7	14.9%	13	27.7%	5	10.6%	1	2.1%	11	23.4%
H. M. King High School	8	10.7%	8	10.7%	10	13.3%	10	13.3%	5	6.7%	34	45.3%
Memorial Middle School	8	20.5%	5	12.8%	7	17.9%	5	12.8%	2	5.1%	12	30.8%
Miller High School	10	11.8%	8	9.4%	13	15.3%	10	11.8%	4	4.7%	40	47.1%
Driscoll Middle School	8	21.6%	6	16.2%	5	13.5%	5	13.5%	2	5.4%	11	29.7%
Mathis High School	7	16.3%	2	4.7%	6	14.0%	6	14.0%	1	2.3%	21	48.8%
McCraw Junior High	3	14.3%	3	14.3%	4	19.0%	2	9.5%	1	4.8%	8	38.1%
Odem High School	4	21.1%	1	5.3%	3	15.8%	1	5.3%	1	5.3%	9	47.4%
Odem Junior High	3	18.8%	3	18.8%	4	25.0%	3	18.8%	0	0.0%	3	18.8%
All Campuses	85	15.3%	62	11.2%	98	17.7%	67	12.1%	21	3.8%	222	40.0%

Source: STAR Teacher, Librarian, and Counselor survey, spring 2009.

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	46	10.7	46	7.3
Falfurrias Junior High	25	12.7	25	7.2
Alice High School	117	12.0	117	8.1
Adams Middle School	49	7.1	49	6.0
H. M. King High School	79	10.3	79	7.6
Memorial Middle School	42	9.8	42	7.6
Miller High School	93	8.5	93	5.4
Driscoll Middle School	40	10.1	40	5.7
Mathis High School	46	8.4	46	4.3
McCraw Junior High	22	8.7	22	6.6
Odem High School	20	14.5	20	8.0
Odem Junior High	17	5.8	17	3.6
All Campuses	596	10.0	596	6.7

Source. STAR Teacher, Librarian, and Counselor survey, spring 2009.

Table A.5. Ethnicity of Respondents

Campus	African American		Hispanic		White		Other	
	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	41	89.1%	3	6.5%	2	4.3%
Falfurrias Junior High	0	0.0%	21	84.0%	4	16.0%	0	0.0%
Alice High School	1	0.9%	62	53.0%	50	42.7%	4	3.4%
Adams Middle School	2	4.1%	35	71.4%	11	22.4%	1	2.0%
H. M. King High School	2	2.5%	53	67.1%	21	26.6%	3	3.8%
Memorial Middle School	2	4.8%	28	66.7%	12	28.6%	0	0.0%
Miller High School	7	7.6%	44	47.8%	36	39.1%	5	5.4%
Driscoll Middle School	2	5.0%	24	60.0%	13	32.5%	1	2.5%
Mathis High School	0	0.0%	28	60.9%	16	34.8%	2	4.3%
McCraw Junior High	1	4.5%	11	50.0%	10	45.5%	0	0.0%
Odem High School	0	0.0%	8	40.0%	11	55.0%	1	5.0%
Odem Junior High	0	0.0%	9	52.9%	8	47.1%	0	0.0%
All Campuses	17	2.9%	364	61.2%	195	32.8%	19	3.2%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2009.

Table A.6. Gender of Respondents

Campus	Male		Female	
	N	%	N	%
Falfurrias High School	18	39.1%	28	60.9%
Falfurrias Junior High	7	28.0%	18	72.0%
Alice High School	38	33.3%	76	66.7%
Adams Middle School	6	12.2%	43	87.8%
H. M. King High School	35	44.3%	44	55.7%
Memorial Middle School	16	38.1%	26	61.9%
Miller High School	45	50.0%	45	50.0%
Driscoll Middle School	7	17.9%	32	82.1%
Mathis High School	19	41.3%	27	58.7%
McCraw Junior High	10	45.5%	12	54.5%
Odem High School	5	25.0%	15	75.0%
Odem Junior High	8	47.1%	9	52.9%
All Campuses	214	36.3%	375	63.7%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2009.

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	23	50.0%	6	13.0%	14	30.4%	0	0.0%	1	2.2%	2	4.3%
Falfurrias Junior High	12	48.0%	4	16.0%	8	32.0%	1	4.0%	0	0.0%	0	0.0%
Alice High School	59	50.9%	13	11.2%	33	28.4%	7	6.0%	3	2.6%	1	0.9%
Adams Middle School	35	71.4%	3	6.1%	11	22.4%	0	0.0%	0	0.0%	0	0.0%
H. M. King High School	42	53.2%	9	11.4%	23	29.1%	2	2.5%	0	0.0%	3	3.8%
Memorial Middle School	22	52.4%	8	19.0%	10	23.8%	1	2.4%	1	2.4%	0	0.0%
Miller High School	40	43.0%	10	10.8%	34	36.6%	4	4.3%	2	2.2%	3	3.2%
Driscoll Middle School	14	35.0%	6	15.0%	17	42.5%	3	7.5%	0	0.0%	0	0.0%
Mathis High School	25	55.6%	3	6.7%	14	31.1%	0	0.0%	0	0.0%	3	6.7%
McCraw Junior High	15	68.2%	2	9.1%	5	22.7%	0	0.0%	0	0.0%	0	0.0%
Odem High School	10	50.0%	1	5.0%	7	35.0%	0	0.0%	0	0.0%	2	10.0%
Odem Junior High	10	58.8%	4	23.5%	3	17.6%	0	0.0%	0	0.0%	0	0.0%
All Campuses	307	51.7%	69	11.6%	179	30.1%	18	3.0%	7	1.2%	14	2.4%

Source: STAR Teacher, Librarian, and Counselor survey, spring 2009.

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

Campus	Teachers in this school share an understanding about how AP strategies may be used to enhance learning.														
	Strongly Disagree			Disagree			Unsure			Agree			Strongly Agree		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias High School	0	0.0%	1	2.2%	9	19.6%	35	76.1%	1	2.2%					
Falfurrias Junior High	0	0.0%	4	16.0%	8	32.0%	11	44.0%	2	8.0%					
Alice High School	0	0.0%	6	5.1%	25	21.4%	71	60.7%	15	12.8%					
Adams Middle School	1	2.0%	1	2.0%	12	24.5%	29	59.2%	6	12.2%					
H. M. King High School	1	1.3%	12	15.2%	27	34.2%	33	41.8%	6	7.6%					
Memorial Middle School	0	0.0%	2	4.8%	9	21.4%	29	69.0%	2	4.8%					
Miller High School	0	0.0%	4	4.3%	25	26.9%	56	60.2%	8	8.6%					
Driscoll Middle School	1	2.5%	1	2.5%	8	20.0%	24	60.0%	6	15.0%					
Mathis High School	0	0.0%	4	8.7%	8	17.4%	31	67.4%	3	6.5%					
McCraw Junior High	0	0.0%	0	0.0%	1	4.5%	14	63.6%	7	31.8%					
Odem High School	0	0.0%	2	10.0%	4	20.0%	13	65.0%	1	5.0%					
Odem Junior High	2	11.8%	3	17.6%	5	29.4%	7	41.2%	0	0.0%					
All Campuses	5	0.8%	40	6.7%	141	23.7%	353	59.2%	57	9.6%					

Table Continues

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

Campus	Principal consults with staff before making decisions that may affect our ability to work in vertical teams.														
	Strongly Disagree			Disagree			Unsure			Agree			Strongly Agree		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias High School	1	2.2%	4	8.7%	5	10.9%	24	52.2%	12	26.1%					
Falfurrias Junior High	0	0.0%	2	8.0%	4	16.0%	15	60.0%	4	16.0%					
Alice High School	1	0.9%	2	1.7%	25	21.4%	62	53.0%	27	23.1%					
Adams Middle School	1	2.0%	3	6.1%	7	14.3%	33	67.3%	5	10.2%					
H. M. King High School	3	3.8%	25	31.6%	20	25.3%	30	38.0%	1	1.3%					
Memorial Middle School	1	2.4%	1	2.4%	6	14.3%	25	59.5%	9	21.4%					
Miller High School	1	1.1%	2	2.2%	15	16.1%	54	58.1%	21	22.6%					
Driscoll Middle School	1	2.5%	2	5.0%	9	22.5%	19	47.5%	9	22.5%					
Mathis High School	2	4.3%	7	15.2%	4	8.7%	28	60.9%	5	10.9%					
McCraw Junior High	0	0.0%	1	4.5%	3	13.6%	13	59.1%	5	22.7%					
Odem High School	1	5.0%	1	5.0%	4	20.0%	11	55.0%	3	15.0%					
Odem Junior High	1	5.9%	1	5.9%	2	11.8%	11	64.7%	2	11.8%					
All Campuses	13	2.2%	51	8.6%	104	17.4%	325	54.5%	103	17.3%					

Table Continues

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

Campus	In this school, there are clear expectations that all students will be prepared for postsecondary educational opportunities.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	0	0.0%	3	6.5%	2	4.3%	33	71.7%	8	17.4%		
Falfurrias Junior High	0	0.0%	1	4.0%	3	12.0%	18	72.0%	3	12.0%		
Alice High School	2	1.7%	15	12.8%	13	11.1%	65	55.6%	22	18.8%		
Adams Middle School	1	2.0%	1	2.0%	3	6.1%	38	77.6%	6	12.2%		
H. M. King High School	2	2.5%	20	25.3%	13	16.5%	37	46.8%	7	8.9%		
Memorial Middle School	1	2.4%	3	7.1%	4	9.5%	28	66.7%	6	14.3%		
Miller High School	2	2.2%	7	7.5%	10	10.8%	59	63.4%	15	16.1%		
Driscoll Middle School	0	0.0%	5	12.5%	6	15.0%	21	52.5%	8	20.0%		
Mathis High School	2	4.3%	0	0.0%	2	4.3%	33	71.7%	9	19.6%		
McCraw Junior High	0	0.0%	0	0.0%	1	4.5%	19	86.4%	2	9.1%		
Odem High School	0	0.0%	2	10.0%	3	15.0%	12	60.0%	3	15.0%		
Odem Junior High	0	0.0%	3	17.6%	3	17.6%	10	58.8%	1	5.9%		
All Campuses	10	1.7%	60	10.1%	63	10.6%	373	62.6%	90	15.1%		

Table continues

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

Campus	I incorporate information about college readiness into my content-area lessons.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	0	0.0%	2	4.3%	0	0.0%	33	71.7%	11	23.9%		
Falfurrias Junior High	0	0.0%	0	0.0%	1	4.0%	18	72.0%	6	24.0%		
Alice High School	0	0.0%	6	5.1%	4	3.4%	71	60.7%	36	30.8%		
Adams Middle School	0	0.0%	4	8.2%	3	6.1%	36	73.5%	6	12.2%		
H. M. King High School	0	0.0%	7	8.9%	8	10.1%	52	65.8%	12	15.2%		
Memorial Middle School	0	0.0%	2	4.8%	1	2.4%	33	78.6%	6	14.3%		
Miller High School	0	0.0%	1	1.1%	10	10.8%	62	66.7%	20	21.5%		
Driscoll Middle School	0	0.0%	5	12.5%	4	10.0%	19	47.5%	12	30.0%		
Mathis High School	2	4.3%	0	0.0%	4	8.7%	27	58.7%	13	28.3%		
McCraw Junior High	0	0.0%	0	0.0%	3	13.6%	11	50.0%	8	36.4%		
Odem High School	0	0.0%	1	5.0%	0	0.0%	13	65.0%	6	30.0%		
Odem Junior High	0	0.0%	1	5.9%	2	11.8%	14	82.4%	0	0.0%		
All Campuses	2	0.3%	29	4.9%	40	6.7%	389	65.3%	136	22.8%		

Table Continues

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

Campus	Teachers in this school are continually learning and seeking new ideas.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	0	0.0%	1	2.2%	7	15.2%	31	67.4%	7	15.2%		
Falfurrias Junior High	0	0.0%	2	8.0%	3	12.0%	17	68.0%	3	12.0%		
Alice High School	2	1.7%	2	1.7%	14	12.0%	72	61.5%	27	23.1%		
Adams Middle School	0	0.0%	0	0.0%	0	0.0%	36	73.5%	13	26.5%		
H. M. King High School	1	1.3%	6	7.6%	19	24.1%	47	59.5%	6	7.6%		
Memorial Middle School	0	0.0%	1	2.4%	6	14.3%	26	61.9%	9	21.4%		
Miller High School	0	0.0%	0	0.0%	7	7.5%	65	69.9%	21	22.6%		
Driscoll Middle School	0	0.0%	0	0.0%	7	17.5%	22	55.0%	11	27.5%		
Mathis High School	0	0.0%	1	2.2%	3	6.5%	31	67.4%	11	23.9%		
McCraw Junior High	0	0.0%	0	0.0%	1	4.5%	11	50.0%	10	45.5%		
Odem High School	1	5.0%	0	0.0%	6	30.0%	10	50.0%	3	15.0%		
Odem Junior High	0	0.0%	1	5.9%	2	11.8%	14	82.4%	0	0.0%		
All Campuses	4	0.7%	14	2.3%	75	12.6%	382	64.1%	121	20.3%		

Table Continues

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

Campus	The principal in my school actively encourages teachers to pursue professional development geared towards AP strategies and vertical teaming.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	0	0.0%	2	4.3%	4	8.7%	28	60.9%	12	26.1%		
Falfurrias Junior High	0	0.0%	1	4.0%	6	24.0%	16	64.0%	2	8.0%		
Alice High School	1	0.9%	2	1.7%	20	17.1%	64	54.7%	30	25.6%		
Adams Middle School	0	0.0%	1	2.0%	8	16.3%	28	57.1%	12	24.5%		
H. M. King High School	3	3.8%	9	11.4%	26	32.9%	38	48.1%	3	3.8%		
Memorial Middle School	1	2.4%	0	0.0%	4	9.5%	29	69.0%	8	19.0%		
Miller High School	0	0.0%	1	1.1%	7	7.5%	61	65.6%	24	25.8%		
Driscoll Middle School	0	0.0%	1	2.5%	5	12.5%	23	57.5%	11	27.5%		
Mathis High School	0	0.0%	2	4.3%	6	13.0%	26	56.5%	12	26.1%		
McCraw Junior High	0	0.0%	0	0.0%	0	0.0%	10	45.5%	12	54.5%		
Odem High School	1	5.0%	1	5.0%	2	10.0%	15	75.0%	1	5.0%		
Odem Junior High	0	0.0%	3	17.6%	1	5.9%	11	64.7%	2	11.8%		
All Campuses	6	1.0%	23	3.9%	89	14.9%	349	58.6%	129	21.6%		

Table continues

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

Campus	Teachers are not afraid to learn about new educational approaches and use them with their class(es).											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	1	2.2%	2	4.3%	5	10.9%	31	67.4%	7	15.2%		
Falfurrias Junior High	0	0.0%	1	4.0%	3	12.0%	17	68.0%	4	16.0%		
Alice High School	0	0.0%	6	5.1%	14	12.0%	77	65.8%	20	17.1%		
Adams Middle School	0	0.0%	0	0.0%	4	8.2%	34	69.4%	11	22.4%		
H. M. King High School	3	3.8%	13	16.5%	18	22.8%	41	51.9%	4	5.1%		
Memorial Middle School	0	0.0%	2	4.8%	5	11.9%	29	69.0%	6	14.3%		
Miller High School	0	0.0%	4	4.3%	8	8.6%	53	57.0%	28	30.1%		
Driscoll Middle School	0	0.0%	4	10.0%	3	7.5%	26	65.0%	7	17.5%		
Mathis High School	1	2.2%	2	4.3%	2	4.3%	36	78.3%	5	10.9%		
McCraw Junior High	0	0.0%	0	0.0%	1	4.5%	10	45.5%	11	50.0%		
Odem High School	0	0.0%	2	10.0%	4	20.0%	12	60.0%	2	10.0%		
Odem Junior High	0	0.0%	2	11.8%	2	11.8%	11	64.7%	2	11.8%		
All Campuses	5	0.8%	38	6.4%	69	11.6%	377	63.3%	107	18.0%		

Table Continues

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

Campus	I have received sufficient training to incorporate AP strategies in my classes.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	3	6.5%	11	23.9%	10	21.7%	18	39.1%	4	8.7%		
Falfurrias Junior High	1	4.0%	5	20.0%	7	28.0%	8	32.0%	4	16.0%		
Alice High School	7	6.0%	36	30.8%	14	12.0%	43	36.8%	17	14.5%		
Adams Middle School	0	0.0%	13	26.5%	9	18.4%	20	40.8%	7	14.3%		
H. M. King High School	5	6.3%	29	36.7%	8	10.1%	30	38.0%	7	8.9%		
Memorial Middle School	1	2.4%	10	23.8%	8	19.0%	20	47.6%	3	7.1%		
Miller High School	2	2.2%	19	20.4%	18	19.4%	43	46.2%	11	11.8%		
Driscoll Middle School	1	2.5%	8	20.0%	5	12.5%	18	45.0%	8	20.0%		
Mathis High School	5	10.9%	11	23.9%	14	30.4%	13	28.3%	3	6.5%		
McCraw Junior High	1	4.5%	1	4.5%	3	13.6%	12	54.5%	5	22.7%		
Odem High School	1	5.0%	1	5.0%	6	30.0%	9	45.0%	3	15.0%		
Odem Junior High	2	11.8%	6	35.3%	5	29.4%	4	23.5%	0	0.0%		
All Campuses	29	4.9%	150	25.2%	107	18.0%	238	39.9%	72	12.1%		

Table Continues

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

Campus	Parents support our school's emphasis on college readiness.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	0	0.0%	8	17.4%	11	23.9%	25	54.3%	2	4.3%		
Falfurrias Junior High	1	4.0%	7	28.0%	6	24.0%	9	36.0%	2	8.0%		
Alice High School	7	6.0%	19	16.2%	33	28.2%	50	42.7%	8	6.8%		
Adams Middle School	4	8.2%	6	12.2%	10	20.4%	23	46.9%	6	12.2%		
H. M. King High School	3	3.8%	18	22.8%	22	27.8%	31	39.2%	5	6.3%		
Memorial Middle School	2	4.8%	11	26.2%	12	28.6%	16	38.1%	1	2.4%		
Miller High School	7	7.5%	14	15.1%	28	30.1%	36	38.7%	8	8.6%		
Driscoll Middle School	0	0.0%	6	15.0%	8	20.0%	21	52.5%	5	12.5%		
Mathis High School	2	4.3%	2	4.3%	21	45.7%	19	41.3%	2	4.3%		
McCraw Junior High	0	0.0%	1	4.5%	5	22.7%	14	63.6%	2	9.1%		
Odem High School	0	0.0%	3	15.0%	7	35.0%	7	35.0%	3	15.0%		
Odem Junior High	0	0.0%	4	23.5%	4	23.5%	8	47.1%	1	5.9%		
All Campuses	26	4.4%	99	16.6%	167	28.0%	259	43.5%	45	7.6%		

Table continues

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

Campus	The principal is an effective leader for vertical teams in this school.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	0	0.0%	3	6.5%	7	15.2%	25	54.3%	11	23.9%		
Falfurrias Junior High	1	4.0%	2	8.0%	4	16.0%	13	52.0%	5	20.0%		
Alice High School	1	0.9%	2	1.7%	15	12.8%	65	55.6%	34	29.1%		
Adams Middle School	1	2.0%	2	4.1%	2	4.1%	35	71.4%	9	18.4%		
H. M. King High School	3	3.8%	13	16.5%	20	25.3%	39	49.4%	4	5.1%		
Memorial Middle School	1	2.4%	0	0.0%	3	7.1%	29	69.0%	9	21.4%		
Miller High School	1	1.1%	4	4.3%	10	10.8%	43	46.2%	35	37.6%		
Driscoll Middle School	0	0.0%	1	2.5%	6	15.0%	22	55.0%	11	27.5%		
Mathis High School	4	8.7%	2	4.3%	9	19.6%	27	58.7%	4	8.7%		
McCraw Junior High	0	0.0%	1	4.5%	0	0.0%	16	72.7%	5	22.7%		
Odem High School	0	0.0%	1	5.0%	5	25.0%	12	60.0%	2	10.0%		
Odem Junior High	0	0.0%	1	5.9%	3	17.6%	12	70.6%	1	5.9%		
All Campuses	12	2.0%	32	5.4%	84	14.1%	338	56.7%	130	21.8%		

Table Continues

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

Campus	Overall, considering the uses of vertical teams in my school today, I am confident that this use is leading to increased student achievement.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree		N	%
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	1	2.2%	2	4.3%	19	41.3%	22	47.8%	2	4.3%	2	4.3%
Falfurrias Junior High	2	8.0%	2	8.0%	6	24.0%	14	56.0%	1	4.0%	1	4.0%
Alice High School	2	1.7%	9	7.7%	31	26.5%	57	48.7%	18	15.4%	18	15.4%
Adams Middle School	0	0.0%	3	6.1%	8	16.3%	32	65.3%	6	12.2%	6	12.2%
H. M. King High School	2	2.5%	13	16.5%	23	29.1%	39	49.4%	2	2.5%	2	2.5%
Memorial Middle School	0	0.0%	3	7.1%	8	19.0%	29	69.0%	2	4.8%	2	4.8%
Miller High School	1	1.1%	3	3.2%	21	22.6%	58	62.4%	10	10.8%	10	10.8%
Driscoll Middle School	0	0.0%	4	10.0%	12	30.0%	17	42.5%	7	17.5%	7	17.5%
Mathis High School	2	4.3%	1	2.2%	10	21.7%	28	60.9%	5	10.9%	5	10.9%
McCraw Junior High	0	0.0%	0	0.0%	3	13.6%	14	63.6%	5	22.7%	5	22.7%
Odem High School	0	0.0%	3	15.0%	5	25.0%	11	55.0%	1	5.0%	1	5.0%
Odem Junior High	0	0.0%	1	5.9%	3	17.6%	12	70.6%	1	5.9%	1	5.9%
All Campuses	10	1.7%	44	7.4%	149	25.0%	333	55.9%	60	10.1%	60	10.1%

Table Continues

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

Campus	The principal encourages teachers to be innovative and try new methods.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree		N	%
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	1	2.2%	2	4.3%	1	2.2%	28	60.9%	14	30.4%	14	30.4%
Falfurrias Junior High	0	0.0%	0	0.0%	4	16.0%	17	68.0%	4	16.0%	4	16.0%
Alice High School	1	0.9%	3	2.6%	10	8.5%	67	57.3%	36	30.8%	36	30.8%
Adams Middle School	0	0.0%	1	2.0%	3	6.1%	30	61.2%	15	30.6%	15	30.6%
H. M. King High School	3	3.8%	9	11.4%	10	12.7%	53	67.1%	4	5.1%	4	5.1%
Memorial Middle School	1	2.4%	1	2.4%	1	2.4%	29	69.0%	10	23.8%	10	23.8%
Miller High School	0	0.0%	1	1.1%	4	4.3%	45	48.4%	43	46.2%	43	46.2%
Driscoll Middle School	0	0.0%	1	2.5%	1	2.5%	22	55.0%	16	40.0%	16	40.0%
Mathis High School	1	2.2%	3	6.5%	6	13.0%	27	58.7%	9	19.6%	9	19.6%
McCraw Junior High	0	0.0%	0	0.0%	1	4.5%	11	50.0%	10	45.5%	10	45.5%
Odem High School	0	0.0%	0	0.0%	1	5.0%	17	85.0%	2	10.0%	2	10.0%
Odem Junior High	0	0.0%	1	5.9%	1	5.9%	12	70.6%	3	17.6%	3	17.6%
All Campuses	7	1.2%	22	3.7%	43	7.2%	358	60.1%	166	27.9%	166	27.9%

Table continues

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

Campus	GEAR UP goals are clearly communicated to parents and the community.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	0	0.0%	2	4.3%	12	26.1%	26	56.5%	6	13.0%		
Falfurrias Junior High	0	0.0%	2	8.0%	5	20.0%	15	60.0%	3	12.0%		
Alice High School	1	0.9%	4	3.4%	35	29.9%	57	48.7%	20	17.1%		
Adams Middle School	0	0.0%	3	6.1%	8	16.3%	32	65.3%	6	12.2%		
H. M. King High School	1	1.3%	2	2.5%	29	36.7%	41	51.9%	6	7.6%		
Memorial Middle School	0	0.0%	1	2.4%	4	9.5%	32	76.2%	5	11.9%		
Miller High School	2	2.2%	4	4.3%	35	37.6%	42	45.2%	10	10.8%		
Driscoll Middle School	1	2.5%	3	7.5%	7	17.5%	21	52.5%	8	20.0%		
Mathis High School	2	4.3%	2	4.3%	11	23.9%	26	56.5%	5	10.9%		
McCraw Junior High	0	0.0%	0	0.0%	5	22.7%	13	59.1%	4	18.2%		
Odem High School	0	0.0%	1	5.0%	5	25.0%	12	60.0%	2	10.0%		
Odem Junior High	0	0.0%	5	29.4%	3	17.6%	7	41.2%	2	11.8%		
All Campuses	7	1.2%	29	4.9%	159	26.7%	324	54.4%	77	12.9%		

Table Continues

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

Campus	The principal is willing to support, through funding or manpower, teachers' efforts at vertical teaming.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	0	0.0%	2	4.3%	7	15.2%	30	65.2%	7	15.2%		
Falfurrias Junior High	0	0.0%	1	4.0%	5	20.0%	16	64.0%	3	12.0%		
Alice High School	1	0.9%	0	0.0%	25	21.4%	65	55.6%	26	22.2%		
Adams Middle School	0	0.0%	1	2.0%	4	8.2%	34	69.4%	10	20.4%		
H. M. King High School	2	2.5%	6	7.6%	30	38.0%	38	48.1%	3	3.8%		
Memorial Middle School	1	2.4%	0	0.0%	8	19.0%	30	71.4%	3	7.1%		
Miller High School	0	0.0%	2	2.2%	11	11.8%	56	60.2%	24	25.8%		
Driscoll Middle School	0	0.0%	1	2.5%	7	17.5%	23	57.5%	9	22.5%		
Mathis High School	1	2.2%	3	6.5%	9	19.6%	27	58.7%	6	13.0%		
McCraw Junior High	0	0.0%	0	0.0%	0	0.0%	16	72.7%	6	27.3%		
Odem High School	0	0.0%	0	0.0%	4	20.0%	14	70.0%	2	10.0%		
Odem Junior High	0	0.0%	1	5.9%	5	29.4%	10	58.8%	1	5.9%		
All Campuses	5	0.8%	17	2.9%	115	19.3%	359	60.2%	100	16.8%		

Table Continues

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

Campus	Teachers receive adequate administrative support to incorporate vertical teams.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	0	0.0%	4	8.7%	10	21.7%	26	56.5%	6	13.0%		
Falfurrias Junior High	1	4.0%	1	4.0%	4	16.0%	15	60.0%	4	16.0%		
Alice High School	1	0.9%	5	4.3%	27	23.1%	68	58.1%	16	13.7%		
Adams Middle School	0	0.0%	1	2.0%	6	12.2%	35	71.4%	7	14.3%		
H. M. King High School	2	2.5%	18	22.8%	23	29.1%	34	43.0%	2	2.5%		
Memorial Middle School	1	2.4%	1	2.4%	6	14.3%	29	69.0%	5	11.9%		
Miller High School	0	0.0%	5	5.4%	16	17.2%	54	58.1%	18	19.4%		
Driscoll Middle School	1	2.5%	2	5.0%	6	15.0%	25	62.5%	6	15.0%		
Mathis High School	2	4.3%	2	4.3%	12	26.1%	27	58.7%	3	6.5%		
McCraw Junior High	0	0.0%	1	4.5%	2	9.1%	14	63.6%	5	22.7%		
Odem High School	0	0.0%	2	10.0%	4	20.0%	13	65.0%	1	5.0%		
Odem Junior High	0	0.0%	3	17.6%	2	11.8%	11	64.7%	1	5.9%		
All Campuses	8	1.3%	45	7.6%	118	19.8%	351	58.9%	74	12.4%		

Table continues

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

Campus	Teachers and administrators rely on research-proven teaching and learning principles in making decisions about instruction.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	0	0.0%	2	4.3%	12	26.1%	28	60.9%	4	8.7%		
Falfurrias Junior High	0	0.0%	1	4.0%	2	8.0%	16	64.0%	6	24.0%		
Alice High School	1	0.9%	4	3.4%	21	17.9%	72	61.5%	19	16.2%		
Adams Middle School	0	0.0%	0	0.0%	4	8.2%	37	75.5%	8	16.3%		
H. M. King High School	2	2.5%	6	7.6%	24	30.4%	44	55.7%	3	3.8%		
Memorial Middle School	1	2.4%	0	0.0%	5	11.9%	32	76.2%	4	9.5%		
Miller High School	0	0.0%	1	1.1%	11	11.8%	61	65.6%	20	21.5%		
Driscoll Middle School	1	2.5%	2	5.0%	6	15.0%	23	57.5%	8	20.0%		
Mathis High School	1	2.2%	3	6.5%	5	10.9%	31	67.4%	6	13.0%		
McCraw Junior High	0	0.0%	0	0.0%	3	13.6%	14	63.6%	5	22.7%		
Odem High School	0	0.0%	1	5.0%	1	5.0%	17	85.0%	1	5.0%		
Odem Junior High	0	0.0%	1	5.9%	1	5.9%	14	82.4%	1	5.9%		
All Campuses	6	1.0%	21	3.5%	95	15.9%	389	65.3%	85	14.3%		

Table Continues

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

Campus	When our school has professional development focused on vertical teams, the principal often participates.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	1	2.2%	5	10.9%	10	21.7%	25	54.3%	5	10.9%		
Falfurrias Junior High	1	4.0%	3	12.0%	4	16.0%	13	52.0%	4	16.0%		
Alice High School	2	1.7%	13	11.1%	33	28.2%	58	49.6%	11	9.4%		
Adams Middle School	4	8.2%	8	16.3%	11	22.4%	22	44.9%	4	8.2%		
H. M. King High School	5	6.3%	13	16.5%	22	27.8%	37	46.8%	2	2.5%		
Memorial Middle School	0	0.0%	5	11.9%	11	26.2%	20	47.6%	6	14.3%		
Miller High School	0	0.0%	10	10.8%	18	19.4%	46	49.5%	19	20.4%		
Driscoll Middle School	0	0.0%	4	10.0%	7	17.5%	20	50.0%	9	22.5%		
Mathis High School	2	4.3%	1	2.2%	13	28.3%	26	56.5%	4	8.7%		
McCraw Junior High	0	0.0%	1	4.5%	0	0.0%	16	72.7%	5	22.7%		
Odem High School	0	0.0%	3	15.0%	7	35.0%	10	50.0%	0	0.0%		
Odem Junior High	0	0.0%	0	0.0%	5	29.4%	10	58.8%	2	11.8%		
All Campuses	15	2.5%	66	11.1%	141	23.7%	303	50.8%	71	11.9%		

Table Continues

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

Campus	The surrounding community actively supports our emphasis on college readiness.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	1	2.2%	4	8.7%	12	26.1%	26	56.5%	3	6.5%		
Falfurrias Junior High	1	4.0%	6	24.0%	8	32.0%	9	36.0%	1	4.0%		
Alice High School	4	3.4%	19	16.2%	28	23.9%	54	46.2%	12	10.3%		
Adams Middle School	3	6.1%	4	8.2%	14	28.6%	25	51.0%	3	6.1%		
H. M. King High School	4	5.1%	15	19.0%	22	27.8%	34	43.0%	4	5.1%		
Memorial Middle School	1	2.4%	3	7.1%	13	31.0%	22	52.4%	3	7.1%		
Miller High School	6	6.5%	12	12.9%	28	30.1%	42	45.2%	5	5.4%		
Driscoll Middle School	0	0.0%	4	10.0%	12	30.0%	16	40.0%	8	20.0%		
Mathis High School	2	4.3%	3	6.5%	14	30.4%	23	50.0%	4	8.7%		
McCraw Junior High	0	0.0%	1	4.5%	4	18.2%	14	63.6%	3	13.6%		
Odem High School	0	0.0%	4	20.0%	5	25.0%	9	45.0%	2	10.0%		
Odem Junior High	1	5.9%	3	17.6%	4	23.5%	8	47.1%	1	5.9%		
All Campuses	23	3.9%	78	13.1%	164	27.5%	282	47.3%	49	8.2%		

Table continues

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

Campus	Teachers in this school are generally supportive of vertical teaming efforts.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	0	0.0%	2	4.3%	9	19.6%	33	71.7%	2	4.3%		
Falfurrias Junior High	1	4.0%	1	4.0%	4	16.0%	15	60.0%	4	16.0%		
Alice High School	1	0.9%	2	1.7%	18	15.4%	81	69.2%	15	12.8%		
Adams Middle School	1	2.0%	0	0.0%	4	8.2%	39	79.6%	5	10.2%		
H. M. King High School	1	1.3%	6	7.6%	26	32.9%	43	54.4%	3	3.8%		
Memorial Middle School	0	0.0%	4	9.5%	6	14.3%	28	66.7%	4	9.5%		
Miller High School	1	1.1%	3	3.2%	11	11.8%	59	63.4%	19	20.4%		
Driscoll Middle School	0	0.0%	3	7.5%	13	32.5%	20	50.0%	4	10.0%		
Mathis High School	1	2.2%	1	2.2%	6	13.0%	32	69.6%	6	13.0%		
McCraw Junior High	0	0.0%	0	0.0%	2	9.1%	15	68.2%	5	22.7%		
Odem High School	0	0.0%	0	0.0%	3	15.0%	15	75.0%	2	10.0%		
Odem Junior High	0	0.0%	1	5.9%	1	5.9%	14	82.4%	1	5.9%		
All Campuses	6	1.0%	23	3.9%	103	17.3%	394	66.1%	70	11.7%		

Table Continues

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

Campus	This school provides a variety of opportunities for parent involvement.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	0	0.0%	2	4.3%	3	6.5%	36	78.3%	5	10.9%		
Falfurrias Junior High	2	8.0%	1	4.0%	5	20.0%	11	44.0%	6	24.0%		
Alice High School	1	0.9%	0	0.0%	13	11.1%	67	57.3%	36	30.8%		
Adams Middle School	0	0.0%	1	2.0%	2	4.1%	32	65.3%	14	28.6%		
H. M. King High School	1	1.3%	10	12.7%	11	13.9%	51	64.6%	6	7.6%		
Memorial Middle School	0	0.0%	1	2.4%	2	4.8%	30	71.4%	9	21.4%		
Miller High School	0	0.0%	1	1.1%	6	6.5%	55	59.1%	31	33.3%		
Driscoll Middle School	0	0.0%	0	0.0%	1	2.5%	16	40.0%	23	57.5%		
Mathis High School	0	0.0%	0	0.0%	4	8.7%	31	67.4%	11	23.9%		
McCraw Junior High	0	0.0%	1	4.5%	1	4.5%	14	63.6%	6	27.3%		
Odem High School	0	0.0%	0	0.0%	4	20.0%	14	70.0%	2	10.0%		
Odem Junior High	0	0.0%	3	17.6%	0	0.0%	14	82.4%	0	0.0%		
All Campuses	4	0.7%	20	3.4%	52	8.7%	371	62.2%	149	25.0%		

Table Continues

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

Campus	GEAR UP goals are clearly communicated to staff.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	0	0.0%	2	4.3%	3	6.5%	36	78.3%	5	10.9%		
Falfurrias Junior High	1	4.0%	1	4.0%	3	12.0%	17	68.0%	3	12.0%		
Alice High School	3	2.6%	7	6.0%	16	13.7%	71	60.7%	20	17.1%		
Adams Middle School	0	0.0%	4	8.2%	7	14.3%	31	63.3%	7	14.3%		
H. M. King High School	1	1.3%	12	15.2%	12	15.2%	49	62.0%	5	6.3%		
Memorial Middle School	0	0.0%	4	9.5%	3	7.1%	28	66.7%	7	16.7%		
Miller High School	1	1.1%	9	9.7%	21	22.6%	48	51.6%	14	15.1%		
Driscoll Middle School	1	2.5%	3	7.5%	5	12.5%	20	50.0%	11	27.5%		
Mathis High School	2	4.3%	6	13.0%	5	10.9%	28	60.9%	5	10.9%		
McCraw Junior High	0	0.0%	0	0.0%	3	13.6%	14	63.6%	5	22.7%		
Odem High School	1	5.0%	3	15.0%	2	10.0%	11	55.0%	3	15.0%		
Odem Junior High	1	5.9%	4	23.5%	3	17.6%	9	52.9%	0	0.0%		
All Campuses	11	1.8%	55	9.2%	83	13.9%	362	60.7%	85	14.3%		

Table continues

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

Campus	I am aware of an advisory committee that assists with GEAR UP implementation.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	1	2.2%	3	6.5%	8	17.4%	30	65.2%	4	8.7%		
Falfurrias Junior High	0	0.0%	6	24.0%	2	8.0%	12	48.0%	5	20.0%		
Alice High School	3	2.6%	15	12.8%	29	24.8%	51	43.6%	19	16.2%		
Adams Middle School	3	6.1%	3	6.1%	15	30.6%	24	49.0%	4	8.2%		
H. M. King High School	3	3.8%	12	15.2%	19	24.1%	41	51.9%	4	5.1%		
Memorial Middle School	0	0.0%	4	9.5%	1	2.4%	33	78.6%	4	9.5%		
Miller High School	2	2.2%	12	12.9%	16	17.2%	54	58.1%	9	9.7%		
Driscoll Middle School	2	5.0%	3	7.5%	5	12.5%	19	47.5%	11	27.5%		
Mathis High School	2	4.3%	6	13.0%	13	28.3%	20	43.5%	5	10.9%		
McCraw Junior High	0	0.0%	4	18.2%	4	18.2%	12	54.5%	2	9.1%		
Odem High School	2	10.0%	2	10.0%	7	35.0%	7	35.0%	2	10.0%		
Odem Junior High	0	0.0%	2	11.8%	8	47.1%	6	35.3%	1	5.9%		
All Campuses	18	3.0%	72	12.1%	127	21.3%	309	51.8%	70	11.7%		

Table Continues

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

Campus	I have received sufficient training to use student test scores and achievement or accountability data in planning individual academic programs.											
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	0	0.0%	3	6.5%	6	13.0%	33	71.7%	4	8.7%		
Falfurrias Junior High	0	0.0%	1	4.0%	2	8.0%	17	68.0%	5	20.0%		
Alice High School	4	3.4%	13	11.1%	14	12.0%	68	58.1%	18	15.4%		
Adams Middle School	0	0.0%	1	2.0%	5	10.2%	34	69.4%	9	18.4%		
H. M. King High School	4	5.1%	13	16.5%	15	19.0%	43	54.4%	4	5.1%		
Memorial Middle School	0	0.0%	3	7.1%	8	19.0%	24	57.1%	7	16.7%		
Miller High School	0	0.0%	4	4.3%	11	11.8%	64	68.8%	14	15.1%		
Driscoll Middle School	2	5.0%	1	2.5%	4	10.0%	21	52.5%	12	30.0%		
Mathis High School	2	4.3%	7	15.2%	12	26.1%	20	43.5%	5	10.9%		
McCraw Junior High	0	0.0%	1	4.5%	2	9.1%	13	59.1%	6	27.3%		
Odem High School	0	0.0%	4	20.0%	1	5.0%	12	60.0%	3	15.0%		
Odem Junior High	0	0.0%	3	17.6%	1	5.9%	13	76.5%	0	0.0%		
All Campuses	12	2.0%	54	9.1%	81	13.6%	362	60.7%	87	14.6%		

Source: STAR Teacher, Librarian, and Counselor survey, spring 2009.

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

Campus	Recommended High School Program or Distinguished Achievement Program											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	3	6.5%	4	8.7%	20	43.5%	15	32.6%	4	8.7%		
Falfurrias Junior High	1	4.0%	5	20.0%	7	28.0%	12	48.0%	0	0.0%		
Alice High School	8	6.8%	21	17.9%	46	39.3%	34	29.1%	8	6.8%		
Adams Middle School	4	8.2%	9	18.4%	19	38.8%	16	32.7%	1	2.0%		
H. M. King High School	7	8.9%	10	12.7%	38	48.1%	21	26.6%	3	3.8%		
Memorial Middle School	0	0.0%	6	14.3%	23	54.8%	13	31.0%	0	0.0%		
Miller High School	5	5.4%	10	10.8%	34	36.6%	34	36.6%	10	10.8%		
Driscoll Middle School	0	0.0%	10	25.0%	11	27.5%	13	32.5%	6	15.0%		
Mathis High School	0	0.0%	5	10.9%	23	50.0%	16	34.8%	2	4.3%		
McCraw Junior High	1	4.5%	1	4.5%	8	36.4%	10	45.5%	2	9.1%		
Odem High School	1	5.0%	5	25.0%	6	30.0%	6	30.0%	2	10.0%		
Odem Junior High	2	11.8%	3	17.6%	8	47.1%	4	23.5%	0	0.0%		
All Campuses	32	5.4%	89	14.9%	243	40.8%	194	32.6%	38	6.4%		

Table continues

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

Campus	Post-secondary admissions requirements											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	5	10.9%	2	4.3%	18	39.1%	19	41.3%	2	4.3%		
Falfurrias Junior High	1	4.0%	4	16.0%	11	44.0%	9	36.0%	0	0.0%		
Alice High School	5	4.3%	18	15.4%	47	40.2%	38	32.5%	9	7.7%		
Adams Middle School	5	10.2%	12	24.5%	18	36.7%	13	26.5%	1	2.0%		
H. M. King High School	6	7.6%	14	17.7%	26	32.9%	30	38.0%	3	3.8%		
Memorial Middle School	1	2.4%	11	26.2%	16	38.1%	12	28.6%	2	4.8%		
Miller High School	4	4.3%	8	8.6%	34	36.6%	38	40.9%	9	9.7%		
Driscoll Middle School	4	10.0%	10	25.0%	13	32.5%	11	27.5%	2	5.0%		
Mathis High School	0	0.0%	5	10.9%	16	34.8%	22	47.8%	3	6.5%		
McCraw Junior High	2	9.1%	0	0.0%	11	50.0%	8	36.4%	1	4.5%		
Odem High School	2	10.0%	2	10.0%	7	35.0%	9	45.0%	0	0.0%		
Odem Junior High	5	29.4%	3	17.6%	7	41.2%	2	11.8%	0	0.0%		
All Campuses	40	6.7%	89	14.9%	224	37.6%	211	35.4%	32	5.4%		

Table continues

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

Campus	Post-secondary financial aid, scholarships, or college applications											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	5	10.9%	6	13.0%	12	26.1%	21	45.7%	2	4.3%		
Falfurrias Junior High	1	4.0%	9	36.0%	8	32.0%	7	28.0%	0	0.0%		
Alice High School	7	6.0%	24	20.5%	44	37.6%	35	29.9%	7	6.0%		
Adams Middle School	7	14.3%	12	24.5%	19	38.8%	10	20.4%	1	2.0%		
H. M. King High School	9	11.4%	15	19.0%	24	30.4%	29	36.7%	2	2.5%		
Memorial Middle School	2	4.8%	13	31.0%	19	45.2%	7	16.7%	1	2.4%		
Miller High School	4	4.3%	11	11.8%	28	30.1%	40	43.0%	10	10.8%		
Driscoll Middle School	8	20.0%	8	20.0%	16	40.0%	6	15.0%	2	5.0%		
Mathis High School	0	0.0%	6	13.0%	14	30.4%	22	47.8%	4	8.7%		
McCraw Junior High	5	22.7%	2	9.1%	7	31.8%	6	27.3%	2	9.1%		
Odem High School	3	15.0%	4	20.0%	5	25.0%	6	30.0%	2	10.0%		
Odem Junior High	5	29.4%	2	11.8%	9	52.9%	1	5.9%	0	0.0%		
All Campuses	56	9.4%	112	18.8%	205	34.4%	190	31.9%	33	5.5%		

Table continues

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

Campus	ACT/SAT preparation/testing											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	5	10.9%	6	13.0%	16	34.8%	18	39.1%	1	2.2%		
Falfurrias Junior High	2	8.0%	10	40.0%	7	28.0%	6	24.0%	0	0.0%		
Alice High School	16	13.7%	18	15.4%	47	40.2%	30	25.6%	6	5.1%		
Adams Middle School	9	18.4%	16	32.7%	16	32.7%	7	14.3%	1	2.0%		
H. M. King High School	12	15.2%	20	25.3%	22	27.8%	22	27.8%	3	3.8%		
Memorial Middle School	2	4.8%	15	35.7%	18	42.9%	7	16.7%	0	0.0%		
Miller High School	6	6.5%	20	21.5%	27	29.0%	35	37.6%	5	5.4%		
Driscoll Middle School	9	22.5%	10	25.0%	15	37.5%	3	7.5%	3	7.5%		
Mathis High School	1	2.2%	6	13.0%	21	45.7%	14	30.4%	4	8.7%		
McCraw Junior High	3	13.6%	5	22.7%	7	31.8%	6	27.3%	1	4.5%		
Odem High School	2	10.0%	2	10.0%	9	45.0%	6	30.0%	1	5.0%		
Odem Junior High	7	41.2%	2	11.8%	7	41.2%	1	5.9%	0	0.0%		
All Campuses	74	12.4%	130	21.8%	212	35.6%	155	26.0%	25	4.2%		

Table continues

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

Campus	Career counseling											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	4	8.7%	6	13.0%	17	37.0%	15	32.6%	4	8.7%		
Falfurrias Junior High	1	4.0%	6	24.0%	5	20.0%	12	48.0%	1	4.0%		
Alice High School	7	6.0%	25	21.4%	37	31.6%	38	32.5%	10	8.5%		
Adams Middle School	4	8.2%	13	26.5%	22	44.9%	9	18.4%	1	2.0%		
H. M. King High School	6	7.6%	20	25.3%	24	30.4%	23	29.1%	6	7.6%		
Memorial Middle School	2	4.8%	15	35.7%	17	40.5%	5	11.9%	3	7.1%		
Miller High School	4	4.3%	12	12.9%	28	30.1%	36	38.7%	13	14.0%		
Driscoll Middle School	5	12.5%	10	25.0%	14	35.0%	7	17.5%	4	10.0%		
Mathis High School	1	2.2%	4	8.7%	18	39.1%	17	37.0%	6	13.0%		
McCraw Junior High	4	18.2%	3	13.6%	8	36.4%	6	27.3%	1	4.5%		
Odem High School	2	10.0%	3	15.0%	8	40.0%	6	30.0%	1	5.0%		
Odem Junior High	4	23.5%	2	11.8%	10	58.8%	1	5.9%	0	0.0%		
All Campuses	44	7.4%	119	20.0%	208	34.9%	175	29.4%	50	8.4%		

Table continues

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

Campus	Vocational and technical programs											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	5	10.9%	6	13.0%	16	34.8%	13	28.3%	6	13.0%		
Falfurrias Junior High	2	8.0%	7	28.0%	7	28.0%	7	28.0%	2	8.0%		
Alice High School	5	4.3%	31	26.5%	33	28.2%	36	30.8%	12	10.3%		
Adams Middle School	6	12.2%	12	24.5%	21	42.9%	8	16.3%	2	4.1%		
H. M. King High School	10	12.7%	22	27.8%	23	29.1%	19	24.1%	5	6.3%		
Memorial Middle School	2	4.8%	11	26.2%	20	47.6%	8	19.0%	1	2.4%		
Miller High School	6	6.5%	16	17.2%	29	31.2%	28	30.1%	14	15.1%		
Driscoll Middle School	6	15.0%	13	32.5%	11	27.5%	8	20.0%	2	5.0%		
Mathis High School	1	2.2%	5	10.9%	18	39.1%	20	43.5%	2	4.3%		
McCraw Junior High	2	9.1%	2	9.1%	10	45.5%	7	31.8%	1	4.5%		
Odem High School	2	10.0%	4	20.0%	4	20.0%	9	45.0%	1	5.0%		
Odem Junior High	6	35.3%	2	11.8%	8	47.1%	1	5.9%	0	0.0%		
All Campuses	53	8.9%	131	22.0%	200	33.6%	164	27.5%	48	8.1%		

Source: STAR Teacher, Librarian, and Counselor survey, spring 2009.

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

Campus	Recommended High School Program or Distinguished Achievement Program											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	8	17.4%	7	15.2%	23	50.0%	8	17.4%	0	0.0%		
Falfurrias Junior High	5	20.0%	10	40.0%	9	36.0%	1	4.0%	0	0.0%		
Alice High School	25	21.4%	41	35.0%	35	29.9%	12	10.3%	4	3.4%		
Adams Middle School	11	22.4%	19	38.8%	15	30.6%	4	8.2%	0	0.0%		
H. M. King High School	20	25.3%	22	27.8%	25	31.6%	12	15.2%	0	0.0%		
Memorial Middle School	5	11.9%	17	40.5%	17	40.5%	3	7.1%	0	0.0%		
Miller High School	21	22.6%	25	26.9%	29	31.2%	15	16.1%	3	3.2%		
Driscoll Middle School	10	25.0%	9	22.5%	12	30.0%	8	20.0%	1	2.5%		
Mathis High School	2	4.3%	16	34.8%	20	43.5%	8	17.4%	0	0.0%		
McCraw Junior High	1	4.5%	6	27.3%	10	45.5%	5	22.7%	0	0.0%		
Odem High School	6	30.0%	8	40.0%	3	15.0%	3	15.0%	0	0.0%		
Odem Junior High	5	29.4%	6	35.3%	6	35.3%	0	0.0%	0	0.0%		
All Campuses	119	20.0%	186	31.2%	204	34.2%	79	13.3%	8	1.3%		

Table continues

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

Campus	Post-secondary admissions requirements											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	10	21.7%	7	15.2%	24	52.2%	5	10.9%	0	0.0%		
Falfurrias Junior High	6	24.0%	8	32.0%	10	40.0%	1	4.0%	0	0.0%		
Alice High School	23	19.7%	42	35.9%	32	27.4%	19	16.2%	1	0.9%		
Adams Middle School	13	26.5%	18	36.7%	14	28.6%	4	8.2%	0	0.0%		
H. M. King High School	19	24.1%	22	27.8%	21	26.6%	16	20.3%	1	1.3%		
Memorial Middle School	8	19.0%	13	31.0%	18	42.9%	3	7.1%	0	0.0%		
Miller High School	18	19.4%	24	25.8%	29	31.2%	20	21.5%	2	2.2%		
Driscoll Middle School	10	25.0%	13	32.5%	10	25.0%	6	15.0%	1	2.5%		
Mathis High School	2	4.3%	16	34.8%	16	34.8%	11	23.9%	1	2.2%		
McCraw Junior High	4	18.2%	8	36.4%	8	36.4%	2	9.1%	0	0.0%		
Odem High School	6	30.0%	5	25.0%	6	30.0%	3	15.0%	0	0.0%		
Odem Junior High	6	35.3%	5	29.4%	6	35.3%	0	0.0%	0	0.0%		
All Campuses	125	21.0%	181	30.4%	194	32.6%	90	15.1%	6	1.0%		

Table continues

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

Campus	Post-secondary financial aid, scholarships, or college applications											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	10	21.7%	7	15.2%	20	43.5%	9	19.6%	0	0.0%		
Falfurrias Junior High	6	24.0%	9	36.0%	9	36.0%	1	4.0%	0	0.0%		
Alice High School	26	22.2%	36	30.8%	37	31.6%	17	14.5%	1	0.9%		
Adams Middle School	13	26.5%	20	40.8%	14	28.6%	2	4.1%	0	0.0%		
H. M. King High School	19	24.1%	23	29.1%	21	26.6%	15	19.0%	1	1.3%		
Memorial Middle School	8	19.0%	16	38.1%	16	38.1%	2	4.8%	0	0.0%		
Miller High School	16	17.2%	23	24.7%	32	34.4%	18	19.4%	4	4.3%		
Driscoll Middle School	10	25.0%	14	35.0%	10	25.0%	5	12.5%	1	2.5%		
Mathis High School	3	6.5%	15	32.6%	14	30.4%	12	26.1%	2	4.3%		
McCraw Junior High	6	27.3%	6	27.3%	7	31.8%	3	13.6%	0	0.0%		
Odem High School	5	25.0%	6	30.0%	6	30.0%	3	15.0%	0	0.0%		
Odem Junior High	7	41.2%	5	29.4%	5	29.4%	0	0.0%	0	0.0%		
All Campuses	129	21.6%	180	30.2%	191	32.0%	87	14.6%	9	1.5%		

Table continues

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

Campus	ACT/SAT preparation/testing											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	10	21.7%	8	17.4%	21	45.7%	7	15.2%	0	0.0%		
Falfurrias Junior High	5	20.0%	10	40.0%	9	36.0%	1	4.0%	0	0.0%		
Alice High School	30	25.6%	39	33.3%	28	23.9%	19	16.2%	1	0.9%		
Adams Middle School	17	34.7%	18	36.7%	13	26.5%	1	2.0%	0	0.0%		
H. M. King High School	18	22.8%	29	36.7%	16	20.3%	15	19.0%	1	1.3%		
Memorial Middle School	8	19.0%	19	45.2%	12	28.6%	3	7.1%	0	0.0%		
Miller High School	21	22.6%	26	28.0%	26	28.0%	17	18.3%	3	3.2%		
Driscoll Middle School	13	32.5%	15	37.5%	9	22.5%	2	5.0%	1	2.5%		
Mathis High School	3	6.5%	19	41.3%	12	26.1%	11	23.9%	1	2.2%		
McCraw Junior High	6	27.3%	6	27.3%	6	27.3%	4	18.2%	0	0.0%		
Odem High School	6	30.0%	7	35.0%	5	25.0%	2	10.0%	0	0.0%		
Odem Junior High	8	47.1%	4	23.5%	5	29.4%	0	0.0%	0	0.0%		
All Campuses	145	24.3%	200	33.6%	162	27.2%	82	13.8%	7	1.2%		

Table continues

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

Campus	Career counseling											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	10	21.7%	8	17.4%	20	43.5%	7	15.2%	1	2.2%		
Falfurrias Junior High	5	20.0%	10	40.0%	8	32.0%	2	8.0%	0	0.0%		
Alice High School	23	19.7%	42	35.9%	34	29.1%	17	14.5%	1	0.9%		
Adams Middle School	15	30.6%	21	42.9%	10	20.4%	3	6.1%	0	0.0%		
H. M. King High School	18	22.8%	27	34.2%	18	22.8%	14	17.7%	2	2.5%		
Memorial Middle School	7	16.7%	18	42.9%	15	35.7%	2	4.8%	0	0.0%		
Miller High School	17	18.3%	25	26.9%	29	31.2%	18	19.4%	4	4.3%		
Driscoll Middle School	10	25.0%	15	37.5%	9	22.5%	3	7.5%	3	7.5%		
Mathis High School	4	8.7%	14	30.4%	17	37.0%	9	19.6%	2	4.3%		
McCraw Junior High	6	27.3%	6	27.3%	4	18.2%	6	27.3%	0	0.0%		
Odem High School	4	20.0%	9	45.0%	3	15.0%	4	20.0%	0	0.0%		
Odem Junior High	6	35.3%	6	35.3%	5	29.4%	0	0.0%	0	0.0%		
All Campuses	125	21.0%	201	33.7%	172	28.9%	85	14.3%	13	2.2%		

Table continues

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

Campus	Vocational and technical programs											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	11	23.9%	7	15.2%	18	39.1%	9	19.6%	1	2.2%		
Falfurrias Junior High	5	20.0%	10	40.0%	9	36.0%	0	0.0%	1	4.0%		
Alice High School	22	18.8%	42	35.9%	32	27.4%	19	16.2%	2	1.7%		
Adams Middle School	16	32.7%	19	38.8%	11	22.4%	3	6.1%	0	0.0%		
H. M. King High School	19	24.1%	25	31.6%	19	24.1%	14	17.7%	2	2.5%		
Memorial Middle School	6	14.3%	17	40.5%	17	40.5%	2	4.8%	0	0.0%		
Miller High School	20	21.5%	21	22.6%	27	29.0%	21	22.6%	4	4.3%		
Driscoll Middle School	10	25.0%	16	40.0%	9	22.5%	3	7.5%	2	5.0%		
Mathis High School	3	6.5%	13	28.3%	17	37.0%	11	23.9%	2	4.3%		
McCraw Junior High	4	18.2%	5	22.7%	9	40.9%	4	18.2%	0	0.0%		
Odem High School	4	20.0%	9	45.0%	4	20.0%	3	15.0%	0	0.0%		
Odem Junior High	7	41.2%	5	29.4%	5	29.4%	0	0.0%	0	0.0%		
All Campuses	127	21.3%	189	31.7%	177	29.7%	89	14.9%	14	2.3%		

Source: STAR Teacher, Librarian, and Counselor survey, spring 2009.

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

Campus	I have attended or will attend a vertical teaming training this year.				My school requires that I participate in vertical team training.			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Falfurrias High School	23	50.0%	23	50.0%	20	43.5%	26	56.5%
Falfurrias Junior High	15	60.0%	10	40.0%	16	64.0%	9	36.0%
Alice High School	58	49.6%	59	50.4%	61	52.1%	56	47.9%
Adams Middle School	39	79.6%	10	20.4%	37	75.5%	12	24.5%
H. M. King High School	45	57.0%	34	43.0%	43	54.4%	36	45.6%
Memorial Middle School	31	73.8%	11	26.2%	29	69.0%	13	31.0%
Miller High School	59	63.4%	34	36.6%	50	53.8%	43	46.2%
Driscoll Middle School	25	62.5%	15	37.5%	25	62.5%	15	37.5%
Mathis High School	34	73.9%	12	26.1%	37	80.4%	9	19.6%
McCraw Junior High	18	81.8%	4	18.2%	18	81.8%	4	18.2%
Odem High School	7	35.0%	13	65.0%	8	40.0%	12	60.0%
Odem Junior High	9	52.9%	8	47.1%	9	52.9%	8	47.1%
All Campuses	363	60.9%	233	39.1%	353	59.2%	243	40.8%

Table Continues

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

Campus	My school provides release time or paid time to participate in vertical team training.			My school provides release time or paid time to participate in vertical team planning.				
	Yes		No	Yes		No		
	N	%	N	%	N	%		
Falfurrias High School	30	65.2%	16	34.8%	27	58.7%	19	41.3%
Falfurrias Junior High	17	68.0%	8	32.0%	16	64.0%	9	36.0%
Alice High School	86	73.5%	31	26.5%	81	69.2%	36	30.8%
Adams Middle School	43	87.8%	6	12.2%	40	81.6%	9	18.4%
H. M. King High School	50	63.3%	29	36.7%	44	55.7%	35	44.3%
Memorial Middle School	37	88.1%	5	11.9%	37	88.1%	5	11.9%
Miller High School	75	80.6%	18	19.4%	70	75.3%	23	24.7%
Driscoll Middle School	31	77.5%	9	22.5%	27	67.5%	13	32.5%
Mathis High School	40	87.0%	6	13.0%	34	73.9%	12	26.1%
McCraw Junior High	21	95.5%	1	4.5%	22	100.0%	0	0.0%
Odem High School	16	80.0%	4	20.0%	13	65.0%	7	35.0%
Odem Junior High	12	70.6%	5	29.4%	13	76.5%	4	23.5%
All Campuses	458	76.8%	138	23.2%	424	71.1%	172	28.9%

Table continues

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

Campus	My school provides release time or paid time for team curriculum writing.			
	Yes		No	
	N	%	N	
Falfurrias High School	28	60.9%	18	39.1%
Falfurrias Junior High	13	52.0%	12	48.0%
Alice High School	76	65.0%	41	35.0%
Adams Middle School	39	79.6%	10	20.4%
H. M. King High School	35	44.3%	44	55.7%
Memorial Middle School	34	81.0%	8	19.0%
Miller High School	83	89.2%	10	10.8%
Driscoll Middle School	28	70.0%	12	30.0%
Mathis High School	34	73.9%	12	26.1%
McCraw Junior High	17	77.3%	5	22.7%
Odem High School	11	55.0%	9	45.0%
Odem Junior High	9	52.9%	8	47.1%
All Campuses	407	68.3%	189	31.7%

Source: STAR Teacher, Librarian, and Counselor survey, spring 2009.

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	2.2%	4	8.7%	3	6.5%	16	34.8%	22	47.8%
Falfurrias Junior High	2	8.0%	3	12.0%	3	12.0%	9	36.0%	8	32.0%
Alice High School	4	3.4%	11	9.4%	26	22.2%	38	32.5%	38	32.5%
Adams Middle School	1	2.0%	5	10.2%	15	30.6%	20	40.8%	8	16.3%
H. M. King High School	3	3.8%	23	29.1%	18	22.8%	14	17.7%	21	26.6%
Memorial Middle School	7	16.7%	4	9.5%	16	38.1%	9	21.4%	6	14.3%
Miller High School	8	8.6%	27	29.0%	25	26.9%	15	16.1%	18	19.4%
Driscoll Middle School	5	12.5%	5	12.5%	5	12.5%	19	47.5%	6	15.0%
Mathis High School	9	19.6%	7	15.2%	11	23.9%	14	30.4%	5	10.9%
McCraw Junior High	2	9.1%	4	18.2%	7	31.8%	7	31.8%	2	9.1%
Odem High School	0	0.0%	0	0.0%	5	25.0%	4	20.0%	11	55.0%
Odem Junior High	1	5.9%	0	0.0%	2	11.8%	10	58.8%	4	23.5%
All Campuses	43	7.2%	93	15.6%	136	22.8%	175	29.4%	149	25.0%

Source: STAR Teacher, Librarian, and Counselor survey, spring 2009.

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

Campus	Time/Scheduling Constraints							
	Large Extent		Moderate Extent		Small Extent		Not at all	
	N	%	N	%	N	%	N	%
Falfurrias High School	21	45.7%	15	32.6%	6	13.0%	4	8.7%
Falfurrias Junior High	13	52.0%	9	36.0%	2	8.0%	1	4.0%
Alice High School	38	32.5%	35	29.9%	30	25.6%	14	12.0%
Adams Middle School	12	24.5%	20	40.8%	12	24.5%	5	10.2%
H. M. King High School	24	30.4%	24	30.4%	20	25.3%	11	13.9%
Memorial Middle School	7	16.7%	13	31.0%	20	47.6%	2	4.8%
Miller High School	32	34.4%	31	33.3%	24	25.8%	6	6.5%
Driscoll Middle School	15	37.5%	14	35.0%	5	12.5%	6	15.0%
Mathis High School	14	30.4%	19	41.3%	9	19.6%	4	8.7%
McCraw Junior High	5	22.7%	9	40.9%	7	31.8%	1	4.5%
Odem High School	11	55.0%	4	20.0%	4	20.0%	1	5.0%
Odem Junior High	7	41.2%	8	47.1%	1	5.9%	1	5.9%
All Campuses	199	33.4%	201	33.7%	140	23.5%	56	9.4%

Table continues

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

Campus	Inadequate Leadership or Guidance											
	Large Extent			Moderate Extent			Small Extent			Not at all		
	N	%		N	%		N	%		N	%	
Falfurrias High School	7	15.2%		12	26.1%		13	28.3%		14	30.4%	
Falfurrias Junior High	4	16.0%		7	28.0%		7	28.0%		7	28.0%	
Alice High School	7	6.0%		23	19.7%		46	39.3%		41	35.0%	
Adams Middle School	7	14.3%		10	20.4%		14	28.6%		18	36.7%	
H. M. King High School	10	12.7%		26	32.9%		21	26.6%		22	27.8%	
Memorial Middle School	3	7.1%		15	35.7%		14	33.3%		10	23.8%	
Miller High School	6	6.5%		17	18.3%		28	30.1%		42	45.2%	
Driscoll Middle School	3	7.5%		9	22.5%		9	22.5%		19	47.5%	
Mathis High School	6	13.0%		12	26.1%		13	28.3%		15	32.6%	
McCraw Junior High	1	4.5%		8	36.4%		8	36.4%		5	22.7%	
Odem High School	2	10.0%		2	10.0%		10	50.0%		6	30.0%	
Odem Junior High	4	23.5%		3	17.6%		9	52.9%		1	5.9%	
All Campuses	60	10.1%		144	24.2%		192	32.2%		200	33.6%	

Table continues

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

Campus	Insufficient Teacher Participation											
	Large Extent			Moderate Extent			Small Extent			Not at all		
	N	%		N	%		N	%		N	%	
Falfurrias High School	7	15.2%		11	23.9%		18	39.1%		10	21.7%	
Falfurrias Junior High	2	8.0%		6	24.0%		7	28.0%		10	40.0%	
Alice High School	8	6.8%		28	23.9%		46	39.3%		35	29.9%	
Adams Middle School	3	6.1%		12	24.5%		15	30.6%		19	38.8%	
H. M. King High School	6	7.6%		25	31.6%		27	34.2%		21	26.6%	
Memorial Middle School	1	2.4%		9	21.4%		22	52.4%		10	23.8%	
Miller High School	10	10.8%		24	25.8%		24	25.8%		35	37.6%	
Driscoll Middle School	3	7.5%		10	25.0%		11	27.5%		16	40.0%	
Mathis High School	1	2.2%		12	26.1%		19	41.3%		14	30.4%	
McCraw Junior High	0	0.0%		7	31.8%		5	22.7%		10	45.5%	
Odem High School	1	5.0%		4	20.0%		8	40.0%		7	35.0%	
Odem Junior High	2	11.8%		4	23.5%		7	41.2%		4	23.5%	
All Campuses	44	7.4%		152	25.5%		209	35.1%		191	32.0%	

Table continues

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

Campus	Poor Communication Between Teachers													
	Large Extent				Moderate Extent				Small Extent				Not at all	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	8	17.4%	13	28.3%	12	26.1%	13	28.3%						
Falfurrias Junior High	5	20.0%	5	20.0%	4	16.0%	11	44.0%						
Alice High School	11	9.4%	27	23.1%	44	37.6%	35	29.9%						
Adams Middle School	6	12.2%	11	22.4%	17	34.7%	15	30.6%						
H. M. King High School	10	12.7%	23	29.1%	24	30.4%	22	27.8%						
Memorial Middle School	5	11.9%	7	16.7%	19	45.2%	11	26.2%						
Miller High School	10	10.8%	21	22.6%	30	32.3%	32	34.4%						
Driscoll Middle School	6	15.0%	12	30.0%	9	22.5%	13	32.5%						
Mathis High School	3	6.5%	13	28.3%	16	34.8%	14	30.4%						
McCraw Junior High	0	0.0%	4	18.2%	10	45.5%	8	36.4%						
Odem High School	1	5.0%	5	25.0%	9	45.0%	5	25.0%						
Odem Junior High	2	11.8%	4	23.5%	8	47.1%	3	17.6%						
All Campuses	67	11.2%	145	24.3%	202	33.9%	182	30.5%						

Table continues

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

Campus	Teacher Turnover													
	Large Extent				Moderate Extent				Small Extent				Not at all	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	8	17.4%	5	10.9%	18	39.1%	15	32.6%						
Falfurrias Junior High	2	8.0%	6	24.0%	6	24.0%	11	44.0%						
Alice High School	25	21.4%	35	29.9%	36	30.8%	21	17.9%						
Adams Middle School	12	24.5%	11	22.4%	15	30.6%	11	22.4%						
H. M. King High School	15	19.0%	22	27.8%	22	27.8%	20	25.3%						
Memorial Middle School	1	2.4%	9	21.4%	22	52.4%	10	23.8%						
Miller High School	11	11.8%	17	18.3%	34	36.6%	31	33.3%						
Driscoll Middle School	4	10.0%	8	20.0%	8	20.0%	20	50.0%						
Mathis High School	18	39.1%	5	10.9%	11	23.9%	12	26.1%						
McCraw Junior High	1	4.5%	4	18.2%	7	31.8%	10	45.5%						
Odem High School	3	15.0%	4	20.0%	7	35.0%	6	30.0%						
Odem Junior High	2	11.8%	4	23.5%	8	47.1%	3	17.6%						
All Campuses	102	17.1%	130	21.8%	194	32.6%	170	28.5%						

Table continues

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

Campus	Vertical teaming is not a priority											
	Large Extent			Moderate Extent			Small Extent			Not at all		
	N	%		N	%		N	%		N	%	
Falfurrias High School	8	17.4%	13	28.3%	13	28.3%	12	26.1%				
Falfurrias Junior High	3	12.0%	8	32.0%	9	36.0%	5	20.0%				
Alice High School	4	3.4%	21	17.9%	50	42.7%	42	35.9%				
Adams Middle School	2	4.1%	5	10.2%	18	36.7%	24	49.0%				
H. M. King High School	6	7.6%	19	24.1%	28	35.4%	26	32.9%				
Memorial Middle School	1	2.4%	8	19.0%	17	40.5%	16	38.1%				
Miller High School	10	10.8%	17	18.3%	31	33.3%	35	37.6%				
Driscoll Middle School	3	7.5%	8	20.0%	12	30.0%	17	42.5%				
Mathis High School	1	2.2%	11	23.9%	18	39.1%	16	34.8%				
McCraw Junior High	1	4.5%	5	22.7%	5	22.7%	11	50.0%				
Odem High School	2	10.0%	7	35.0%	5	25.0%	6	30.0%				
Odem Junior High	1	5.9%	6	35.3%	6	35.3%	4	23.5%				
All Campuses	42	7.0%	128	21.5%	212	35.6%	214	35.9%				

Source: STAR Teacher, Librarian, and Counselor survey, spring 2009.

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

Campus	Assisting Students with Grades and Achievement Issues														
	Least Important			Between Neutral and Least			Neutral			Between Neutral and Most			Most Important		
	N	%		N	%		N	%		N	%		N	%	
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	33.3%	4	66.7%					
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%	3	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%	1	14.3%	0	0.0%	1	14.3%	5	71.4%					
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%	0	0.0%	1	100.0%					
Odem Junior High	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%					
All Campuses	0	0.0%	1	3.1%	0	0.0%	6	18.8%	25	78.1%					

Table continues

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

Campus	Providing Support for Students' Career Goals																					
	Least Important				Between Neutral and Least				Neutral				Between Neutral and Most				Most Important					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	0	0.0%	0	0.0%	1	25.0%	2	50.0%	1	25.0%	2	50.0%	1	25.0%	1	25.0%	1	25.0%	1	25.0%	1	25.0%
Falfurrias Junior High	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
Alice High School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	50.0%	3	50.0%	3	50.0%	3	50.0%	3	50.0%
Adams Middle School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%
H. M. King High School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	100%.0	3	100%.0	3	100%.0
Memorial Middle School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%
Miller High School	1	14.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	28.6%	2	28.6%	4	57.1%	4	57.1%	4	57.1%	4	57.1%
Driscoll Middle School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%	2	100.0%	2	100.0%
Mathis High School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%	2	100.0%	2	100.0%
McCraw Junior High	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100%.0	1	100%.0	1	100%.0	1	100%.0
Odem High School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100%.0	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Odem Junior High	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
All Campuses	1	3.1%	0	0.0%	1	3.1%	12	37.5%	1	3.1%	12	37.5%	18	56.3%	18	56.3%	18	56.3%	18	56.3%	18	56.3%

Table continues

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

Campus	Helping Students Plan and Prepare for Postsecondary Education																					
	Least Important				Between Neutral and Least				Neutral				Between Neutral and Most				Most Important					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	25.0%	1	25.0%	3	75.0%	3	75.0%	3	75.0%	3	75.0%
Falfurrias Junior High	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%	1	100.0%	1	100.0%
Alice High School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	33.3%	2	33.3%	4	66.7%	4	66.7%	4	66.7%	4	66.7%
Adams Middle School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
H. M. King High School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	100%.0	3	100%.0	3	100%.0	3	100%.0
Memorial Middle School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%
Miller High School	0	0.0%	1	14.3%	0	0.0%	0	0.0%	0	0.0%	2	28.6%	2	28.6%	4	57.1%	4	57.1%	4	57.1%	4	57.1%
Driscoll Middle School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%	2	100.0%	2	100.0%
Mathis High School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%	2	100.0%	2	100.0%
McCraw Junior High	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%	1	100.0%	1	100.0%
Odem High School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Odem Junior High	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
All Campuses	0	0.0%	1	3.1%	1	3.1%	10	31.3%	0	0.0%	10	31.3%	21	65.6%	21	65.6%	21	65.6%	21	65.6%	21	65.6%

Table continues

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

Campus	Assisting Students with Matters Related to Personal Growth														
	Least Important			Between Neutral and Least			Neutral			Between Neutral and Most			Most Important		
	N	%		N	%		N	%		N	%		N	%	
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%		1	100.0%		0	0.0%		0	0.0%	
Alice High School	0	0.0%		0	0.0%		0	0.0%		3	50.0%		3	50.0%	
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%		3	100.0%	
Memorial Middle School	0	0.0%		0	0.0%		0	0.0%		0	0.0%		2	100.0%	
Miller High School	0	0.0%		1	14.3%		0	0.0%		0	0.0%		6	85.7%	
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%		0	0.0%		2	100.0%	
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	3.1%		1	3.1%		6	18.8%		24	75.0%	

Table continues

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

Campus	Coordinating GEAR UP Activities														
	Least Important			Between Neutral and Least			Neutral			Between Neutral and Most			Most Important		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias High School	0	0.0%		0	0.0%		2	50.0%		2	50.0%		0	0.0%	
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	16.7%		3	50.0%		2	33.3%	
Adams Middle School	0	0.0%		0	0.0%		0	0.0%		2	100.0%		0	0.0%	
H. M. King High School	0	0.0%		0	0.0%		0	0.0%		2	66.7%		1	33.3%	
Memorial Middle School	0	0.0%		0	0.0%		0	0.0%		1	50.0%		1	50.0%	
Miller High School	1	14.3%		2	28.6%		1	14.3%		1	14.3%		2	28.6%	
Driscoll Middle School	0	0.0%		1	50.0%		0	0.0%		0	0.0%		1	50.0%	
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%		0	0.0%		1	100.0%		0	0.0%	
All Campuses	1	3.1%		3	9.4%		4	12.5%		14	43.8%		10	31.3%	

Table continues

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

Campus	Providing parents with college planning information																			
	Least Important				Between Neutral and Least				Neutral				Between Neutral and Most				Most Important			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	50.0%	2	50.0%	2	50.0%	2	50.0%	2	50.0%	2	50.0%
Falfurrias Junior High	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%	1	100.0%
Alice High School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	33.3%	4	66.7%	4	66.7%	4	66.7%	4	66.7%
Adams Middle School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
H. M. King High School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	100.0%	3	100.0%	3	100.0%	3	100.0%
Memorial Middle School	0	0.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%
Miller High School	0	0.0%	1	14.3%	1	14.3%	1	14.3%	1	14.3%	1	14.3%	4	57.1%	4	57.1%	4	57.1%	4	57.1%
Driscoll Middle School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%	2	100.0%	2	100.0%
Mathis High School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%	2	100.0%	2	100.0%
McCraw Junior High	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%	1	100.0%	1	100.0%
Odem High School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Odem Junior High	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
All Campuses	0	0.0%	1	3.1%	2	6.3%	9	28.1%	20	62.5%	20	62.5%	20	62.5%	20	62.5%	20	62.5%	20	62.5%

Table continues

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

Campus	Providing parents with support and services																			
	Least Important				Between Neutral and Least				Neutral				Between Neutral and Most				Most Important			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	50.0%	2	50.0%	2	50.0%	2	50.0%	2	50.0%	2	50.0%
Falfurrias Junior High	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%	1	100.0%	1	100.0%
Alice High School	0	0.0%	0	0.0%	1	16.7%	3	50.0%	3	50.0%	2	33.3%	2	33.3%	2	33.3%	2	33.3%	2	33.3%
Adams Middle School	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%
H. M. King High School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	66.7%	2	66.7%	1	33.3%	1	33.3%	1	33.3%	1	33.3%
Memorial Middle School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%
Miller High School	0	0.0%	1	14.3%	1	14.3%	1	14.3%	1	14.3%	5	71.4%	5	71.4%	5	71.4%	5	71.4%	5	71.4%
Driscoll Middle School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%	2	100.0%	2	100.0%	2	100.0%
Mathis High School	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%
McCraw Junior High	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%	1	100.0%	1	100.0%	1	100.0%
Odem High School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Odem Junior High	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%	1	100.0%	1	100.0%
All Campuses	0	0.0%	1	3.1%	2	6.3%	11	34.4%	18	56.3%	18	56.3%	18	56.3%	18	56.3%	18	56.3%	18	56.3%

Source: STAR Teacher, Librarian, and Counselor survey, spring 2009.

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	3	13.3	3	10.0	3	11.7	3	23.3
Falfurrias Junior High	1	20.0	1	10.0	6	23.0	1	40.0
Alice High School	5	14.2	5	11.2	2	5.0	6	7.8
Adams Middle School	2	22.5	2	7.5	3	11.7	2	15.0
H. M. King High School	3	8.3	3	6.7	2	1.5	3	13.3
Memorial Middle School	2	25.0	2	5.0	7	16.4	2	14.0
Miller High School	6	17.5	6	17.5	2	4.0	5	4.4
Driscoll Middle School	2	1.0	2	10.0	2	7.5	2	2.5
Mathis High School	2	20.0	2	7.5	1	5.0	2	15.0
McCraw Junior High	1	10.0	1	5.0	1	5.0	1	20.0
Odem High School	1	9.0	1	6.0	29	12.7	1	50.0
Odem Junior High	1	10.0	1	5.0	3	11.7	1	20.0
All Campuses	29	14.7	29	10.2	6	23.0	29	13.9

Table Continues

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

Campus	Career Counseling		Counseling Students' Personal Issues and Concerns		Other Counseling Tasks		Coordinating GEAR UP Activities	
	N	Mean	N	Mean	N	Mean	N	Mean
Falfurrias High School	4	14.3	4	26.3	3	7.0	3	8.3
Falfurrias Junior High	6	8.3	1	10.0	1	5.0	1	10.0
Alice High School	2	7.5	5	8.2	6	10.5	5	12.2
Adams Middle School	3	11.7	2	10.0	1	15.0	2	12.5
H. M. King High School	2	1.5	3	16.7	3	12.7	3	11.7
Memorial Middle School	7	10.7	2	16.0	2	6.0	2	21.0
Miller High School	2	15.0	6	19.7	6	8.3	5	7.0
Driscoll Middle School	2	9.5	2	45.0	2	2.5	2	5.0
Mathis High School	1	10.0	2	10.0	2	15.0	2	5.5
McCraw Junior High	1	3.0	1	20.0	1	5.0	1	15.0
Odem High School	1	5.0	1	1.0	1	21.0	1	5.0
Odem Junior High	31	9.7	1	15.0	1	10.0	1	10.0
All Campuses	4	14.3	30	17.4	29	9.5	28	10.1

Table Continues

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

Campus	Providing Parents With College Planning Information		Providing Parents or Families With Non-Academic Support and Services	
	N	Mean	N	Mean
Falfurrias High School	2	5.0	3	2.3
Falfurrias Junior High	--	--	1	5.0
Alice High School	6	8.0	5	5.0
Adams Middle School	2	7.5	2	5.0
H. M. King High School	3	5.0	2	3.5
Memorial Middle School	2	1.5	2	8.5
Miller High School	6	5.8	6	6.7
Driscoll Middle School	2	8.5	2	6.5
Mathis High School	2	5.0	2	5.0
McCraw Junior High	1	5.0	1	5.0
Odem High School	1	4.0	1	1.0
Odem Junior High	1	10.0	1	10.0
All Campuses	28	6.1	28	5.4

Source. STAR Teacher, Librarian, and Counselor survey, spring 2009.

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

Campus	Have informal discussions with colleagues regarding strategies for vertical teams.											
	Never		Rarely		Sometimes		Often		Almost Daily			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	8	20.0%	14	35.0%	16	40.0%	2	5.0%	0	0.0%		
Falfurrias Junior High	0	0.0%	7	29.2%	8	33.3%	7	29.2%	2	8.3%		
Alice High School	14	12.8%	33	30.3%	36	33.0%	20	18.3%	6	5.5%		
Adams Middle School	3	6.4%	14	29.8%	12	25.5%	11	23.4%	7	14.9%		
H. M. King High School	14	18.7%	15	20.0%	30	40.0%	14	18.7%	2	2.7%		
Memorial Middle School	4	10.3%	4	10.3%	20	51.3%	9	23.1%	2	5.1%		
Miller High School	9	10.6%	15	17.6%	36	42.4%	19	22.4%	6	7.1%		
Driscoll Middle School	5	13.5%	11	29.7%	16	43.2%	4	10.8%	1	2.7%		
Mathis High School	3	7.0%	5	11.6%	17	39.5%	12	27.9%	6	14.0%		
McCraw Junior High	1	4.8%	3	14.3%	6	28.6%	9	42.9%	2	9.5%		
Odem High School	3	15.8%	6	31.6%	6	31.6%	4	21.1%	0	0.0%		
Odem Junior High	1	6.3%	1	6.3%	10	62.5%	4	25.0%	0	0.0%		
All Campuses	65	11.7%	128	23.1%	213	38.4%	115	20.7%	34	6.1%		

Table continues

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

Campus	Receive feedback from other teachers based on their observations of my teaching.											
	Never		Rarely		Sometimes		Often		Almost Daily			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	10	25.0%	12	30.0%	15	37.5%	3	7.5%	0	0.0%		
Falfurrias Junior High	4	16.7%	8	33.3%	7	29.2%	4	16.7%	1	4.2%		
Alice High School	18	16.5%	33	30.3%	42	38.5%	11	10.1%	5	4.6%		
Adams Middle School	6	12.8%	9	19.1%	19	40.4%	12	25.5%	1	2.1%		
H. M. King High School	17	22.7%	22	29.3%	29	38.7%	6	8.0%	1	1.3%		
Memorial Middle School	7	17.9%	10	25.6%	18	46.2%	4	10.3%	0	0.0%		
Miller High School	10	11.8%	20	23.5%	33	38.8%	18	21.2%	4	4.7%		
Driscoll Middle School	4	10.8%	13	35.1%	16	43.2%	4	10.8%	0	0.0%		
Mathis High School	9	20.9%	12	27.9%	13	30.2%	8	18.6%	1	2.3%		
McCraw Junior High	0	0.0%	7	33.3%	10	47.6%	4	19.0%	0	0.0%		
Odem High School	5	26.3%	3	15.8%	8	42.1%	3	15.8%	0	0.0%		
Odem Junior High	0	0.0%	6	37.5%	8	50.0%	1	6.3%	1	6.3%		
All Campuses	90	16.2%	155	27.9%	218	39.3%	78	14.1%	14	2.5%		

Table continues

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

Campus	Provide feedback to other teachers based on my observations of their teaching.											
	Never		Rarely		Sometimes		Often		Almost Daily			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	13	32.5%	13	32.5%	13	32.5%	1	2.5%	0	0.0%		
Falfurrias Junior High	4	16.7%	8	33.3%	9	37.5%	2	8.3%	1	4.2%		
Alice High School	20	18.3%	37	33.9%	41	37.6%	7	6.4%	4	3.7%		
Adams Middle School	7	14.9%	13	27.7%	15	31.9%	12	25.5%	0	0.0%		
H. M. King High School	18	24.0%	21	28.0%	29	38.7%	6	8.0%	1	1.3%		
Memorial Middle School	7	17.9%	12	30.8%	16	41.0%	4	10.3%	0	0.0%		
Miller High School	8	9.4%	24	28.2%	35	41.2%	15	17.6%	3	3.5%		
Driscoll Middle School	10	27.0%	9	24.3%	15	40.5%	3	8.1%	0	0.0%		
Mathis High School	8	18.6%	14	32.6%	13	30.2%	6	14.0%	2	4.7%		
McCraw Junior High	1	4.8%	8	38.1%	8	38.1%	4	19.0%	0	0.0%		
Odem High School	5	26.3%	4	21.1%	7	36.8%	3	15.8%	0	0.0%		
Odem Junior High	1	6.3%	6	37.5%	6	37.5%	3	18.8%	0	0.0%		
All Campuses	102	18.4%	169	30.5%	207	37.3%	66	11.9%	11	2.0%		

Table continues

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

Campus	Consult with other teachers about students' academic performance.											
	Never		Rarely		Sometimes		Often		Almost Daily			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	3	7.5%	2	5.0%	17	42.5%	17	42.5%	1	2.5%		
Falfurrias Junior High	0	0.0%	2	8.3%	6	25.0%	11	45.8%	5	20.8%		
Alice High School	2	1.8%	10	9.2%	40	36.7%	43	39.4%	14	12.8%		
Adams Middle School	1	2.1%	6	12.8%	9	19.1%	20	42.6%	11	23.4%		
H. M. King High School	5	6.7%	9	12.0%	33	44.0%	23	30.7%	5	6.7%		
Memorial Middle School	0	0.0%	1	2.6%	13	33.3%	19	48.7%	6	15.4%		
Miller High School	1	1.2%	2	2.4%	33	38.8%	40	47.1%	9	10.6%		
Driscoll Middle School	2	5.4%	3	8.1%	8	21.6%	21	56.8%	3	8.1%		
Mathis High School	0	0.0%	1	2.3%	10	23.3%	17	39.5%	15	34.9%		
McCraw Junior High	0	0.0%	0	0.0%	4	19.0%	10	47.6%	7	33.3%		
Odem High School	0	0.0%	1	5.3%	8	42.1%	10	52.6%	0	0.0%		
Odem Junior High	0	0.0%	1	6.3%	1	6.3%	9	56.3%	5	31.3%		
All Campuses	14	2.5%	38	6.8%	182	32.8%	240	43.2%	81	14.6%		

Table continues

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

Campus	Work with a subject-area peer(s) on my campus to develop a lesson plan or class activity.											
	Never		Rarely		Sometimes		Often		Almost Daily			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	8	20.0%	8	20.0%	17	42.5%	7	17.5%	0	0.0%		
Falfurrias Junior High	3	12.5%	1	4.2%	6	25.0%	6	25.0%	8	33.3%		
Alice High School	10	9.2%	19	17.4%	31	28.4%	34	31.2%	15	13.8%		
Adams Middle School	2	4.3%	7	14.9%	12	25.5%	17	36.2%	9	19.1%		
H. M. King High School	9	12.0%	13	17.3%	23	30.7%	19	25.3%	11	14.7%		
Memorial Middle School	3	7.7%	6	15.4%	14	35.9%	8	20.5%	8	20.5%		
Miller High School	8	9.4%	2	2.4%	28	32.9%	35	41.2%	12	14.1%		
Driscoll Middle School	5	13.5%	8	21.6%	13	35.1%	8	21.6%	3	8.1%		
Mathis High School	4	9.3%	8	18.6%	15	34.9%	14	32.6%	2	4.7%		
McCraw Junior High	1	4.8%	0	0.0%	5	23.8%	12	57.1%	3	14.3%		
Odem High School	4	21.1%	4	21.1%	8	42.1%	3	15.8%	0	0.0%		
Odem Junior High	1	6.3%	3	18.8%	6	37.5%	5	31.3%	1	6.3%		
All Campuses	58	10.5%	79	14.2%	178	32.1%	168	30.3%	72	13.0%		

Table continues

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

Campus	Work with a subject-area peer(s) from a feeder pattern campus to develop a lesson plan or class activity.											
	Never		Rarely		Sometimes		Often		Almost Daily			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	19	47.5%	11	27.5%	9	22.5%	1	2.5%	0	0.0%		
Falfurrias Junior High	8	33.3%	5	20.8%	6	25.0%	2	8.3%	3	12.5%		
Alice High School	42	38.5%	36	33.0%	17	15.6%	11	10.1%	3	2.8%		
Adams Middle School	22	46.8%	13	27.7%	7	14.9%	2	4.3%	3	6.4%		
H. M. King High School	31	41.3%	19	25.3%	17	22.7%	3	4.0%	5	6.7%		
Memorial Middle School	12	30.8%	14	35.9%	9	23.1%	2	5.1%	2	5.1%		
Miller High School	33	38.8%	9	10.6%	24	28.2%	15	17.6%	4	4.7%		
Driscoll Middle School	9	24.3%	15	40.5%	5	13.5%	8	21.6%	0	0.0%		
Mathis High School	9	20.9%	14	32.6%	11	25.6%	8	18.6%	1	2.3%		
McCraw Junior High	3	14.3%	5	23.8%	9	42.9%	3	14.3%	1	4.8%		
Odem High School	8	42.1%	5	26.3%	3	15.8%	2	10.5%	1	5.3%		
Odem Junior High	5	31.3%	3	18.8%	7	43.8%	1	6.3%	0	0.0%		
All Campuses	201	36.2%	149	26.8%	124	22.3%	58	10.5%	23	4.1%		

Table continues

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

Campus	Work with a colleague(s) in a different subject area to develop a lesson plan or class activity.											
	Never		Rarely		Sometimes		Often		Almost Daily			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	15	37.5%	13	32.5%	11	27.5%	1	2.5%	0	0.0%		
Falfurrias Junior High	4	16.7%	9	37.5%	8	33.3%	2	8.3%	1	4.2%		
Alice High School	35	32.1%	39	35.8%	23	21.1%	10	9.2%	2	1.8%		
Adams Middle School	16	34.0%	14	29.8%	12	25.5%	4	8.5%	1	2.1%		
H. M. King High School	30	40.0%	22	29.3%	21	28.0%	1	1.3%	1	1.3%		
Memorial Middle School	9	23.1%	15	38.5%	13	33.3%	1	2.6%	1	2.6%		
Miller High School	16	18.8%	20	23.5%	36	42.4%	11	12.9%	2	2.4%		
Driscoll Middle School	5	13.5%	14	37.8%	12	32.4%	6	16.2%	0	0.0%		
Mathis High School	6	14.0%	12	27.9%	15	34.9%	8	18.6%	2	4.7%		
McCraw Junior High	0	0.0%	1	4.8%	12	57.1%	8	38.1%	0	0.0%		
Odem High School	6	31.6%	5	26.3%	7	36.8%	1	5.3%	0	0.0%		
Odem Junior High	3	18.8%	2	12.5%	7	43.8%	4	25.0%	0	0.0%		
All Campuses	145	26.1%	166	29.9%	177	31.9%	57	10.3%	10	1.8%		

Table continues

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

Campus	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.)											
	Never		Rarely		Sometimes		Often		Almost Daily			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	25	62.5%	8	20.0%	7	17.5%	0	0.0%	0	0.0%		
Falfurrias Junior High	11	45.8%	5	20.8%	6	25.0%	1	4.2%	1	4.2%		
Alice High School	60	55.0%	24	22.0%	13	11.9%	12	11.0%	0	0.0%		
Adams Middle School	24	51.1%	13	27.7%	7	14.9%	3	6.4%	0	0.0%		
H. M. King High School	39	52.0%	16	21.3%	17	22.7%	3	4.0%	0	0.0%		
Memorial Middle School	21	53.8%	10	25.6%	6	15.4%	2	5.1%	0	0.0%		
Miller High School	29	34.1%	18	21.2%	28	32.9%	8	9.4%	2	2.4%		
Driscoll Middle School	17	45.9%	7	18.9%	7	18.9%	6	16.2%	0	0.0%		
Mathis High School	17	39.5%	5	11.6%	13	30.2%	6	14.0%	2	4.7%		
McCraw Junior High	7	33.3%	4	19.0%	6	28.6%	3	14.3%	1	4.8%		
Odem High School	10	52.6%	1	5.3%	6	31.6%	2	10.5%	0	0.0%		
Odem Junior High	6	37.5%	3	18.8%	4	25.0%	3	18.8%	0	0.0%		
All Campuses	266	47.9%	114	20.5%	120	21.6%	49	8.8%	6	1.1%		

Table continues

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

Campus	Receive vertical team coaching or mentoring from an external (non-school) source such as a professional curriculum developer, or university faculty fellow.											
	Never		Rarely		Sometimes		Often		Almost Daily			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	20	50.0%	10	25.0%	8	20.0%	2	5.0%	0	0.0%		
Falfurrias Junior High	7	29.2%	5	20.8%	6	25.0%	5	20.8%	1	4.2%		
Alice High School	49	45.0%	28	25.7%	21	19.3%	11	10.1%	0	0.0%		
Adams Middle School	17	36.2%	14	29.8%	12	25.5%	4	8.5%	0	0.0%		
H. M. King High School	33	44.0%	16	21.3%	24	32.0%	2	2.7%	0	0.0%		
Memorial Middle School	12	30.8%	8	20.5%	14	35.9%	5	12.8%	0	0.0%		
Miller High School	24	28.2%	19	22.4%	30	35.3%	10	11.8%	2	2.4%		
Driscoll Middle School	11	29.7%	15	40.5%	10	27.0%	1	2.7%	0	0.0%		
Mathis High School	9	20.9%	9	20.9%	18	41.9%	6	14.0%	1	2.3%		
McCraw Junior High	5	23.8%	5	23.8%	9	42.9%	2	9.5%	0	0.0%		
Odem High School	8	42.1%	4	21.1%	4	21.1%	3	15.8%	0	0.0%		
Odem Junior High	7	43.8%	3	18.8%	5	31.3%	1	6.3%	0	0.0%		
All Campuses	202	36.4%	136	24.5%	161	29.0%	52	9.4%	4	0.7%		

Source: STAR Teacher, Librarian, and Counselor survey, spring 2009.

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

Campus	I am teaching one or more AP courses this school year.				I have attended an AP summer institute offered by the College Board.				Are your AP students required to take the AP exam?			
	Yes		No		Yes		No		Yes		No	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	4	10.0%	36	90.0%	12	30.0%	28	70.0%	6	15.0%	34	85.0%
Falfurrias Junior High	5	20.8%	19	79.2%	10	41.7%	14	58.3%	5	20.8%	19	79.2%
Alice High School	16	14.7%	93	85.3%	32	29.4%	77	70.6%	54	49.5%	55	50.5%
Adams Middle School	13	27.7%	34	72.3%	12	25.5%	35	74.5%	8	17.0%	39	83.0%
H. M. King High School	8	10.7%	67	89.3%	15	20.0%	60	80.0%	26	34.7%	49	65.3%
Memorial Middle School	13	33.3%	26	66.7%	11	28.2%	28	71.8%	10	25.6%	29	74.4%
Miller High School	12	14.1%	73	85.9%	23	27.1%	62	72.9%	30	35.3%	55	64.7%
Driscoll Middle School	6	16.2%	31	83.8%	12	32.4%	25	67.6%	3	8.1%	34	91.9%
Mathis High School	7	16.3%	36	83.7%	9	20.9%	34	79.1%	18	41.9%	25	58.1%
McCraw Junior High	4	19.0%	17	81.0%	11	52.4%	10	47.6%	4	19.0%	17	81.0%
Odem High School	4	21.1%	15	78.9%	5	26.3%	14	73.7%	6	31.6%	13	68.4%
Odem Junior High	0	0.0%	16	100.0%	0	0.0%	16	100.0%	2	12.5%	14	87.5%
All Campuses	92	16.6%	463	83.4%	152	27.4%	403	72.6%	172	31.0%	383	69.0%

Source: STAR Teacher, Librarian, and Counselor survey, spring 2009.

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	29	1.8
Falfurrias Junior High	18	5.8
Alice High School	86	2.1
Adams Middle School	42	2.9
H. M. King High School	55	1.1
Memorial Middle School	32	1.5
Miller High School	70	1.6
Driscoll Middle School	29	1.7
Mathis High School	34	2.6
McCraw Junior High	18	2.0
Odem High School	15	5.3
Odem Junior High	9	0.3
All Campuses	437	2.1

Source. STAR Teacher, Librarian, and Counselor survey, spring 2009.

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

Campus	Yes		No	
	N	%	N	%
Falfurrias High School	5	12.5%	35	87.5%
Falfurrias Junior High	0	0.0%	24	100.0%
Alice High School	5	4.6%	104	95.4%
Adams Middle School	2	4.3%	45	95.7%
H. M. King High School	5	6.7%	70	93.3%
Memorial Middle School	1	2.6%	38	97.4%
Miller High School	2	2.4%	83	97.6%
Driscoll Middle School	2	5.4%	35	94.6%
Mathis High School	5	11.6%	38	88.4%
McCraw Junior High	4	19.0%	17	81.0%
Odem High School	2	10.5%	17	89.5%
Odem Junior High	1	6.3%	15	93.8%
All Campuses	34	6.1%	521	93.9%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2009.

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)

Campus	Yes		No	
	N	%	N	%
Falfurrias High School	6	15.0%	34	85.0%
Falfurrias Junior High	6	25.0%	18	75.0%
Alice High School	6	5.5%	103	94.5%
Adams Middle School	7	14.9%	40	85.1%
H. M. King High School	7	9.3%	68	90.7%
Memorial Middle School	10	25.6%	29	74.4%
Miller High School	7	8.2%	78	91.8%
Driscoll Middle School	3	8.1%	34	91.9%
Mathis High School	7	16.3%	36	83.7%
McCraw Junior High	6	28.6%	15	71.4%
Odem High School	3	15.8%	16	84.2%
Odem Junior High	1	6.3%	15	93.8%
All Campuses	69	12.4%	486	87.6%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2009.

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

Campus	At Least Once a Week		At Least Once a Month		1-2 Times a Semester		Other	
	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	3	50.0%	3	50.0%	0	0.0%
Falfurrias Junior High	0	0.0%	4	66.7%	0	0.0%	2	33.3%
Alice High School	2	33.3%	1	16.7%	1	16.7%	2	33.3%
Adams Middle School	1	14.3%	2	28.6%	4	57.1%	0	0.0%
H. M. King High School	0	0.0%	1	14.3%	4	57.1%	2	28.6%
Memorial Middle School	0	0.0%	3	30.0%	5	50.0%	2	20.0%
Miller High School	1	14.3%	1	14.3%	4	57.1%	1	14.3%
Driscoll Middle School	1	33.3%	0	0.0%	0	0.0%	2	66.7%
Mathis High School	0	0.0%	2	28.6%	3	42.9%	2	28.6%
McCraw Junior High	0	0.0%	0	0.0%	4	66.7%	2	33.3%
Odem High School	2	66.7%	0	0.0%	1	33.3%	0	0.0%
Odem Junior High	0	0.0%	0	0.0%	0	0.0%	1	100.0%
All Campuses	7	10.1%	17	24.6%	29	42.0%	16	23.2%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2009.

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)

Campus	Very Useful		Somewhat Useful		Not Very Useful		My Faculty Fellow did not give a lecture, presentation, or demonstration	
	N	%	N	%	N	%	N	%
Falfurrias High School	3	50.0%	3	50.0%	0	0.0%	0	0.0%
Falfurrias Junior High	3	50.0%	3	50.0%	0	0.0%	0	0.0%
Alice High School	4	66.7%	0	0.0%	0	0.0%	2	33.3%
Adams Middle School	2	28.6%	2	28.6%	0	0.0%	3	42.9%
H. M. King High School	2	28.6%	2	28.6%	0	0.0%	3	42.9%
Memorial Middle School	1	10.0%	5	50.0%	0	0.0%	4	40.0%
Miller High School	1	14.3%	3	42.9%	1	14.3%	2	28.6%
Driscoll Middle School	0	0.0%	3	100.0%	0	0.0%	0	0.0%
Mathis High School	4	57.1%	0	0.0%	0	0.0%	3	42.9%
McCraw Junior High	1	16.7%	2	33.3%	1	16.7%	2	33.3%
Odem High School	1	33.3%	0	0.0%	0	0.0%	2	66.7%
Odem Junior High	0	0.0%	0	0.0%	0	0.0%	1	100.0%
All Campuses	22	31.9%	23	33.3%	2	2.9%	22	31.9%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2009.

APPENDIX B

SPRING 2009 PARENT SURVEY TABLES

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

Campus	PTA/PTO meeting					
	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	9	23.7%	28	73.7%	1	2.6%
Falfurrias Junior High	8	34.8%	15	65.2%	0	0.0%
Alice High School	37	27.2%	99	72.8%	0	0.0%
Adams Middle School	33	39.3%	51	60.7%	0	0.0%
H. M. King High School	15	14.2%	91	85.8%	0	0.0%
Memorial Middle School	11	24.4%	34	75.6%	0	0.0%
Miller High School	35	36.5%	61	63.5%	0	0.0%
Driscoll Middle School	22	53.7%	19	46.3%	0	0.0%
Mathis High School	17	51.5%	16	48.5%	0	0.0%
McCraw Junior High	9	39.1%	13	56.5%	1	4.3%
Odem High School	7	25.9%	20	74.1%	0	0.0%
Odem Junior High	4	22.2%	14	77.8%	0	0.0%
All Campuses	207	30.9%	461	68.8%	2	0.3%

Table Continues

Table B.1. Which of the Following School Activities Have You Participated in over the Course of the past School Year? (Continued)

Campus	Volunteer activities for your child's school					
	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	15	39.5%	23	60.5%	0	0.0%
Falfurrias Junior High	6	26.1%	17	73.9%	0	0.0%
Alice High School	35	25.7%	101	74.3%	0	0.0%
Adams Middle School	16	19.0%	68	81.0%	0	0.0%
H. M. King High School	39	36.8%	67	63.2%	0	0.0%
Memorial Middle School	13	28.9%	32	71.1%	0	0.0%
Miller High School	19	19.8%	77	80.2%	0	0.0%
Driscoll Middle School	8	19.5%	33	80.5%	0	0.0%
Mathis High School	7	21.2%	26	78.8%	0	0.0%
McCraw Junior High	10	43.5%	13	56.5%	0	0.0%
Odem High School	9	33.3%	18	66.7%	0	0.0%
Odem Junior High	11	61.1%	7	38.9%	0	0.0%
All Campuses	188	28.1%	482	71.9%	0	0.0%

Table Continues

Table B.1. Which of the Following School Activities Have You Participated in over the Course of the past School Year? (Continued)

Campus	Parent-teacher conferences					
	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	23	60.5%	15	39.5%	0	0.0%
Falfurrias Junior High	17	73.9%	6	26.1%	0	0.0%
Alice High School	98	72.1%	38	27.9%	0	0.0%
Adams Middle School	70	83.3%	14	16.7%	0	0.0%
H. M. King High School	73	68.9%	33	31.1%	0	0.0%
Memorial Middle School	38	84.4%	7	15.6%	0	0.0%
Miller High School	58	60.4%	38	39.6%	0	0.0%
Driscoll Middle School	32	78.0%	9	22.0%	0	0.0%
Mathis High School	19	57.6%	14	42.4%	0	0.0%
McCraw Junior High	19	82.6%	4	17.4%	0	0.0%
Odem High School	16	59.3%	11	40.7%	0	0.0%
Odem Junior High	9	50.0%	9	50.0%	0	0.0%
All Campuses	472	70.4%	198	29.6%	0	0.0%

Table Continues

Table B.1. Which of the Following School Activities Have You Participated in over the Course of the past School Year? (Continued)

Campus	Observed/visited your child's classroom					
	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	12	31.6%	26	68.4%	0	0.0%
Falfurrias Junior High	11	47.8%	12	52.2%	0	0.0%
Alice High School	43	31.6%	93	68.4%	0	0.0%
Adams Middle School	30	35.7%	54	64.3%	0	0.0%
H. M. King High School	41	38.7%	65	61.3%	0	0.0%
Memorial Middle School	20	44.4%	25	55.6%	0	0.0%
Miller High School	37	38.5%	59	61.5%	0	0.0%
Driscoll Middle School	19	46.3%	22	53.7%	0	0.0%
Mathis High School	10	30.3%	23	69.7%	0	0.0%
McCraw Junior High	11	47.8%	12	52.2%	0	0.0%
Odem High School	11	40.7%	16	59.3%	0	0.0%
Odem Junior High	11	61.1%	7	38.9%	0	0.0%
All Campuses	256	38.2%	414	61.8%	0	0.0%

Table Continues

Table B.1. Which of the Following School Activities Have You Participated in over the Course of the past School Year? (Continued)

Campus	Talked with a teacher or administrator about your child's education					
	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	29	76.3%	9	23.7%	0	0.0%
Falfurrias Junior High	22	95.7%	1	4.3%	0	0.0%
Alice High School	115	84.6%	21	15.4%	0	0.0%
Adams Middle School	74	88.1%	10	11.9%	0	0.0%
H. M. King High School	91	85.8%	15	14.2%	0	0.0%
Memorial Middle School	40	88.9%	5	11.1%	0	0.0%
Miller High School	79	82.3%	17	17.7%	0	0.0%
Driscoll Middle School	35	85.4%	6	14.6%	0	0.0%
Mathis High School	24	72.7%	9	27.3%	0	0.0%
McCraw Junior High	20	87.0%	3	13.0%	0	0.0%
Odem High School	21	77.8%	6	22.2%	0	0.0%
Odem Junior High	15	83.3%	3	16.7%	0	0.0%
All Campuses	565	84.3%	105	15.7%	0	0.0%

Table Continues

Table B.1. Which of the Following School Activities Have You Participated in over the Course of the past School Year? (Continued)

Campus	Received college planning information or other counseling services from the school counselor					
	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	25	65.8%	12	31.6%	1	2.6%
Falfurrias Junior High	9	39.1%	14	60.9%	0	0.0%
Alice High School	66	48.5%	69	50.7%	1	0.7%
Adams Middle School	33	39.3%	51	60.7%	0	0.0%
H. M. King High School	45	42.5%	61	57.5%	0	0.0%
Memorial Middle School	14	31.1%	31	68.9%	0	0.0%
Miller High School	42	43.8%	54	56.3%	0	0.0%
Driscoll Middle School	11	26.8%	29	70.7%	1	2.4%
Mathis High School	15	45.5%	18	54.5%	0	0.0%
McCraw Junior High	6	26.1%	16	69.6%	1	4.3%
Odem High School	15	55.6%	12	44.4%	0	0.0%
Odem Junior High	5	27.8%	13	72.2%	0	0.0%
All Campuses	286	42.7%	380	56.7%	4	0.6%

Table Continues

Table B.1. Which of the Following School Activities Have You Participated in over the Course of the past School Year? (Continued)

Campus	Received a home visit from a teacher, counselor, or administrator at your child's school					
	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	9	23.7%	29	76.3%	0	0.0%
Falfurrias Junior High	3	13.0%	20	87.0%	0	0.0%
Alice High School	6	4.4%	130	95.6%	0	0.0%
Adams Middle School	4	4.8%	80	95.2%	0	0.0%
H. M. King High School	1	0.9%	105	99.1%	0	0.0%
Memorial Middle School	1	2.2%	44	97.8%	0	0.0%
Miller High School	14	14.6%	82	85.4%	0	0.0%
Driscoll Middle School	1	2.4%	40	97.6%	0	0.0%
Mathis High School	0	0.0%	33	100.0%	0	0.0%
McCraw Junior High	1	4.3%	22	95.7%	0	0.0%
Odem High School	2	7.4%	24	88.9%	1	3.7%
Odem Junior High	0	0.0%	18	100.0%	0	0.0%
All Campuses	42	6.3%	627	93.6%	1	0.1%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.2. Which of the Following College and Career Awareness Activities Have You Participated in over the Course of the past School Year?

Campus	Visited a college campus with your child's school					
	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	4	10.5%	33	86.8%	1	2.6%
Falfurrias Junior High	3	13.0%	19	82.6%	1	4.3%
Alice High School	34	25.0%	102	75.0%	0	0.0%
Adams Middle School	19	22.6%	65	77.4%	0	0.0%
H. M. King High School	22	20.8%	84	79.2%	0	0.0%
Memorial Middle School	3	6.7%	42	93.3%	0	0.0%
Miller High School	10	10.4%	86	89.6%	0	0.0%
Driscoll Middle School	2	4.9%	39	95.1%	0	0.0%
Mathis High School	3	9.1%	30	90.9%	0	0.0%
McCraw Junior High	1	4.3%	21	91.3%	1	4.3%
Odem High School	5	18.5%	22	81.5%	0	0.0%
Odem Junior High	4	22.2%	14	77.8%	0	0.0%
All Campuses	110	16.4%	557	83.1%	3	0.4%

Table Continues

Table B.2. Which of the Following College and Career Awareness Activities Have You Participated in over the Course of the past School Year? (Continued)

Campus	Attended a college or career fair at your child's school					
	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	10	26.3%	27	71.1%	1	2.6%
Falfurrias Junior High	4	17.4%	19	82.6%	0	0.0%
Alice High School	61	44.9%	75	55.1%	0	0.0%
Adams Middle School	17	20.2%	67	79.8%	0	0.0%
H. M. King High School	27	25.5%	78	73.6%	1	0.9%
Memorial Middle School	6	13.3%	39	86.7%	0	0.0%
Miller High School	15	15.6%	81	84.4%	0	0.0%
Driscoll Middle School	8	19.5%	33	80.5%	0	0.0%
Mathis High School	5	15.2%	28	84.8%	0	0.0%
McCraw Junior High	2	8.7%	20	87.0%	1	4.3%
Odem High School	6	22.2%	21	77.8%	0	0.0%
Odem Junior High	3	16.7%	15	83.3%	0	0.0%
All Campuses	164	24.5%	503	75.1%	3	0.4%

Table Continues

Table B.2. Which of the Following College and Career Awareness Activities Have You Participated in over the Course of the past School Year? (Continued)

Campus	Attended a workshop on preparing for college (learning about applications, financial aid, entrance exams)					
	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	8	21.1%	29	76.3%	1	2.6%
Falfurrias Junior High	5	21.7%	18	78.3%	0	0.0%
Alice High School	27	19.9%	109	80.1%	0	0.0%
Adams Middle School	19	22.6%	65	77.4%	0	0.0%
H. M. King High School	13	12.3%	91	85.8%	2	1.9%
Memorial Middle School	6	13.3%	39	86.7%	0	0.0%
Miller High School	19	19.8%	77	80.2%	0	0.0%
Driscoll Middle School	5	12.2%	36	87.8%	0	0.0%
Mathis High School	7	21.2%	26	78.8%	0	0.0%
McCraw Junior High	3	13.0%	19	82.6%	1	4.3%
Odem High School	7	25.9%	20	74.1%	0	0.0%
Odem Junior High	1	5.6%	17	94.4%	0	0.0%
All Campuses	120	17.9%	546	81.5%	4	0.6%

Table Continues

Table B.2. Which of the Following College and Career Awareness Activities Have You Participated in over the Course of the past School Year? (Continued)

Campus	Received assistance in completing financial aid, scholarships, and college applications					
	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	7	18.4%	30	78.9%	1	2.6%
Falfurrias Junior High	2	8.7%	21	91.3%	0	0.0%
Alice High School	22	16.2%	114	83.8%	0	0.0%
Adams Middle School	3	3.6%	81	96.4%	0	0.0%
H. M. King High School	15	14.2%	91	85.8%	0	0.0%
Memorial Middle School	2	4.4%	43	95.6%	0	0.0%
Miller High School	13	13.5%	83	86.5%	0	0.0%
Driscoll Middle School	4	9.8%	37	90.2%	0	0.0%
Mathis High School	8	24.2%	25	75.8%	0	0.0%
McCraw Junior High	0	0.0%	21	91.3%	2	8.7%
Odem High School	5	18.5%	22	81.5%	0	0.0%
Odem Junior High	0	0.0%	18	100.0%	0	0.0%
All Campuses	81	12.1%	586	87.5%	3	0.4%

Table Continues

Table B.2. Which of the Following College and Career Awareness Activities Have You Participated in over the Course of the past School Year? (Continued)

Campus	Attended a workshop on careers with your child (available careers, applying for careers, creating resumes, educational and training requirements for specific careers)					
	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	5	13.2%	32	84.2%	1	2.6%
Falfurrias Junior High	3	13.0%	20	87.0%	0	0.0%
Alice High School	27	19.9%	109	80.1%	0	0.0%
Adams Middle School	10	11.9%	74	88.1%	0	0.0%
H. M. King High School	6	5.7%	100	94.3%	0	0.0%
Memorial Middle School	4	8.9%	41	91.1%	0	0.0%
Miller High School	14	14.6%	81	84.4%	1	1.0%
Driscoll Middle School	7	17.1%	34	82.9%	0	0.0%
Mathis High School	3	9.1%	30	90.9%	0	0.0%
McCraw Junior High	2	8.7%	20	87.0%	1	4.3%
Odem High School	4	14.8%	23	85.2%	0	0.0%
Odem Junior High	1	5.6%	17	94.4%	0	0.0%
All Campuses	86	12.8%	581	86.7%	3	0.4%

Table Continues

Table B.2. Which of the Following College and Career Awareness Activities Have You Participated in over the Course of the past School Year? (Continued)

Campus	Attended a FACE activity with your child					
	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	7	18.4%	30	78.9%	1	2.6%
Falfurrias Junior High	7	30.4%	16	69.6%	0	0.0%
Alice High School	23	16.9%	113	83.1%	0	0.0%
Adams Middle School	25	29.8%	58	69.0%	1	1.2%
H. M. King High School	7	6.6%	98	92.5%	1	0.9%
Memorial Middle School	1	2.2%	44	97.8%	0	0.0%
Miller High School	10	10.4%	86	89.6%	0	0.0%
Driscoll Middle School	8	19.5%	33	80.5%	0	0.0%
Mathis High School	4	12.1%	29	87.9%	0	0.0%
McCraw Junior High	8	34.8%	14	60.9%	1	4.3%
Odem High School	4	14.8%	22	81.5%	1	3.7%
Odem Junior High	4	22.2%	14	77.8%	0	0.0%
All Campuses	108	16.1%	557	83.1%	5	0.7%

Table Continues

Table B.2. Which of the Following College and Career Awareness Activities Have You Participated in over the Course of the past School Year? (Continued)

Campus	Other					
	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	3	7.9%	34	89.5%	1	2.6%
Falfurrias Junior High	4	17.4%	19	82.6%	0	0.0%
Alice High School	17	12.5%	118	86.8%	1	0.7%
Adams Middle School	5	6.0%	79	94.0%	0	0.0%
H. M. King High School	9	8.5%	96	90.6%	1	0.9%
Memorial Middle School	5	11.1%	40	88.9%	0	0.0%
Miller High School	11	11.5%	85	88.5%	0	0.0%
Driscoll Middle School	5	12.2%	36	87.8%	0	0.0%
Mathis High School	1	3.0%	32	97.0%	0	0.0%
McCraw Junior High	1	4.3%	21	91.3%	1	4.3%
Odem High School	1	3.7%	26	96.3%	0	0.0%
Odem Junior High	0	.0%	18	100.0%	0	0.0%
All Campuses	62	9.3%	604	90.1%	4	0.6%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.3. How Familiar Are You with the GEAR UP, STAR Program at Your Child's School?

Campus	Very familiar		Somewhat familiar		Not very familiar		Not familiar at all		Don't know or refused to answer	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	12	31.6%	7	18.4%	9	23.7%	10	26.3%	0	0.0%
Falfurrias Junior High	9	39.1%	3	13.0%	7	30.4%	4	17.4%	0	0.0%
Alice High School	51	37.5%	31	22.8%	34	25.0%	19	14.0%	1	0.7%
Adams Middle School	38	45.2%	16	19.0%	18	21.4%	12	14.3%	0	0.0%
H. M. King High School	61	57.5%	17	16.0%	16	15.1%	12	11.3%	0	0.0%
Memorial Middle School	20	44.4%	8	17.8%	9	20.0%	8	17.8%	0	0.0%
Miller High School	52	54.2%	20	20.8%	18	18.8%	6	6.3%	0	0.0%
Driscoll Middle School	18	43.9%	9	22.0%	11	26.8%	3	7.3%	0	0.0%
Mathis High School	14	42.4%	10	30.3%	7	21.2%	2	6.1%	0	0.0%
McCraw Junior High	9	39.1%	7	30.4%	5	21.7%	2	8.7%	0	0.0%
Odem High School	11	40.7%	6	22.2%	7	25.9%	3	11.1%	0	0.0%
Odem Junior High	6	33.3%	4	22.2%	5	27.8%	3	16.7%	0	0.0%
All Campuses	301	44.9%	138	20.6%	146	21.8%	84	12.5%	1	0.1%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.4. Over the past School Year, how Often Did You Do Each of the Following Activities?

Campus	Assist with or monitor your child's homework at home														
	Never			Several times a month			Several times a week			Every day			Don't know or refused to answer		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias High School	8	21.1%		7	18.4%		9	23.7%		14	36.8%		0	0.0%	
Falfurrias Junior High	3	13.0%		6	26.1%		4	17.4%		10	43.5%		0	0.0%	
Alice High School	12	8.8%		29	21.3%		44	32.4%		51	37.5%		0	0.0%	
Adams Middle School	5	6.0%		14	16.7%		32	38.1%		32	38.1%		1	1.2%	
H. M. King High School	18	17.0%		24	22.6%		31	29.2%		33	31.1%		0	0.0%	
Memorial Middle School	7	15.6%		8	17.8%		7	15.6%		23	51.1%		0	0.0%	
Miller High School	30	31.3%		22	22.9%		21	21.9%		23	24.0%		0	0.0%	
Driscoll Middle School	5	12.2%		6	14.6%		16	39.0%		14	34.1%		0	0.0%	
Mathis High School	9	27.3%		10	30.3%		9	27.3%		5	15.2%		0	0.0%	
McCraw Junior High	3	13.0%		4	17.4%		3	13.0%		13	56.5%		0	0.0%	
Odem High School	4	14.8%		6	22.2%		12	44.4%		5	18.5%		0	0.0%	
Odem Junior High	1	5.6%		3	16.7%		8	44.4%		6	33.3%		0	0.0%	
All Campuses	105	15.7%		139	20.7%		196	29.3%		229	34.2%		1	0.1%	

Table Continues

Table B.4. Over the past School Year, how Often Did You Do Each of the Following Activities? (Continued)

Campus	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 or refused to answer			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	18	47.4%	14	36.8%	2	5.3%	4	10.5%	0	0.0%		
Falfurrias Junior High	8	34.8%	8	34.8%	5	21.7%	2	8.7%	0	0.0%		
Alice High School	80	58.8%	26	19.1%	20	14.7%	9	6.6%	1	0.7%		
Adams Middle School	39	46.4%	19	22.6%	20	23.8%	5	6.0%	1	1.2%		
H. M. King High School	65	61.3%	16	15.1%	16	15.1%	7	6.6%	2	1.9%		
Memorial Middle School	15	33.3%	11	24.4%	12	26.7%	6	13.3%	1	2.2%		
Miller High School	54	56.3%	13	13.5%	17	17.7%	10	10.4%	2	2.1%		
Driscoll Middle School	15	36.6%	12	29.3%	10	24.4%	4	9.8%	0	0.0%		
Mathis High School	24	72.7%	8	24.2%	0	0.0%	1	3.0%	0	0.0%		
McCraw Junior High	8	34.8%	8	34.8%	3	13.0%	4	17.4%	0	0.0%		
Odem High School	15	55.6%	6	22.2%	4	14.8%	2	7.4%	0	0.0%		
Odem Junior High	7	38.9%	3	16.7%	6	33.3%	2	11.1%	0	0.0%		
All Campuses	348	51.9%	144	21.5%	115	17.2%	56	8.4%	7	1.0%		

Table Continues

Table B.4. Over the past School Year, how Often Did You Do Each of the Following Activities? (Continued)

Campus	Read with your child at home											
	Never		Several times a month		Several times a week		Every day		Don't know or refused to answer			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	19	50.0%	6	15.8%	8	21.1%	4	10.5%	1	2.6%		
Falfurrias Junior High	9	39.1%	8	34.8%	3	13.0%	3	13.0%	0	0.0%		
Alice High School	79	58.1%	34	25.0%	14	10.3%	9	6.6%	0	0.0%		
Adams Middle School	37	44.0%	22	26.2%	14	16.7%	11	13.1%	0	0.0%		
H. M. King High School	68	64.2%	19	17.9%	14	13.2%	4	3.8%	1	0.9%		
Memorial Middle School	13	28.9%	17	37.8%	10	22.2%	5	11.1%	0	0.0%		
Miller High School	56	58.3%	20	20.8%	11	11.5%	9	9.4%	0	0.0%		
Driscoll Middle School	13	31.7%	15	36.6%	7	17.1%	6	14.6%	0	0.0%		
Mathis High School	18	54.5%	12	36.4%	1	3.0%	2	6.1%	0	0.0%		
McCraw Junior High	7	30.4%	7	30.4%	4	17.4%	4	17.4%	1	4.3%		
Odem High School	19	70.4%	3	11.1%	3	11.1%	2	7.4%	0	0.0%		
Odem Junior High	7	38.9%	6	33.3%	4	22.2%	1	5.6%	0	0.0%		
All Campuses	345	51.5%	169	25.2%	93	13.9%	60	9.0%	3	0.4%		

Table Continues

Table B.4. Over the past School Year, how Often Did You Do Each of the Following Activities? (Continued)

Campus	Discuss school with your child											
	Never		Several times a month		Several times a week		Every day		Don't know or refused to answer			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	0	0.0%	1	2.6%	13	34.2%	24	63.2%	0	0.0%		
Falfurrias Junior High	1	4.3%	1	4.3%	6	26.1%	15	65.2%	0	0.0%		
Alice High School	2	1.5%	8	5.9%	31	22.8%	93	68.4%	2	1.5%		
Adams Middle School	2	2.4%	2	2.4%	12	14.3%	67	79.8%	1	1.2%		
H. M. King High School	4	3.8%	15	14.2%	22	20.8%	63	59.4%	2	1.9%		
Memorial Middle School	0	0.0%	5	11.1%	9	20.0%	31	68.9%	0	0.0%		
Miller High School	3	3.1%	14	14.6%	26	27.1%	53	55.2%	0	0.0%		
Driscoll Middle School	0	0.0%	5	12.2%	11	26.8%	25	61.0%	0	0.0%		
Mathis High School	1	3.0%	7	21.2%	8	24.2%	17	51.5%	0	0.0%		
McCraw Junior High	1	4.3%	1	4.3%	3	13.0%	18	78.3%	0	0.0%		
Odem High School	0	0.0%	4	14.8%	5	18.5%	18	66.7%	0	0.0%		
Odem Junior High	0	0.0%	2	11.1%	5	27.8%	11	61.1%	0	0.0%		
All Campuses	14	2.1%	65	9.7%	151	22.5%	435	64.9%	5	0.7%		

Table Continues

Table B.4. Over the past School Year, how Often Did You Do Each of the Following Activities? (Continued)

Campus	Talk to other parents about your child's school											
	Never		Several times a month		Several times a week		Every day		Don't know or refused to answer			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	12	31.6%	14	36.8%	9	23.7%	3	7.9%	0	0.0%		
Falfurrias Junior High	10	43.5%	8	34.8%	4	17.4%	1	4.3%	0	0.0%		
Alice High School	36	26.5%	58	42.6%	29	21.3%	13	9.6%	0	0.0%		
Adams Middle School	29	34.5%	27	32.1%	16	19.0%	11	13.1%	1	1.2%		
H. M. King High School	39	36.8%	40	37.7%	14	13.2%	11	10.4%	2	1.9%		
Memorial Middle School	17	37.8%	16	35.6%	7	15.6%	5	11.1%	0	0.0%		
Miller High School	44	45.8%	27	28.1%	17	17.7%	8	8.3%	0	0.0%		
Driscoll Middle School	20	48.8%	11	26.8%	6	14.6%	3	7.3%	1	2.4%		
Mathis High School	15	45.5%	11	33.3%	5	15.2%	2	6.1%	0	0.0%		
McCraw Junior High	6	26.1%	10	43.5%	3	13.0%	3	13.0%	1	4.3%		
Odem High School	10	37.0%	11	40.7%	3	11.1%	3	11.1%	0	0.0%		
Odem Junior High	7	38.9%	6	33.3%	4	22.2%	1	5.6%	0	0.0%		
All Campuses	245	36.6%	239	35.7%	117	17.5%	64	9.6%	5	0.7%		

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.5. Has Your Child Expressed an Interest in Going to College?

Campus	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	35	92.1%	2	5.3%	1	2.6%
Falfurrias Junior High	22	95.7%	1	4.3%	0	0.0%
Alice High School	121	89.0%	11	8.1%	4	2.9%
Adams Middle School	68	81.0%	15	17.9%	1	1.2%
H. M. King High School	96	90.6%	9	8.5%	1	0.9%
Memorial Middle School	37	82.2%	8	17.8%	0	0.0%
Miller High School	85	88.5%	10	10.4%	1	1.0%
Driscoll Middle School	38	92.7%	2	4.9%	1	2.4%
Mathis High School	28	84.8%	3	9.1%	2	6.1%
McCraw Junior High	18	78.3%	4	17.4%	1	4.3%
Odem High School	21	77.8%	6	22.2%	0	0.0%
Odem Junior High	16	88.9%	2	11.1%	0	0.0%
All Campuses	585	87.3%	73	10.9%	12	1.8%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.6. 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 or refused to answer	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	3	7.9%	9	23.7%	25	65.8%	1	2.6%
Falfurrias Junior High	0	0.0%	2	8.7%	2	8.7%	18	78.3%	1	4.3%
Alice High School	1	0.7%	9	6.6%	31	22.8%	91	66.9%	4	2.9%
Adams Middle School	1	1.2%	8	9.5%	11	13.1%	57	67.9%	7	8.3%
H. M. King High School	1	0.9%	7	6.6%	13	12.3%	83	78.3%	2	1.9%
Memorial Middle School	0	0.0%	5	11.1%	6	13.3%	33	73.3%	1	2.2%
Miller High School	1	1.0%	8	8.3%	25	26.0%	58	60.4%	4	4.2%
Driscoll Middle School	0	0.0%	3	7.3%	10	24.4%	25	61.0%	3	7.3%
Mathis High School	0	0.0%	4	12.1%	9	27.3%	19	57.6%	1	3.0%
McCraw Junior High	0	0.0%	3	13.0%	3	13.0%	17	73.9%	0	0.0%
Odem High School	1	3.7%	5	18.5%	8	29.6%	13	48.1%	0	0.0%
Odem Junior High	0	0.0%	2	11.1%	3	16.7%	12	66.7%	1	5.6%
All Campuses	5	0.7%	59	8.8%	130	19.4%	451	67.3%	25	3.7%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.7. How Often Do You Do Each of the Following with Your Child?

Campus	Talk about attending college											
	Never		Not very often		Sometimes		Very often					
	N	%	N	%	N	%	N	%				
Falfurrias High School	1	2.6%	0	0.0%	6	15.8%	31	81.6%				
Falfurrias Junior High	1	4.3%	2	8.7%	5	21.7%	15	65.2%				
Alice High School	0	0.0%	2	1.5%	22	16.2%	112	82.4%				
Adams Middle School	1	1.2%	5	6.0%	28	33.3%	50	59.5%				
H. M. King High School	2	1.9%	3	2.8%	14	13.2%	87	82.1%				
Memorial Middle School	3	6.7%	1	2.2%	11	24.4%	30	66.7%				
Miller High School	3	3.1%	2	2.1%	26	27.1%	65	67.7%				
Driscoll Middle School	1	2.4%	3	7.3%	18	43.9%	19	46.3%				
Mathis High School	1	3.0%	1	3.0%	12	36.4%	19	57.6%				
McCraw Junior High	1	4.3%	0	0.0%	7	30.4%	15	65.2%				
Odem High School	0	0.0%	4	14.8%	5	18.5%	18	66.7%				
Odem Junior High	0	0.0%	2	11.1%	4	22.2%	12	66.7%				
All Campuses	14	2.1%	25	3.7%	158	23.6%	473	70.6%				

Table Continues

Table B.7. How Often Do You Do Each of the Following with Your Child? (Continued)

Campus	Help select classes that support your child's college plans											
	Never		Not very often		Sometimes		Very often		Don't know or refused to answer			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	7	18.4%	5	13.2%	14	36.8%	12	31.6%	0	0.0%		
Falfurrias Junior High	9	39.1%	2	8.7%	6	26.1%	5	21.7%	1	4.3%		
Alice High School	25	18.4%	14	10.3%	38	27.9%	59	43.4%	0	0.0%		
Adams Middle School	22	26.2%	12	14.3%	20	23.8%	30	35.7%	0	0.0%		
H. M. King High School	24	22.6%	9	8.5%	29	27.4%	43	40.6%	1	0.9%		
Memorial Middle School	11	24.4%	4	8.9%	12	26.7%	18	40.0%	0	0.0%		
Miller High School	28	29.2%	12	12.5%	25	26.0%	30	31.3%	1	1.0%		
Driscoll Middle School	10	24.4%	3	7.3%	12	29.3%	16	39.0%	0	0.0%		
Mathis High School	11	33.3%	4	12.1%	6	18.2%	12	36.4%	0	0.0%		
McCraw Junior High	6	26.1%	4	17.4%	7	30.4%	6	26.1%	0	0.0%		
Odem High School	5	18.5%	4	14.8%	8	29.6%	8	29.6%	2	7.4%		
Odem Junior High	4	22.2%	1	5.6%	5	27.8%	8	44.4%	0	0.0%		
All Campuses	162	24.2%	74	11.0%	182	27.2%	247	36.9%	5	0.7%		

Table Continues

Table B.7. How Often Do You Do Each of the Following with Your Child? (Continued)

Campus	Talk about taking one or more of the college entrance exams (SAT, ACT, PSAT, PLAN)											
	Never		Not very often		Sometimes		Very often		Don't know or refused to answer			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	8	21.1%	2	5.3%	13	34.2%	15	39.5%	0	0.0%		
Falfurrias Junior High	9	39.1%	2	8.7%	9	39.1%	3	13.0%	0	0.0%		
Alice High School	23	16.9%	12	8.8%	45	33.1%	55	40.4%	1	0.7%		
Adams Middle School	31	36.9%	7	8.3%	21	25.0%	23	27.4%	2	2.4%		
H. M. King High School	20	18.9%	8	7.5%	31	29.2%	47	44.3%	0	0.0%		
Memorial Middle School	18	40.0%	8	17.8%	10	22.2%	8	17.8%	1	2.2%		
Miller High School	32	33.3%	11	11.5%	31	32.3%	20	20.8%	2	2.1%		
Driscoll Middle School	17	41.5%	6	14.6%	7	17.1%	11	26.8%	0	0.0%		
Mathis High School	11	33.3%	3	9.1%	7	21.2%	12	36.4%	0	0.0%		
McCraw Junior High	5	21.7%	4	17.4%	8	34.8%	6	26.1%	0	0.0%		
Odem High School	2	7.4%	6	22.2%	10	37.0%	9	33.3%	0	0.0%		
Odem Junior High	7	38.9%	3	16.7%	5	27.8%	3	16.7%	0	0.0%		
All Campuses	183	27.3%	72	10.7%	197	29.4%	212	31.6%	6	0.9%		

Table Continues

Table B.7. How Often Do You Do Each of the Following with Your Child? (Continued)

Campus	Talk about financial aid opportunities, scholarships, and other resources that might provide the money to attend a college											
	Never		Not very often		Sometimes		Very often		Don't know or refused to answer			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	4	10.5%	3	7.9%	11	28.9%	20	52.6%	0	0.0%		
Falfurrias Junior High	8	34.8%	4	17.4%	7	30.4%	4	17.4%	0	0.0%		
Alice High School	18	13.2%	7	5.1%	37	27.2%	74	54.4%	0	0.0%		
Adams Middle School	21	25.0%	12	14.3%	19	22.6%	32	38.1%	0	0.0%		
H. M. King High School	15	14.2%	15	14.2%	19	17.9%	57	53.8%	0	0.0%		
Memorial Middle School	7	15.6%	5	11.1%	19	42.2%	14	31.1%	0	0.0%		
Miller High School	20	20.8%	10	10.4%	27	28.1%	39	40.6%	0	0.0%		
Driscoll Middle School	7	17.1%	7	17.1%	13	31.7%	14	34.1%	0	0.0%		
Mathis High School	2	6.1%	6	18.2%	11	33.3%	14	42.4%	0	0.0%		
McCraw Junior High	5	21.7%	1	4.3%	4	17.4%	12	52.2%	1	4.3%		
Odem High School	3	11.1%	3	11.1%	8	29.6%	13	48.1%	0	0.0%		
Odem Junior High	4	22.2%	3	16.7%	6	33.3%	5	27.8%	0	0.0%		
All Campuses	114	17.0%	76	11.3%	181	27.0%	298	44.5%	1	0.1%		

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.8. To Better Prepare Your Child for College, Have You ever Taken Him or Her to Visit a College or University Campus?

Campus	Yes		No	
	N	%	N	%
Falfurrias High School	10	26.3%	28	73.7%
Falfurrias Junior High	7	30.4%	16	69.6%
Alice High School	81	59.6%	55	40.4%
Adams Middle School	41	48.8%	43	51.2%
H. M. King High School	59	55.7%	47	44.3%
Memorial Middle School	19	42.2%	26	57.8%
Miller High School	31	32.3%	65	67.7%
Driscoll Middle School	12	29.3%	29	70.7%
Mathis High School	8	24.2%	25	75.8%
McCraw Junior High	7	30.4%	16	69.6%
Odem High School	9	33.3%	18	66.7%
Odem Junior High	6	33.3%	12	66.7%
All Campuses	290	43.3%	380	56.7%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.9. 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?

Campus	Child not likely to have an obstacle		It costs too much, can't afford it		He (she) needs (wants) to work		His (her) grades are not good enough	
	N	%	N	%	N	%	N	%
Falfurrias High School	6	15.8%	16	42.1%	2	5.3%	4	10.5%
Falfurrias Junior High	6	26.1%	11	47.8%	1	4.3%	1	4.3%
Alice High School	40	29.4%	47	34.6%	9	6.6%	12	8.8%
Adams Middle School	19	22.6%	36	42.9%	3	3.6%	8	9.5%
H. M. King High School	29	27.4%	37	34.9%	5	4.7%	7	6.6%
Memorial Middle School	9	20.0%	13	28.9%	6	13.3%	3	6.7%
Miller High School	20	20.8%	34	35.4%	8	8.3%	5	5.2%
Driscoll Middle School	7	17.1%	16	39.0%	5	12.2%	2	4.9%
Mathis High School	9	27.3%	12	36.4%	1	3.0%	2	6.1%
McCraw Junior High	9	39.1%	5	21.7%	1	4.3%	0	0.0%
Odem High School	4	14.8%	10	37.0%	0	0.0%	1	3.7%
Odem Junior High	7	38.9%	6	33.3%	0	0.0%	0	0.0%
All Campuses	165	24.6%	243	36.3%	41	6.1%	45	6.7%

Table Continues

Table B.9. 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? (Continued)

Campus	He (she) is not interested in college		He (she) has a disability		He (she) wants to go into the military		He (she) wants to get married	
	N	%	N	%	N	%	N	%
Falfurrias High School	3	7.9%	3	7.9%	0	0.0%	1	2.6%
Falfurrias Junior High	1	4.3%	1	4.3%	0	0.0%	1	4.3%
Alice High School	6	4.4%	9	6.6%	5	3.7%	0	0.0%
Adams Middle School	6	7.1%	3	3.6%	4	4.8%	2	2.4%
H. M. King High School	6	5.7%	5	4.7%	6	5.7%	1	0.9%
Memorial Middle School	1	2.2%	3	6.7%	4	8.9%	1	2.2%
Miller High School	6	6.3%	7	7.3%	3	3.1%	2	2.1%
Driscoll Middle School	4	9.8%	2	4.9%	1	2.4%	0	0.0%
Mathis High School	1	3.0%	1	3.0%	3	9.1%	0	0.0%
McCraw Junior High	4	17.4%	1	4.3%	0	0.0%	0	0.0%
Odem High School	5	18.5%	1	3.7%	1	3.7%	0	0.0%
Odem Junior High	0	0.0%	2	11.1%	1	5.6%	0	0.0%
All Campuses	43	6.4%	38	5.7%	28	4.2%	8	1.2%

Table Continues

Table B.9. 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? (Continued)

Campus	He (she) has responsibilities to parents, brothers and sisters		He (she) has children		Other		Don't know or refused to answer	
	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	2	5.3%	0	0.0%	1	2.6%
Falfurrias Junior High	0	0.0%	0	0.0%	0	0.0%	1	4.3%
Alice High School	2	1.5%	1	0.7%	2	1.5%	3	2.2%
Adams Middle School	1	1.2%	0	0.0%	0	0.0%	2	2.4%
H. M. King High School	1	0.9%	3	2.8%	3	2.8%	3	2.8%
Memorial Middle School	0	0.0%	1	2.2%	2	4.4%	2	4.4%
Miller High School	1	1.0%	2	2.1%	3	3.1%	5	5.2%
Driscoll Middle School	0	0.0%	0	0.0%	0	0.0%	4	9.8%
Mathis High School	0	0.0%	3	9.1%	1	3.0%	0	0.0%
McCraw Junior High	0	0.0%	0	0.0%	0	0.0%	3	13.0%
Odem High School	0	0.0%	0	0.0%	2	7.4%	3	11.1%
Odem Junior High	0	0.0%	0	0.0%	0	0.0%	2	11.1%
All Campuses	5	0.7%	12	1.8%	13	1.9%	29	4.3%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.10. In the Past Year, Has Anyone from Your Child's School or the GEAR UP Program ever Spoken with You About...

Campus	College entrance requirements.					
	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	12	31.6%	25	65.8%	1	2.6%
Falfurrias Junior High	4	17.4%	19	82.6%	0	0.0%
Alice High School	34	25.0%	99	72.8%	3	2.2%
Adams Middle School	19	22.6%	65	77.4%	0	0.0%
H. M. King High School	20	18.9%	83	78.3%	3	2.8%
Memorial Middle School	8	17.8%	37	82.2%	0	0.0%
Miller High School	20	20.8%	72	75.0%	4	4.2%
Driscoll Middle School	6	14.6%	34	82.9%	1	2.4%
Mathis High School	8	24.2%	25	75.8%	0	0.0%
McCraw Junior High	3	13.0%	19	82.6%	1	4.3%
Odem High School	4	14.8%	23	85.2%	0	0.0%
Odem Junior High	1	5.6%	16	88.9%	1	5.6%
All Campuses	139	20.7%	517	77.2%	14	2.1%

Table Continues

Table B.10. In the Past Year, Has Anyone from Your Child's School or the GEAR UP Program ever Spoken with You About... (Continued)

Campus	The availability of financial aid for college.					
	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	14	36.8%	24	63.2%	0	0.0%
Falfurrias Junior High	4	17.4%	19	82.6%	0	0.0%
Alice High School	37	27.2%	96	70.6%	3	2.2%
Adams Middle School	13	15.5%	69	82.1%	2	2.4%
H. M. King High School	23	21.7%	83	78.3%	0	0.0%
Memorial Middle School	11	24.4%	34	75.6%	0	0.0%
Miller High School	31	32.3%	64	66.7%	1	1.0%
Driscoll Middle School	7	17.1%	33	80.5%	1	2.4%
Mathis High School	10	30.3%	23	69.7%	0	0.0%
McCraw Junior High	4	17.4%	19	82.6%	0	0.0%
Odem High School	6	22.2%	21	77.8%	0	0.0%
Odem Junior High	3	16.7%	15	83.3%	0	0.0%
All Campuses	163	24.3%	500	74.6%	7	1.0%

Table Continues

Table B.10. In the Past Year, Has Anyone from Your Child's School or the GEAR UP Program ever Spoken with You About... (Continued)

Campus	The courses your child should take to prepare for college.					
	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	13	34.2%	25	65.8%	0	0.0%
Falfurrias Junior High	5	21.7%	18	78.3%	0	0.0%
Alice High School	46	33.8%	90	66.2%	0	0.0%
Adams Middle School	24	28.6%	58	69.0%	2	2.4%
H. M. King High School	30	28.3%	75	70.8%	1	0.9%
Memorial Middle School	10	22.2%	35	77.8%	0	0.0%
Miller High School	29	30.2%	67	69.8%	0	0.0%
Driscoll Middle School	6	14.6%	34	82.9%	1	2.4%
Mathis High School	9	27.3%	24	72.7%	0	0.0%
McCraw Junior High	5	21.7%	17	73.9%	1	4.3%
Odem High School	7	25.9%	19	70.4%	1	3.7%
Odem Junior High	5	27.8%	13	72.2%	0	0.0%
All Campuses	189	28.2%	475	70.9%	6	0.9%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.11. If You Had Questions or Needed Support, Do You Believe Your Child's School Would Be Able to Provide These Answers or Services to You?

Campus	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	28	73.7%	5	13.2%	5	13.2%
Falfurrias Junior High	16	69.6%	6	26.1%	1	4.3%
Alice High School	103	75.7%	21	15.4%	12	8.8%
Adams Middle School	62	73.8%	11	13.1%	11	13.1%
H. M. King High School	73	68.9%	14	13.2%	19	17.9%
Memorial Middle School	34	75.6%	7	15.6%	4	8.9%
Miller High School	80	83.3%	8	8.3%	8	8.3%
Driscoll Middle School	35	85.4%	2	4.9%	4	9.8%
Mathis High School	26	78.8%	4	12.1%	3	9.1%
McCraw Junior High	15	65.2%	5	21.7%	3	13.0%
Odem High School	22	81.5%	3	11.1%	2	7.4%
Odem Junior High	15	83.3%	1	5.6%	2	11.1%
All Campuses	509	76.0%	87	13.0%	74	11.0%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.12. Do You Think That Your Child Could Afford to Attend a Public Four-Year College Using Financial Aid, Scholarships, and Your Family's Resources?

Campus	Definitely		Probably		Not sure		Probably not		Definitely not		Don't know or refused to answer	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	0	0.0%	3	7.9%	16	42.1%	19	50.0%	0	0.0%
Falfurrias Junior High	1	4.3%	0	0.0%	2	8.7%	7	30.4%	13	56.5%	0	0.0%
Alice High School	0	0.0%	4	2.9%	16	11.8%	44	32.4%	71	52.2%	1	0.7%
Adams Middle School	0	0.0%	1	1.2%	12	14.3%	18	21.4%	52	61.9%	1	1.2%
H. M. King High School	1	0.9%	2	1.9%	13	12.3%	30	28.3%	59	55.7%	1	0.9%
Memorial Middle School	0	0.0%	0	0.0%	5	11.1%	16	35.6%	24	53.3%	0	0.0%
Miller High School	0	0.0%	5	5.2%	11	11.5%	36	37.5%	43	44.8%	1	1.0%
Driscoll Middle School	0	0.0%	2	4.9%	4	9.8%	22	53.7%	13	31.7%	0	0.0%
Mathis High School	1	3.0%	0	0.0%	9	27.3%	9	27.3%	14	42.4%	0	0.0%
McCraw Junior High	1	4.3%	0	0.0%	2	8.7%	9	39.1%	11	47.8%	0	0.0%
Odem High School	1	3.7%	0	0.0%	1	3.7%	12	44.4%	13	48.1%	0	0.0%
Odem Junior High	0	0.0%	0	0.0%	2	11.1%	6	33.3%	10	55.6%	0	0.0%
All Campuses	5	0.7%	14	2.1%	80	11.9%	225	33.6%	342	51.0%	4	0.6%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.13. Do You Think That Your Child Could Afford to Attend a Public Community College Using Financial Aid, Scholarships, and Your Family's Resources?

Campus	Definitely		Probably		Not sure		Probably not		Definitely not		Don't know or refused to answer	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	0	0.0%	1	2.6%	10	26.3%	26	68.4%	1	2.6%
Falfurrias Junior High	0	0.0%	0	0.0%	0	0.0%	5	21.7%	18	78.3%	0	0.0%
Alice High School	0	0.0%	1	0.7%	11	8.1%	35	25.7%	87	64.0%	2	1.5%
Adams Middle School	0	0.0%	2	2.4%	4	4.8%	16	19.0%	61	72.6%	1	1.2%
H. M. King High School	1	0.9%	2	1.9%	5	4.7%	27	25.5%	70	66.0%	1	0.9%
Memorial Middle School	0	0.0%	0	0.0%	4	8.9%	14	31.1%	27	60.0%	0	0.0%
Miller High School	0	0.0%	4	4.2%	4	4.2%	29	30.2%	59	61.5%	0	0.0%
Driscoll Middle School	0	0.0%	1	2.4%	4	9.8%	20	48.8%	16	39.0%	0	0.0%
Mathis High School	0	0.0%	1	3.0%	5	15.2%	11	33.3%	16	48.5%	0	0.0%
McCraw Junior High	1	4.3%	0	0.0%	1	4.3%	7	30.4%	14	60.9%	0	0.0%
Odem High School	0	0.0%	1	3.7%	3	11.1%	8	29.6%	15	55.6%	0	0.0%
Odem Junior High	0	0.0%	0	0.0%	0	0.0%	4	22.2%	14	77.8%	0	0.0%
All Campuses	2	0.3%	12	1.8%	42	6.3%	186	27.8%	423	63.1%	5	0.7%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.14. 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 Only)

Group	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	11	28.9%	27	71.1%	0	0.0%
Alice High School	38	27.9%	90	66.2%	8	5.9%
H. M. King High School	19	17.9%	79	74.5%	8	7.5%
Miller High School	15	15.6%	75	78.1%	6	6.3%
Mathis High School	7	21.2%	24	72.7%	2	6.1%
Odem High School	11	40.7%	13	48.1%	3	11.1%
All Campuses	101	23.2%	308	70.6%	27	6.2%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.15. Do You Know Which of the Following Graduation Plans Your Child Is Enrolled in? Is It... (Parents of High School Students Only)

Group	The Minimum Graduation Program		The Recommended High School Program		The Distinguished Achievement Program		Don't know or refused to answer	
	N	%	N	%	N	%	N	%
Falfurrias High School	3	7.9%	13	34.2%	9	23.7%	13	34.2%
Alice High School	6	4.4%	48	35.3%	30	22.1%	52	38.2%
H. M. King High School	4	3.8%	28	26.4%	29	27.4%	45	42.5%
Miller High School	9	9.4%	17	17.7%	14	14.6%	56	58.3%
Mathis High School	3	9.1%	5	15.2%	7	21.2%	18	54.5%
Odem High School	2	7.4%	10	37.0%	3	11.1%	12	44.4%
All Campuses	27	6.2%	121	27.8%	92	21.1%	196	45.0%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.16. 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 Only)

Group	Very familiar		Somewhat familiar		Not very familiar		Not familiar at all	
	N	%	N	%	N	%	N	%
Falfurrias High School	17	44.7%	4	10.5%	7	18.4%	10	26.3%
Alice High School	54	39.7%	19	14.0%	24	17.6%	39	28.7%
H. M. King High School	42	39.6%	12	11.3%	21	19.8%	31	29.2%
Miller High School	47	49.0%	16	16.7%	18	18.8%	15	15.6%
Mathis High School	13	39.4%	4	12.1%	8	24.2%	8	24.2%
Odem High School	14	51.9%	4	14.8%	4	14.8%	5	18.5%
All Campuses	187	42.9%	59	13.5%	82	18.8%	108	24.8%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.17. 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 Only)

Campus	Yes, my child has completed the FAFSA form		No, my child has not completed the FAFSA form		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	8	21.1%	13	34.2%	17	44.7%
Alice High School	23	16.9%	64	47.1%	49	36.0%
H. M. King High School	15	14.2%	53	50.0%	38	35.8%
Miller High School	15	15.6%	32	33.3%	49	51.0%
Mathis High School	6	18.2%	18	54.5%	9	27.3%
Odem High School	4	14.8%	11	40.7%	12	44.4%
All Campuses	71	16.3%	191	43.8%	174	39.9%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.18. Is Your Child a Senior in High School? (Parents of High School Students Only)

Campus	Yes		No	
	N	%	N	%
Falfurrias High School	10	26.3%	28	73.7%
Alice High School	30	22.1%	106	77.9%
H. M. King High School	24	22.6%	82	77.4%
Miller High School	23	24.0%	73	76.0%
Mathis High School	11	33.3%	22	66.7%
Odem High School	8	29.6%	19	70.4%
All Campuses	106	24.3%	330	75.7%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.19. Has Your Child Taken a College Entrance Exam? (Parents of High School Seniors Only)

Campus	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	5	50.0%	2	20.0%	3	30.0%
Alice High School	21	70.0%	6	20.0%	3	10.0%
H. M. King High School	14	58.3%	9	37.5%	1	4.2%
Miller High School	13	56.5%	5	21.7%	5	21.7%
Mathis High School	10	90.9%	0	0.0%	1	9.1%
Odem High School	4	50.0%	4	50.0%	0	0.0%
All Campuses	67	63.2%	26	24.5%	13	12.3%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.20. Has Your Child Applied to a Four-Year College? (Parents of High School Seniors Only)

Campus	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	5	50.0%	4	40.0%	1	10.0%
Alice High School	15	50.0%	11	36.7%	4	13.3%
H. M. King High School	12	50.0%	11	45.8%	1	4.2%
Miller High School	8	34.8%	13	56.5%	2	8.7%
Mathis High School	7	63.6%	3	27.3%	1	9.1%
Odem High School	3	37.5%	4	50.0%	1	12.5%
All Campuses	50	47.2%	46	43.4%	10	9.4%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.21. Has Your Child Applied to a Community College? (Parents of High School Seniors Only)

Campus	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	1	10.0%	7	70.0%	2	20.0%
Alice High School	13	43.3%	14	46.7%	3	10.0%
H. M. King High School	6	25.0%	18	75.0%	0	0.0%
Miller High School	12	52.2%	10	43.5%	1	4.3%
Mathis High School	6	54.5%	5	45.5%	0	0.0%
Odem High School	4	50.0%	4	50.0%	0	0.0%
All Campuses	42	39.6%	58	54.7%	6	5.7%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.22. Has Your Child Applied to a Vocational or Technical Program? (Parents of High School Seniors Only)

Campus	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	3	30.0%	5	50.0%	2	20.0%
Alice High School	7	23.3%	19	63.3%	4	13.3%
H. M. King High School	1	4.2%	22	91.7%	1	4.2%
Miller High School	5	21.7%	15	65.2%	3	13.0%
Mathis High School	2	18.2%	8	72.7%	1	9.1%
Odem High School	1	12.5%	6	75.0%	1	12.5%
All Campuses	19	17.9%	75	70.8%	12	11.3%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.23. How Do You Think of Yourself? (Ethnicity)

	Black, non-Hispanic		Asian/Asian-American		Latino/Hispanic		White, non-Hispanic		Native American/American Indian		Other		Don't know or refused to answer	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Campus														
Falfurrias High School	0	0.0%	0	0.0%	34	89.5%	2	5.3%	0	0.0%	2	5.3%	0	0.0%
Falfurrias Junior High	0	0.0%	0	0.0%	21	91.3%	0	0.0%	1	4.3%	1	4.3%	0	0.0%
Alice High School	1	0.7%	2	1.5%	104	76.5%	19	14.0%	0	0.0%	7	5.1%	3	2.2%
Adams Middle School	0	0.0%	0	0.0%	67	79.8%	13	15.5%	0	0.0%	4	4.8%	0	0.0%
H. M. King High School	4	3.8%	1	0.9%	78	73.6%	20	18.9%	0	0.0%	3	2.8%	0	0.0%
Memorial Middle School	1	2.2%	1	2.2%	35	77.8%	8	17.8%	0	0.0%	0	0.0%	0	0.0%
Miller High School	6	6.3%	0	0.0%	73	76.0%	10	10.4%	1	1.0%	6	6.3%	0	0.0%
Driscoll Middle School	3	7.3%	1	2.4%	33	80.5%	3	7.3%	0	0.0%	1	2.4%	0	0.0%
Mathis High School	0	0.0%	0	0.0%	21	63.6%	10	30.3%	0	0.0%	1	3.0%	1	3.0%
McCraw Junior High	0	0.0%	0	0.0%	21	91.3%	2	8.7%	0	0.0%	0	0.0%	0	0.0%
Odem High School	0	0.0%	1	3.7%	21	77.8%	3	11.1%	0	0.0%	2	7.4%	0	0.0%
Odem Junior High	0	0.0%	0	0.0%	13	72.2%	3	16.7%	0	0.0%	2	11.1%	0	0.0%
All Campuses	15	2.2%	6	0.9%	521	77.8%	93	13.9%	2	0.3%	29	4.3%	4	0.6%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.24. How Many Years of Formal Schooling Have You Completed?

Campus	N	Average number of years
Falfurrias High School	38	11.1
Falfurrias Junior High	23	11.9
Alice High School	135	12.2
Adams Middle School	84	12.1
H. M. King High School	105	13.4
Memorial Middle School	44	12.3
Miller High School	94	10.5
Driscoll Middle School	40	10.4
Mathis High School	33	10.6
McCraw Junior High	23	11.9
Odem High School	27	11.0
Odem Junior High	18	10.8
All Campuses	664	11.8

Source: GEAR UP (STAR) Parent Survey, spring 2009.

Table B.25. Have You Attended College?

Campus	Yes		No		Don't know or refused to answer	
	N	%	N	%	N	%
Falfurrias High School	19	50.0%	19	50.0%	0	0.0%
Falfurrias Junior High	9	39.1%	14	60.9%	0	0.0%
Alice High School	75	55.1%	60	44.1%	1	0.7%
Adams Middle School	54	64.3%	30	35.7%	0	0.0%
H. M. King High School	71	67.0%	35	33.0%	0	0.0%
Memorial Middle School	29	64.4%	15	33.3%	1	2.2%
Miller High School	31	32.3%	65	67.7%	0	0.0%
Driscoll Middle School	19	46.3%	22	53.7%	0	0.0%
Mathis High School	11	33.3%	22	66.7%	0	0.0%
McCraw Junior High	13	56.5%	10	43.5%	0	0.0%
Odem High School	12	44.4%	15	55.6%	0	0.0%
Odem Junior High	9	50.0%	9	50.0%	0	0.0%
All Campuses	352	52.5%	316	47.2%	2	0.3%

Source: GEAR UP (STAR) Parent Survey, spring 2009.

APPENDIX C

SPRING 2009 STAR MIDDLE SCHOOL STUDENT SURVEY TABLES

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

Campus	Number of Students	Surveys received	Response rate
Brooks County ISD			
Falfurrias Junior High	341	280	82%
Alice ISD			
Adams Middle School	844	667	79%
Kingsville ISD			
Memorial Middle School	510	443	87%
Corpus Christi ISD			
Driscoll Middle School	634	452	71%
Mathis ISD			
McCraw Junior High	232	181	78%
Odem-Edroy ISD			
Odem Junior High	267	232	87%
All Campuses	2,828	2,255	80%

Source: STAR Middle School Student Survey, spring 2009.

Table C.2. Prior Year Enrollment Status of Students Responding to the Middle School Survey

Campus	Yes		No	
	N	%	N	%
Falfurrias Junior High	150	54.7%	124	45.3%
Adams Middle School	319	48.3%	341	51.7%
Memorial Middle School	192	43.6%	248	56.4%
Driscoll Middle School	211	47.1%	237	52.9%
McCraw Junior High	133	74.3%	46	25.7%
Odem Junior High	200	88.1%	27	11.9%
All Campuses	1,205	54.1%	1,023	45.9%

Source: STAR Middle School Student Survey, spring 2009.

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

Campus	6		7		8	
	N	%	N	%	N	%
Falfurrias Junior High	101	36.1%	84	30.0%	95	33.9%
Adams Middle School	3	0.5%	319	47.9%	344	51.7%
Memorial Middle School	1	0.2%	231	52.3%	210	47.5%
Driscoll Middle School	186	41.2%	126	27.9%	140	31.0%
McCraw Junior High	2	1.1%	85	47.0%	94	51.9%
Odem Junior High	72	31.2%	80	34.6%	79	34.2%
All Campuses	365	16.2%	925	41.1%	962	42.7%

Source: STAR Middle School Student Survey, spring 2009.

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

Campus	Male		Female	
	N	%	N	%
Falfurrias Junior High	147	53.1%	130	46.9%
Adams Middle School	326	49.5%	333	50.5%
Memorial Middle School	218	49.8%	220	50.2%
Driscoll Middle School	246	54.5%	205	45.5%
McCraw Junior High	94	52.5%	85	47.5%
Odem Junior High	117	50.9%	113	49.1%
All Campuses	1,148	51.4%	1,086	48.6%

Source: STAR Middle School Student Survey, spring 2009.

Table C.5. Ethnicity of Students Responding to the Middle School Survey

Campus	Hispanic, Latino		African American		White		Other	
	N	%	N	%	N	%	N	%
Falfurrias Junior High	263	94.6%	4	1.4%	4	1.4%	7	2.5%
Adams Middle School	590	89.5%	5	0.8%	45	6.8%	19	2.9%
Memorial Middle School	347	78.9%	21	4.8%	37	8.4%	35	8.0%
Driscoll Middle School	382	84.5%	38	8.4%	13	2.9%	19	4.2%
McCraw Junior High	160	88.4%	1	0.6%	14	7.7%	6	3.3%
Odem Junior High	180	78.6%	1	0.4%	40	17.5%	8	3.5%
All Campuses	1,922	85.8%	70	3.1%	153	6.8%	94	4.2%

Source: STAR Middle School Student Survey, spring 2009.

Table C.6. What Kind of Grades Do You Usually Receive?

Reported Grades	Falfurrias Junior High		Adams Middle School		Memorial Middle School	
	N	%	N	%	N	%
Mostly As	28	10.0%	87	13.2%	31	7.0%
As and Bs	125	44.8%	253	38.3%	154	34.8%
Mostly Bs	24	8.6%	41	6.2%	34	7.7%
Bs and Cs	71	25.4%	184	27.8%	146	33.0%
Mostly Cs	5	1.8%	17	2.6%	25	5.6%
Cs and Ds	12	4.3%	54	8.2%	36	8.1%
Mostly Ds	0	0.0%	3	0.5%	0	10.0%
Ds and Fs	8	2.9%	18	2.7%	11	2.5%
Mostly Fs	6	2.2%	4	0.6%	6	1.4%

Table continues

Table C.6. What Kind of Grades Do You Usually Receive? (Continued)

Reported Grades	Driscoll Middle School		McCraw Junior High		Odem Junior High		All Campuses	
	N	%	N	%	N	%	N	%
Mostly As	27	6.0%	4	2.2%	30	13.0%	207	9.2%
As and Bs	166	36.9%	74	40.9%	95	41.3%	867	38.6%
Mostly Bs	41	9.1%	16	8.8%	21	9.1%	177	7.9%
Bs and Cs	178	39.6%	78	43.1%	61	26.5%	718	32.0%
Mostly Cs	15	3.3%	6	3.3%	7	3.0%	75	3.3%
Cs and Ds	17	3.8%	3	1.7%	10	4.3%	132	5.9%
Mostly Ds	1	0.2%	0	0.0%	2	0.9%	6	0.3%
Ds and Fs	3	0.7%	0	0.0%	4	1.7%	44	2.0%
Mostly Fs	2	0.4%	0	0.0%	0	0.0%	18	0.8%

Source: STAR Middle School Student Survey, spring 2009.

Table C.7. How Much Time Do You Usually Spend on Homework at Night?

Campus	Less than 30 minutes		30 to 60 minutes		1 to 2 hours		More than 2 hours	
	N	%	N	%	N	%	N	%
Falfurrias Junior High	145	52.7%	107	38.9%	20	7.3%	3	1.1%
Adams Middle School	342	52.1%	265	40.3%	40	6.1%	10	1.5%
Memorial Middle School	280	63.6%	127	28.9%	25	5.7%	8	1.8%
Driscoll Middle School	235	53.2%	167	37.8%	33	7.5%	7	1.6%
McCraw Junior High	72	39.8%	85	47.0%	20	11.0%	4	2.2%
Odem Junior High	95	41.5%	111	48.5%	16	7.0%	7	3.1%
All Campuses	1,169	52.6%	862	38.8%	154	6.9%	39	1.8%

Source: STAR Middle School Student Survey, spring 2009.

Table C.8. Which of the Following Courses or Programs Are You Enrolled in This Year?

Campus	Enrolled in Basic Math this year			Enrolled in Algebra 1 this year			Enrolled in Algebra 2 this year					
	No		Yes	No		Yes	No		Yes			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	65	23.2%	215	76.8%	264	94.3%	16	5.7%	280	100.0%	0	0.0%
Adams Middle School	254	38.1%	413	61.9%	604	90.6%	63	9.4%	666	99.9%	1	0.1%
Memorial Middle School	154	34.8%	289	65.2%	416	93.9%	27	6.1%	440	99.3%	3	0.7%
Driscoll Middle School	136	30.1%	316	69.9%	432	95.6%	20	4.4%	451	99.8%	1	0.2%
McCraw Junior High	43	23.8%	138	76.2%	158	87.3%	23	12.7%	179	98.9%	2	1.1%
Odem Junior High	39	16.8%	193	83.2%	210	90.5%	22	9.5%	231	99.6%	1	0.4%
All Campuses	691	30.6%	1,564	69.4%	2,084	92.4%	171	7.6%	2,247	99.6%	8	0.4%

Table continues

Table C.8. Which of the Following Courses or Programs Are You Enrolled in This Year? (Continued)

Campus	Enrolled in Geometry this year			Enrolled in Gifted and Talented program this year			Enrolled in Career and Technology courses this year					
	No		Yes	No		Yes	No		Yes			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	278	99.3%	2	0.7%	249	88.9%	31	11.1%	242	86.4%	38	13.6%
Adams Middle School	664	99.6%	3	0.4%	563	84.4%	104	15.6%	662	99.3%	5	0.7%
Memorial Middle School	439	99.1%	4	0.9%	418	94.4%	25	5.6%	419	94.6%	24	5.4%
Driscoll Middle School	448	99.1%	4	0.9%	436	96.5%	16	3.5%	449	99.3%	3	0.7%
McCraw Junior High	179	98.9%	2	1.1%	167	92.3%	14	7.7%	167	92.3%	14	7.7%
Odem Junior High	229	98.7%	3	1.3%	209	90.1%	23	9.9%	227	97.8%	5	2.2%
All Campuses	2,237	99.2%	18	0.8%	2,042	90.6%	213	9.4%	2,166	96.1%	89	3.9%

Table continues

Table C.8. Which of the Following Courses or Programs Are You Enrolled in This Year? (Continued)

Campus	Enrolled in Special Education this year				Enrolled in Pre-AP or AP courses this year				Enrolled in Other math course this year			
	No		Yes		No		Yes		No		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	274	97.9%	6	2.1%	167	59.6%	113	40.4%	263	93.9%	17	6.1%
Adams Middle School	658	98.7%	9	1.3%	307	46.0%	360	54.0%	652	97.8%	15	2.2%
Memorial Middle School	438	98.9%	5	1.1%	259	58.5%	184	41.5%	435	98.2%	8	1.8%
Driscoll Middle School	426	94.2%	26	5.8%	349	77.2%	103	22.8%	435	96.2%	17	3.8%
McCraw Junior High	179	98.9%	2	1.1%	98	54.1%	83	45.9%	166	91.7%	15	8.3%
Odem Junior High	219	94.4%	13	5.6%	226	97.4%	6	2.6%	229	98.7%	3	1.3%
All Campuses	2,194	97.3%	61	2.7%	1,406	62.4%	849	37.6%	2,180	96.7%	75	3.3%

Source: STAR Middle School Student Survey, spring 2009.

Table C.9. If You Have Taken AP Spanish, Did You Also Take the AP Spanish Exam?

Campus	Yes, I have taken the exam.		Yes, I plan to take the exam.		No, I will not take the exam.	
	N	%	N	%	N	%
Falfurrias Junior High	4	1.6%	57	23.3%	184	75.1%
Adams Middle School	7	1.2%	118	20.7%	444	78.0%
Memorial Middle School	25	6.6%	68	17.9%	287	75.5%
Driscoll Middle School	6	3.0%	60	29.6%	137	67.5%
McCraw Junior High	1	0.9%	18	15.7%	96	83.5%
Odem Junior High	2	1.1%	25	14.4%	147	84.5%
All Campuses	45	2.7%	346	20.5%	1,295	76.8%

Source: STAR Middle School Student Survey, spring 2009.

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

Campus	Yes		No	
	N	%	N	%
Falfurrias Junior High	66	24.1%	208	75.9%
Adams Middle School	143	21.7%	516	78.3%
Memorial Middle School	92	21.1%	345	78.9%
Driscoll Middle School	187	43.3%	245	56.7%
McCraw Junior High	35	20.2%	138	79.8%
Odem Junior High	42	19.7%	171	80.3%
All Campuses	565	25.8%	1,623	74.2%

Source: STAR Middle School Student Survey, spring 2009.

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

Campus	Tutoring for an academic subject																			
	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			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	96	35.0%	36	13.1%	24	8.8%	66	24.1%	52	19.0%										
Adams Middle School	257	38.9%	149	22.6%	117	17.7%	115	17.4%	22	3.3%										
Memorial Middle School	197	44.9%	84	19.1%	68	15.5%	61	13.9%	29	6.6%										
Driscoll Middle School	104	23.6%	83	18.9%	117	26.6%	99	22.5%	37	8.4%										
McCraw Junior High	68	38.9%	31	17.7%	20	11.4%	37	21.1%	19	10.9%										
Odem Junior High	57	25.2%	23	10.2%	35	15.5%	94	41.6%	17	7.5%										
All Campuses	779	35.2%	406	18.3%	381	17.2%	472	21.3%	176	7.9%										

Table continues

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

Campus	Mentoring by an adult who is not your parent, guardian, or a teacher											
	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			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	181	67.5%	27	10.1%	18	6.7%	21	7.8%	21	7.8%		
Adams Middle School	454	69.1%	79	12.0%	46	7.0%	41	6.2%	37	5.6%		
Memorial Middle School	268	61.5%	52	11.9%	47	10.8%	28	6.4%	41	9.4%		
Driscoll Middle School	270	62.6%	48	11.1%	49	11.4%	38	8.8%	26	6.0%		
McCraw Junior High	132	76.3%	12	6.9%	12	6.9%	9	5.2%	8	4.6%		
Odem Junior High	160	70.8%	31	13.7%	10	4.4%	15	6.6%	10	4.4%		
All Campuses	1,465	66.9%	249	11.4%	182	8.3%	152	6.9%	143	6.5%		

Table continues

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

Campus	Counseling about your grades											
	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			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	183	68.3%	29	10.8%	27	10.1%	17	6.3%	12	4.5%		
Adams Middle School	417	64.9%	80	12.4%	71	11.0%	32	5.0%	43	6.7%		
Memorial Middle School	272	63.0%	68	15.7%	41	9.5%	19	4.4%	32	7.4%		
Driscoll Middle School	227	53.2%	74	17.3%	51	11.9%	39	9.1%	36	8.4%		
McCraw Junior High	128	75.7%	16	9.5%	16	9.5%	5	3.0%	4	2.4%		
Odem Junior High	171	76.3%	26	11.6%	13	5.8%	8	3.6%	6	2.7%		
All Campuses	1,398	64.6%	293	13.5%	219	10.1%	120	5.5%	133	6.1%		

Table continues

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

Campus	Workshop on study skills														
	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		
	N	%	N	%	N	%	N	%	N	%	N	%			
Falfurrias Junior High	200	74.1%	28	10.4%	20	7.4%	12	4.4%	10	3.7%					
Adams Middle School	485	75.5%	85	13.2%	38	5.9%	26	4.0%	8	1.2%					
Memorial Middle School	350	82.7%	32	7.6%	24	5.7%	12	2.8%	5	1.2%					
Driscoll Middle School	303	70.6%	49	11.4%	39	9.1%	22	5.1%	16	3.7%					
McCraw Junior High	114	65.9%	33	19.1%	11	6.4%	8	4.6%	7	4.0%					
Odem Junior High	149	66.8%	45	20.2%	23	10.3%	5	2.2%	1	0.4%					
All Campuses	1,601	74.1%	272	12.6%	155	7.2%	85	3.9%	47	2.2%					

Table continues

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

Campus	Workshop to learn about the ACT, SAT, or other college entrance exam														
	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		
	N	%	N	%	N	%	N	%	N	%	N	%			
Falfurrias Junior High	212	79.4%	35	13.1%	6	2.2%	8	3.0%	6	2.2%					
Adams Middle School	492	75.2%	111	17.0%	35	5.4%	11	1.7%	5	0.8%					
Memorial Middle School	325	74.7%	68	15.6%	23	5.3%	10	2.3%	9	2.1%					
Driscoll Middle School	325	75.6%	64	14.9%	23	5.3%	9	2.1%	9	2.1%					
McCraw Junior High	68	39.1%	63	36.2%	13	7.5%	16	9.2%	14	8.0%					
Odem Junior High	192	87.3%	17	7.7%	5	2.3%	6	2.7%	0	0.0%					
All Campuses	1,614	74.0%	358	16.4%	105	4.8%	60	2.8%	43	2.0%					

Table continues

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

Campus	Class field trip to a museum, park, or other site to learn more about a subject discussed in class											
	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			
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	200	73.8%	55	20.3%	10	3.7%	3	1.1%	3	1.1%	3	1.1%
Adams Middle School	460	70.2%	159	24.3%	26	4.0%	3	0.5%	7	1.1%	7	1.1%
Memorial Middle School	263	59.9%	145	33.0%	20	4.6%	8	1.8%	3	0.7%	3	0.7%
Driscoll Middle School	230	52.2%	163	37.0%	36	8.2%	6	1.4%	6	1.4%	6	1.4%
McCraw Junior High	37	20.8%	130	73.0%	10	5.6%	0	0.0%	1	0.6%	1	0.6%
Odem Junior High	58	25.4%	143	62.7%	22	9.6%	3	1.3%	2	0.9%	2	0.9%
All Campuses	1,248	56.4%	795	35.9%	124	5.6%	23	1.0%	22	1.0%	22	1.0%

Table continues

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

Campus	Attending a family activity at school with a parent or guardian (including events with Fathers Active in Communities and Education [FACE])											
	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			
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	136	50.4%	73	27.0%	41	15.2%	13	4.8%	7	2.6%	7	2.6%
Adams Middle School	376	57.4%	143	21.8%	107	16.3%	21	3.2%	8	1.2%	8	1.2%
Memorial Middle School	337	76.9%	65	14.8%	25	5.7%	8	1.8%	3	0.7%	3	0.7%
Driscoll Middle School	279	64.0%	97	22.2%	37	8.5%	15	3.4%	8	1.8%	8	1.8%
McCraw Junior High	94	53.1%	51	28.8%	28	15.8%	4	2.3%	0	0.0%	0	0.0%
Odem Junior High	116	50.9%	83	36.4%	21	9.2%	6	2.6%	2	0.9%	2	0.9%
All Campuses	1,338	60.7%	512	23.2%	259	11.8%	67	3.0%	28	1.3%	28	1.3%

Table continues

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

Campus	Attending a presentation by a business person or attended a Junior Achievement activity											
	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			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	154	57.5%	82	30.6%	24	9.0%	4	1.5%	4	1.5%		
Adams Middle School	446	68.7%	156	24.0%	31	4.8%	9	1.4%	7	1.1%		
Memorial Middle School	318	72.6%	76	17.4%	32	7.3%	8	1.8%	4	0.9%		
Driscoll Middle School	188	43.1%	103	23.6%	62	14.2%	79	18.1%	4	0.9%		
McCraw Junior High	114	65.9%	44	25.4%	14	8.1%	1	0.6%	0	0.0%		
Odem Junior High	82	36.6%	116	51.8%	18	8.0%	7	3.1%	1	0.4%		
All Campuses	1,302	59.5%	577	26.4%	181	8.3%	108	4.9%	20	0.9%		

Table continues

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

Campus	University professor visits to your class											
	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			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	44	16.5%	135	50.6%	70	26.2%	16	6.0%	2	0.7%		
Adams Middle School	474	72.1%	101	15.4%	48	7.3%	27	4.1%	7	1.1%		
Memorial Middle School	343	78.7%	68	15.6%	16	3.7%	4	0.9%	5	1.1%		
Driscoll Middle School	280	64.7%	89	20.6%	39	9.0%	19	4.4%	6	1.4%		
McCraw Junior High	157	88.7%	15	8.5%	3	1.7%	2	1.1%	0	0.0%		
Odem Junior High	134	59.8%	80	35.7%	7	3.1%	2	0.9%	1	0.4%		
All Campuses	1,432	65.3%	488	22.2%	183	8.3%	70	3.2%	21	1.0%		

Table continues

Table C.12. Please Mark if You Have Ever Participated in the Following Activities During This School Year

Campus	Attended a summer camp or learning institute on math, science, or other academics				Had a school administrator or teacher visit your home			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Falfurrias Junior High	22	8.2%	247	91.8%	33	12.2%	237	87.8%
Adams Middle School	189	28.8%	468	71.2%	31	4.7%	626	95.3%
Memorial Middle School	72	16.6%	363	83.4%	44	10.1%	392	89.9%
Driscoll Middle School	56	12.6%	387	87.4%	37	8.3%	407	91.7%
McCraw Junior High	37	21.0%	139	79.0%	6	3.4%	170	96.6%
Odem Junior High	50	21.9%	178	78.1%	10	4.4%	218	95.6%
All Campuses	426	19.3%	1,782	80.7%	161	7.3%	2,050	92.7%

Table continues

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

Campus	Attended an "Academic Rising Scholars" presentation or activity				Participated in a student leadership conference or activity (including activities sponsored by the National Hispanic Institute)			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Falfurrias Junior High	30	11.2%	237	88.8%	56	21.0%	211	79.0%
Adams Middle School	76	11.6%	578	88.4%	67	10.2%	588	89.8%
Memorial Middle School	48	11.2%	382	88.8%	57	13.2%	375	86.8%
Driscoll Middle School	55	12.5%	384	87.5%	49	11.1%	394	88.9%
McCraw Junior High	10	5.8%	163	94.2%	42	23.7%	135	76.3%
Odem Junior High	16	7.1%	210	92.9%	39	17.1%	189	82.9%
All Campuses	235	10.7%	1,954	89.3%	310	14.1%	1,892	85.9%

Table continues

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

Campus	Participated in Talent Search activities (Duke University or TAMU)					
	Yes			No		
	N	%	N	%	N	%
Falfurrias Junior High	10	3.8%	256	96.2%		
Adams Middle School	135	20.6%	521	79.4%		
Memorial Middle School	60	13.9%	373	86.1%		
Driscoll Middle School	32	7.3%	405	92.7%		
McCraw Junior High	51	28.8%	126	71.2%		
Odem Junior High	10	4.4%	215	95.6%		
All Campuses	298	13.6%	1,896	86.4%		

Source: STAR Middle School Student Survey, spring 2009.

Table C.13. Please Mark How Often You Have Participated in Each of the Following College and Career Awareness Activities During This School Year

Campus	Learned about college at school															
	Never				Rarely (1 or 2 times a YEAR)				Sometimes (1 or 2 times a MONTH)				Often (1 or 2 times a WEEK)			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	63	23.2%	98	36.2%	56	20.7%	54	19.9%								
Adams Middle School	151	22.8%	223	33.7%	167	25.2%	121	18.3%								
Memorial Middle School	75	17.3%	163	37.6%	126	29.0%	70	16.1%								
Driscoll Middle School	122	27.5%	133	30.0%	127	28.7%	61	13.8%								
McCraw Junior High	4	2.3%	40	22.7%	56	31.8%	76	43.2%								
Odem Junior High	14	6.1%	151	65.9%	59	25.8%	5	2.2%								
All Campuses	429	19.4%	808	36.5%	591	26.7%	387	17.5%								

Table continues

Table C.13. Please Mark How Often You Have Participated in Each of the Following College and Career Awareness Activities During This School Year (Continued)

Campus	Learned about careers at school											
	Never			Rarely (1 or 2 times a YEAR)			Sometimes (1 or 2 times a MONTH)			Often (1 or 2 times a WEEK)		
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	67	24.9%	62	23.0%	58	21.6%	82	30.5%				
Adams Middle School	145	22.1%	223	33.9%	156	23.7%	133	20.2%				
Memorial Middle School	88	20.3%	145	33.4%	133	30.6%	68	15.7%				
Driscoll Middle School	77	17.4%	136	30.8%	147	33.3%	82	18.6%				
McCraw Junior High	5	2.8%	31	17.5%	50	28.2%	91	51.4%				
Odem Junior High	9	3.9%	160	70.2%	48	21.1%	11	4.8%				
All Campuses	391	17.7%	757	34.3%	592	26.8%	467	21.2%				

Table continues

Table C.13. Please Mark How Often You Have Participated in Each of the Following College and Career Awareness Activities During This School Year (Continued)

Campus	Used the Go Center for college or career information											
	Never			Rarely (1 or 2 times a YEAR)			Sometimes (1 or 2 times a MONTH)			Often (1 or 2 times a WEEK)		
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	201	75.3%	39	14.6%	18	6.7%	9	3.4%				
Adams Middle School	522	79.3%	74	11.2%	35	5.3%	27	4.1%				
Memorial Middle School	339	77.9%	44	10.1%	29	6.7%	23	5.3%				
Driscoll Middle School	355	80.9%	39	8.9%	31	7.1%	14	3.2%				
McCraw Junior High	105	59.7%	25	14.2%	22	12.5%	24	13.6%				
Odem Junior High	182	82.0%	28	12.6%	9	4.1%	3	1.4%				
All Campuses	1,704	77.6%	249	11.3%	144	6.6%	100	4.6%				

Table continues

Table C.13. Please Mark How Often You Have Participated in Each of the Following College and Career Awareness Activities During This School Year (Continued)

Campus	Visited a college campus with your school				Attended a college or career fair at your school				Attended a college planning workshop at your school (learning about college entrance exams and entrance requirements)			
	Yes		No		Yes		No		Yes		No	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	53	19.4%	220	80.6%	80	29.3%	193	70.7%	45	16.6%	226	83.4%
Adams Middle School	157	23.8%	504	76.2%	135	20.5%	523	79.5%	127	19.2%	533	80.8%
Memorial Middle School	139	31.9%	297	68.1%	76	17.6%	357	82.4%	76	17.5%	359	82.5%
Driscoll Middle School	47	10.6%	397	89.4%	41	9.2%	404	90.8%	65	14.7%	377	85.3%
McCraw Junior High	101	56.7%	77	43.3%	23	13.0%	154	87.0%	58	32.6%	120	67.4%
Odem Junior High	146	63.8%	83	36.2%	184	80.0%	46	20.0%	82	36.1%	145	63.9%
All Campuses	643	29.0%	1,578	71.0%	539	24.3%	1,677	75.7%	453	20.5%	1,760	79.5%

Table continues

Table C.13. Please Mark How Often You Have Participated in Each of the Following College and Career Awareness Activities During This School Year (Continued)

Campus	Received assistance at school completing college, financial aid, and scholarship applications				Taken a career inventory/test about career interests at your school				Learned about careers at your school (available careers, applying for careers, creating resumes, educational and training requirements)			
	Yes		No		Yes		No		Yes		No	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	24	9.0%	244	91.0%	91	34.7%	171	65.3%	131	48.3%	140	51.7%
Adams Middle School	79	12.0%	581	88.0%	325	50.4%	320	49.6%	313	47.4%	347	52.6%
Memorial Middle School	76	17.6%	355	82.4%	109	25.3%	322	74.7%	206	47.5%	228	52.5%
Driscoll Middle School	47	10.7%	392	89.3%	133	31.0%	296	69.0%	207	46.7%	236	53.3%
McCraw Junior High	20	11.3%	157	88.7%	95	54.9%	78	45.1%	123	69.1%	55	30.9%
Odem Junior High	28	12.3%	199	87.7%	37	16.4%	189	83.6%	185	81.1%	43	18.9%
All Campuses	274	12.4%	1,928	87.6%	790	36.5%	1,376	63.5%	1,165	52.6%	1,049	47.4%

Table continues

Table C.13. Please Mark How Often You Have Participated in Each of the Following College and Career Awareness Activities During This School Year (Continued)

Campus	Visited local employers				Interned or shadowed someone at a job			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Falfurrias Junior High	33	12.2%	237	87.8%	32	11.9%	238	88.1%
Adams Middle School	72	10.9%	587	89.1%	82	12.4%	580	87.6%
Memorial Middle School	69	15.9%	365	84.1%	59	13.6%	376	86.4%
Driscoll Middle School	70	15.7%	375	84.3%	63	14.2%	382	85.8%
McCraw Junior High	17	9.6%	161	90.4%	25	14.0%	153	86.0%
Odem Junior High	37	16.2%	191	83.8%	46	20.2%	182	79.8%
All Campuses	298	13.5%	1,916	86.5%	307	13.8%	1,911	86.2%

Source: STAR Middle School Student Survey, spring 2009.

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork

Campus	I know what I need to do to get good grades on my assignments in class and on my homework.									
	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	16	5.9%	7	2.6%	31	11.4%	53	19.6%	164	60.5%
Adams Middle School	23	3.5%	15	2.3%	72	10.9%	117	17.7%	433	65.6%
Memorial Middle School	28	6.5%	17	3.9%	86	19.8%	74	17.1%	229	52.8%
Driscoll Middle School	15	3.4%	9	2.1%	63	14.4%	67	15.3%	283	64.8%
McCraw Junior High	0	0.0%	2	1.1%	17	9.6%	43	24.3%	115	65.0%
Odem Junior High	3	1.3%	4	1.8%	28	12.5%	45	20.1%	144	64.3%
All Campuses	85	3.9%	54	2.5%	297	13.5%	399	18.1%	1,368	62.1%

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	I believe that what I learn in school will be useful to me in the job I have as an adult.											
	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	20	7.4%	13	4.8%	22	8.1%	56	20.7%	160	59.0%		
Adams Middle School	36	5.5%	52	7.9%	97	14.8%	124	18.9%	347	52.9%		
Memorial Middle School	29	6.8%	31	7.2%	86	20.1%	82	19.2%	200	46.7%		
Driscoll Middle School	32	7.4%	17	3.9%	64	14.8%	83	19.2%	236	54.6%		
McCraw Junior High	6	3.4%	4	2.3%	17	9.7%	32	18.3%	116	66.3%		
Odem Junior High	11	5.0%	9	4.1%	37	16.7%	37	16.7%	127	57.5%		
All Campuses	134	6.1%	126	5.8%	323	14.8%	414	19.0%	1,186	54.3%		

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	Even when I don't have homework, I read to learn.											
	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	71	26.9%	58	22.0%	68	25.8%	22	8.3%	45	17.0%		
Adams Middle School	191	29.2%	146	22.3%	161	24.6%	74	11.3%	83	12.7%		
Memorial Middle School	126	29.6%	88	20.7%	100	23.5%	52	12.2%	59	13.9%		
Driscoll Middle School	155	36.0%	76	17.6%	97	22.5%	51	11.8%	52	12.1%		
McCraw Junior High	38	21.8%	41	23.6%	39	22.4%	29	16.7%	27	15.5%		
Odem Junior High	60	27.3%	44	20.0%	51	23.2%	34	15.5%	31	14.1%		
All Campuses	641	29.6%	453	20.9%	516	23.8%	262	12.1%	297	13.7%		

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	I have a place where I can sit down and complete my homework.														
	Strongly disagree			Disagree			Neither agree or disagree			Agree			Strongly agree		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias Junior High	46	17.0%		21	7.8%		39	14.4%		49	18.1%		115	42.6%	
Adams Middle School	85	12.9%		60	9.1%		107	16.3%		135	20.5%		271	41.2%	
Memorial Middle School	77	18.1%		44	10.3%		85	20.0%		84	19.7%		136	31.9%	
Driscoll Middle School	53	12.3%		40	9.3%		71	16.4%		84	19.4%		184	42.6%	
McCraw Junior High	14	8.0%		12	6.8%		32	18.2%		37	21.0%		81	46.0%	
Odem Junior High	18	8.1%		18	8.1%		33	14.9%		38	17.1%		115	51.8%	
All Campuses	293	13.4%		195	8.9%		367	16.8%		427	19.6%		902	41.3%	

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	I understand all or nearly all of the material I read at home for school.														
	Strongly disagree			Disagree			Neither agree or disagree			Agree			Strongly agree		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias Junior High	41	15.2%		39	14.4%		53	19.6%		79	29.3%		58	21.5%	
Adams Middle School	73	11.1%		84	12.8%		166	25.3%		173	26.4%		159	24.3%	
Memorial Middle School	76	17.8%		55	12.9%		123	28.9%		90	21.1%		82	19.2%	
Driscoll Middle School	59	13.6%		47	10.9%		128	29.6%		99	22.9%		100	23.1%	
McCraw Junior High	11	6.2%		19	10.7%		46	25.8%		52	29.2%		50	28.1%	
Odem Junior High	27	12.2%		29	13.1%		51	23.1%		71	32.1%		43	19.5%	
All Campuses	287	13.1%		273	12.5%		567	26.0%		564	25.8%		492	22.5%	

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	I understand all or nearly all of the math problems I do for homework.											
	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	39	14.4%	33	12.2%	58	21.5%	67	24.8%	73	27.0%		
Adams Middle School	83	12.7%	98	15.0%	162	24.7%	153	23.4%	159	24.3%		
Memorial Middle School	65	15.4%	76	18.0%	113	26.7%	83	19.6%	86	20.3%		
Driscoll Middle School	43	9.9%	47	10.8%	91	20.9%	109	25.1%	145	33.3%		
McCraw Junior High	11	6.3%	25	14.3%	39	22.3%	39	22.3%	61	34.9%		
Odem Junior High	23	10.5%	45	20.5%	55	25.1%	52	23.7%	44	20.1%		
All Campuses	264	12.1%	324	14.9%	518	23.8%	503	23.1%	568	26.1%		

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My parents or guardian follow my progress at school on a weekly basis.											
	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	58	21.8%	28	10.5%	57	21.4%	58	21.8%	65	24.4%		
Adams Middle School	96	14.7%	90	13.8%	143	21.9%	132	20.2%	192	29.4%		
Memorial Middle School	77	18.2%	52	12.3%	119	28.1%	87	20.6%	88	20.8%		
Driscoll Middle School	71	16.4%	62	14.3%	100	23.1%	80	18.5%	120	27.7%		
McCraw Junior High	34	19.3%	28	15.9%	41	23.3%	28	15.9%	45	25.6%		
Odem Junior High	25	11.5%	25	11.5%	49	22.6%	50	23.0%	68	31.3%		
All Campuses	361	16.7%	285	13.1%	509	23.5%	435	20.1%	578	26.7%		

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My parents or guardian expect me to work hard in school and succeed.														
	Strongly disagree			Disagree			Neither agree or disagree			Agree			Strongly agree		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias Junior High	17	6.4%	9	3.4%	16	6.1%	31	11.7%	191	72.3%					
Adams Middle School	33	5.1%	12	1.9%	41	6.4%	71	11.0%	488	75.7%					
Memorial Middle School	26	6.2%	17	4.0%	48	11.4%	66	15.7%	264	62.7%					
Driscoll Middle School	19	4.4%	14	3.2%	35	8.1%	36	8.3%	328	75.9%					
McCraw Junior High	3	1.7%	3	1.7%	7	4.0%	21	11.9%	143	80.8%					
Odem Junior High	2	0.9%	6	2.8%	6	2.8%	21	9.9%	178	83.6%					
All Campuses	100	4.6%	61	2.8%	153	7.1%	246	11.4%	1,592	74.0%					

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My parents or guardian guide me in making decisions about the classes I take in school.														
	Strongly disagree			Disagree			Neither agree or disagree			Agree			Strongly agree		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias Junior High	46	17.2%	18	6.7%	42	15.7%	65	24.3%	97	36.2%					
Adams Middle School	70	10.7%	54	8.2%	105	16.0%	141	21.5%	286	43.6%					
Memorial Middle School	70	16.3%	47	10.9%	102	23.7%	73	17.0%	138	32.1%					
Driscoll Middle School	51	11.7%	53	12.2%	70	16.1%	91	20.9%	170	39.1%					
McCraw Junior High	16	9.1%	17	9.7%	34	19.3%	36	20.5%	73	41.5%					
Odem Junior High	19	8.8%	19	8.8%	27	12.4%	65	30.0%	87	40.1%					
All Campuses	272	12.5%	208	9.5%	380	17.4%	471	21.6%	851	39.0%					

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My parents visit my school to meet with my teachers or other school staff to help me succeed in school.														
	Strongly disagree			Disagree			Neither agree or disagree			Agree			Strongly agree		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias Junior High	80	30.1%	44	16.5%	46	17.3%	41	15.4%	55	20.7%					
Adams Middle School	169	25.7%	132	20.1%	145	22.1%	100	15.2%	111	16.9%					
Memorial Middle School	145	33.7%	83	19.3%	104	24.2%	39	9.1%	59	13.7%					
Driscoll Middle School	133	30.3%	69	15.7%	103	23.5%	44	10.0%	90	20.5%					
McCraw Junior High	44	25.4%	38	22.0%	41	23.7%	23	13.3%	27	15.6%					
Odem Junior High	51	23.4%	49	22.5%	54	24.8%	34	15.6%	30	13.8%					
All Campuses	622	28.5%	415	19.0%	493	22.6%	281	12.9%	372	17.0%					

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My teachers help me learn what I learned to my own experiences outside the school.														
	Strongly disagree			Disagree			Neither agree or disagree			Agree			Strongly agree		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias Junior High	51	19.3%	38	14.4%	69	26.1%	47	17.8%	59	22.3%					
Adams Middle School	139	21.6%	116	18.0%	174	27.0%	117	18.1%	99	15.3%					
Memorial Middle School	110	26.0%	69	16.3%	110	26.0%	67	15.8%	67	15.8%					
Driscoll Middle School	94	21.8%	71	16.5%	96	22.3%	89	20.6%	81	18.8%					
McCraw Junior High	23	13.3%	15	8.7%	55	31.8%	46	26.6%	34	19.7%					
Odem Junior High	41	18.8%	33	15.1%	72	33.0%	38	17.4%	34	15.6%					
All Campuses	458	21.3%	342	15.9%	576	26.7%	404	18.8%	374	17.4%					

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	Teachers make sure I understand something before moving on to new lessons or learning new material.											
	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	50	18.9%	24	9.1%	51	19.2%	60	22.6%	80	30.2%		
Adams Middle School	107	16.3%	93	14.2%	146	22.3%	128	19.5%	182	27.7%		
Memorial Middle School	70	16.3%	78	18.2%	120	28.0%	77	17.9%	84	19.6%		
Driscoll Middle School	50	11.4%	41	9.4%	83	18.9%	90	20.5%	174	39.7%		
McCraw Junior High	6	3.4%	15	8.5%	38	21.5%	41	23.2%	77	43.5%		
Odem Junior High	27	12.3%	25	11.4%	57	26.0%	59	26.9%	51	23.3%		
All Campuses	310	14.2%	276	12.6%	495	22.7%	455	20.8%	648	29.7%		

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My teachers encourage my parents to help me succeed academically.											
	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	47	17.7%	31	11.7%	60	22.6%	57	21.5%	70	26.4%		
Adams Middle School	119	18.4%	107	16.6%	152	23.5%	128	19.8%	140	21.7%		
Memorial Middle School	112	26.4%	71	16.7%	95	22.4%	60	14.2%	86	20.3%		
Driscoll Middle School	74	17.0%	54	12.4%	86	19.7%	89	20.4%	133	30.5%		
McCraw Junior High	15	8.6%	20	11.4%	34	19.4%	42	24.0%	64	36.6%		
Odem Junior High	45	20.8%	28	13.0%	44	20.4%	45	20.8%	54	25.0%		
All Campuses	412	19.1%	311	14.4%	471	21.8%	421	19.5%	547	25.3%		

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My teachers encourage me to work hard to achieve high grades.														
	Strongly disagree			Disagree			Neither agree or disagree			Agree			Strongly agree		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias Junior High	27	10.2%		15	5.7%		45	17.0%		46	17.4%		132	49.8%	
Adams Middle School	42	6.5%		62	9.5%		93	14.3%		169	26.0%		285	43.8%	
Memorial Middle School	46	10.9%		46	10.9%		102	24.1%		83	19.6%		146	34.5%	
Driscoll Middle School	36	8.4%		26	6.1%		52	12.1%		89	20.7%		226	52.7%	
McCraw Junior High	3	1.7%		3	1.7%		9	5.2%		41	23.6%		118	67.8%	
Odem Junior High	6	2.8%		12	5.6%		37	17.1%		55	25.5%		106	49.1%	
All Campuses	160	7.4%		164	7.6%		338	15.7%		483	22.4%		1,013	46.9%	

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	I feel comfortable asking teachers in class about things I do not understand.														
	Strongly disagree			Disagree			Neither agree or disagree			Agree			Strongly agree		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias Junior High	45	17.0%		25	9.5%		55	20.8%		44	16.7%		95	36.0%	
Adams Middle School	97	15.1%		83	12.9%		153	23.8%		129	20.0%		182	28.3%	
Memorial Middle School	74	17.4%		49	11.5%		100	23.5%		90	21.2%		112	26.4%	
Driscoll Middle School	73	17.3%		45	10.7%		76	18.1%		81	19.2%		146	34.7%	
McCraw Junior High	11	6.3%		18	10.3%		26	14.9%		43	24.7%		76	43.7%	
Odem Junior High	20	9.2%		25	11.5%		53	24.4%		47	21.7%		72	33.2%	
All Campuses	320	14.9%		245	11.4%		463	21.6%		434	20.2%		683	31.8%	

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My teachers are willing to meet with me before school starts or after school to go over material I do not understand in class.									
	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	47	17.5%	26	9.7%	50	18.6%	49	18.2%	97	36.1%
Adams Middle School	101	15.4%	55	8.4%	133	20.3%	136	20.8%	230	35.1%
Memorial Middle School	68	15.8%	59	13.7%	97	22.6%	76	17.7%	130	30.2%
Driscoll Middle School	60	13.9%	50	11.6%	67	15.5%	77	17.8%	178	41.2%
McCraw Junior High	6	3.4%	6	3.4%	22	12.4%	36	20.3%	107	60.5%
Odem Junior High	22	10.0%	29	13.2%	32	14.5%	49	22.3%	88	40.0%
All Campuses	304	13.9%	225	10.3%	401	18.4%	423	19.4%	830	38.0%

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My counselor encourages me to work hard in school so I can go to college.									
	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	52	19.6%	29	10.9%	46	17.4%	46	17.4%	92	34.7%
Adams Middle School	144	22.0%	91	13.9%	125	19.1%	117	17.8%	179	27.3%
Memorial Middle School	133	31.1%	69	16.2%	94	22.0%	51	11.9%	80	18.7%
Driscoll Middle School	43	10.0%	42	9.7%	56	13.0%	91	21.1%	200	46.3%
McCraw Junior High	20	11.3%	16	9.0%	41	23.2%	28	15.8%	72	40.7%
Odem Junior High	38	17.4%	19	8.7%	43	19.6%	49	22.4%	70	32.0%
All Campuses	430	19.8%	266	12.2%	405	18.6%	382	17.6%	693	31.8%

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My teacher encourages me to work hard in school so I can go to college.											
	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	32	11.9%	17	6.3%	45	16.7%	62	23.0%	114	42.2%		
Adams Middle School	74	11.2%	56	8.5%	128	19.5%	155	23.6%	245	37.2%		
Memorial Middle School	57	13.4%	58	13.7%	94	22.2%	88	20.8%	127	30.0%		
Driscoll Middle School	42	9.7%	33	7.7%	54	12.5%	100	23.2%	202	46.9%		
McCraw Junior High	4	2.3%	5	2.8%	18	10.2%	29	16.4%	121	68.4%		
Odem Junior High	16	7.3%	18	8.3%	37	17.0%	59	27.1%	88	40.4%		
All Campuses	225	10.3%	187	8.6%	376	17.3%	493	22.6%	897	41.2%		

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My principal encourages me to work hard in school so I can go to college.											
	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	92	34.6%	41	15.4%	44	16.5%	39	14.7%	50	18.8%		
Adams Middle School	154	23.4%	97	14.8%	123	18.7%	112	17.0%	171	26.0%		
Memorial Middle School	77	18.0%	62	14.5%	101	23.7%	75	17.6%	112	26.2%		
Driscoll Middle School	63	14.5%	43	9.9%	76	17.5%	75	17.3%	177	40.8%		
McCraw Junior High	12	6.8%	15	8.5%	30	17.0%	34	19.3%	85	48.3%		
Odem Junior High	22	10.2%	20	9.3%	55	25.5%	41	19.0%	78	36.1%		
All Campuses	420	19.3%	278	12.8%	429	19.7%	376	17.3%	673	30.9%		

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	I want to have the skills to teach myself new things now and in the future.											
	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	26	9.7%	10	3.7%	42	15.6%	55	20.4%	136	50.6%		
Adams Middle School	39	6.0%	26	4.0%	89	13.6%	122	18.7%	378	57.8%		
Memorial Middle School	21	4.9%	34	8.0%	93	21.8%	74	17.4%	204	47.9%		
Driscoll Middle School	24	5.5%	27	6.2%	62	14.2%	92	21.1%	232	53.1%		
McCraw Junior High	1	0.6%	6	3.4%	13	7.4%	34	19.3%	122	69.3%		
Odem Junior High	3	1.4%	9	4.1%	26	11.9%	48	22.0%	132	60.6%		
All Campuses	114	5.2%	112	5.1%	325	14.9%	425	19.5%	1,204	55.2%		

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	Learning how to read, write, and do some math is an important part of growing up.											
	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	26	9.7%	17	6.3%	23	8.6%	44	16.4%	158	59.0%		
Adams Middle School	31	4.7%	29	4.4%	52	7.9%	130	19.8%	414	63.1%		
Memorial Middle School	35	8.2%	27	6.3%	81	19.0%	67	15.7%	217	50.8%		
Driscoll Middle School	23	5.3%	18	4.1%	55	12.7%	70	16.1%	268	61.8%		
McCraw Junior High	1	0.6%	4	2.3%	14	8.0%	28	15.9%	129	73.3%		
Odem Junior High	7	3.2%	5	2.3%	15	6.9%	40	18.4%	150	69.1%		
All Campuses	123	5.6%	100	4.6%	240	11.0%	379	17.4%	1,336	61.3%		

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	Class projects allow me to better understand a topic we are studying.											
	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	30	11.1%	23	8.5%	59	21.9%	60	22.2%	98	36.3%		
Adams Middle School	74	11.3%	72	11.0%	141	21.5%	172	26.2%	197	30.0%		
Memorial Middle School	56	13.0%	57	13.3%	107	24.9%	81	18.8%	129	30.0%		
Driscoll Middle School	35	8.0%	28	6.4%	78	17.8%	109	24.9%	187	42.8%		
McCraw Junior High	8	4.5%	12	6.8%	26	14.7%	51	28.8%	80	45.2%		
Odem Junior High	11	5.0%	14	6.4%	47	21.5%	61	27.9%	86	39.3%		
All Campuses	214	9.8%	206	9.4%	458	20.9%	534	24.4%	777	35.5%		

Table continues

Table C.14. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	When I have the wrong answer, my teacher helps me find the correct answer.											
	Strongly disagree		Disagree		Neither agree or disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	41	15.2%	26	9.7%	45	16.7%	62	23.0%	95	35.3%		
Adams Middle School	70	10.6%	65	9.9%	136	20.7%	162	24.6%	225	34.2%		
Memorial Middle School	64	14.8%	64	14.8%	103	23.8%	84	19.4%	117	27.1%		
Driscoll Middle School	48	11.0%	39	8.9%	78	17.8%	85	19.4%	188	42.9%		
McCraw Junior High	2	1.1%	10	5.6%	19	10.7%	43	24.3%	103	58.2%		
Odem Junior High	16	7.4%	15	6.9%	37	17.1%	57	26.3%	92	42.4%		
All Campuses	241	11.0%	219	10.0%	418	19.1%	493	22.5%	820	37.4%		

Source: STAR Middle School Student Survey, spring 2009.

Table C.15. Please Indicate How Familiar You Are with Each Type of College and University

Campus	Community or junior colleges (two-year programs)						Four-year colleges or universities					
	Not familiar		Somewhat familiar		Very familiar		Not familiar		Somewhat familiar		Very familiar	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	123	45.9%	100	37.3%	45	16.8%	86	32.0%	80	29.7%	103	38.3%
Adams Middle School	254	38.8%	304	46.4%	97	14.8%	158	24.1%	214	32.6%	284	43.3%
Memorial Middle School	184	43.2%	181	42.5%	61	14.3%	118	27.7%	139	32.6%	169	39.7%
Driscoll Middle School	185	42.4%	168	38.5%	83	19.0%	146	33.3%	138	31.5%	154	35.2%
McCraw Junior High	53	29.9%	87	49.2%	37	20.9%	30	16.9%	71	40.1%	76	42.9%
Odem Junior High	50	22.9%	119	54.6%	49	22.5%	28	13.0%	81	37.5%	107	49.5%
All Campuses	849	38.9%	959	44.0%	372	17.1%	566	25.9%	723	33.1%	893	40.9%

Table continues

Table C.15. Please Indicate How Familiar You Are with Each Type of College and University (Continued)

Campus	Vocational or technical schools					
	Not familiar		Somewhat familiar		Very familiar	
	N	%	N	%	N	%
Falfurrias Junior High	159	59.3%	76	28.4%	33	12.3%
Adams Middle School	377	57.5%	194	29.6%	85	13.0%
Memorial Middle School	253	59.7%	111	26.2%	60	14.2%
Driscoll Middle School	249	57.1%	119	27.3%	68	15.6%
McCraw Junior High	83	46.9%	73	41.2%	21	11.9%
Odem Junior High	116	54.0%	72	33.5%	27	12.6%
All Campuses	1,237	56.8%	645	29.6%	294	13.5%

Source: STAR Middle School Student Survey, spring 2009.

Table C.16. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities

Campus	Visited a college or university														
	Not at all important			Not important			Neither important or not important			Important			Very important		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias Junior High	41	15.4%		11	4.1%		48	18.0%		42	15.8%		124	46.6%	
Adams Middle School	64	9.8%		41	6.3%		138	21.1%		119	18.2%		291	44.6%	
Memorial Middle School	69	16.2%		30	7.0%		101	23.7%		84	19.7%		142	33.3%	
Driscoll Middle School	89	20.8%		36	8.4%		95	22.2%		65	15.2%		143	33.4%	
McCraw Junior High	10	5.7%		11	6.2%		28	15.9%		36	20.5%		91	51.7%	
Odem Junior High	12	5.6%		12	5.6%		48	22.2%		45	20.8%		99	45.8%	
All Campuses	285	13.2%		141	6.5%		458	21.2%		391	18.1%		890	41.1%	

Table continues

Table C.16. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Discussed college opportunities with a school counselor														
	Not at all important			Not important			Neither important or not important			Important			Very important		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias Junior High	44	16.4%		30	11.2%		58	21.6%		48	17.8%		89	33.1%	
Adams Middle School	85	13.1%		72	11.1%		150	23.2%		149	23.0%		191	29.5%	
Memorial Middle School	89	20.9%		52	12.2%		110	25.8%		82	19.2%		93	21.8%	
Driscoll Middle School	73	16.9%		38	8.8%		84	19.5%		92	21.3%		144	33.4%	
McCraw Junior High	11	6.3%		20	11.4%		40	22.9%		36	20.6%		68	38.9%	
Odem Junior High	29	13.3%		25	11.5%		51	23.4%		59	27.1%		54	24.8%	
All Campuses	331	15.3%		237	10.9%		493	22.8%		466	21.5%		639	29.5%	

Table continues

Table C.16. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Discussed college opportunities with your teacher														
	Not at all important			Not important			Neither important or not important			Important			Very important		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias Junior High	30	11.4%		24	9.1%		55	20.8%		57	21.6%		98	37.1%	
Adams Middle School	73	11.3%		68	10.5%		140	21.7%		165	25.5%		200	31.0%	
Memorial Middle School	62	14.6%		46	10.8%		101	23.7%		89	20.9%		128	30.0%	
Driscoll Middle School	77	18.0%		45	10.5%		91	21.3%		73	17.1%		141	33.0%	
McCraw Junior High	7	4.0%		15	8.6%		34	19.5%		39	22.4%		79	45.4%	
Odem Junior High	23	10.8%		27	12.7%		59	27.7%		47	22.1%		57	26.8%	
All Campuses	272	12.7%		225	10.5%		480	22.3%		470	21.9%		703	32.7%	

Table continues

Table C.16. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Discussed college opportunities with your parent(s) or guardian(s)														
	Not at all important			Not important			Neither important or not important			Important			Very important		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias Junior High	28	10.5%		19	7.1%		19	7.1%		60	22.5%		141	52.8%	
Adams Middle School	53	8.1%		23	3.5%		87	13.3%		114	17.5%		375	57.5%	
Memorial Middle School	42	10.0%		23	5.5%		73	17.3%		74	17.6%		209	49.6%	
Driscoll Middle School	49	11.4%		27	6.3%		75	17.5%		82	19.1%		196	45.7%	
McCraw Junior High	10	5.7%		9	5.2%		21	12.1%		28	16.1%		106	60.9%	
Odem Junior High	9	4.2%		7	3.3%		33	15.3%		36	16.7%		130	60.5%	
All Campuses	191	8.9%		108	5.0%		308	14.3%		394	18.3%		1,157	53.6%	

Table continues

Table C.16. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Discussed college opportunities with a brother or sister														
	Not at all important			Not important			Neither important or not important			Important			Very important		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias Junior High	64	23.9%		25	9.3%		44	16.4%		60	22.4%		75	28.0%	
Adams Middle School	142	21.9%		67	10.3%		107	16.5%		136	21.0%		197	30.4%	
Memorial Middle School	102	24.1%		51	12.1%		80	18.9%		72	17.0%		118	27.9%	
Driscoll Middle School	110	25.8%		47	11.0%		73	17.1%		61	14.3%		136	31.9%	
McCraw Junior High	31	17.8%		19	10.9%		35	20.1%		24	13.8%		65	37.4%	
Odem Junior High	42	19.4%		32	14.8%		51	23.6%		37	17.1%		54	25.0%	
All Campuses	491	22.8%		241	11.2%		390	18.1%		390	18.1%		645	29.9%	

Table continues

Table C.16. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Discussed college opportunities with another family member (e.g., an aunt, uncle, or cousin)														
	Not at all important			Not important			Neither important or not important			Important			Very important		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias Junior High	51	19.0%		34	12.7%		50	18.7%		53	19.8%		80	29.9%	
Adams Middle School	84	13.0%		58	9.0%		130	20.1%		132	20.4%		244	37.7%	
Memorial Middle School	74	17.4%		41	9.6%		86	20.2%		81	19.1%		143	33.6%	
Driscoll Middle School	93	21.7%		44	10.3%		77	17.9%		65	15.2%		150	35.0%	
McCraw Junior High	19	10.9%		11	6.3%		41	23.4%		31	17.7%		73	41.7%	
Odem Junior High	26	12.1%		25	11.6%		41	19.1%		52	24.2%		71	33.0%	
All Campuses	347	16.1%		213	9.9%		425	19.7%		414	19.2%		761	35.2%	

Table continues

Table C.16. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Looked at a guide to colleges and universities (e.g., Barron's)											
	Not at all important			Neither important or not important			Important			Very important		
	N	%		N	%		N	%		N	%	
Falfurrias Junior High	40	15.0%	37	13.9%	44	16.5%	55	20.6%	91	34.1%		
Adams Middle School	85	13.2%	66	10.2%	127	19.7%	146	22.6%	221	34.3%		
Memorial Middle School	67	15.8%	45	10.6%	87	20.6%	87	20.6%	137	32.4%		
Driscoll Middle School	98	23.1%	59	13.9%	78	18.4%	81	19.1%	109	25.6%		
McCraw Junior High	15	8.7%	16	9.2%	34	19.7%	36	20.8%	72	41.6%		
Odem Junior High	18	8.5%	32	15.1%	42	19.8%	48	22.6%	72	34.0%		
All Campuses	323	15.1%	255	11.9%	412	19.2%	453	21.1%	702	32.7%		

Table continues

Table C.16. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Commercials or advertisements (TV, online)											
	Not at all important			Neither important or not important			Important			Very important		
	N	%		N	%		N	%		N	%	
Falfurrias Junior High	48	18.1%	32	12.1%	70	26.4%	44	16.6%	71	26.8%		
Adams Middle School	110	17.1%	87	13.5%	158	24.5%	130	20.2%	160	24.8%		
Memorial Middle School	90	21.3%	60	14.2%	115	27.2%	65	15.4%	93	22.0%		
Driscoll Middle School	99	23.3%	61	14.4%	100	23.5%	65	15.3%	100	23.5%		
McCraw Junior High	25	14.5%	22	12.7%	46	26.6%	42	24.3%	38	22.0%		
Odem Junior High	35	16.3%	30	14.0%	55	25.6%	48	22.3%	47	21.9%		
All Campuses	407	19.0%	292	13.6%	544	25.3%	394	18.4%	509	23.7%		

Table continues

Table C.16. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Not at all important						Other					
	Not at all important		Not important		Neither important or not important		Important		Very important			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	90	44.8%	13	6.5%	18	9.0%	22	10.9%	58	28.9%		
Adams Middle School	175	39.2%	48	10.8%	66	14.8%	51	11.4%	106	23.8%		
Memorial Middle School	122	36.2%	39	11.6%	62	18.4%	37	11.0%	77	22.8%		
Driscoll Middle School	148	42.3%	21	6.0%	63	18.0%	38	10.9%	80	22.9%		
McCraw Junior High	50	53.8%	10	10.8%	8	8.6%	7	7.5%	18	19.4%		
Odem Junior High	46	43.8%	13	12.4%	18	17.1%	9	8.6%	19	18.1%		
All Campuses	631	41.2%	144	9.4%	235	15.3%	164	10.7%	358	23.4%		

Source: STAR Middle School Student Survey, spring 2009.

Table C.17. How Often Does Each of the Following Occur?

Campus	My parent(s) or guardian talks to me about my grades.											
	Never		Not very often		Sometimes		Very often					
	N	%	N	%	N	%	N	%				
Falfurrias Junior High	28	10.4%	22	8.2%	92	34.2%	127	47.2%				
Adams Middle School	30	4.6%	47	7.3%	171	26.4%	399	61.7%				
Memorial Middle School	34	8.0%	46	10.8%	143	33.6%	202	47.5%				
Driscoll Middle School	22	5.1%	46	10.6%	157	36.1%	210	48.3%				
McCraw Junior High	5	2.8%	20	11.2%	65	36.3%	89	49.7%				
Odem Junior High	5	2.3%	15	6.8%	77	35.0%	123	55.9%				
All Campuses	124	5.7%	196	9.0%	705	32.4%	1,150	52.9%				

Table continues

Table C.17. How Often Does Each of the Following Occur? (Continued)

Campus	My parent(s) or guardian talks to me about attending college.							
	Never		Not very often		Sometimes		Very often	
	N	%	N	%	N	%	N	%
Falfurrias Junior High	31	11.6%	38	14.2%	100	37.3%	99	36.9%
Adams Middle School	49	7.6%	79	12.2%	223	34.5%	296	45.7%
Memorial Middle School	46	11.0%	65	15.5%	149	35.5%	160	38.1%
Driscoll Middle School	45	10.3%	66	15.2%	161	37.0%	163	37.5%
McCraw Junior High	11	6.2%	29	16.4%	60	33.9%	77	43.5%
Odem Junior High	18	8.2%	37	16.9%	80	36.5%	84	38.4%
All Campuses	200	9.2%	314	14.5%	773	35.7%	879	40.6%

Table continues

Table C.17. How Often Does Each of the Following Occur? (Continued)

Campus	My school counselor talks to me about my grades.							
	Never		Not very often		Sometimes		Very often	
	N	%	N	%	N	%	N	%
Falfurrias Junior High	121	45.7%	62	23.4%	52	19.6%	30	11.3%
Adams Middle School	298	46.4%	174	27.1%	108	16.8%	62	9.7%
Memorial Middle School	229	54.4%	71	16.9%	81	19.2%	40	9.5%
Driscoll Middle School	116	26.7%	83	19.1%	120	27.6%	115	26.5%
McCraw Junior High	59	33.0%	69	38.5%	32	17.9%	19	10.6%
Odem Junior High	105	48.4%	60	27.6%	37	17.1%	15	6.9%
All Campuses	928	43.0%	519	24.1%	430	19.9%	281	13.0%

Table continues

Table C.17. How Often Does Each of the Following Occur? (Continued)

Campus	My school counselor talks to me about attending college.							
	Never		Not very often		Sometimes		Very often	
	N	%	N	%	N	%	N	%
Falfurrias Junior High	99	37.6%	51	19.4%	72	27.4%	41	15.6%
Adams Middle School	278	43.3%	172	26.8%	118	18.4%	74	11.5%
Memorial Middle School	216	51.7%	81	19.4%	67	16.0%	54	12.9%
Driscoll Middle School	95	21.8%	83	19.0%	134	30.7%	124	28.4%
McCraw Junior High	48	27.0%	56	31.5%	47	26.4%	27	15.2%
Odem Junior High	93	43.3%	59	27.4%	47	21.9%	16	7.4%
All Campuses	829	38.5%	502	23.3%	485	22.5%	336	15.6%

Table continues

Table C.17. How Often Does Each of the Following Occur? (Continued)

Campus	My teacher(s) talks to me about my grades.							
	Never		Not very often		Sometimes		Very often	
	N	%	N	%	N	%	N	%
Falfurrias Junior High	38	14.2%	41	15.4%	91	34.1%	97	36.3%
Adams Middle School	86	13.4%	124	19.3%	246	38.3%	186	29.0%
Memorial Middle School	72	17.1%	69	16.4%	153	36.3%	127	30.2%
Driscoll Middle School	34	7.9%	65	15.1%	139	32.3%	193	44.8%
McCraw Junior High	12	6.7%	21	11.8%	63	35.4%	82	46.1%
Odem Junior High	21	9.6%	32	14.7%	101	46.3%	64	29.4%
All Campuses	263	12.2%	352	16.3%	793	36.8%	749	34.7%

Table continues

Table C.17. How Often Does Each of the Following Occur? (Continued)

Campus	My teacher(s) talks to me about attending college.							
	Never		Not very often		Sometimes		Very often	
	N	%	N	%	N	%	N	%
Falfurrias Junior High	65	24.7%	48	18.3%	86	32.7%	64	24.3%
Adams Middle School	179	27.8%	169	26.3%	185	28.8%	110	17.1%
Memorial Middle School	97	23.2%	93	22.2%	130	31.1%	98	23.4%
Driscoll Middle School	92	21.4%	97	22.6%	132	30.8%	108	25.2%
McCraw Junior High	19	10.7%	19	10.7%	69	39.0%	70	39.5%
Odem Junior High	56	26.5%	58	27.5%	61	28.9%	36	17.1%
All Campuses	508	23.7%	484	22.6%	663	31.0%	486	22.7%

Table continues

Table C.17. How Often Does Each of the Following Occur? (Continued)

Campus	Someone else talks to me about my grades.							
	Never		Not very often		Sometimes		Very often	
	N	%	N	%	N	%	N	%
Falfurrias Junior High	119	44.6%	42	15.7%	57	21.3%	49	18.4%
Adams Middle School	207	32.2%	114	17.8%	163	25.4%	158	24.6%
Memorial Middle School	140	33.2%	92	21.8%	109	25.8%	81	19.2%
Driscoll Middle School	134	31.6%	82	19.3%	106	25.0%	102	24.1%
McCraw Junior High	57	32.0%	34	19.1%	44	24.7%	43	24.2%
Odem Junior High	68	31.6%	46	21.4%	62	28.8%	39	18.1%
All Campuses	725	33.8%	410	19.1%	541	25.2%	472	22.0%

Table continues

Table C.17. How Often Does Each of the Following Occur? (Continued)

Campus	Someone else talks to me about attending college.							
	Never		Not very often		Sometimes		Very often	
	N	%	N	%	N	%	N	%
Falfurrias Junior High	110	43.8%	45	17.9%	51	20.3%	45	17.9%
Adams Middle School	210	35.7%	101	17.2%	143	24.3%	133	22.6%
Memorial Middle School	130	33.6%	80	20.7%	98	25.3%	79	20.4%
Driscoll Middle School	157	39.2%	68	17.0%	91	22.7%	85	21.2%
McCraw Junior High	60	36.1%	29	17.5%	36	21.7%	41	24.7%
Odem Junior High	72	36.9%	41	21.0%	50	25.6%	32	16.4%
All Campuses	739	37.2%	364	18.3%	469	23.6%	415	20.9%

Source: STAR Middle School Student Survey, spring 2009.

Table C.18. Has Anyone Talked to You About College Entrance Requirements?

Campus	A GEAR UP, STAR representative				My parent(s) or guardian				My school counselor			
	No		Yes		No		Yes		No		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	200	71.4%	80	28.6%	103	36.8%	177	63.2%	197	70.4%	83	29.6%
Adams Middle School	510	76.5%	157	23.5%	178	26.7%	489	73.3%	527	79.0%	140	21.0%
Memorial Middle School	366	82.6%	77	17.4%	146	33.0%	297	67.0%	373	84.2%	70	15.8%
Driscoll Middle School	388	85.8%	64	14.2%	163	36.1%	289	63.9%	237	52.4%	215	47.6%
McCraw Junior High	139	76.8%	42	23.2%	50	27.6%	131	72.4%	130	71.8%	51	28.2%
Odem Junior High	199	85.8%	33	14.2%	75	32.3%	157	67.7%	187	80.6%	45	19.4%
All Campuses	1,802	79.9%	453	20.1%	715	31.7%	1,540	68.3%	1,651	73.2%	604	26.8%

Table continues

Table C.18. Has Anyone Talked to You About College Entrance Requirements? (Continued)

Campus	My teachers				My principal or assistant principal				My brother or sister			
	No		Yes		No		Yes		No		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	132	47.1%	148	52.9%	247	88.2%	33	11.8%	198	70.7%	82	29.3%
Adams Middle School	341	51.1%	326	48.9%	555	83.2%	112	16.8%	425	63.7%	242	36.3%
Memorial Middle School	229	51.7%	214	48.3%	367	82.8%	76	17.2%	304	68.6%	139	31.4%
Driscoll Middle School	259	57.3%	193	42.7%	331	73.2%	121	26.8%	317	70.1%	135	29.9%
McCraw Junior High	41	22.7%	140	77.3%	115	63.5%	66	36.5%	103	56.9%	78	43.1%
Odem Junior High	145	62.5%	87	37.5%	171	73.7%	61	26.3%	162	69.8%	70	30.2%
All Campuses	1,147	50.9%	1,108	49.1%	1,786	79.2%	469	20.8%	1,509	66.9%	746	33.1%

Table continues

Table C.18. Has Anyone Talked to You About College Entrance Requirements? (Continued)

Campus	Another family member				No one				Other			
	No		Yes		No		Yes		No		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	173	61.8%	107	38.2%	227	81.1%	53	18.9%	253	90.4%	27	9.6%
Adams Middle School	313	46.9%	354	53.1%	573	85.9%	94	14.1%	611	91.6%	56	8.4%
Memorial Middle School	238	53.7%	205	46.3%	381	86.0%	62	14.0%	420	94.8%	23	5.2%
Driscoll Middle School	272	60.2%	180	39.8%	389	86.1%	63	13.9%	418	92.5%	34	7.5%
McCraw Junior High	93	51.4%	88	48.6%	163	90.1%	18	9.9%	176	97.2%	5	2.8%
Odem Junior High	127	54.7%	105	45.3%	192	82.8%	40	17.2%	221	95.3%	11	4.7%
All Campuses	1,216	53.9%	1,039	46.1%	1,925	85.4%	330	14.6%	2,099	93.1%	156	6.9%

Source: STAR Middle School Student Survey, spring 2009.

Table C.19. Has Anyone Talked to You About Financial Aid Opportunities That Will Help Pay College or University Tuition Expenses?

Campus	A GEAR UP, STAR representative				My parent(s) or guardian				My school counselor			
	No		Yes		No		Yes		No		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	234	83.6%	46	16.4%	152	54.3%	128	45.7%	227	81.1%	53	18.9%
Adams Middle School	553	82.9%	114	17.1%	282	42.3%	385	57.7%	580	87.0%	87	13.0%
Memorial Middle School	395	89.2%	48	10.8%	211	47.6%	232	52.4%	395	89.2%	48	10.8%
Driscoll Middle School	417	92.3%	35	7.7%	218	48.2%	234	51.8%	308	68.1%	144	31.9%
McCraw Junior High	158	87.3%	23	12.7%	68	37.6%	113	62.4%	147	81.2%	34	18.8%
Odem Junior High	202	87.1%	30	12.9%	108	46.6%	124	53.4%	197	84.9%	35	15.1%
All Campuses	1,959	86.9%	296	13.1%	1,039	46.1%	1,216	53.9%	1,854	82.2%	401	17.8%

Table continues

Table C.19. Has Anyone Talked to You About Financial Aid Opportunities That Will Help Pay College or University Tuition Expenses? (Continued)

Campus	My teacher(s)				My principal or assistant principal				My brother or sister			
	No		Yes		No		Yes		No		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	175	62.5%	105	37.5%	256	91.4%	24	8.6%	228	81.4%	52	18.6%
Adams Middle School	495	74.2%	172	25.8%	614	92.1%	53	7.9%	527	79.0%	140	21.0%
Memorial Middle School	313	70.7%	130	29.3%	400	90.3%	43	9.7%	357	80.6%	86	19.4%
Driscoll Middle School	339	75.0%	113	25.0%	375	83.0%	77	17.0%	367	81.2%	85	18.8%
McCraw Junior High	80	44.2%	101	55.8%	148	81.8%	33	18.2%	134	74.0%	47	26.0%
Odem Junior High	183	78.9%	49	21.1%	203	87.5%	29	12.5%	190	81.9%	42	18.1%
All Campuses	1,585	70.3%	670	29.7%	1,996	88.5%	259	11.5%	1,803	80.0%	452	20.0%

Table continues

Table C.19. Has Anyone Talked to You About Financial Aid Opportunities That Will Help Pay College or University Tuition Expenses? (Continued)

Campus	Another family member						No one						Other					
	No		Yes		No		Yes		No		Yes		No		Yes			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	212	75.7%	68	24.3%	201	71.8%	79	28.2%	262	93.6%	18	6.4%						
Adams Middle School	446	66.9%	221	33.1%	502	75.3%	165	24.7%	632	94.8%	35	5.2%						
Memorial Middle School	321	72.5%	122	27.5%	314	70.9%	129	29.1%	421	95.0%	22	5.0%						
Driscoll Middle School	321	71.0%	131	29.0%	337	74.6%	115	25.4%	434	96.0%	18	4.0%						
McCraw Junior High	120	66.3%	61	33.7%	147	81.2%	34	18.8%	177	97.8%	4	2.2%						
Odem Junior High	161	69.4%	71	30.6%	173	74.6%	59	25.4%	222	95.7%	10	4.3%						
All Campuses	1,581	70.1%	674	29.9%	1,674	74.2%	581	25.8%	2,148	95.3%	107	4.7%						

Table continues

Table C.20. Do You Think That You Could Afford to Attend Each of the Following Using Financial Aid, Scholarships, and Your Family's Resources?

Campus	Can you afford the following: A four-year college or university											
	Definitely		Probably		Not sure		Probably not		Definitely not			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias Junior High	69	25.9%	99	37.2%	67	25.2%	12	4.5%	19	7.1%		
Adams Middle School	214	33.4%	247	38.6%	131	20.5%	26	4.1%	22	3.4%		
Memorial Middle School	128	30.5%	161	38.4%	100	23.9%	12	2.9%	18	4.3%		
Driscoll Middle School	101	23.4%	160	37.1%	124	28.8%	26	6.0%	20	4.6%		
McCraw Junior High	42	23.6%	85	47.8%	39	21.9%	8	4.5%	4	2.2%		
Odem Junior High	58	26.9%	106	49.1%	38	17.6%	7	3.2%	7	3.2%		
All Campuses	612	28.5%	858	39.9%	499	23.2%	91	4.2%	90	4.2%		

Table continues

Table C.20. Do You Think That You Could Afford to Attend Each of the Following Using Financial Aid, Scholarships, and Your Family's Resources? (Continued)

Campus	Can you afford the following: A community or junior college													
	Definitely			Probably			Not sure			Probably not			Definitely not	
	N	%		N	%		N	%		N	%		N	%
Falfurrias Junior High	68	25.9%		89	33.8%		68	25.9%		16	6.1%		22	8.4%
Adams Middle School	244	38.4%		191	30.0%		142	22.3%		27	4.2%		32	5.0%
Memorial Middle School	129	31.3%		143	34.7%		97	23.5%		16	3.9%		27	6.6%
Driscoll Middle School	95	22.3%		164	38.5%		114	26.8%		23	5.4%		30	7.0%
McCraw Junior High	58	33.0%		69	39.2%		42	23.9%		1	0.6%		6	3.4%
Odem Junior High	82	38.3%		79	36.9%		35	16.4%		10	4.7%		8	3.7%
All Campuses	676	31.8%		735	34.6%		498	23.4%		93	4.4%		125	5.9%

Table continues

Table C.20. Do You Think That You Could Afford to Attend Each of the Following Using Financial Aid, Scholarships, and Your Family's Resources? (Continued)

Campus	Can you afford the following: A vocational or technical school													
	Definitely			Probably			Not sure			Probably not			Definitely not	
	N	%		N	%		N	%		N	%		N	%
Falfurrias Junior High	57	21.7%		61	23.2%		86	32.7%		31	11.8%		28	10.6%
Adams Middle School	172	27.1%		161	25.4%		206	32.5%		40	6.3%		55	8.7%
Memorial Middle School	86	20.9%		115	28.0%		148	36.0%		16	3.9%		46	11.2%
Driscoll Middle School	66	15.5%		118	27.8%		165	38.8%		39	9.2%		37	8.7%
McCraw Junior High	49	28.0%		52	29.7%		56	32.0%		10	5.7%		8	4.6%
Odem Junior High	59	28.0%		53	25.1%		58	27.5%		17	8.1%		24	11.4%
All Campuses	489	23.1%		560	26.4%		719	33.9%		153	7.2%		198	9.3%

Source: STAR Middle School Student Survey, spring 2009.

Table C.21. What Is the Highest Level of Education That You Plan to Earn?

Level of Education	Falfurrias Junior High		Adams Middle School		Memorial Middle School		Driscoll Middle School	
	N	%	N	%	N	%	N	%
Less than high school	4	1.5%	10	1.6%	5	1.2%	1	0.2%
High school	16	6.0%	29	4.5%	23	5.4%	30	6.9%
High school plus vocational school	7	2.6%	8	1.2%	3	0.7%	15	3.5%
Some college but less than a four-year degree (not an associate's degree)	21	7.9%	31	4.8%	29	6.8%	29	6.7%
Associate's degree	12	4.5%	21	3.3%	18	4.2%	30	6.9%
Bachelor's degree	76	28.7%	141	21.9%	110	25.9%	75	17.3%
Graduate or professional degree	72	27.2%	257	40.0%	141	33.3%	129	29.7%
Don't know	57	21.5%	146	22.7%	95	22.4%	125	28.8%

Table continues

Table C.21. What Is the Highest Level of Education That You Plan to Earn? (Continued)

Level of Education	McCraw Junior High		Odem Junior High		All Campuses	
	N	%	N	%	N	%
Less than high school	0	0.0%	1	0.5%	21	1.0%
High school	6	3.4%	4	1.9%	108	5.0%
High school plus vocational school	6	3.4%	2	0.9%	41	1.9%
Some college but less than a four-year degree (not an associate's degree)	5	2.8%	11	5.1%	126	5.8%
Associate's degree	10	5.6%	14	6.5%	105	4.9%
Bachelor's degree	48	27.0%	59	27.4%	509	23.6%
Graduate or professional degree	69	38.8%	81	37.7%	749	34.7%
Don't know	34	19.1%	43	20.0%	500	23.2%

Source: STAR Middle School Student Survey, spring 2009.

APPENDIX D

SPRING 2009 STAR HIGH SCHOOL STUDENT SURVEY TABLES

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

Campus	Number of Students	Surveys received	Response rate
Brooks County ISD			
Falfurrias High School	428	274	64%
Alice ISD			
Alice High School	1,334	723	54%
Kingsville ISD			
H. M. King High School	1,098	709	65%
Corpus Christi ISD			
Miller High School	958	675	70%
Mathis ISD			
Mathis High School	505	356	70%
Odem-Edroy ISD			
Odem High School	304	254	84%
All Campuses	4,627	2,991	65%

Source: STAR High School Student Survey, spring 2009.

Table D.2. Prior Year Enrollment Status of Students Responding to the High School Survey

Campus	Yes		No	
	N	%	N	%
Falfurrias High School	177	65.6%	93	34.4%
Alice High School	495	69.1%	221	30.9%
H. M. King High School	481	68.5%	221	31.5%
Miller High School	493	74.1%	172	25.9%
Mathis High School	284	81.6%	64	18.4%
Odem High School	226	89.7%	26	10.3%
All Campuses	2,156	73.0%	797	27.0%

Source: STAR High School Student Survey, spring 2009.

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

Campus	9		10		11		12	
	N	%	N	%	N	%	N	%
Falfurrias High School	79	29.2%	58	21.4%	85	31.4%	49	18.1%
Alice High School	259	36.0%	176	24.4%	148	20.6%	137	19.0%
H. M. King High School	232	33.0%	183	26.0%	196	27.9%	92	13.1%
Miller High School	142	21.3%	193	29.0%	144	21.6%	187	28.1%
Mathis High School	101	28.6%	102	28.9%	86	24.4%	64	18.1%
Odem High School	68	26.9%	54	21.3%	76	30.0%	55	21.7%
All Campuses	881	29.7%	766	25.8%	735	24.8%	584	19.7%

Source: STAR High School Student Survey, spring 2009.

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

Campus	Male		Female	
	N	%	N	%
Falfurrias High School	124	46.4%	143	53.6%
Alice High School	347	48.8%	364	51.2%
H. M. King High School	348	50.3%	344	49.7%
Miller High School	321	49.2%	332	50.8%
Mathis High School	166	48.4%	177	51.6%
Odem High School	129	52.7%	116	47.3%
All Campuses	1,435	49.3%	1,476	50.7%

Source: STAR High School Student Survey, spring 2009.

Table D.5. Ethnicity of Students Responding to the High School Survey

Campus	Ethnicity											
	Hispanic, Latino		African American		White		Other					
	N	%	N	%	N	%	N	%				
Falfurrias High School	253	92.3%	0	0.0%	12	4.4%	9	3.3%				
Alice High School	635	88.0%	3	0.4%	64	8.9%	20	2.8%				
H. M. King High School	561	79.1%	21	3.0%	86	12.1%	41	5.8%				
Miller High School	576	86.0%	50	7.5%	26	3.9%	18	2.7%				
Mathis High School	320	89.9%	6	1.7%	27	7.6%	3	0.8%				
Odem High School	196	77.2%	2	0.8%	47	18.5%	9	3.5%				
All Campuses	2,541	85.1%	82	2.7%	262	8.8%	100	3.4%				

Source: STAR High School Student Survey, spring 2009.

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

Campus	Less than 30 minutes				30 to 60 minutes				1 to 2 hours				More than 2 hours			
	N		%		N		%		N		%		N		%	
Falfurrias High School	135	49.5%	108	39.6%	24	8.8%	6	2.2%								
Alice High School	370	51.2%	250	34.6%	78	10.8%	24	3.3%								
H. M. King High School	296	42.2%	281	40.0%	103	14.7%	22	3.1%								
Miller High School	355	53.6%	218	32.9%	77	11.6%	12	1.8%								
Mathis High School	160	45.3%	139	39.4%	47	13.3%	7	2.0%								
Odem High School	144	56.7%	87	34.3%	21	8.3%	2	0.8%								
All Campuses	1,460	49.2%	1,083	36.5%	350	11.8%	73	2.5%								

Source: STAR High School Student Survey, spring 2009.

Table D.7. Which Math Courses Are You Enrolled in?

Math Course	Falfurrias High School		Alice High School		H. M. King High School		Miller High School	
	N	%	N	%	N	%	N	%
Enrolled in Basic Math or Math Models with Applications this year	8	2.9%	20	2.8%	131	18.5%	36	5.3%
Enrolled in Algebra 1 this year	94	34.3%	246	34.0%	187	26.4%	151	22.4%
Enrolled in Algebra 2 this year	59	21.5%	125	17.3%	160	22.6%	164	24.3%
Enrolled in Geometry this year	85	31.0%	180	24.9%	107	15.1%	155	23.0%
Enrolled in Pre-Calculus this year	3	1.1%	73	10.1%	26	3.7%	34	5.0%
Enrolled in Calculus this year	3	1.1%	16	2.2%	1	0.1%	5	0.7%
Enrolled in Gifted and Talented program this year	6	2.2%	47	6.5%	20	2.8%	14	2.1%
Enrolled in Career and Technology courses this year	18	6.6%	145	20.1%	80	11.3%	106	15.7%
Enrolled in Special Education this year	2	0.7%	1	0.1%	4	0.6%	9	1.3%
Enrolled in Pre-AP or AP courses this year	94	34.3%	367	50.8%	195	27.5%	183	27.1%
Enrolled in other math course this year	6	2.2%	18	2.5%	3	0.4%	12	1.8%

Table Continues

Table D.7. Which Math Courses Are You Enrolled in? (Continued)

Math Course	Mathis High School		Odem High School		All Campuses	
	N	%	N	%	N	%
Enrolled in Basic Math or Math Models with Applications this year	133	37.4%	20	7.9%	348	11.6%
Enrolled in Algebra 1 this year	86	24.2%	67	26.4%	831	27.8%
Enrolled in Algebra 2 this year	99	27.8%	55	21.7%	662	22.1%
Enrolled in Geometry this year	87	24.4%	52	20.5%	666	22.3%
Enrolled in Pre-Calculus this year	7	2.0%	28	11.0%	171	5.7%
Enrolled in Calculus this year	6	1.7%	2	0.8%	33	1.1%
Enrolled in Gifted and Talented program this year	3	0.8%	6	2.4%	96	3.2%
Enrolled in Career and Technology courses this year	74	20.8%	37	14.6%	460	15.4%
Enrolled in Special Education this year	5	1.4%	19	7.5%	40	1.3%
Enrolled in Pre-AP or AP courses this year	238	66.9%	88	34.6%	1,165	39.0%
Enrolled in other math course this year	18	5.1%	23	9.1%	80	2.7%

Source: STAR High School Student Survey, spring 2009.

Table D.8. If You Have Taken AP Spanish, Did You Also Take the AP Spanish Exam?

Campus	Yes, I have taken the exam.		Yes, I plan to take the exam.		No, I will not take the exam.	
	N	%	N	%	N	%
Falfurrias High School	1	0.7%	22	15.8%	116	83.5%
Alice High School	4	1.0%	41	10.2%	355	88.8%
H. M. King High School	19	4.9%	67	17.3%	301	77.8%
Miller High School	27	5.9%	88	19.1%	345	75.0%
Mathis High School	12	4.5%	56	20.8%	201	74.7%
Odem High School	2	1.6%	13	10.1%	114	88.4%
All Campuses	65	3.6%	287	16.1%	1,432	80.3%

Source: STAR High School Student Survey, spring 2009.

Table D.9. Do You Know Your Class Rank?

Campus	Yes		No	
	N	%	N	%
Falfurrias High School	82	33.6%	162	66.4%
Alice High School	214	32.4%	447	67.6%
H. M. King High School	111	17.0%	543	83.0%
Miller High School	185	30.1%	429	69.9%
Mathis High School	127	39.4%	195	60.6%
Odem High School	193	77.8%	55	22.2%
All Campuses	912	33.2%	1,831	66.8%

Source: STAR High School Student Survey, spring 2009.

Table D.10. Please Indicate the Percentage That Best Represents Your Current Class Rank

Percentage	Falfurrias High School		Alice High School		H. M. King High School		Miller High School	
	N	%	N	%	N	%	N	%
10% (top)	16	20.0%	85	41.5%	36	33.6%	63	34.8%
20%	29	36.2%	46	22.4%	30	28.0%	46	25.4%
30%	10	12.5%	37	18.0%	11	10.3%	19	10.5%
40%	11	13.8%	13	6.3%	8	7.5%	10	5.5%
50%	7	8.8%	12	5.9%	8	7.5%	13	7.2%
60%	5	6.2%	7	3.4%	3	2.8%	7	3.9%
70%	0	0.0%	2	1.0%	7	6.5%	7	3.9%
80%	0	0.0%	2	1.0%	2	1.9%	13	7.2%
90%	2	2.5%	1	0.5%	0	0.0%	2	1.1%
100% (bottom)	0	0.0%	0	0.0%	2	1.9%	1	0.6%

Table Continues

Table D.10. Please Indicate the Percentage That Best Represents Your Current Class Rank (Continued)

Percentage	Mathis High School		Odem High School		All Campuses	
	N	%	N	%	N	%
10% (top)	26	20.8%	31	16.2%	257	28.9%
20%	23	18.4%	58	30.4%	232	26.1%
30%	18	14.4%	34	17.8%	129	14.5%
40%	12	9.6%	22	11.5%	76	8.5%
50%	10	8.0%	18	9.4%	68	7.6%
60%	14	11.2%	13	6.8%	49	5.5%
70%	10	8.0%	6	3.1%	32	3.6%
80%	4	3.2%	5	2.6%	26	2.9%
90%	7	5.6%	3	1.6%	15	1.7%
100% (bottom)	1	0.8%	1	0.5%	5	0.6%

Source: STAR High School Student Survey, spring 2009. Responded Yes to Knowing Class Rank

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

Campus	Yes		No	
	N	%	N	%
Falfurrias High School	113	43.0%	150	57.0%
Alice High School	329	48.3%	352	51.7%
H. M. King High School	159	23.7%	511	76.3%
Miller High School	298	48.2%	320	51.8%
Mathis High School	98	28.8%	242	71.2%
Odem High School	64	26.4%	178	73.6%
All Campuses	1,061	37.7%	1,753	62.3%

Source: STAR High School Student Survey, spring 2009.

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

Campus	Tutoring for an academic subject.											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	65	23.9%	68	25.0%	106	39.0%	28	10.3%	5	1.8%		
Alice High School	235	32.8%	241	33.6%	199	27.8%	35	4.9%	7	1.0%		
H. M. King High School	197	28.3%	200	28.8%	253	36.4%	37	5.3%	8	1.2%		
Miller High School	196	29.8%	187	28.4%	207	31.5%	61	9.3%	7	1.1%		
Mathis High School	79	22.5%	107	30.5%	105	29.9%	36	10.3%	24	6.8%		
Odem High School	100	39.7%	70	27.8%	59	23.4%	21	8.3%	2	0.8%		
All Campuses	872	29.6%	873	29.6%	929	31.5%	218	7.4%	53	1.8%		

Table Continues

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

Campus	Mentoring by an adult who is not your parent, guardian, or a teacher.											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	128	47.8%	72	26.9%	49	18.3%	15	5.6%	4	1.5%		
Alice High School	355	49.6%	194	27.1%	108	15.1%	52	7.3%	7	1.0%		
H. M. King High School	342	49.5%	175	25.3%	123	17.8%	40	5.8%	11	1.6%		
Miller High School	339	51.8%	136	20.8%	117	17.9%	47	7.2%	16	2.4%		
Mathis High School	161	46.1%	74	21.2%	70	20.1%	29	8.3%	15	4.3%		
Odem High School	130	51.2%	65	25.6%	47	18.5%	10	3.9%	2	0.8%		
All Campuses	1,455	49.6%	716	24.4%	514	17.5%	193	6.6%	55	1.9%		

Table Continues

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

Campus	Counseling about your grades.											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	88	33.2%	70	26.4%	69	26.0%	37	14.0%	1	0.4%		
Alice High School	265	37.5%	219	31.0%	163	23.1%	55	7.8%	5	0.7%		
H. M. King High School	243	36.1%	198	29.4%	153	22.7%	63	9.4%	16	2.4%		
Miller High School	165	25.9%	148	23.2%	220	34.5%	90	14.1%	15	2.4%		
Mathis High School	104	30.7%	81	23.9%	71	20.9%	30	8.8%	53	15.6%		
Odem High School	112	45.3%	58	23.5%	54	21.9%	19	7.7%	4	1.6%		
All Campuses	977	34.1%	774	27.0%	730	25.4%	294	10.2%	94	3.3%		

Table Continues

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

Campus	Workshop on study skills.											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	162	61.6%	61	23.2%	35	13.3%	4	1.5%	1	0.4%		
Alice High School	459	65.1%	166	23.5%	63	8.9%	14	2.0%	3	0.4%		
H. M. King High School	485	71.0%	120	17.6%	60	8.8%	13	1.9%	5	0.7%		
Miller High School	306	47.1%	164	25.3%	129	19.9%	39	6.0%	11	1.7%		
Mathis High School	207	60.3%	68	19.8%	45	13.1%	14	4.1%	9	2.6%		
Odem High School	164	65.6%	52	20.8%	28	11.2%	4	1.6%	2	0.8%		
All Campuses	1,783	61.6%	631	21.8%	360	12.4%	88	3.0%	31	1.1%		

Table Continues

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

Campus	Workshop to learn about the ACT, SAT, or other college entrance exam.											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	153	57.5%	53	19.9%	50	18.8%	9	3.4%	1	0.4%		
Alice High School	345	48.6%	217	30.6%	119	16.8%	23	3.2%	6	0.8%		
H. M. King High School	369	53.9%	183	26.7%	104	15.2%	25	3.6%	4	0.6%		
Miller High School	311	48.2%	145	22.5%	139	21.6%	45	7.0%	5	0.8%		
Mathis High School	163	47.9%	86	25.3%	71	20.9%	17	5.0%	3	0.9%		
Odem High School	167	65.7%	49	19.3%	29	11.4%	9	3.5%	0	0.0%		
All Campuses	1,508	52.0%	733	25.3%	512	17.7%	128	4.4%	19	0.7%		

Table Continues

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

Campus	Class field trip to learn more about a subject discussed in class.											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	154	57.0%	62	23.0%	48	17.8%	5	1.9%	1	0.4%		
Alice High School	481	67.4%	167	23.4%	56	7.8%	8	1.1%	2	0.3%		
H. M. King High School	442	64.3%	170	24.7%	62	9.0%	11	1.6%	2	0.3%		
Miller High School	385	59.2%	153	23.5%	85	13.1%	21	3.2%	6	0.9%		
Mathis High School	60	17.3%	116	33.4%	123	35.4%	46	13.3%	2	0.6%		
Odem High School	166	66.1%	61	24.3%	20	8.0%	4	1.6%	0	0.0%		
All Campuses	1,688	57.8%	729	25.0%	394	13.5%	95	3.3%	13	0.4%		

Table Continues

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

Campus	Attending a family activity at school with a parent or guardian (including events with FACE).											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	141	51.8%	59	21.7%	50	18.4%	21	7.7%	1	0.4%		
Alice High School	445	62.5%	179	25.1%	68	9.6%	18	2.5%	2	0.3%		
H. M. King High School	488	70.5%	137	19.8%	55	7.9%	8	1.2%	4	0.6%		
Miller High School	387	58.9%	144	21.9%	96	14.6%	24	3.7%	6	0.9%		
Mathis High School	191	55.0%	86	24.8%	53	15.3%	17	4.9%	0	0.0%		
Odem High School	171	68.1%	49	19.5%	28	11.2%	3	1.2%	0	0.0%		
All Campuses	1,823	62.2%	654	22.3%	350	11.9%	91	3.1%	13	0.4%		

Table Continues

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

Campus	Attending a presentation by a business person or a Junior Achievement activity.											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	128	48.3%	85	32.1%	42	15.8%	9	3.4%	1	0.4%		
Alice High School	419	58.7%	211	29.6%	73	10.2%	10	1.4%	1	0.1%		
H. M. King High School	338	49.2%	192	27.9%	130	18.9%	25	3.6%	2	0.3%		
Miller High School	326	49.8%	164	25.0%	118	18.0%	43	6.6%	4	0.6%		
Mathis High School	155	44.9%	111	32.2%	63	18.3%	16	4.6%	0	0.0%		
Odem High School	152	60.8%	71	28.4%	21	8.4%	6	2.4%	0	0.0%		
All Campuses	1,518	52.1%	834	28.6%	447	15.3%	109	3.7%	8	0.3%		

Table Continues

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

Campus	University professor visits to your class.											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	127	47.6%	95	35.6%	36	13.5%	9	3.4%	0	0.0%		
Alice High School	517	73.0%	134	18.9%	50	7.1%	5	0.7%	2	0.3%		
H. M. King High School	435	63.7%	187	27.4%	51	7.5%	7	1.0%	3	0.4%		
Miller High School	366	56.3%	157	24.2%	97	14.9%	21	3.2%	9	1.4%		
Mathis High School	210	61.0%	67	19.5%	50	14.5%	16	4.7%	1	0.3%		
Odem High School	167	67.6%	54	21.9%	19	7.7%	7	2.8%	0	0.0%		
All Campuses	1,822	62.8%	694	23.9%	303	10.5%	65	2.2%	15	0.5%		

Table Continues

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

Campus	Learned about college at school											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	20	7.4%	69	25.4%	95	34.9%	74	27.2%	14	5.1%		
Alice High School	57	8.0%	199	27.9%	265	37.1%	167	23.4%	26	3.6%		
H. M. King High School	74	10.7%	213	30.9%	252	36.6%	132	19.2%	18	2.6%		
Miller High School	59	9.0%	126	19.2%	231	35.2%	170	25.9%	70	10.7%		
Mathis High School	19	5.5%	61	17.5%	104	29.9%	90	25.9%	74	21.3%		
Odem High School	32	12.8%	82	32.8%	91	36.4%	35	14.0%	10	4.0%		
All Campuses	261	8.9%	750	25.6%	1,038	35.4%	668	22.8%	212	7.2%		

Table Continues

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

Campus	Learned about careers at school.											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	13	4.8%	56	20.8%	104	38.7%	86	32.0%	10	3.7%		
Alice High School	51	7.2%	215	30.3%	264	37.2%	148	20.9%	31	4.4%		
H. M. King High School	76	11.1%	218	31.9%	239	35.0%	128	18.7%	22	3.2%		
Miller High School	59	9.0%	113	17.3%	223	34.0%	199	30.4%	61	9.3%		
Mathis High School	17	4.9%	73	21.1%	100	28.9%	85	24.6%	71	20.5%		
Odem High School	37	14.9%	77	31.0%	95	38.3%	29	11.7%	10	4.0%		
All Campuses	253	8.7%	752	25.8%	1,025	35.2%	675	23.2%	205	7.0%		

Table Continues

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

Campus	Used the Go Center for college or career information.											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	132	49.1%	72	26.8%	50	18.6%	13	4.8%	2	0.7%		
Alice High School	280	39.7%	197	27.9%	131	18.6%	84	11.9%	14	2.0%		
H. M. King High School	346	50.3%	155	22.5%	135	19.6%	43	6.2%	9	1.3%		
Miller High School	237	36.1%	133	20.3%	138	21.0%	100	15.2%	48	7.3%		
Mathis High School	225	64.5%	59	16.9%	45	12.9%	15	4.3%	5	1.4%		
Odem High School	191	77.0%	37	14.9%	15	6.0%	4	1.6%	1	0.4%		
All Campuses	1,411	48.4%	653	22.4%	514	17.6%	259	8.9%	79	2.7%		

Source: STAR High School Student Survey, spring 2009.

Table D.13. Please Mark if You Have Ever Participated in the Following Activities During This School Year

Campus	Attended a summer camp or learning institute				Had a school administrator or teacher visit your home			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Falfurrias High School	30	11.0%	243	89.0%	24	8.8%	249	91.2%
Alice High School	174	24.3%	541	75.7%	25	3.5%	691	96.5%
H. M. King High School	107	15.6%	578	84.4%	18	2.6%	666	97.4%
Miller High School	99	15.1%	556	84.9%	67	10.2%	587	89.8%
Mathis High School	93	26.6%	257	73.4%	29	8.3%	321	91.7%
Odem High School	72	28.5%	181	71.5%	7	2.8%	246	97.2%
All Campuses	575	19.6%	2,356	80.4%	170	5.8%	2,760	94.2%

Table Continues

Table D.13. Please Mark if You Have Ever Participated in the Following Activities During This School Year (Continued)

Campus	Attended an "Academic Rising Scholars" presentation or activity				Participated in a student leadership conference or activity (including NHI activities)			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Falfurrias High School	23	8.5%	247	91.5%	54	20.2%	213	79.8%
Alice High School	62	8.7%	654	91.3%	121	16.9%	594	83.1%
H. M. King High School	55	8.0%	630	92.0%	90	13.2%	592	86.8%
Miller High School	57	8.7%	597	91.3%	86	13.2%	565	86.8%
Mathis High School	31	8.9%	319	91.1%	77	22.1%	271	77.9%
Odem High School	11	4.4%	241	95.6%	51	20.2%	201	79.8%
All Campuses	239	8.2%	2,688	91.8%	479	16.4%	2,436	83.6%

Source: STAR High School Student Survey, spring 2009.

Table D.14. Please Mark if You Have Ever Participated in the Following College and Career Awareness Activities During This School Year

Campus	Visited a college campus with your school				Attended a college or career fair at your school			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Falfurrias High School	142	52.4%	129	47.6%	214	79.3%	56	20.7%
Alice High School	281	39.3%	434	60.7%	389	54.5%	325	45.5%
H. M. King High School	270	39.2%	419	60.8%	464	67.4%	224	32.6%
Miller High School	234	35.6%	424	64.4%	162	24.7%	493	75.3%
Mathis High School	241	68.7%	110	31.3%	165	47.0%	186	53.0%
Odem High School	140	55.6%	112	44.4%	43	17.1%	209	82.9%
All Campuses	1,308	44.6%	1,628	55.4%	1,437	49.0%	1,493	51.0%

Table Continues

Table D.14. Please Mark if You Have Ever Participated in the Following College and Career Awareness Activities During This School Year (Continued)

Campus	Attended a college planning workshop at your school (learning about college entrance exams and entrance requirements)				Received assistance at school completing college, financial aid, and scholarship applications			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Falfurrias High School	97	35.8%	174	64.2%	70	25.9%	200	74.1%
Alice High School	214	29.9%	501	70.1%	204	28.5%	511	71.5%
H. M. King High School	199	29.1%	486	70.9%	150	22.0%	533	78.0%
Miller High School	209	31.9%	446	68.1%	226	34.8%	424	65.2%
Mathis High School	104	29.7%	246	70.3%	89	25.4%	262	74.6%
Odem High School	35	13.9%	217	86.1%	56	22.2%	196	77.8%
All Campuses	858	29.3%	2,070	70.7%	795	27.2%	2,126	72.8%

Table Continues

Table D.14. Please Mark if You Have Ever Participated in the Following College and Career Awareness Activities During This School Year (Continued)

Campus	Taken a career inventory/test about career interests at your school				Learned about careers at your school and/or career requirements			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Falfurrias High School	153	57.1%	115	42.9%	208	77.0%	62	23.0%
Alice High School	320	44.8%	394	55.2%	449	63.0%	264	37.0%
H. M. King High School	255	37.3%	428	62.7%	372	54.4%	312	45.6%
Miller High School	182	28.0%	469	72.0%	389	59.6%	264	40.4%
Mathis High School	176	50.4%	173	49.6%	245	70.2%	104	29.8%
Odem High School	85	33.7%	167	66.3%	121	48.2%	130	51.8%
All Campuses	1,171	40.1%	1,746	59.9%	1,784	61.1%	1,136	38.9%

Table Continues

Table D.14. Please Mark if You Have Ever Participated in the Following College and Career Awareness Activities During This School Year (Continued)

Campus	Visited local employers				Interned or shadowed someone at a job			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Falfurrias High School	36	13.3%	235	86.7%	18	6.7%	252	93.3%
Alice High School	104	14.5%	611	85.5%	100	14.0%	615	86.0%
H. M. King High School	87	12.7%	598	87.3%	103	15.1%	578	84.9%
Miller High School	82	12.6%	571	87.4%	93	14.3%	559	85.7%
Mathis High School	55	15.7%	296	84.3%	48	13.7%	302	86.3%
Odem High School	32	12.7%	220	87.3%	30	12.0%	221	88.0%
All Campuses	396	13.5%	2,531	86.5%	392	13.4%	2,527	86.6%

Source: STAR High School Student Survey, spring 2009.

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork

Campus	I know what I need to do to get good grades on my assignments in class and on my homework.									
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	11	4.1%	5	1.8%	40	14.8%	63	23.2%	152	56.1%
Alice High School	19	2.7%	15	2.1%	96	13.5%	153	21.5%	430	60.3%
H. M. King High School	17	2.5%	16	2.3%	92	13.5%	143	21.0%	413	60.6%
Miller High School	19	2.9%	16	2.5%	104	16.0%	138	21.2%	375	57.5%
Mathis High School	3	0.9%	6	1.7%	32	9.1%	70	19.9%	240	68.4%
Odem High School	7	2.8%	6	2.4%	41	16.3%	40	15.9%	158	62.7%
All Campuses	76	2.6%	64	2.2%	405	13.9%	607	20.8%	1,768	60.5%

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	I believe that what I learn in school will be useful to me in the job I have as an adult.									
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	22	8.1%	31	11.4%	70	25.8%	60	22.1%	88	32.5%
Alice High School	51	7.2%	80	11.3%	207	29.2%	179	25.2%	193	27.2%
H. M. King High School	44	6.5%	72	10.6%	207	30.4%	165	24.3%	192	28.2%
Miller High School	23	3.5%	53	8.1%	157	24.1%	160	24.5%	259	39.7%
Mathis High School	6	1.7%	21	6.0%	73	21.0%	99	28.4%	149	42.8%
Odem High School	12	4.8%	23	9.2%	86	34.3%	51	20.3%	79	31.5%
All Campuses	158	5.4%	280	9.6%	800	27.5%	714	24.5%	960	33.0%

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	Even when I don't have homework, I read to learn.									
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	84	31.1%	68	25.2%	65	24.1%	27	10.0%	26	9.6%
Alice High School	224	31.5%	164	23.1%	191	26.9%	58	8.2%	74	10.4%
H. M. King High School	203	29.9%	170	25.1%	190	28.0%	64	9.4%	51	7.5%
Miller High School	170	26.4%	145	22.5%	179	27.8%	75	11.6%	76	11.8%
Mathis High School	86	24.9%	74	21.4%	116	33.5%	37	10.7%	33	9.5%
Odem High School	83	33.1%	48	19.1%	71	28.3%	25	10.0%	24	9.6%
All Campuses	850	29.3%	669	23.1%	812	28.0%	286	9.9%	284	9.8%

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	I have a place where I can sit down and complete my homework.									
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	27	10.0%	32	11.9%	62	23.0%	67	24.8%	82	30.4%
Alice High School	53	7.4%	66	9.3%	149	20.9%	177	24.8%	268	37.6%
H. M. King High School	59	8.8%	76	11.3%	141	21.0%	142	21.1%	254	37.8%
Miller High School	57	8.9%	60	9.3%	156	24.3%	162	25.2%	207	32.2%
Mathis High School	21	6.0%	34	9.8%	66	19.0%	78	22.4%	149	42.8%
Odem High School	24	9.5%	31	12.3%	56	22.2%	51	20.2%	90	35.7%
All Campuses	241	8.3%	299	10.3%	630	21.7%	677	23.4%	1,050	36.2%

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	I understand all or nearly all of the material I read at home for school.									
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	23	8.5%	44	16.3%	89	33.0%	73	27.0%	41	15.2%
Alice High School	52	7.3%	88	12.4%	231	32.5%	201	28.3%	138	19.4%
H. M. King High School	53	7.9%	99	14.7%	233	34.5%	180	26.7%	110	16.3%
Miller High School	48	7.4%	88	13.6%	224	34.7%	171	26.5%	115	17.8%
Mathis High School	27	7.8%	34	9.9%	117	33.9%	123	35.7%	44	12.8%
Odem High School	21	8.5%	22	8.9%	78	31.7%	68	27.6%	57	23.2%
All Campuses	224	7.7%	375	13.0%	972	33.6%	816	28.2%	505	17.5%

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	I understand all or nearly all of the math problems I do for homework.											
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	36	13.4%	49	18.2%	77	28.6%	68	25.3%	39	14.5%		
Alice High School	77	10.9%	116	16.4%	200	28.2%	166	23.4%	150	21.2%		
H. M. King High School	103	15.3%	131	19.5%	195	29.0%	139	20.7%	105	15.6%		
Miller High School	77	11.9%	90	13.9%	208	32.1%	155	23.9%	118	18.2%		
Mathis High School	25	7.2%	64	18.6%	119	34.5%	84	24.3%	53	15.4%		
Odem High School	34	13.7%	39	15.7%	64	25.8%	58	23.4%	53	21.4%		
All Campuses	352	12.2%	489	16.9%	863	29.8%	670	23.2%	518	17.9%		

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My parents or guardian follow my progress at school on a weekly basis.											
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	38	14.1%	48	17.8%	73	27.0%	58	21.5%	53	19.6%		
Alice High School	90	12.6%	131	18.4%	185	26.0%	152	21.3%	154	21.6%		
H. M. King High School	134	20.0%	146	21.8%	167	24.9%	119	17.8%	104	15.5%		
Miller High School	96	14.8%	123	19.0%	192	29.6%	131	20.2%	106	16.4%		
Mathis High School	49	14.2%	72	20.8%	104	30.1%	57	16.5%	64	18.5%		
Odem High School	33	13.1%	36	14.3%	75	29.8%	48	19.0%	60	23.8%		
All Campuses	440	15.2%	556	19.2%	796	27.5%	565	19.5%	541	18.7%		

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My parents or guardian expect me to work hard in school and succeed.									
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	6	2.2%	22	8.2%	21	7.8%	44	16.4%	176	65.4%
Alice High School	22	3.1%	30	4.2%	66	9.2%	103	14.4%	493	69.0%
H. M. King High School	15	2.2%	21	3.1%	70	10.4%	98	14.6%	469	69.7%
Miller High School	31	4.8%	27	4.2%	75	11.6%	114	17.7%	398	61.7%
Mathis High School	6	1.7%	8	2.3%	35	10.2%	44	12.8%	250	72.9%
Odem High School	5	2.0%	8	3.2%	29	11.6%	38	15.2%	170	68.0%
All Campuses	85	2.9%	116	4.0%	296	10.2%	441	15.2%	1,956	67.6%

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My parents or guardian guide me in making decisions about the classes I take in school.									
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	33	12.4%	38	14.3%	60	22.6%	69	25.9%	66	24.8%
Alice High School	67	9.5%	80	11.3%	174	24.6%	173	24.5%	213	30.1%
H. M. King High School	81	12.1%	97	14.5%	167	24.9%	146	21.8%	179	26.7%
Miller High School	77	12.0%	79	12.3%	183	28.5%	136	21.2%	167	26.0%
Mathis High School	28	8.2%	35	10.2%	90	26.2%	78	22.7%	112	32.7%
Odem High School	20	8.1%	31	12.6%	51	20.6%	60	24.3%	85	34.4%
All Campuses	306	10.6%	360	12.5%	725	25.2%	662	23.0%	822	28.6%

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My parents visit my school to meet with my teachers or other school staff to help me succeed in school.									
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	91	34.1%	69	25.8%	57	21.3%	27	10.1%	23	8.6%
Alice High School	204	28.7%	174	24.5%	199	28.0%	77	10.8%	57	8.0%
H. M. King High School	227	33.7%	141	21.0%	164	24.4%	67	10.0%	74	11.0%
Miller High School	193	30.2%	153	23.9%	163	25.5%	71	11.1%	59	9.2%
Mathis High School	92	26.5%	85	24.5%	91	26.2%	39	11.2%	40	11.5%
Odem High School	67	26.8%	60	24.0%	65	26.0%	35	14.0%	23	9.2%
All Campuses	874	30.3%	682	23.6%	739	25.6%	316	10.9%	276	9.6%

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My teachers help me link what I learn to my own experiences outside the school.									
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	58	21.7%	62	23.2%	83	31.1%	35	13.1%	29	10.9%
Alice High School	126	17.8%	162	22.9%	239	33.8%	120	16.9%	61	8.6%
H. M. King High School	173	25.7%	161	23.9%	212	31.5%	81	12.0%	46	6.8%
Miller High School	98	15.5%	119	18.8%	189	29.8%	134	21.1%	94	14.8%
Mathis High School	45	13.1%	52	15.1%	112	32.6%	67	19.5%	68	19.8%
Odem High School	43	17.1%	48	19.1%	87	34.7%	47	18.7%	26	10.4%
All Campuses	543	18.9%	604	21.0%	922	32.0%	484	16.8%	324	11.3%

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	Teachers make sure I understand something before moving on to new lessons or learning new material.									
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	47	17.3%	42	15.5%	78	28.8%	55	20.3%	49	18.1%
Alice High School	140	19.7%	134	18.8%	236	33.1%	121	17.0%	81	11.4%
H. M. King High School	123	18.2%	149	22.0%	217	32.1%	114	16.9%	73	10.8%
Miller High School	67	10.5%	91	14.2%	182	28.4%	158	24.7%	142	22.2%
Mathis High School	35	10.1%	50	14.4%	115	33.1%	86	24.8%	61	17.6%
Odem High School	42	16.7%	46	18.3%	70	27.9%	55	21.9%	38	15.1%
All Campuses	454	15.7%	512	17.7%	898	31.0%	589	20.3%	444	15.3%

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My teachers encourage my parents to help me succeed academically.									
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	57	21.1%	52	19.3%	87	32.2%	41	15.2%	33	12.2%
Alice High School	173	24.3%	141	19.8%	214	30.0%	113	15.8%	72	10.1%
H. M. King High School	211	31.5%	146	21.8%	170	25.4%	75	11.2%	68	10.1%
Miller High School	131	20.4%	117	18.2%	210	32.7%	86	13.4%	98	15.3%
Mathis High School	54	15.7%	66	19.2%	120	34.9%	48	14.0%	56	16.3%
Odem High School	51	20.5%	49	19.7%	82	32.9%	37	14.9%	30	12.0%
All Campuses	677	23.4%	571	19.8%	883	30.6%	400	13.9%	357	12.4%

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My teachers encourage me to work hard to achieve high grades.											
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	15	5.6%	23	8.6%	60	22.5%	81	30.3%	88	33.0%		
Alice High School	51	7.2%	76	10.7%	210	29.6%	196	27.6%	177	24.9%		
H. M. King High School	51	7.6%	88	13.2%	191	28.6%	170	25.5%	167	25.0%		
Miller High School	33	5.2%	44	6.9%	150	23.5%	178	27.9%	232	36.4%		
Mathis High School	5	1.5%	16	4.7%	64	18.9%	85	25.1%	168	49.7%		
Odem High School	16	6.4%	18	7.2%	66	26.5%	65	26.1%	84	33.7%		
All Campuses	171	6.0%	265	9.2%	741	25.8%	775	27.0%	916	31.9%		

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	I feel comfortable asking teachers in class about things I do not understand.											
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	28	10.5%	28	10.5%	65	24.4%	61	22.9%	84	31.6%		
Alice High School	80	11.3%	88	12.5%	222	31.4%	169	23.9%	147	20.8%		
H. M. King High School	68	10.3%	95	14.4%	174	26.3%	153	23.1%	171	25.9%		
Miller High School	42	6.7%	62	9.9%	156	24.8%	159	25.3%	209	33.3%		
Mathis High School	20	6.0%	34	10.1%	91	27.1%	86	25.6%	105	31.2%		
Odem High School	24	9.6%	21	8.4%	64	25.6%	57	22.8%	84	33.6%		
All Campuses	262	9.2%	328	11.5%	772	27.1%	685	24.1%	800	28.1%		

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My teachers are willing to meet with me before school starts or after school to go over material I do not understand in class.									
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	29	10.8%	26	9.7%	66	24.6%	68	25.4%	79	29.5%
Alice High School	47	6.6%	68	9.6%	189	26.7%	179	25.3%	224	31.7%
H. M. King High School	34	5.1%	60	9.0%	136	20.3%	187	27.9%	253	37.8%
Miller High School	40	6.3%	57	9.0%	135	21.3%	162	25.5%	241	38.0%
Mathis High School	14	4.1%	16	4.7%	80	23.4%	87	25.4%	145	42.4%
Odem High School	18	7.2%	22	8.8%	59	23.5%	63	25.1%	89	35.5%
All Campuses	182	6.3%	249	8.7%	665	23.1%	746	26.0%	1,031	35.9%

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My counselor encourages me to work hard in school so I can go to college.									
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	15	5.7%	17	6.4%	54	20.4%	70	26.4%	109	41.1%
Alice High School	64	9.0%	78	11.0%	199	28.1%	173	24.4%	194	27.4%
H. M. King High School	108	16.2%	103	15.5%	169	25.4%	125	18.8%	160	24.1%
Miller High School	64	10.2%	53	8.4%	157	25.0%	128	20.3%	227	36.1%
Mathis High School	60	17.6%	54	15.8%	84	24.6%	64	18.8%	79	23.2%
Odem High School	73	29.3%	45	18.1%	63	25.3%	29	11.6%	39	15.7%
All Campuses	384	13.4%	350	12.3%	726	25.4%	589	20.6%	808	28.3%

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My teacher encourages me to work hard in school so I can go to college.											
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	10	3.8%	25	9.4%	65	24.4%	87	32.7%	79	29.7%		
Alice High School	57	8.1%	70	9.9%	214	30.3%	191	27.0%	175	24.8%		
H. M. King High School	68	10.2%	106	15.9%	206	30.9%	151	22.6%	136	20.4%		
Miller High School	35	5.6%	52	8.3%	145	23.2%	161	25.7%	233	37.2%		
Mathis High School	7	2.1%	24	7.1%	55	16.2%	84	24.7%	170	50.0%		
Odem High School	20	8.0%	26	10.4%	67	26.8%	69	27.6%	68	27.2%		
All Campuses	197	6.9%	303	10.6%	752	26.3%	743	26.0%	861	30.1%		

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	My principal encourages me to work hard in school so I can go to college.											
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	35	13.3%	35	13.3%	70	26.5%	51	19.3%	73	27.7%		
Alice High School	175	24.8%	134	19.0%	210	29.7%	97	13.7%	91	12.9%		
H. M. King High School	241	36.5%	130	19.7%	149	22.5%	67	10.1%	74	11.2%		
Miller High School	95	15.2%	86	13.7%	152	24.3%	128	20.4%	165	26.4%		
Mathis High School	62	18.3%	45	13.3%	70	20.6%	65	19.2%	97	28.6%		
Odem High School	52	20.8%	34	13.6%	78	31.2%	37	14.8%	49	19.6%		
All Campuses	660	23.2%	464	16.3%	729	25.6%	445	15.6%	549	19.3%		

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	I want to have the skills to teach myself new things now and in the future.											
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	7	2.7%	15	5.7%	37	14.0%	54	20.5%	151	57.2%		
Alice High School	26	3.7%	34	4.8%	132	18.6%	164	23.1%	353	49.8%		
H. M. King High School	21	3.2%	33	5.0%	116	17.4%	156	23.4%	340	51.1%		
Miller High School	31	4.9%	30	4.8%	119	19.0%	134	21.4%	313	49.9%		
Mathis High School	3	0.9%	9	2.6%	45	13.2%	67	19.6%	218	63.7%		
Odem High School	12	4.8%	10	4.0%	44	17.7%	50	20.2%	132	53.2%		
All Campuses	100	3.5%	131	4.6%	493	17.3%	625	21.9%	1,507	52.8%		

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	Learning how to read, write, and do some math is an important part of growing up.											
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	8	3.0%	8	3.0%	49	18.6%	62	23.6%	136	51.7%		
Alice High School	36	5.1%	34	4.8%	118	16.7%	143	20.2%	377	53.2%		
H. M. King High School	16	2.4%	27	4.1%	114	17.2%	150	22.6%	357	53.8%		
Miller High School	25	4.0%	35	5.6%	101	16.1%	133	21.1%	335	53.3%		
Mathis High School	1	0.3%	14	4.1%	41	12.0%	76	22.2%	210	61.4%		
Odem High School	10	4.0%	12	4.8%	39	15.7%	51	20.5%	137	55.0%		
All Campuses	96	3.4%	130	4.6%	462	16.2%	615	21.5%	1,552	54.4%		

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	Class projects allow me to better understand a topic we are studying.											
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	20	7.5%	27	10.2%	66	24.8%	75	28.2%	78	29.3%		
Alice High School	77	10.9%	87	12.3%	220	31.1%	168	23.7%	156	22.0%		
H. M. King High School	60	9.0%	94	14.1%	226	34.0%	154	23.2%	131	19.7%		
Miller High School	35	5.6%	52	8.3%	195	31.2%	161	25.8%	182	29.1%		
Mathis High School	9	2.7%	21	6.2%	79	23.3%	113	33.3%	117	34.5%		
Odem High School	15	6.0%	29	11.7%	69	27.8%	60	24.2%	75	30.2%		
All Campuses	216	7.6%	310	10.9%	855	30.0%	731	25.6%	739	25.9%		

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	When I have the wrong answer, my teacher helps me find the correct answer.											
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	22	8.3%	27	10.2%	75	28.2%	77	28.9%	65	24.4%		
Alice High School	62	8.7%	96	13.5%	242	34.1%	171	24.1%	139	19.6%		
H. M. King High School	61	9.2%	98	14.7%	209	31.4%	182	27.3%	116	17.4%		
Miller High School	29	4.7%	50	8.0%	171	27.4%	165	26.5%	208	33.4%		
Mathis High School	14	4.1%	30	8.9%	85	25.1%	114	33.7%	95	28.1%		
Odem High School	22	8.8%	27	10.8%	80	32.1%	58	23.3%	62	24.9%		
All Campuses	210	7.4%	328	11.5%	862	30.2%	767	26.9%	685	24.0%		

Table Continues

Table D.15. Please Indicate Your Agreement or Disagreement With Each Statement About Your Education and Schoolwork (Continued)

Campus	When I have a problem or a question, I am able to get the help or answers I need.									
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	16	6.0%	26	9.8%	82	30.8%	69	25.9%	73	27.4%
Alice High School	51	7.2%	76	10.7%	232	32.7%	181	25.5%	169	23.8%
H. M. King High School	45	6.7%	82	12.3%	204	30.6%	175	26.2%	161	24.1%
Miller High School	29	4.6%	46	7.4%	157	25.1%	181	29.0%	212	33.9%
Mathis High School	5	1.5%	30	8.8%	90	26.5%	104	30.6%	111	32.6%
Odem High School	19	7.6%	18	7.2%	76	30.5%	61	24.5%	75	30.1%
All Campuses	165	5.8%	278	9.7%	841	29.4%	771	27.0%	801	28.0%

Source: STAR High School Student Survey, spring 2009.

Table D.16. Please Indicate how Familiar You Are With Each Type of College and University

Campus	Community or junior or junior colleges (two-year programs)					
	Not familiar		Somewhat familiar		Very familiar	
	N	%	N	%	N	%
Falfurrias High School	61	23.1%	132	50.0%	71	26.9%
Alice High School	134	19.0%	392	55.5%	180	25.5%
H. M. King High School	152	23.0%	367	55.4%	143	21.6%
Miller High School	141	22.4%	324	51.4%	165	26.2%
Mathis High School	27	8.0%	185	55.1%	124	36.9%
Odem High School	37	15.0%	128	51.8%	82	33.2%
All Campuses	552	19.4%	1,528	53.7%	765	26.9%

Table Continues

Table D.16. Please Indicate how Familiar You Are With Each Type of College and University (Continued)

Campus	Four-year colleges or universities					
	Not familiar		Somewhat familiar		Very familiar	
	N	%	N	%	N	%
Falfurrias High School	33	12.5%	97	36.7%	134	50.8%
Alice High School	94	13.3%	242	34.3%	369	52.3%
H. M. King High School	102	15.4%	259	39.1%	301	45.5%
Miller High School	109	17.4%	262	41.7%	257	40.9%
Mathis High School	28	8.3%	127	37.7%	182	54.0%
Odem High School	33	13.4%	100	40.7%	113	45.9%
All Campuses	399	14.0%	1,087	38.2%	1,356	47.7%

Table Continues

Table D.16. Please Indicate how Familiar You Are With Each Type of College and University (Continued)

Campus	Vocational or technical schools					
	Not familiar		Somewhat familiar		Very familiar	
	N	%	N	%	N	%
Falfurrias High School	127	48.1%	100	37.9%	37	14.0%
Alice High School	341	48.5%	269	38.3%	93	13.2%
H. M. King High School	318	48.3%	262	39.8%	79	12.0%
Miller High School	279	44.4%	244	38.9%	105	16.7%
Mathis High School	127	38.1%	151	45.3%	55	16.5%
Odem High School	117	47.6%	96	39.0%	33	13.4%
All Campuses	1,309	46.2%	1,122	39.6%	402	14.2%

Source: STAR High School Student Survey, spring 2009.

Table D.17. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities

Campus	Visited a college or university														
	Not at all important			Not important			Neither important nor not important			Important			Very important		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias High School	15	5.7%		11	4.2%		50	19.0%		66	25.1%		121	46.0%	
Alice High School	36	5.1%		35	5.0%		150	21.2%		160	22.7%		325	46.0%	
H. M. King High School	37	5.6%		46	7.0%		164	24.8%		167	25.3%		246	37.3%	
Miller High School	53	8.5%		50	8.0%		163	26.0%		133	21.2%		227	36.3%	
Mathis High School	14	4.2%		10	3.0%		59	17.5%		72	21.4%		182	54.0%	
Odem High School	14	5.7%		6	2.4%		52	21.1%		55	22.3%		120	48.6%	
All Campuses	169	6.0%		158	5.6%		638	22.5%		653	23.0%		1,221	43.0%	

Table Continues

Table D.17. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Discussed college opportunities with a school counselor														
	Not at all important			Not important			Neither important nor not important			Important			Very important		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias High School	16	6.1%		14	5.3%		49	18.6%		77	29.3%		107	40.7%	
Alice High School	49	7.0%		49	7.0%		155	22.0%		180	25.6%		271	38.5%	
H. M. King High School	45	6.8%		64	9.7%		160	24.1%		177	26.7%		217	32.7%	
Miller High School	36	5.8%		46	7.4%		141	22.6%		151	24.2%		250	40.1%	
Mathis High School	29	8.6%		24	7.1%		76	22.4%		84	24.8%		126	37.2%	
Odem High School	29	11.7%		16	6.5%		66	26.7%		60	24.3%		76	30.8%	
All Campuses	204	7.2%		213	7.5%		647	22.8%		729	25.7%		1,047	36.9%	

Table Continues

Table D.17. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Discussed college opportunities with your teacher														
	Not at all important			Not important			Neither important nor not important			Important			Very important		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias High School	19	7.2%		22	8.3%		77	29.2%		70	26.5%		76	28.8%	
Alice High School	51	7.2%		83	11.8%		219	31.1%		180	25.6%		171	24.3%	
H. M. King High School	56	8.5%		102	15.5%		237	36.0%		148	22.5%		116	17.6%	
Miller High School	37	5.9%		64	10.2%		158	25.3%		162	25.9%		204	32.6%	
Mathis High School	14	4.2%		19	5.6%		69	20.5%		92	27.3%		143	42.4%	
Odem High School	20	8.1%		12	4.9%		80	32.5%		59	24.0%		75	30.5%	
All Campuses	197	6.9%		302	10.7%		840	29.6%		711	25.1%		785	27.7%	

Table Continues

Table D.17. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Discussed college opportunities with your parent(s) or guardian(s)														
	Not at all important			Not important			Neither important nor not important			Important			Very important		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias High School	14	5.3%		13	4.9%		49	18.6%		56	21.3%		131	49.8%	
Alice High School	27	3.8%		37	5.2%		127	18.0%		144	20.4%		371	52.5%	
H. M. King High School	29	4.4%		38	5.8%		119	18.0%		119	18.0%		355	53.8%	
Miller High School	38	6.1%		35	5.6%		125	20.1%		140	22.5%		284	45.7%	
Mathis High School	8	2.4%		12	3.5%		59	17.4%		67	19.8%		193	56.9%	
Odem High School	12	4.8%		12	4.8%		42	16.9%		57	23.0%		125	50.4%	
All Campuses	128	4.5%		147	5.2%		521	18.4%		583	20.5%		1,459	51.4%	

Table Continues

Table D.17. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Discussed college opportunities with a brother or sister														
	Not at all important			Not important			Neither important nor not important			Important			Very important		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias High School	36	13.6%		30	11.4%		67	25.4%		53	20.1%		78	29.5%	
Alice High School	91	12.9%		73	10.4%		181	25.7%		180	25.5%		180	25.5%	
H. M. King High School	117	17.8%		83	12.6%		168	25.5%		149	22.6%		142	21.5%	
Miller High School	79	12.7%		73	11.7%		151	24.2%		137	22.0%		183	29.4%	
Mathis High School	39	11.6%		36	10.7%		92	27.4%		78	23.2%		91	27.1%	
Odem High School	37	15.2%		29	11.9%		64	26.2%		48	19.7%		66	27.0%	
All Campuses	399	14.1%		324	11.4%		723	25.5%		645	22.8%		740	26.1%	

Table Continues

Table D.17. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Discussed college opportunities with another family member														
	Not at all important			Not important			Neither important nor not important			Important			Very important		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias High School	26	9.9%		30	11.4%		64	24.3%		64	24.3%		79	30.0%	
Alice High School	50	7.1%		68	9.6%		182	25.8%		192	27.2%		213	30.2%	
H. M. King High School	76	11.5%		74	11.2%		179	27.1%		178	26.9%		154	23.3%	
Miller High School	60	9.6%		66	10.5%		165	26.4%		145	23.2%		190	30.4%	
Mathis High School	22	6.5%		39	11.6%		87	25.9%		74	22.0%		114	33.9%	
Odem High School	26	10.4%		20	8.0%		61	24.5%		62	24.9%		80	32.1%	
All Campuses	260	9.2%		297	10.5%		738	26.0%		715	25.2%		830	29.2%	

Table Continues

Table D.17. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Looked at a guide to colleges and universities (e.g., Barron's)														
	Not at all important			Not important			Neither important nor not important			Important			Very important		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias High School	14	5.3%		21	8.0%		67	25.6%		62	23.7%		98	37.4%	
Alice High School	49	7.0%		64	9.1%		154	22.0%		183	26.1%		251	35.8%	
H. M. King High School	47	7.1%		78	11.8%		170	25.8%		167	25.3%		197	29.9%	
Miller High School	52	8.3%		67	10.7%		155	24.8%		136	21.8%		214	34.3%	
Mathis High School	19	5.7%		22	6.6%		72	21.5%		71	21.2%		151	45.1%	
Odem High School	15	6.1%		17	6.9%		51	20.8%		71	29.0%		91	37.1%	
All Campuses	196	6.9%		269	9.5%		669	23.7%		690	24.4%		1,002	35.5%	

Table Continues

Table D.17. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Commercials or advertisements (TV, online)														
	Not at all important			Not important			Neither important nor not important			Important			Very important		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias High School	36	13.7%		36	13.7%		81	30.8%		61	23.2%		49	18.6%	
Alice High School	90	12.8%		99	14.1%		226	32.2%		145	20.7%		142	20.2%	
H. M. King High School	99	15.0%		129	19.6%		199	30.2%		126	19.1%		106	16.1%	
Miller High School	62	10.0%		89	14.3%		185	29.7%		158	25.4%		128	20.6%	
Mathis High School	41	12.3%		50	15.0%		90	27.0%		69	20.7%		83	24.9%	
Odem High School	34	13.7%		38	15.3%		82	32.9%		55	22.1%		40	16.1%	
All Campuses	362	12.8%		441	15.6%		863	30.5%		614	21.7%		548	19.4%	

Table Continues

Table D.17. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Other											
	Not at all important		Not important		Neither important nor not important		Important		Very important			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	40	29.4%	16	11.8%	42	30.9%	16	11.8%	22	16.2%		
Alice High School	110	32.4%	26	7.7%	96	28.3%	40	11.8%	67	19.8%		
H. M. King High School	123	35.9%	35	10.2%	89	25.9%	35	10.2%	61	17.8%		
Miller High School	128	29.0%	44	10.0%	127	28.7%	54	12.2%	89	20.1%		
Mathis High School	62	36.7%	16	9.5%	34	20.1%	18	10.7%	39	23.1%		
Odem High School	36	31.3%	11	9.6%	33	28.7%	21	18.3%	14	12.2%		
All Campuses	499	32.3%	148	9.6%	421	27.3%	184	11.9%	292	18.9%		

Source: STAR High School Student Survey, spring 2009.

Table D.18. How Often Does Each of the Following Occur?

Campus	My parent(s) or guardian talks to me about my grades.											
	Never		Rarely		Sometimes		Often					
	N	%	N	%	N	%	N	%				
Falfurrias High School	13	4.9%	33	12.4%	82	30.8%	138	51.9%				
Alice High School	23	3.2%	73	10.3%	233	32.9%	379	53.5%				
H. M. King High School	28	4.2%	97	14.6%	245	37.0%	293	44.2%				
Miller High School	31	5.0%	85	13.6%	237	38.0%	271	43.4%				
Mathis High School	10	3.0%	40	11.8%	122	36.1%	166	49.1%				
Odem High School	11	4.4%	24	9.6%	84	33.7%	130	52.2%				
All Campuses	116	4.1%	352	12.4%	1,003	35.2%	1,377	48.3%				

Table Continues

Table D.18. How Often Does Each of the Following Occur? (Continued)

Campus	My parent(s) or guardian talks to me about attending college.											
	Never		Rarely		Sometimes		Often					
	N	%	N	%	N	%	N	%				
Falfurrias High School	9	3.4%	34	12.8%	91	34.2%	132	49.6%				
Alice High School	27	3.8%	75	10.6%	237	33.5%	369	52.1%				
H. M. King High School	33	5.0%	95	14.4%	265	40.1%	268	40.5%				
Miller High School	38	6.1%	80	12.9%	219	35.4%	282	45.6%				
Mathis High School	14	4.2%	37	11.0%	111	32.9%	175	51.9%				
Odem High School	12	4.9%	29	11.7%	79	32.0%	127	51.4%				
All Campuses	133	4.7%	350	12.3%	1,002	35.3%	1,353	47.7%				

Table Continues

Table D.18. How Often Does Each of the Following Occur? (Continued)

Campus	My school counselor talks to me about my grades.											
	Never		Rarely		Sometimes		Often					
	N	%	N	%	N	%	N	%				
Falfurrias High School	35	13.2%	73	27.4%	112	42.1%	46	17.3%				
Alice High School	158	22.4%	218	30.9%	242	34.3%	87	12.3%				
H. M. King High School	178	27.1%	244	37.1%	166	25.2%	70	10.6%				
Miller High School	80	12.9%	168	27.2%	247	40.0%	123	19.9%				
Mathis High School	114	34.0%	112	33.4%	66	19.7%	43	12.8%				
Odem High School	116	47.0%	70	28.3%	41	16.6%	20	8.1%				
All Campuses	681	24.1%	885	31.3%	874	30.9%	389	13.8%				

Table Continues

Table D.18. How Often Does Each of the Following Occur? (Continued)

Campus	My school counselor talks to me about attending college.											
	Never		Rarely		Sometimes		Often		Rarely		Often	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	21	7.9%	56	21.1%	115	43.4%	73	27.5%				
Alice High School	100	14.2%	173	24.6%	277	39.4%	153	21.8%				
H. M. King High School	182	27.7%	203	30.9%	180	27.4%	93	14.1%				
Miller High School	75	12.1%	154	24.9%	247	39.9%	143	23.1%				
Mathis High School	111	33.0%	79	23.5%	87	25.9%	59	17.6%				
Odem High School	98	39.7%	63	25.5%	59	23.9%	27	10.9%				
All Campuses	587	20.8%	728	25.7%	965	34.1%	548	19.4%				

Table Continues

Table D.18. How Often Does Each of the Following Occur? (Continued)

Campus	My teacher(s) talks to me about my grades.											
	Never		Rarely		Sometimes		Often		Rarely		Often	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	15	5.7%	57	21.5%	96	36.2%	97	36.6%				
Alice High School	54	7.7%	112	15.9%	325	46.2%	212	30.2%				
H. M. King High School	67	10.2%	148	22.5%	282	42.9%	161	24.5%				
Miller High School	26	4.2%	87	14.1%	290	47.0%	214	34.7%				
Mathis High School	10	3.0%	35	10.6%	127	38.4%	159	48.0%				
Odem High School	23	9.4%	39	15.9%	96	39.2%	87	35.5%				
All Campuses	195	6.9%	478	17.0%	1,216	43.1%	930	33.0%				

Table Continues

Table D.18. How Often Does Each of the Following Occur? (Continued)

Campus	My teacher(s) talks to me about attending college.											
	Never		Rarely		Sometimes		Often					
	N	%	N	%	N	%	N	%				
Falfurrias High School	26	9.8%	54	20.5%	102	38.6%	82	31.1%				
Alice High School	76	10.9%	164	23.4%	285	40.7%	175	25.0%				
H. M. King High School	100	15.2%	176	26.7%	253	38.4%	130	19.7%				
Miller High School	42	6.8%	98	15.9%	275	44.7%	200	32.5%				
Mathis High School	17	5.1%	54	16.1%	112	33.4%	152	45.4%				
Odem High School	28	11.4%	55	22.4%	89	36.2%	74	30.1%				
All Campuses	289	10.3%	601	21.3%	1,116	39.6%	813	28.8%				

Table Continues

Table D.18. How Often Does Each of the Following Occur? (Continued)

Campus	Someone else talks to me about my grades.											
	Never		Rarely		Sometimes		Often					
	N	%	N	%	N	%	N	%				
Falfurrias High School	67	25.5%	60	22.8%	83	31.6%	53	20.2%				
Alice High School	146	20.7%	184	26.1%	234	33.2%	140	19.9%				
H. M. King High School	177	26.9%	182	27.6%	190	28.8%	110	16.7%				
Miller High School	134	21.8%	132	21.5%	210	34.2%	138	22.5%				
Mathis High School	66	19.6%	74	22.0%	109	32.3%	88	26.1%				
Odem High School	60	24.3%	50	20.2%	89	36.0%	48	19.4%				
All Campuses	650	23.0%	682	24.2%	915	32.4%	577	20.4%				

Table Continues

Table D.18. How Often Does Each of the Following Occur? (Continued)

Campus	Someone else talks to me about attending college.											
	Never		Rarely		Sometimes		Often					
	N	%	N	%	N	%	N	%				
Falfurrias High School	57	23.1%	46	18.6%	80	32.4%	64	25.9%				
Alice High School	151	22.7%	139	20.9%	238	35.8%	137	20.6%				
H. M. King High School	162	25.7%	157	24.9%	196	31.1%	116	18.4%				
Miller High School	140	23.7%	107	18.1%	202	34.2%	142	24.0%				
Mathis High School	67	21.1%	52	16.4%	104	32.8%	94	29.7%				
Odem High School	62	25.8%	44	18.3%	80	33.3%	54	22.5%				
All Campuses	639	23.7%	545	20.3%	900	33.4%	607	22.6%				

Source: STAR High School Student Survey, spring 2009.

Table D.19. Has Anyone Talked to You About College Entrance Requirements?

Campus	A GEAR UP, STAR representative				My parent(s) or guardian			
	No		Yes		No		Yes	
	N	%	N	%	N	%	N	%
Falfurrias High School	188	68.6%	86	31.4%	107	39.1%	167	60.9%
Alice High School	501	69.3%	222	30.7%	242	33.5%	481	66.5%
H. M. King High School	542	76.4%	167	23.6%	296	41.7%	413	58.3%
Miller High School	579	85.8%	96	14.2%	337	49.9%	338	50.1%
Mathis High School	281	78.9%	75	21.1%	141	39.6%	215	60.4%
Odem High School	198	78.0%	56	22.0%	96	37.8%	158	62.2%
All Campuses	2,289	76.5%	702	23.5%	1,219	40.8%	1,772	59.2%

Table Continues

Table D.19. Has Anyone Talked to You About College Entrance Requirements? (Continued)

Campus	My school counselor				My teacher(s)			
	No		Yes		No		Yes	
	N	%	N	%	N	%	N	%
Falfurrias High School	94	34.3%	180	65.7%	160	58.4%	114	41.6%
Alice High School	276	38.2%	447	61.8%	405	56.0%	318	44.0%
H. M. King High School	415	58.5%	294	41.5%	486	68.5%	223	31.5%
Miller High School	325	48.1%	350	51.9%	331	49.0%	344	51.0%
Mathis High School	231	64.9%	125	35.1%	104	29.2%	252	70.8%
Odem High School	166	65.4%	88	34.6%	116	45.7%	138	54.3%
All Campuses	1,507	50.4%	1,484	49.6%	1,602	53.6%	1,389	46.4%

Table Continues

Table D.19. Has Anyone Talked to You About College Entrance Requirements? (Continued)

Campus	My principal or assistant principal				My brother or sister			
	No		Yes		No		Yes	
	N	%	N	%	N	%	N	%
Falfurrias High School	236	86.1%	38	13.9%	182	66.4%	92	33.6%
Alice High School	660	91.3%	63	8.7%	485	67.1%	238	32.9%
H. M. King High School	671	94.6%	38	5.4%	492	69.4%	217	30.6%
Miller High School	535	79.3%	140	20.7%	476	70.5%	199	29.5%
Mathis High School	253	71.1%	103	28.9%	253	71.1%	103	28.9%
Odem High School	215	84.6%	39	15.4%	166	65.4%	88	34.6%
All Campuses	2,570	85.9%	421	14.1%	2,054	68.7%	937	31.3%

Table Continues

Table D.19. Has Anyone Talked to You About College Entrance Requirements? (Continued)

Campus	Another family member			No one has spoken to me about college entrance requirements.			Other					
	No		Yes	No		Yes	No		Yes			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	160	58.4%	114	41.6%	247	90.1%	27	9.9%	258	94.2%	16	5.8%
Alice High School	415	57.4%	308	42.6%	668	92.4%	55	7.6%	685	94.7%	38	5.3%
H. M. King High School	439	61.9%	270	38.1%	619	87.3%	90	12.7%	646	91.1%	63	8.9%
Miller High School	457	67.7%	218	32.3%	604	89.5%	71	10.5%	627	92.9%	48	7.1%
Mathis High School	193	54.2%	163	45.8%	330	92.7%	26	7.3%	337	94.7%	19	5.3%
Odem High School	140	55.1%	114	44.9%	223	87.8%	31	12.2%	232	91.3%	22	8.7%
All Campuses	1,804	60.3%	1,187	39.7%	2,691	90.0%	300	10.0%	2,785	93.1%	206	6.9%

Source: STAR High School Student Survey, spring 2009.

Table D.20. Has Anyone Talked to You About Financial Aid Opportunities?

Campus	A GEAR UP, STAR representative			My parent(s) or guardian				
	No		Yes	No		Yes		
	N	%	N	%	N	%		
Falfurrias High School	212	77.4%	62	22.6%	160	58.4%	114	41.6%
Alice High School	538	74.4%	185	25.6%	326	45.1%	397	54.9%
H. M. King High School	590	83.2%	119	16.8%	401	56.6%	308	43.4%
Miller High School	586	86.8%	89	13.2%	415	61.5%	260	38.5%
Mathis High School	299	84.0%	57	16.0%	192	53.9%	164	46.1%
Odem High School	204	80.3%	50	19.7%	122	48.0%	132	52.0%
All Campuses	2,429	81.2%	562	18.8%	1,616	54.0%	1,375	46.0%

Table Continues

Table D.20. Has Anyone Talked to You About Financial Aid Opportunities? (Continued)

Campus	My school counselor				My teacher(s)			
	No		Yes		No		Yes	
	N	%	N	%	N	%	N	%
Falfurrias High School	127	46.4%	147	53.6%	219	79.9%	55	20.1%
Alice High School	368	50.9%	355	49.1%	558	77.2%	165	22.8%
H. M. King High School	506	71.4%	203	28.6%	583	82.2%	126	17.8%
Miller High School	382	56.6%	293	43.4%	427	63.3%	248	36.7%
Mathis High School	253	71.1%	103	28.9%	186	52.2%	170	47.8%
Odem High School	193	76.0%	61	24.0%	163	64.2%	91	35.8%
All Campuses	1,829	61.2%	1,162	38.8%	2,136	71.4%	855	28.6%

Table Continues

Table D.20. Has Anyone Talked to You About Financial Aid Opportunities? (Continued)

Campus	My principal or assistant principal				My brother or sister			
	No		Yes		No		Yes	
	N	%	N	%	N	%	N	%
Falfurrias High School	256	93.4%	18	6.6%	218	79.6%	56	20.4%
Alice High School	690	95.4%	33	4.6%	568	78.6%	155	21.4%
H. M. King High School	690	97.3%	19	2.7%	584	82.4%	125	17.6%
Miller High School	579	85.8%	96	14.2%	541	80.1%	134	19.9%
Mathis High School	280	78.7%	76	21.3%	294	82.6%	62	17.4%
Odem High School	233	91.7%	21	8.3%	199	78.3%	55	21.7%
All Campuses	2,728	91.2%	263	8.8%	2,404	80.4%	587	19.6%

Table Continues

Table D.20. Has Anyone Talked to You About Financial Aid Opportunities? (Continued)

Campus	Another family member				No one has spoken to me about financial aid opportunities.				Other			
	No		Yes		No		Yes		No		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	214	78.1%	60	21.9%	218	79.6%	56	20.4%	260	94.9%	14	5.1%
Alice High School	547	75.7%	176	24.3%	605	83.7%	118	16.3%	688	95.2%	35	4.8%
H. M. King High School	551	77.7%	158	22.3%	545	76.9%	164	23.1%	662	93.4%	47	6.6%
Miller High School	543	80.4%	132	19.6%	554	82.1%	121	17.9%	633	93.8%	42	6.2%
Mathis High School	270	75.8%	86	24.2%	298	83.7%	58	16.3%	338	94.9%	18	5.1%
Odem High School	193	76.0%	61	24.0%	204	80.3%	50	19.7%	238	93.7%	16	6.3%
All Campuses	2,318	77.5%	673	22.5%	2,424	81.0%	567	19.0%	2,819	94.2%	172	5.8%

Source: STAR High School Student Survey, spring 2009.

Table D.21. Do You Think That You Could Afford to Attend Each of the Following Using Financial Aid, Scholarships, and Your Family's Resources?

Campus	A four-year college or university											
	Definitely		Probably		Not sure		Probably not		Definitely not			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	41	15.8%	98	37.8%	80	30.9%	26	10.0%	14	5.4%		
Alice High School	182	26.3%	270	39.1%	168	24.3%	45	6.5%	26	3.8%		
H. M. King High School	136	21.0%	267	41.1%	186	28.7%	41	6.3%	19	2.9%		
Miller High School	112	18.8%	219	36.7%	178	29.8%	52	8.7%	36	6.0%		
Mathis High School	68	21.1%	116	36.0%	95	29.5%	30	9.3%	13	4.0%		
Odem High School	75	30.4%	68	27.5%	77	31.2%	15	6.1%	12	4.9%		
All Campuses	614	22.2%	1,038	37.5%	784	28.4%	209	7.6%	120	4.3%		

Table Continues

Table D.21. Do You Think That You Could Afford to Attend Each of the Following Using Financial Aid, Scholarships, and Your Family's Resources? (Continued)

Campus	A community or junior college											
	Definitely		Probably		Not sure		Probably not		Definitely not			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	68	25.8%	108	40.9%	59	22.3%	10	3.8%	19	7.2%		
Alice High School	246	35.6%	246	35.6%	154	22.3%	25	3.6%	20	2.9%		
H. M. King High School	209	32.4%	250	38.8%	144	22.3%	25	3.9%	17	2.6%		
Miller High School	143	24.2%	239	40.5%	151	25.6%	34	5.8%	23	3.9%		
Mathis High School	113	35.3%	116	36.2%	77	24.1%	8	2.5%	6	1.9%		
Odem High School	78	32.0%	91	37.3%	58	23.8%	10	4.1%	7	2.9%		
All Campuses	857	31.1%	1,050	38.1%	643	23.3%	112	4.1%	92	3.3%		

Table Continues

Table D.21. Do You Think That You Could Afford to Attend Each of the Following Using Financial Aid, Scholarships, and Your Family's Resources? (Continued)

Campus	A vocational or technical school											
	Definitely		Probably		Not sure		Probably not		Definitely not			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	50	19.4%	74	28.7%	88	34.1%	21	8.1%	25	9.7%		
Alice High School	175	25.6%	205	30.0%	216	31.6%	44	6.4%	44	6.4%		
H. M. King High School	145	22.6%	177	27.5%	238	37.0%	42	6.5%	41	6.4%		
Miller High School	92	15.7%	166	28.3%	232	39.5%	53	9.0%	44	7.5%		
Mathis High School	77	24.5%	79	25.2%	120	38.2%	24	7.6%	14	4.5%		
Odem High School	54	22.2%	71	29.2%	77	31.7%	16	6.6%	25	10.3%		
All Campuses	593	21.7%	772	28.3%	971	35.6%	200	7.3%	193	7.1%		

Source: STAR High School Student Survey, spring 2009.

Table D.22. Indicate Whether You Have Taken, Plan to Take, or Will Not Take Each of the Following College Entrance Examinations

Campus	PSAT							
	Have taken		Plan to take		Will not take		Unsure	
	N	%	N	%	N	%	N	%
Falfurrias High School	88	35.2%	44	17.6%	24	9.6%	94	37.6%
Alice High School	286	44.1%	117	18.1%	55	8.5%	190	29.3%
H. M. King High School	252	40.1%	172	27.4%	44	7.0%	160	25.5%
Miller High School	234	40.8%	119	20.8%	38	6.6%	182	31.8%
Mathis High School	202	64.1%	41	13.0%	12	3.8%	60	19.0%
Odem High School	71	29.8%	82	34.5%	19	8.0%	66	27.7%
All Campuses	1,133	42.7%	575	21.7%	192	7.2%	752	28.4%

Table Continues

Table D.22. Indicate Whether You Have Taken, Plan to Take, or Will Not Take Each of the Following College Entrance Examinations (Continued)

Campus	PLAN							
	Have taken		Plan to take		Will not take		Unsure	
	N	%	N	%	N	%	N	%
Falfurrias High School	1	0.4%	43	18.3%	44	18.7%	147	62.6%
Alice High School	10	1.6%	80	13.1%	140	22.9%	382	62.4%
H. M. King High School	6	1.0%	115	18.8%	92	15.1%	398	65.1%
Miller High School	8	1.5%	125	23.4%	77	14.4%	324	60.7%
Mathis High School	2	0.7%	52	18.6%	44	15.8%	181	64.9%
Odem High School	99	41.4%	68	28.5%	14	5.9%	58	24.3%
All Campuses	126	5.0%	483	19.2%	411	16.4%	1,490	59.4%

Table Continues

Table D.22. Indicate Whether You Have Taken, Plan to Take, or Will Not Take Each of the Following College Entrance Examinations (Continued)

Campus	SAT										
	Have taken			Plan to take			Will not take			Unsure	
	N	%		N	%		N	%		N	%
Falfurrias High School	12	4.8%		129	51.8%		25	10.0%		83	33.3%
Alice High School	70	11.0%		323	50.5%		62	9.7%		184	28.8%
H. M. King High School	40	6.4%		416	66.1%		39	6.2%		134	21.3%
Miller High School	102	17.9%		274	48.2%		20	3.5%		173	30.4%
Mathis High School	52	17.9%		144	49.7%		18	6.2%		76	26.2%
Odem High School	14	5.9%		147	61.8%		24	10.1%		53	22.3%
All Campuses	290	11.1%		1,433	54.8%		188	7.2%		703	26.9%

Table Continues

Table D.22. Indicate Whether You Have Taken, Plan to Take, or Will Not Take Each of the Following College Entrance Examinations (Continued)

Campus	ACT										
	Have taken			Plan to take			Will not take			Unsure	
	N	%		N	%		N	%		N	%
Falfurrias High School	28	11.3%		122	49.4%		14	5.7%		83	33.6%
Alice High School	257	40.0%		236	36.8%		16	2.5%		133	20.7%
H. M. King High School	72	11.7%		365	59.1%		28	4.5%		153	24.8%
Miller High School	46	8.4%		226	41.2%		41	7.5%		235	42.9%
Mathis High School	115	39.9%		94	32.6%		8	2.8%		71	24.7%
Odem High School	71	30.2%		111	47.2%		6	2.6%		47	20.0%
All Campuses	589	22.8%		1,154	44.8%		113	4.4%		722	28.0%

Table Continues

Table D.22. Indicate Whether You Have Taken, Plan to Take, or Will Not Take Each of the Following College Entrance Examinations (Continued)

Campus	THEA											
	Have taken			Plan to take			Will not take			Unsure		
	N	%		N	%		N	%		N	%	
Falfurrias High School	8	3.4%		61	25.6%		27	11.3%		142	59.7%	
Alice High School	22	3.7%		99	16.5%		117	19.5%		361	60.3%	
H. M. King High School	11	1.8%		118	19.6%		81	13.5%		392	65.1%	
Miller High School	152	26.7%		207	36.4%		34	6.0%		176	30.9%	
Mathis High School	27	9.9%		88	32.4%		21	7.7%		136	50.0%	
Odem High School	12	5.1%		149	63.7%		12	5.1%		61	26.1%	
All Campuses	232	9.2%		722	28.7%		292	11.6%		1,268	50.4%	

Source: STAR High School Student Survey, spring 2009.

Table D.23. Which Graduation Plan Are You Currently Pursuing?

Campus	Which graduation plan are you currently pursuing?														
	Distinguished Achievement Program			Recommended High School Program			Minimum Graduation Plan			Unsure			Other		
	N	%		N	%		N	%		N	%		N	%	
Falfurrias High School	97	37.7%		116	45.1%		12	4.7%		30	11.7%		2	0.8%	
Alice High School	185	27.6%		298	44.4%		44	6.6%		139	20.7%		5	0.7%	
H. M. King High School	161	25.6%		244	38.9%		27	4.3%		187	29.8%		9	1.4%	
Miller High School	142	24.9%		184	32.2%		43	7.5%		195	34.2%		7	1.2%	
Mathis High School	140	44.7%		87	27.8%		10	3.2%		75	24.0%		1	0.3%	
Odem High School	51	21.2%		124	51.5%		10	4.1%		53	22.0%		3	1.2%	
All Campuses	776	28.9%		1,053	39.3%		146	5.4%		679	25.3%		27	1.0%	

Source: STAR High School Student Survey, spring 2009.

Table D.24. What Is the Highest Level of Education That You Plan to Earn?

Education Level	Falfurrias High School		Alice High School		H. M. King High School		Miller High School		Mathis High School		Odem High School		All Campuses	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Less than high school	1	0.4%	1	0.1%	2	0.3%	2	0.3%	0	0.0%	2	0.8%	8	0.3%
High school	26	9.8%	38	5.5%	31	4.8%	42	7.0%	18	5.6%	14	5.7%	169	6.1%
High school plus vocational school	5	1.9%	12	1.8%	16	2.5%	13	2.2%	3	0.9%	6	2.4%	55	2.0%
Associate's degree	21	7.9%	47	6.9%	47	7.2%	51	8.5%	33	10.3%	21	8.6%	220	8.0%
Some college but less than a four-year degree (not an associate's degree)	15	5.6%	33	4.8%	30	4.6%	53	8.8%	22	6.9%	15	6.1%	168	6.1%
Bachelor's degree	82	30.8%	230	33.6%	228	35.0%	179	29.9%	99	31.0%	91	37.1%	909	32.9%
Graduate or professional degree	61	22.9%	233	34.0%	195	30.0%	135	22.5%	98	30.7%	63	25.7%	785	28.4%
Don't know	55	20.7%	91	13.3%	102	15.7%	124	20.7%	46	14.4%	33	13.5%	451	16.3%

Source: STAR High School Student Survey, spring 2009.

Table D.25. 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

Campus	Application status to a four-year college or university											
	Will not apply			Plan to apply			Have applied			Have been accepted		
	N	%		N	%		N	%		N	%	
Falfurrias High School	10	25.0%	16	40.0%	8	20.0%	6	15.0%				
Alice High School	17	13.8%	14	11.4%	13	10.6%	79	64.2%				
H. M. King High School	13	17.6%	34	45.9%	15	20.3%	12	16.2%				
Miller High School	30	19.2%	63	40.4%	24	15.4%	39	25.0%				
Mathis High School	5	9.4%	3	5.7%	27	50.9%	18	34.0%				
Odem High School	8	15.4%	16	30.8%	10	19.2%	18	34.6%				
All Campuses	83	16.7%	146	29.3%	97	19.5%	172	34.5%				

Table Continues

Table D.25. 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 (Continued)

Campus	Application status to a community or junior college							
	Will not apply		Plan to apply		Have applied		Have been accepted	
	N	%	N	%	N	%	N	%
Falfurrias High School	7	15.9%	20	45.5%	7	15.9%	10	22.7%
Alice High School	61	50.8%	26	21.7%	8	6.7%	25	20.8%
H. M. King High School	37	50.0%	31	41.9%	4	5.4%	2	2.7%
Miller High School	34	21.8%	62	39.7%	29	18.6%	31	19.9%
Mathis High School	6	11.3%	5	9.4%	24	45.3%	18	34.0%
Odem High School	16	32.0%	14	28.0%	10	20.0%	10	20.0%
All Campuses	161	32.4%	158	31.8%	82	16.5%	96	19.3%

Table Continues

Table D.25. 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 (Continued)

Campus	Application status to a vocational or technical school							
	Will not apply		Plan to apply		Have applied		Have been accepted	
	N	%	N	%	N	%	N	%
Falfurrias High School	26	63.4%	12	29.3%	3	7.3%	0	0.0%
Alice High School	96	82.1%	10	8.5%	1	0.9%	10	8.5%
H. M. King High School	50	72.5%	13	18.8%	0	0.0%	6	8.7%
Miller High School	86	58.5%	43	29.3%	11	7.5%	7	4.8%
Mathis High School	31	59.6%	9	17.3%	4	7.7%	8	15.4%
Odem High School	33	68.8%	12	25.0%	2	4.2%	1	2.1%
All Campuses	322	67.9%	99	20.9%	21	4.4%	32	6.8%

Source: STAR High School Student Survey, spring 2009.

Table D.26. 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?

Campus	Nothing is likely to prevent me from attending a college or university.				It costs too much/can't afford it.			
	No		Yes		No		Yes	
	N	%	N	%	N	%	N	%
Falfurrias High School	20	44.4%	25	55.6%	29	64.4%	16	35.6%
Alice High School	53	40.5%	78	59.5%	89	67.9%	42	32.1%
H. M. King High School	41	51.2%	39	48.8%	48	60.0%	32	40.0%
Miller High School	98	56.6%	75	43.4%	120	69.4%	53	30.6%
Mathis High School	25	46.3%	29	53.7%	31	57.4%	23	42.6%
Odem High School	34	65.4%	18	34.6%	31	59.6%	21	40.4%
All Campuses	271	50.7%	264	49.3%	348	65.0%	187	35.0%

Table Continues

Table D.26. 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? (Continued)

Campus	I need/want to work.				I am not interested in college.			
	No		Yes		No		Yes	
	N	%	N	%	N	%	N	%
Falfurrias High School	26	57.8%	19	42.2%	43	95.6%	2	4.4%
Alice High School	113	86.3%	18	13.7%	127	96.9%	4	3.1%
H. M. King High School	60	75.0%	20	25.0%	77	96.2%	3	3.8%
Miller High School	136	78.6%	37	21.4%	165	95.4%	8	4.6%
Mathis High School	39	72.2%	15	27.8%	53	98.1%	1	1.9%
Odem High School	37	71.2%	15	28.8%	50	96.2%	2	3.8%
All Campuses	411	76.8%	124	23.2%	515	96.3%	20	3.7%

Table Continues

Table D.26. 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? (Continued)

Campus	I want to go into the military.			I have responsibilities to family.		
	No		Yes	No		Yes
	N	%	N	%	N	%
Falfurrias High School	41	91.1%	4	8.9%	41	91.1%
Alice High School	130	99.2%	1	0.8%	123	93.9%
H. M. King High School	75	93.8%	5	6.2%	72	90.0%
Miller High School	163	94.2%	10	5.8%	156	90.2%
Mathis High School	51	94.4%	3	5.6%	48	88.9%
Odem High School	47	90.4%	5	9.6%	45	86.5%
All Campuses	507	94.8%	28	5.2%	485	90.7%

Table Continues

Table D.26. 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? (Continued)

Campus	College is too far from home.			My grades are not good enough.		
	No		Yes	No		Yes
	N	%	N	%	N	%
Falfurrias High School	41	91.1%	4	8.9%	39	86.7%
Alice High School	129	98.5%	2	1.5%	119	90.8%
H. M. King High School	78	97.5%	2	2.5%	69	86.2%
Miller High School	165	95.4%	8	4.6%	149	86.1%
Mathis High School	54	100.0%	0	.0%	47	87.0%
Odem High School	50	96.2%	2	3.8%	39	75.0%
All Campuses	517	96.6%	18	3.4%	462	86.4%

Table Continues

Table D.26. 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? (Continued)

Campus	I have a disability.				I want to get married.				Other			
	No		Yes		No		Yes		No		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	44	97.8%	1	2.2%	44	97.8%	1	2.2%	42	93.3%	3	6.7%
Alice High School	130	99.2%	1	0.8%	128	97.7%	3	2.3%	128	97.7%	3	2.3%
H. M. King High School	76	95.0%	4	5.0%	78	97.5%	2	2.5%	77	96.2%	3	3.8%
Miller High School	165	95.4%	8	4.6%	169	97.7%	4	2.3%	161	93.1%	12	6.9%
Mathis High School	52	96.3%	2	3.7%	53	98.1%	1	1.9%	51	94.4%	3	5.6%
Odem High School	50	96.2%	2	3.8%	50	96.2%	2	3.8%	51	98.1%	1	1.9%
All Campuses	517	96.6%	18	3.4%	522	97.6%	13	2.4%	510	95.3%	25	4.7%

Source: STAR High School Student Survey, spring 2009.

APPENDIX E

INSTRUMENTS AND PROTOCOLS

SURVEYS

Teacher, Counselor, and Librarian Survey

High School Student Survey

Middle School Student Survey

Parent Telephone Survey

PROTOCOLS

District Coordinator Interview

Campus Administrator Interview

Counselor Interview

Teacher Focus Group-Moderator's Guide

Partner Organization Interview

Classroom Observation Form

GEAR UP - Students Training for Academic Readiness (STAR) Teacher, Counselor, and Librarian Survey-2009

This survey is part of the evaluation of the GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) project, also known 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

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) The principal consults with staff before making decisions that may affect our ability to work in vertical teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) In this school, there are clear expectations that all students will be prepared for postsecondary educational opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I incorporate information about college readiness into my content-area lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Teachers in this school are continually learning and seeking new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) The principal in my school actively encourages teachers to pursue professional development geared towards AP strategies and vertical teaming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Teachers are not afraid to learn about new educational approaches and use them with their class(es).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) I have received sufficient training to incorporate AP strategies in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Parents support our school's emphasis on college readiness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) The principal is an effective leader for vertical teams in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Overall, considering the uses of vertical teams in my school today, I am confident that this use is leading to increased student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) The principal encourages teachers to be innovative and try new methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) GEAR UP goals are clearly communicated to parents and the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) The principal is willing to support--through funding or manpower--teachers' efforts at vertical teaming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) Teachers receive adequate administrative support to incorporate vertical teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p) Teachers and administrators rely on research-proven teaching and learning principles in making decisions about instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q) When our school has professional development focused on vertical teams, the principal often participates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r) The surrounding community actively supports our emphasis on college readiness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s) Teachers in this school are generally supportive of vertical teaming efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t) This school provides a variety of opportunities for parent involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u) GEAR UP goals are clearly communicated to staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v) I am aware of an advisory committee that assists with GEAR UP implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w) I have received sufficient training to use student test scores and achievement/accountability data in planning individual academic programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Post-secondary admissions requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Post-secondary financial aid, scholarships, or college applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) ACT/SAT preparation/testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Career counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Vocational and technical programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Post-secondary admissions requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Post-secondary financial aid, scholarships, or college applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) ACT/SAT preparation/testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Career counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Vocational and technical programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 2008 - July 2009).

	Yes	No
a) I have attended or will attend a vertical teaming training this year.	<input type="radio"/>	<input type="radio"/>
b) My school requires that I participate in vertical team training.	<input type="radio"/>	<input type="radio"/>
c) My school provides release time or paid time to participate in vertical team <u>training</u> .	<input type="radio"/>	<input type="radio"/>
d) My school provides release time or paid time to participate in vertical team <u>planning</u> .	<input type="radio"/>	<input type="radio"/>
e) My school provides release time or paid time for team curriculum writing.	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Inadequate leadership or guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Insufficient teacher participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Poor communication between teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Teacher turnover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Vertical teaming is not a priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. What needs to be in place in your school to make vertical teaming effective?

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

Teacher

Counselor

Librarian

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Providing support for students' career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Helping students plan and prepare for postsecondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Assisting students with matters related to personal growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Coordinating GEAR UP activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Providing parents with college planning information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Providing parents with support and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
 - _____ i) Providing parents with college planning information
 - _____ j) Providing parents/families with non-academic support and services
- _____ TOTAL (out of 100)

Click to continue, then hit next button

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 of students)
 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

<u>As a teacher I...</u>	Never	Rarely	Sometimes	Often	Almost Daily
a) have informal discussions with colleagues regarding strategies for vertical teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) receive feedback from other teachers based on their observations of my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) provide feedback to other teachers based on my observations of their teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) consult with other teachers about students' academic performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) work with a subject-area peer(s) on my campus to develop a lesson plan or class activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) work with a subject-area peer(s) from a feeder pattern campus to develop a lesson plan or class activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) work with a colleague(s) in a different subject area to develop a lesson plan or class activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) receive vertical team coaching or mentoring from an external (non-school) source such as a professional curriculum developer, or university faculty fellow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ADVANCED PLACEMENT

19. I am teaching one or more AP courses this school year. Yes No

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? Yes No

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

25. Did you attend a university Faculty Fellows orientation meeting? Yes No

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. Why not?

Click to continue, then hit the next button



28. 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:

29. 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

30. What were the most useful or effective activities involving your university Faculty Fellow mentor?

31. How could the university Faculty Fellows program be improved?

To complete the survey, please hit the submit button.

THANK YOU FOR YOUR PARTICIPATION

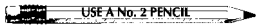


P.O. Box 679002, Austin, TX 78767-9002
www.tcer.org

Students Training for Academic Readiness (STAR) High School Student Survey--Spring 2009

MARKING INSTRUCTIONS

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



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

Date of Birth								
MONTH			DAY			YEAR		
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

1. 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 (including 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 courses or programs are you enrolled in this year? **(Mark all that apply.)**

- | | |
|---|--|
| <input type="checkbox"/> Basic Math or Math Models with | <input type="checkbox"/> Gifted and Talented program |
| <input type="checkbox"/> Applications | <input type="checkbox"/> Career and Technology courses |
| <input type="checkbox"/> Algebra 1 | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Algebra 2 | <input type="checkbox"/> Pre-AP or AP courses |
| <input type="checkbox"/> Geometry | |
| <input type="checkbox"/> Pre-Calculus | |
| <input type="checkbox"/> Calculus | |
| <input type="checkbox"/> Other math course (please list): | |
- _____

8. What Pre-AP or AP courses are you taking? (please list)

9. 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.

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.)**

- | | |
|---|---|
| <input type="radio"/> 10% (Top of class rank) | <input type="radio"/> 60% |
| <input type="radio"/> 20% | <input type="radio"/> 70% |
| <input type="radio"/> 30% | <input type="radio"/> 80% |
| <input type="radio"/> 40% | <input type="radio"/> 90% |
| <input type="radio"/> 50% | <input type="radio"/> 100% (Bottom of class rank) |

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]



63
62
61
60
59
58
57
56
55
54
53
52
51
50
49
48
47
46
45
44
43
42
41
40
39
38
37
36
35
34
33
32
31
30
29
28
27
26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1

63 School and Extra-Curricular Activities						
62 13. Please mark how often you have participated in each of the following activities during this school year.						
61 Rarely = 1 or 2 times a YEAR, Sometimes = 1 or 2 times a MONTH, Often = 1 or 2 times a WEEK						
60					Almost Every Day	
59		Never	Rarely	Sometimes	Often	
58					Day	
57	a. Tutoring for an academic subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56	b. Mentoring by an adult who is not your parent, guardian, or a					
55	teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54	c. Counseling about your grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53	d. Workshop on study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52	e. Workshop to learn about the ACT, SAT, or other college					
51	entrance exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50	f. Class field trip to learn more about a subject discussed in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49	g. Attending a family activity at school with a parent or guardian					
48	(including events with FACE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47	h. Attending a presentation by a business person or a Junior					
46	Achievement activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45	i. University professor visits to your class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44	j. Learned about college at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43	k. Learned about careers at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42	l. Used the Go Center for college or career information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41	14. Please mark if you have ever participated in the following activities during this school year.					
40					Yes No	
39	a. Attended a summer camp or learning institute				<input type="radio"/>	<input type="radio"/>
38	b. Had a school administrator or teacher visit your home				<input type="radio"/>	<input type="radio"/>
37	c. Attended an "Academic Rising Scholars" presentation or activity				<input type="radio"/>	<input type="radio"/>
36	d. Participated in a student leadership conference or activity (including NHI activities)				<input type="radio"/>	<input type="radio"/>
35	15. Please mark if you have ever participated in the following college and career awareness activities during this					
34	school year.					
33					Yes No	
32	a. Visited a college campus with your school				<input type="radio"/>	<input type="radio"/>
31	b. Attended a college or career fair at your school				<input type="radio"/>	<input type="radio"/>
30	c. Attended a college planning workshop at your school (learning about college entrance exams and					
29	entrance requirements)				<input type="radio"/>	<input type="radio"/>
28	d. Received assistance at school completing college, financial aid, and scholarship applications				<input type="radio"/>	<input type="radio"/>
27	e. Taken a career inventory/test about career interests at your school				<input type="radio"/>	<input type="radio"/>
26	f. Learned about careers at your school and/or career requirements				<input type="radio"/>	<input type="radio"/>
25	g. Visited local employers				<input type="radio"/>	<input type="radio"/>
24	h. Interned or shadowed someone at a job				<input type="radio"/>	<input type="radio"/>
23	16. Consider your beliefs about your education and schoolwork. Please indicate your agreement or disagreement					
22	with each statement listed below. (Select only one level of agreement for each item.) If an item is mostly					
21	NOT true, then choose "1". If an item is VERY true, then choose "5".					
20					Strongly Disagree Strongly Agree	
19					1 2 3 4 5	
18						
17	a. I know what I need to do to get good grades on my assignments in class and on my					
16	homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	b. I believe that what I learn in school will be useful to me in the job I have as an adult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	c. Even when I don't have homework, I read to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	d. I have a place where I can sit down and complete my homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	e. I understand all or nearly all of the material I read at home for school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	f. I understand all or nearly all of the math problems I do for homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	g. My parents or guardian follow my progress at school on a weekly basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	h. My parents or guardian expect me to work hard in school and succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	i. My parents or guardian guide me in making decisions about the classes I take in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	j. My parents visit my school to meet with my teachers or other school staff to help me					
6	succeed in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	k. My teachers help me link what I learn to my own experiences outside the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	l. Teachers make sure I understand something before moving on to new lessons or					
3	learning new material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2						
1						

16. 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". (CONTINUED)

	Strongly Disagree			Strongly Agree		
	1	2	3	4	5	
m. My teachers encourage my parents to help me succeed academically.	①	②	③	④	⑤	63
n. My teachers encourage me to work hard to achieve high grades.	①	②	③	④	⑤	62
o. I feel comfortable asking teachers in class about things I do not understand.	①	②	③	④	⑤	61
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	60
q. My counselor encourages me to work hard in school so I can go to college.	①	②	③	④	⑤	59
r. My teacher encourages me to work hard in school so I can go to college.	①	②	③	④	⑤	58
s. My principal encourages me to work hard in school so I can go to college.	①	②	③	④	⑤	57
t. I want to have the skills to teach myself new things now and in the future.	①	②	③	④	⑤	56
u. Learning how to read, write, and do some math is an important part of growing up.	①	②	③	④	⑤	55
v. Class projects allow me to better understand a topic we are studying.	①	②	③	④	⑤	54
w. When I have the wrong answer, my teacher helps me find the correct answer.	①	②	③	④	⑤	53
x. When I have a problem or a question, I am able to get the help or answers I need.	①	②	③	④	⑤	52

Familiarity with Colleges and Universities

17. Please indicate how familiar you are with each type of college and university. **(Select only one response for each item.)**

	Not Familiar	Somewhat Familiar	Very Familiar	
a. Community or junior colleges (two-year programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44
b. Four-year colleges and universities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43
c. Vocational or technical schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42

18. 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			Very Important		
	1	2	3	4	5	
a. Visited a college or university	①	②	③	④	⑤	41
b. Discussed college opportunities with a school counselor	①	②	③	④	⑤	40
c. Discussed college opportunities with your teacher	①	②	③	④	⑤	39
d. Discussed college opportunities with your parent(s) or guardian(s)	①	②	③	④	⑤	38
e. Discussed college opportunities with a brother or sister	①	②	③	④	⑤	37
f. Discussed college opportunities with another family member	①	②	③	④	⑤	36
g. Looked at a guide to colleges and universities (e.g., <i>Barron's</i>)	①	②	③	④	⑤	35
h. Commercials or advertisements (TV, online)	①	②	③	④	⑤	34
i. Other (describe):	①	②	③	④	⑤	33

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

	Never	Rarely	Sometimes	Often	
a. My parent(s) or guardian talks to me about my grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32
b. My parent(s) or guardian talks to me about attending college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31
c. My school counselor talks to me about my grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30
d. My school counselor talks to me about attending college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29
e. My teacher(s) or guardian talks to me about my grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28
f. My teacher(s) or guardian talks to me about attending college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27
g. Someone else talks to me about my grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26
h. Someone else talks to me about attending college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25
i. If someone else talks to you about your grades and college, who is this person?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24

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

<input type="checkbox"/> A GEAR UP/STAR representative	<input type="checkbox"/> My principal/assistant principal	9
<input type="checkbox"/> My parent(s) or guardian	<input type="checkbox"/> My brother or sister	8
<input type="checkbox"/> My school counselor	<input type="checkbox"/> Another family member (e.g., an aunt, uncle, or cousin)	7
<input type="checkbox"/> My teacher(s)	<input type="checkbox"/> No one has spoken to me about college entrance requirements	6
<input type="checkbox"/> Other (please explain):		5

63 **School and Extra-Curricular Activities**

62 11. Please mark how often you have participated in each of the following activities during this school year.

61		Rarely (1 or 2 times a YEAR)	Sometimes (1 or 2 times a MONTH)	Often (1 or 2 times a WEEK)	Almost Every Day
60	a. Tutoring for an academic subject (e.g., math, science, English/language arts, social studies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59	b. Mentoring by an adult who is not your parent, guardian, or a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58	c. Counseling about your grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57	d. Workshop on study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56	e. Workshop to learn about the ACT, SAT, or other college entrance exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55	f. Class field trip to a museum, park, or other site to learn more about a subject discussed in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54	g. Attending a family activity at school with a parent or guardian (including events with Fathers active in Communities and Education [FACE])	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53	h. Attending a presentation by a business person or attended a Junior Achievement activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52	i. University professor visits to your class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40 12. Please mark if you have ever participated in the following activities during this school year.

39		Yes	No
38	a. Attended a summer camp or learning institute on math, science, or other academics	<input type="radio"/>	<input type="radio"/>
37	b. Had a school administrator or teacher visit your home	<input type="radio"/>	<input type="radio"/>
36	c. Attended an "Academic Rising Scholars" presentation or activity	<input type="radio"/>	<input type="radio"/>
35	d. Participated in a student leadership conference or activity (including activities sponsored by the National Hispanic Institute)	<input type="radio"/>	<input type="radio"/>
34	e. Participating in Talent Search activities (Duke University or TAMU)	<input type="radio"/>	<input type="radio"/>

31 13. Please mark how often you have participated in each of the following college and awareness activities during this school year.

29		Rarely (1 or 2 times a YEAR)	Sometimes (1 or 2 times a MONTH)	Often (1 or 2 times a WEEK)
28	a. Learned about college at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	b. Learned about careers at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	c. Used the Go Center for college or career information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21 14. Please mark if you have ever participated in the following college and career awareness activities during this school year.

19		Yes	No
18	a. Visited a college campus with your school	<input type="radio"/>	<input type="radio"/>
17	b. Attended a college or career fair at your school	<input type="radio"/>	<input type="radio"/>
16	c. Attended a college planning workshop at your school (learning about college entrance exams and entrance requirements)	<input type="radio"/>	<input type="radio"/>
15	d. Received assistance at school completing college, financial aid, and scholarship applications	<input type="radio"/>	<input type="radio"/>
14	e. taken a career inventory/test about career interests at you school	<input type="radio"/>	<input type="radio"/>
13	f. Learned about careers at your school (available careers, applying for careers, creating resumes, educational and training requirements for specific careers)	<input type="radio"/>	<input type="radio"/>
12	g. Visited local employers	<input type="radio"/>	<input type="radio"/>
11	h. Interned or shadowed someone at a job	<input type="radio"/>	<input type="radio"/>

15. 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			Strongly Agree		
	1	2	3	4	5	
a. I know what I need to do to get good grades on my assignments in class and on my homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	63
b. I believe that what I learn in school will be useful to me in the job I have as an adult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	62
c. Even when I don't have homework, I read to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	61
d. I have a place where I can sit down and complete my homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	60
e. I understand all or nearly all of the material I read at home for school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	59
f. I understand all or nearly all of the math problems I do for homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	58
g. My parents or guardian follow my progress at school on a weekly basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	57
h. My parents or guardian expect me to work hard in school and succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	56
i. My parents or guardian guide me in making decisions about the classes I take in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	55
j. My parents visit my school to meet with my teachers or other school staff to help me succeed in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	54
k. My teachers help me link what I learn to my own experiences outside the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	53
l. Teachers make sure I understand something before moving on to new lessons or learning new material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	52
m. My teachers encourage my parents to help me succeed academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	51
n. My teachers encourage me to work hard to achieve high grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	50
o. I feel comfortable asking teachers in class about things I do not understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	49
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	48
q. My counselor encourages me to work hard in school so I can go to college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	47
r. My teacher encourages me to work hard in school so I can go to college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	46
s. My principal encourages me to work hard in school so I can go to college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	45
t. I want to have the skills to teach myself new things now and in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44
u. Learning how to read, write, and do some math is an important part of growing up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43
v. Class projects allow me to better understand a topic we are studying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42
w. When I have the wrong answer, my teacher helps me find the correct answer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41

Familiarity with Colleges and Universities

16. Please indicate how familiar you are with each type of college and university. (**Select only one response for each item.**)

	Not Familiar	Somewhat Familiar	Very Familiar	
a. Community or junior colleges (two-year programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29
b. Four-year colleges and universities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28
c. Vocational or technical schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27

17. 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			Very Important		
	1	2	3	4	5	
a. Visited a college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25
b. Discussed college opportunities with a school counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24
c. Discussed college opportunities with your teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23
d. Discussed college opportunities with your parent(s) or guardian(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22
e. Discussed college opportunities with a brother or sister	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21
f. Discussed college opportunities with another family member (e.g., an aunt, uncle, or cousin)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20
g. Looked at a guide to colleges and universities (e.g., <i>Barron's</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19
h. Commercials or advertisements (TV, online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18
i. Other (describe):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17



Students Training for Academic Readiness (GEAR UP/STAR) Parent Telephone Survey - Spring 2009

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 or administrator about your child's education	1	2
f. Received college planning information or other counseling services from the school counselor	1	2
g. Received a home visit from a teacher, counselor, or administrator at your child's school	1	2

3. Which of the following college and career awareness activities have you participated in at your child's school over the course of the past school year?

Activity	Yes	No
a. Visited a college campus with your child's school	1	2
b. Attended a college or career fair at your child's school	1	2
c. Attended a workshop on preparing for college (learning about applications, financial aid, entrance exams)	1	2
d. Received assistance in completing financial aid, scholarships, and college applications	1	2
e. Attended a workshop on careers with your child (available careers, applying for careers, creating resumes, educational and training requirements for specific careers)	1	2
f. Attend a FACE activity with your child	1	2
g. Other	1	2
If yes (Other), please specify:		

4. How familiar are you with the GEAR UP/STAR Program at [child's name] school?

1. Very familiar
2. Somewhat familiar
3. Not very familiar
4. Not familiar at all

Involvement in Child's Schooling

5. 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

6. Has [child's name] expressed an interest in going to college?

1. Yes
2. No
3. Don't know

7. What is the highest level of education that you think [child's name] will achieve?

1. Less than high school
2. High school
3. Some college but less than a four-year degree
4. 4-year degree or higher
5. Don't know

8. How often do you do each of the following with [child's name]?

Activity	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

9. To better prepare [child's name] for college, have you ever taken him or her to visit a college or university campus?

1. Yes
2. 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?

1. It costs too much/can't afford it
2. He/she needs/wants to work
3. His/her grades are not good enough
4. He/she is not interested in college
5. He/she has a disability (physical, learning, emotional)
6. He/she wants to go into the military
7. He/she wants to get married
8. He/she has responsibilities to parents, brothers and sisters
9. He/she has children
10. Other/don't know
11. 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

12. If you had questions or needed support, do you believe your child's school would be able to provide these answers or services to you?
1. Yes
 2. No
 3. I don't know

Financial Resources for Post-secondary Education

13. 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?
1. Definitely
 2. Probably
 3. Not sure
 4. Probably not
 5. Definitely not
14. 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?
1. Definitely
 2. Probably
 3. Not sure
 4. Probably not
 5. Definitely not

[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 24.]

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?
1. Yes
 2. No
 3. Don't know/refused
16. Do you know which of the following graduation plans [child's name] is enrolled in? Is it
1. The Minimum Graduation Program?
 2. The Recommended High School Program?
 3. The Distinguished Achievement Program?
 4. 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?
1. Very familiar
 2. Somewhat familiar
 3. Not very familiar
 4. 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?

1. Yes, my child has completed the FAFSA form
2. No, my child has not completed the FAFSA form

19. Is your child a senior in high school?

1. Yes
2. No

[If child is a senior continue to question 20.]

[If child is not a senior, skip to question 24.]

20. Has your child taken a college entrance exam?

1. Yes
2. No
3. I don't know

21. Has your child applied to a four-year college?

1. Yes
2. No
3. I don't know

22. Has your child applied to a community college?

1. Yes
2. No
3. I don't know

23. Has your child applied to a vocational or technical program?

1. Yes
2. No
3. I don't know

Personal/Demographic Information

24. How many children do you have still living at home? *[Record the number of children.]*

25. Which of the following languages are primarily spoken in your home?

1. English
2. Spanish
3. Vietnamese
4. Japanese
5. Chinese
6. Other *[Record the language.]*

26. Which best describes your household?

1. Two parents or guardians
2. Single parent or guardian
3. Other {specify}

27. How many years have you lived at your current address? *[Record the number of years.]*
28. 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?
 - 1. Yes
 - 2. No
 - B. Employed part-time?
 - 1. Yes
 - 2. No
 - C. Unemployed?
 - 1. Yes
 - 2. No
 - D. In another work status I have not mentioned?
 - 1. Yes. If you responded "other", please describe this employment status. *{Record description of work status.}*
 - 2. No.
 - E. Refused/Don't know.
29. How do you think of yourself?
- 1. Black, non-Hispanic
 - 2. Asian/Asian-American
 - 3. Latino/Hispanic
 - 4. White, non-Hispanic
 - 5. Native American/American Indian
 - 6. Other _____
 - 7. Refused/don't know
30. How many years of formal schooling have you completed? *[Formal schooling includes elementary and secondary education. Record the number of years.]*
31. Have you attended college?
- 1. Yes
 - 2. No
 - 3. Refused/don't know
32. If yes, how many years of college have you completed? *[College includes postsecondary education. Record the number of years.]*
33. What is your current yearly household income?
- 1. Less than \$15,000/year
 - 2. \$15,000-24,999/year
 - 3. \$25,000-34,999/year
 - 4. \$35,000-49,999/year
 - 5. \$50,000-74,999/year
 - 6. More than \$75,000/year
 - 7. 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 2009**

Administrator Name:	District:
Date:	Interviewer:
New Administrator (to this district) 2008-09 : ____ Yes ____ No	
1. Role in GEAR UP/STAR	
<p>a) Describe your role in implementing the GEAR UP/STAR grant this year?</p> <p>b) Does this differ from your role last year? Please explain.</p> <p>c) What, if any, challenges have you experienced in fulfilling this role? (<i>Probe for issues related to time, conflicting priorities, lack of clearly defined project responsibilities</i>)</p> <p>d) Describe the role of campus counselors in implementing the project.</p> <p>e) Describe the role of campus teachers in implementing the project.</p> <p>f) Describe your relationship with principals on GEAR UP/STAR campuses.</p>	
2. Third Year Implementation of GEAR UP/STAR Activities	
<p>a) What are the key components of your district's plan for implementing GEAR UP/STAR?</p> <p>b) How has your district addressed the 8 GEAR UP goals? (Deliberately left broad to assess knowledge)</p> <p>c) Which individuals or committees are responsible for implementing the key components of your district's GEAR UP/STAR program?</p> <p>d) Please describe the GEAR UP/STAR activities that have been implemented in your district during the 2008-09 school year.</p> <p>e) Who participated in these activities?</p> <p>f) How do these activities differ from those offered in previous years to support students' college readiness?</p> <p>g) Does your district have the capacity to provide all students with counseling and mentoring services? In your estimation, how many students receive these services? (<i>Probe personal graduation plan, plan reviewed by counselor, see a counselor for personal and academic services, etc.</i>)</p> <p>h) 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?</p> <p>i) If yes, please describe these activities.</p>	
3. Vertical Teams	
<p>a) Which faculty and staff comprise your vertical teams under the GEAR UP/STAR project?</p> <p>b) What goals or expectations do you have for vertical teaming in your school district?</p> <p>c) What, if anything, has limited the implementation of vertical teams this year? (<i>Probe for issues related to lack of common planning periods, lack of coordination between high school and middle school, and staff resistance</i>)</p>	

4. Successes and Challenges of Third 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 2008-09 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 2009-10 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 2008-09 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 2009**

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? (<i>Probe for issues related to time, conflicting priorities, lack of clearly defined project responsibilities</i>)			
d) Have you participated in GEAR UP/STAR activities this school year? Please describe			
2. Third Year Implementation of GEAR UP/STAR Activities			
a) What are the key components of your campus's plan for implementing GEAR UP/STAR?			
b) How has your campus addressed the 8 GEAR UP goals? (<i>Deliberately left broad to assess knowledge of the goals.</i>)			
c) Which individuals or committees are responsible for implementing the key components of your campus's GEAR UP/STAR program?			
d) Please describe the GEAR UP/STAR activities that have been implemented on your campus during the 2008-09 school year.			
e) Who participated in these activities?			
f) How do these activities differ from those offered in previous years to support students' college readiness?			
g) Does your district have the capacity to provide all students with counseling and mentoring services? In your estimation, how many students receive these services? (<i>Probe personal graduation plan, plan reviewed by counselor, see a counselor for personal and academic services, etc.</i>)			
h) Describe the STAR teacher professional development activities offered this school year. (<i>Probe for information about vertical team training, faculty fellows mentoring</i>)			
i) 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 Third 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?
- i) How would you describe the level of parental and community involvement?

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 2008-09 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 2009-10 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 2008-09 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 2009**

Counselor Name/Title:	Campus/District:
Date:	Interviewer:
Years as a counselor _____	Years as counselor at this school _____
1 Role in Implementing GEAR UP/STAR	
<p>a) Please describe your role in implementing GEAR/UP STAR during this school year. <i>(probe activities regarding college awareness, college readiness, and college planning)</i></p> <p>b) Does this differ from your role last year? Please explain.</p> <p>c) What, if any, challenges have you experienced in fulfilling this role? <i>(Probe for issues related to time, conflicting priorities, lack of clearly defined project responsibilities)</i></p>	
2. Third Year Implementation of GEAR UP/STAR Activities	
<p>a) What are the key components of your campus's plan for implementing GEAR UP/STAR? <i>(Probe for information on components related to academic support, informational resources, parent activities, and community support.)</i></p> <p>b) How has your campus addressed the 8 GEAR UP goals? <i>(Deliberately left broad to assess knowledge)</i></p> <p>c) Which individuals or committees are responsible for implementing the key components of your campus's GEAR UP/STAR program?</p> <p>d) Please describe the GEAR UP/STAR activities that have been implemented on your campus during the 2008-09 school year. <i>(Probe for information on activities related to academic support, informational resources, parent activities, and community support.)</i></p> <p>e) Who participated in these activities?</p> <p>f) How do these activities differ from those offered in previous years to support students' college readiness?</p> <p>g) Have you observed any effects of STAR activities? <i>(Probe for changes in parent, student, and/or teacher behavior.)</i></p>	
3. Successes and Challenges of Third Year GEAR UP/STAR Implementation	
<p>Please think about the successes and challenges you encountered in implementing the GEAR UP/STAR project this school year.</p> <p>a) What are the primary successes your campus has experienced in implementing GEAR UP/STAR during this school year?</p> <p>b) What were the primary barriers or challenges to implementing GEAR UP/STAR this school year?</p> <p>c) How did your campus resolve or overcome these challenges?</p> <p>d) What resources or assistance are still needed to improve STAR implementation?</p>	

4. Vertical Team Training for Counselors
<p>a) Please describe professional development activities that you have received this school year.</p> <p>b) Did any of these sessions address vertical teaming in counseling? If yes, please describe these sessions.</p> <p>c) What effect has vertical team training had on counseling services in this school or district?</p>
5. Parental Involvement
<p>a) Were there any counseling services or activities that you offered to parents?</p> <p>b) If yes, how did you encourage parents to participate?</p> <p>c) How would you describe the level of parent participation?</p>
6. Role of GEAR UP/STAR Partner Organizations
<p>a) Please describe how GEAR UP/STAR partner organizations have participated in the implementation of GEAR UP/STAR activities during the 2008-09 school year.</p> <p>b) Which partner organizations played the greatest role in implementing GEAR UP/STAR activities?</p> <p>c) Overall, are you satisfied with the participation of partner organizations?</p> <p>d) How could the participation of GEAR UP/STAR partner organizations be improved?</p>
7. Continuation of GEAR UP/STAR in the 2009-10 School Year
<p>a) What specific activities are you planning for next year's implementation of GEAR UP/STAR?</p> <p>b) How do these activities differ from those of the 2008-09 school year?</p>
8. Other
<p>a) Are there any district or campus initiatives, besides the GEAR UP/STAR project, that are being implemented this school year? Please describe.</p> <p>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?</p>

**Students Training for Academic Readiness (STAR)
Teacher Focus Group – Moderator’s Guide
Spring 2009**

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 to 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. *(Probe for college awareness, college readiness, and college planning activities after initial response.)*
- 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)*
- d) From where or whom do you receive support and assistance with GEAR UP implementation?

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)*
- e) Have you noticed any effects from the vertical teaming implementation?

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.
- f) Have you attended any other training or professional development other than vertical teaming and AP strategies? (*Continue with: Were they helpful? Effective? Are you implementing these strategies?*)

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. (*Probe for the level of parental involvement and participation, and effects, such as student achievement.*)

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)
Partner Organization Interview – Spring/Summer 2009**

Partner Organization Name:
Organization Representative Name:
Job Title:
Date: _____ Interviewer: _____
Representative's years employed with partner organization:
Campus/District:
1. Background
<p>a) How have you been involved in college readiness efforts prior to working with the GEAR UP/STAR project? (<i>Probe for information on efforts at both middle school and high school levels.</i>)</p> <p>b) 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.</p>
2. Involvement in Grant Planning
<p>a) Did you or your organization participate in developing any grant applications GEAR UP/STAR districts submitted to TEA for 2008-09 (year 3) funding? If yes, please describe with districts, and your role in the process. (<i>Probe for key contacts at each district.</i>)</p> <p>b) Did you or anyone in your organization assist in the development of districts' implementation plans for 2008-09? This document is the implementation plan listing activities and timetables for year 3, 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. (<i>Probe for key contacts at each district.</i>)</p>
3. Year 3 Implementation
<p>a) What were your organization's goals, key activities, and services offered for year 3 of the project? (<i>Probe for brief summary of goals.</i>)</p> <p>b) What evidence do you have that these activities and services support college readiness, indirectly or directly? (<i>Probe for research as well as anecdotal evidence.</i>)</p> <p>c) What do you feel were your greatest successes in implementing your organization's activities and services in year 3?</p> <p>d) What do you feel were your greatest challenges in implementing activities and services in year 3?</p> <p>e) How will/have these challenges and successes inform your organization's approach to year 4 of the project?</p> <p>f) What are your goals for year 4 of the project? Do you have specific goals for any of the GEAR UP/STAR districts? (<i>Probe for details where necessary.</i>)</p> <p>g) What evidence do you have that these activities and services support college readiness, indirectly or directly? (<i>Probe for research as well as anecdotal evidence.</i>)</p>

- h) 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.*)
- i) 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.)?
- j) In your view, what is the effect of your matching effort on GEAR UP/STAR goals?

4. Dropout Prevention

- a) How do the activities and services your organization provided during year 3 of the project support dropout prevention for at-risk students, either directly or indirectly? (*Probe for research as well as anecdotal evidence.*)

5. Other Issues

- a) Is there anything I haven't asked that you think is important in researchers' understanding of the GEAR UP/STAR project?

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 <i>lasting 3 minutes or more</i>).		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, hypothesis-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:							

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. asks questions that require reasoning (<i>if/then, what if, or suppose that</i>).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. asks students to justify ideas and explain their thoughts (<i>Why do you think so?</i>).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. asks students to explain key concepts, definitions, and attributes in their own words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. has students think about and relate examples from their own experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. relates subject matter to other contexts or to everyday life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Class activity does not involve questioning. (specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. acquiring vocabulary through reading and systematic word study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. producing compositions for a specific purpose (content, organization, mechanics).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. recognizing appropriate organization of ideas in written text (using models, examples).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. using critical thinking/problem solving skills to analyze/evaluate written texts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. using graphic organizers, summarizing, note taking/outlining, identifying main ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. linking ELA concepts to their own experiences or other subject areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. using calculators to explore the mathematical situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. discussing the problem solving process they are using.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. are asking mathematical questions of the teacher and each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. using writing to describe their solution strategies or mathematical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. using graphic data representation, concept mapping, graphic organizers, creating models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. linking mathematics in this lesson to real world experiences or other subject areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. summarizing mathematical ideas from this lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. using scientific tools to model the scientific situation in the lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. participating in experiments/investigations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. discussing the scientific situation, problem, or discoveries they are making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. asking scientific questions of the teacher and each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. using written communication to describe their solution strategies or scientific thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. using graphic organizers, summarizing, note taking/outlining, identifying main ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. linking science in this lesson to real world experiences or other subject areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. summarizing scientific ideas from this lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. using written communication to analyze, make judgements, draw conclusions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. evaluating the validity of various types of evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. examining trends, themes, and interactions (e.g., graphs, charts).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. exploring cause and effect relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. conducting research (gather, analyze, interpret, synthesize).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. making connections between past and present events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. using graphic organizers, summarizing, note taking/outlining, identifying main ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. linking the social studies lesson to real world experiences or other subject areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 eighth 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.

Objective 2: 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.

APPENDIX G

IMPLEMENTATION ANALYSIS: DATA SOURCES AND METHODOLOGY

Table G.1. Data Sources and Methodology for Implementation Analysis, 2008-09

Indicator	Source	Item Description	Methodology 5-point scale: [(Mean: Academic Rigor + Mean: Curricular Alignment + Advanced Academics)/3]	Standards-Based Score
Academic Rigor	Classroom Observations	<p><i>Higher Order Thinking</i> Q26: The teacher...</p> <ul style="list-style-type: none"> a) Asks open-ended questions with multiple answers or interpretations. b) Asks questions that require reasoning. c) Asks students to justify ideas and explain their thoughts. 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. 	<ul style="list-style-type: none"> • Find mean score per student. • Find mean score per campus. • Convert to 5-point scale by multiplying mean by 1.25. 	<ul style="list-style-type: none"> 0.00 – 1.25= Not at all 1.26 – 2.50= Small extent 2.51 – 3.75= Moderate extent 3.76 – 5.00= Large extent
		<p><i>Subject Specific Indicators</i> Q27: In the ELA classroom, students are...</p> <ul style="list-style-type: none"> 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. d) Recognizing appropriate organization of ideas in written text. 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. 	<ul style="list-style-type: none"> • Find mean score per student. • Find mean score per campus. • Convert to 5-point scale by multiplying mean by 1.25. 	<ul style="list-style-type: none"> 0.00 – 1.25= Not at all 1.26 – 2.50= Small extent 2.51 – 3.75= Moderate extent 3.76 – 5.00= Large extent
	Classroom Observations	<p>Q28: In the mathematics classroom, students are...</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • Find mean score per student. • Find mean score per campus. • Convert to 5-point scale by multiplying mean by 1.25. 	<ul style="list-style-type: none"> 0.00 – 1.25= Not at all 1.26 – 2.50= Small extent 2.51 – 3.75= Moderate extent 3.76 – 5.00= Large extent

Indicator	Source	Item Description	Methodology	Standards-Based Score
Academic Rigor (continued)	Classroom Observations	<p>Q29: In the science classroom, students are...</p> <ol style="list-style-type: none"> Using calculators/computers to explore a scientific situation. Using scientific tools to model the scientific situation in the lesson. Participating in experiments/investigations. Discussing the scientific situation, problem, or discoveries they are making. Asking scientific questions of the teacher and each other. Using written communication to describe their solution strategies or scientific thinking. Using graphic organizers, summarizing, note-taking/outlining, identifying main ideas. Linking science in this lesson to real world experiences or other subject areas. Summarizing scientific ideas from this lesson. 	<ul style="list-style-type: none"> Find mean score per student. Find mean score per campus. Convert to 5-point scale by multiplying mean by 1.25. 	<p>0.00 – 1.25= Not at all 1.26 – 2.50= Small extent 2.51 – 3.75= Moderate extent 3.76 – 5.00= Large extent</p>
	Classroom Observations	<p>Q30: In the social studies classroom, students are...</p> <ol style="list-style-type: none"> Using maps, charts, globe to interpret events. Using written communication to analyze, make judgments, draw conclusions. Evaluating the validity of various types of evidence. Examining trends, themes, and interactions. Exploring cause and effect relationships. Conducting research. Making connections between past and present events. Using graphic organizers, summarizing, note-taking, identifying main ideas. Linking the social studies lesson to real world experiences or other subject areas. 	<ul style="list-style-type: none"> Find mean score per student. Find mean score per campus. Convert to 5-point scale by multiplying mean by 1.25. 	<p>0.00 – 1.25= Not at all 1.26 – 2.50= Small extent 2.51 – 3.75= Moderate extent 3.76 – 5.00= Large extent</p>

Indicator	Source	Item Description	Methodology	Standards-Based Score
Academic Rigor (continued)	Classroom Observations	Q22: Student Engagement	<ul style="list-style-type: none"> • Create hierarchy by multiplying each level of engagement by increasing increments (<i>level 1 * 1; level 2 * 2... level 5 * 5</i>). • Find sum of each level of engagement across all time points per student. • Find mean level of engagement per student by dividing by number of time points. • Find mean per campus. 	<p>1.00= Several students are not focused on the learning tasks. Students engage in inappropriate behaviors. Most students invest minimal effort in learning or understanding the lesson content. Students exhibit minimal or no interest or enthusiasm in assigned tasks.</p> <p>2.00= 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.</p> <p>3.00= Nearly all students are obedient and attend to the teacher's 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.</p> <p>4.00= 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.</p> <p>5.00= 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.</p>
<i>Mean: Academic Rigor</i>				<i>5-point scale: mean</i>

Indicator	Source	Item Description	Methodology	Standards-Based Score
Curricular Alignment: Vertical Teaming Strategies	Teacher Survey (0.85)	<p>Q18: As a teacher, I...</p> <p>a) Have informal discussions with colleagues regarding strategies for vertical teams.</p> <p>b) Receive feedback from other teachers based on their observations of my teaching.</p> <p>c) Provide feedback to other teachers based on my observations of their teaching.</p> <p>d) Consult with other teachers about students' academic performance.</p> <p>e) Work with a subject-area peer on my campus to develop a lesson plan or class activity.</p> <p>f) Work with a subject-area peer from a feeder pattern campus to develop a lesson plan or class activity.</p> <p>g) Work with a colleague in a different subject area to develop a lesson plan or class activity.</p> <p>h) Act as a vertical team coach or mentor to other teachers or staff at my school.</p> <p>i) Receive vertical team coaching or mentoring from an external source such as a professional curriculum developer, or university faculty fellow.</p>	<ul style="list-style-type: none"> Mean score per teacher. Mean score per campus. 	<p>1.00= Never</p> <p>2.00= Rarely</p> <p>3.00= Sometimes</p> <p>4.00= Often</p> <p>5.00= Almost daily</p>
Curricular Alignment: Frequency of Vertical Team Meetings	Teacher Survey	<p>Q11: How frequently did your vertical team meet this year?</p>	<ul style="list-style-type: none"> Recode to reverse negative coding (1=5, 2=4...5=1). Mean per campus. 	<p>1.00= We have never had a meeting</p> <p>2.00= 1-2 times a year</p> <p>3.00= 1-2 times a semester</p> <p>4.00= At least once a month</p> <p>5.00= At least once a week</p>
Advanced Academics	College Board Advanced Placement Performance	<p>What percentage of AP Exams scored a Grade 3 or better, as compared to state average (45% of Texas exams receive a 3 or better)?</p> <ul style="list-style-type: none"> (Measure of the academic preparation and rigor students received in grades 7 through 12 and its effect on achievement.) 	<p>5-point scale: mean</p> <ul style="list-style-type: none"> Using student test data, find percentage of students receiving a 3 or better per high school campus. To compare districts' results to the state average, divide percentage of students receiving a 3 or better by 45 (the average percentage of students across the state receiving a 3 or better). Divide new percentage by 20 to convert to 5-point scale. Middle schools and high schools receive the same score. 	<p>1.00= 9% of exams or 20% of state average</p> <p>2.00= 18% of exams or 40% of state average</p> <p>3.00= 27% of exams or 60% of state average</p> <p>4.00= 36% of exams or 80% of state average</p> <p>5.00= 45% of exams or 100% of state average</p>

Indicator	Source	Item Description	Methodology	Standards-Based Score
Engaging Teachers and Students			<p>5-point scale: $(\text{Mean: Teacher Participation in Professional Development} + \text{Mean: Student Engagement in School}) / 2$</p> <ul style="list-style-type: none"> • Mean score per teacher. • Mean score per campus. 	<p>1.00= Strongly disagree 2.00= Disagree 3.00= Unsure 4.00= Agree 5.00= Strongly agree</p>
Teacher Participation in Professional Development: Professional Development	Teacher Survey (0.67)	<p>Q7: Please indicate the extent to which you agree with each of the following statements.</p> <p>e) Teachers in this school are continually learning and seeking new ideas.</p> <p>g) Teachers are not afraid to learn about new educational approaches and use them with their class(es).</p> <p>h) I have received sufficient training to incorporate AP strategies in my classes.</p> <p>w) I have received sufficient training to use student test scores and achievement/accountability data in planning individual academic programs.</p>	<ul style="list-style-type: none"> • Find percentage of teachers per district attending training. • Convert to 5-point scale by dividing by 20. 	<p>1.00= 20% of district teachers attended training 2.00= 40% of district teachers attended training 3.00= 60% of district teachers attended training 4.00= 80% of district teachers attended training 5.00= 100% of district teachers attended training</p>
Teacher Participation in Professional Development: Training Attendance	POC Training Attendance Data	Received numbers of teachers who attended GEAR UP/STAR training in 2008-09 per district from POC.		
Mean: Teacher Engagement in School: Systems of Support	Middle School Student Survey (0.67)	<p>Mean: Teacher Participation in Professional Development</p> <p>Q11: Please mark how often you have participated in each of the following activities during this school year.</p> <p>a) Tutoring for an academic subject.</p> <p>b) Mentoring by an adult who is not your parent, guardian, or a teacher.</p> <p>c) Counseling about your grades.</p> <p>d) Workshop on study skills.</p> <p>e) Workshop to learn about the ACT, SAT, or other college entrance exam.</p> <p>g) Attending a family activity at school with a parent or guardian (FACE).</p> <p>h) Attending a presentation by a business person or attended a Junior Achievement activity.</p> <p>i) University professor visits to your class.</p>	<p>5-point scale: mean</p> <ul style="list-style-type: none"> • Mean score per student. • Mean score per campus. 	<p>1.00= Never 2.00= Rarely 3.00= Sometimes 4.00= Often 5.00= Almost every day</p>
High School Student Survey (0.78)	High School Student Survey (0.78)	<p>Q13: Please mark how often you have participated in each of the following activities during this school year.</p> <p>a) Tutoring for an academic subject.</p> <p>b) Mentoring by an adult who is not your parent, guardian, or a teacher.</p> <p>c) Counseling about your grades.</p> <p>d) Workshop on study skills.</p> <p>e) Workshop to learn about the ACT, SAT, or other college entrance exam.</p> <p>g) Attending a family activity at school with a parent or guardian (FACE).</p> <p>h) Attending a presentation by a business person or attended a Junior Achievement activity.</p> <p>i) University professor visits to your class.</p>	<ul style="list-style-type: none"> • Mean score per student. • Mean score per campus. 	<p>1.00= Never 2.00= Rarely 3.00= Sometimes 4.00= Often 5.00= Almost every day</p>

Indicator	Source	Item Description	Methodology	Standards-Based Score
Student Engagement in School: Student Attendance Rates	TEA	2007-08 student attendance rates from TEA to determine if schools encourage attendance, identify truant students, and provide truant students with supports to increase attendance (Program implementation is ineffective if students do not attend)	<ul style="list-style-type: none"> Select data for students who remain enrolled on same STAR campus across the year. Mean attendance rate per campus. Divide mean rate by 95.5 and multiply by 100 to convert to percentage of the state average. Subtract 80 to only show range of 80% - 100%. Divide by 4 to convert to 5-point scale. 	<ul style="list-style-type: none"> 1.00= 76.4% student attendance rate or 80% of the state average 2.00= 81.2% student attendance rate or 85% of the state average 3.00= 86.0% student attendance rate or 90% of the state average 4.00= 90.7% student attendance rate or 95% of the state average 5.00= 95.5% student attendance rate or 100% of the state average
<i>Mean: Student Engagement in School</i>				
Student and Parent Access to Information				
Student Access to Information: Student Informational Activities	Middle School Student Survey	Q14: Have you ever participated in the following awareness activities this year? a) Visited a college campus with your school. b) Attended a college or career fair at your school. c) Attended a college planning workshop at your school. d) Received assistance at school completing college, financial aid, and scholarship applications. e) Taken a career inventory about career interests at your school. f) Learned about careers at your school. g) Visited local employers. h) Interned or shadowed someone at a job.	<ul style="list-style-type: none"> Recode: yes=1 and no=0. Add across items to get total per student. Find mean score per campus. Convert to 5-point scale by multiplying by 0.625. 	<ul style="list-style-type: none"> 1.00= attended 1.60 activities 2.00= attended 3.20 activities 3.00= attended 4.80 activities 4.00= attended 6.40 activities 5.00= attended 8.00 activities
	High School Student Survey	Q15: Have you ever participated in the following awareness activities this year? a) Visited a college campus with your school. b) Attended a college or career fair at your school. c) Attended a college planning workshop at your school. d) Received assistance at school completing college, financial aid, and scholarship applications. e) Taken a career inventory about career interests at your school. f) Learned about careers at your school. g) Visited local employers. h) Interned or shadowed someone at a job.	<ul style="list-style-type: none"> Recode: yes=1 and no=0. Add across items to get total per student. Find mean score per campus. Convert to 5-point scale by multiplying by 0.625. 	<ul style="list-style-type: none"> 1.00= attended 1.60 activities 2.00= attended 3.20 activities 3.00= attended 4.80 activities 4.00= attended 6.40 activities 5.00= attended 8.00 activities
Student Access to Information: Students' Participation in Summer Programs	Data From NHI and TAMUCC; POC	How many students from each district participated in the Great Debate and Summer Bridge activities?	<ul style="list-style-type: none"> Receive participation numbers from POC and NHI. Divide the number of participants per district by 30 (the target number of students). Multiply by 100 to get percentage. Divide by 20 to convert to 5-point scale. 	<ul style="list-style-type: none"> 1.00= 20% of goal or 6 students 2.00= 40% of goal or 12 students 3.00= 60% of goal or 18 students 4.00= 80% of goal or 24 students 5.00= 100% of goal or 30 students
Student Access to Information: Awareness of Postsecondary Opportunities	Middle School Student Survey	Q16: How familiar are you with: a) Community or junior colleges b) Four-year colleges or universities c) Vocational or technical schools	<ul style="list-style-type: none"> Recode: "Not at all familiar=0, "Somewhat familiar=1, Very familiar=1." Find sum by adding across postsecondary opportunities per student. Find mean score per campus. Convert to 5-point scale by multiplying by 1.667. 	<ul style="list-style-type: none"> 0.00 – 1.67= Familiar with one type of postsecondary opportunity 1.68 – 3.34= Familiar with two types of postsecondary opportunities 3.35 – 5.00= Familiar with three types of postsecondary opportunities

Indicator	Source	Item Description	Methodology	Standards-Based Score
	High School Student Survey	Q17: How familiar are you with: a) Community or junior colleges b) Four-year colleges or universities c) Vocational or technical schools	<ul style="list-style-type: none"> Recode: "Not at all familiar=0, "Somewhat familiar=1, Very familiar=1." Find sum by adding across postsecondary opportunities per student. Find mean score per campus. Convert to 5-point scale by multiplying by 1.667. 	<p>0.00 – 1.67= Familiar with one type of postsecondary opportunity</p> <p>1.68 – 3.34= Familiar with two types of postsecondary opportunities</p> <p>3.35 – 5.00= Familiar with three types of postsecondary opportunities</p>
Student Access to Information: Awareness of College Entrance Requirements	Middle School Student Survey	Q19: Has anyone talked to you about college entrance requirements? a) A GEAR UP/STAR representative b) My school counselor c) My teachers d) My principal/assistant principal	<ul style="list-style-type: none"> Recode: yes=1 and no=0. Sum across items. Select data: If the sum is greater than or equal to 1. Find percentage of students receiving information from at least one of the school/GEAR UP sources per campus. Convert to 5-point scale by dividing by 20. 	<p>1.00= 20% of students receive information from at least one source</p> <p>2.00= 40% of students receive information from at least one source</p> <p>3.00= 60% of students receive information from at least one source</p> <p>4.00= 80% of students receive information from at least one source</p> <p>5.00= 100% of students receive information from at least one source</p>
	High School Student Survey	Q20: Has anyone talked to you about college entrance requirements? a) A GEAR UP/STAR representative b) My school counselor c) My teachers d) My principal/assistant principal	<ul style="list-style-type: none"> Recode: yes=1 and no=0. Sum across items. Select data: If the sum is greater than or equal to 1. Find percentage of students receiving information from at least one of the school/GEAR UP sources per campus. Convert to 5-point scale by dividing by 20. 	<p>1.00= 20% of students receive information from at least one source</p> <p>2.00= 40% of students receive information from at least one source</p> <p>3.00= 60% of students receive information from at least one source</p> <p>4.00= 80% of students receive information from at least one source</p> <p>5.00= 100% of students receive information from at least one source</p>
Student Access to Information: Awareness of Financial Assistance	Middle School Student Survey	Q20: Has anyone talked to you about financial aid opportunities? a) A GEAR UP/STAR representative b) My school counselor c) My teachers d) My principal/assistant principal	<ul style="list-style-type: none"> Recode: yes=1 and no=0. Sum across items. Select data: If the sum is greater than or equal to 1. Find percentage of students receiving information from at least one of the school/GEAR UP sources per campus. Convert to 5-point scale by dividing by 20. 	<p>1.00= 20% of students receive information from at least one source</p> <p>2.00= 40% of students receive information from at least one source</p> <p>3.00= 60% of students receive information from at least one source</p> <p>4.00= 80% of students receive information from at least one source</p> <p>5.00= 100% of students receive information from at least one source</p>
	High School Student Survey	Q21: Has anyone talked to you about financial aid opportunities? a) A GEAR UP/STAR representative b) My school counselor c) My teachers d) My principal/assistant principal	<ul style="list-style-type: none"> Recode: yes=1 and no=0. Sum across items. Select data: If the sum is greater than or equal to 1. Find percentage of students receiving information from at least one of the school/GEAR UP sources per campus. Convert to 5-point scale by dividing by 20. 	<p>1.00= 20% of students receive information from at least one source</p> <p>2.00= 40% of students receive information from at least one source</p> <p>3.00= 60% of students receive information from at least one source</p> <p>4.00= 80% of students receive information from at least one source</p> <p>5.00= 100% of students receive information from at least one source</p>
<i>Mean: Student Access to Information</i>				<i>5-point scale: mean</i>

Indicator	Source	Item Description	Methodology	Standards-Based Score
Parent Access to Information: Receive Some Information Resources	Parent Survey	Q11: In the past year, has anyone spoken with you about: a) College entrance requirements b) The availability of financial aid c) The courses your child should take to prepare for college	<ul style="list-style-type: none"> Recode: yes=1 and no=0. Sum across items. Select data: If the sum is greater than or equal to 1. Find the percentage of parents receiving information regarding at least one college planning topic per campus. Convert to 5-point scale by dividing by 20. 	<ul style="list-style-type: none"> 1.00= 20% of parents receive information about at least one planning process 2.00= 40% of parents receive information about at least one planning process 3.00= 60% of parents receive information about at least one planning process 4.00= 80% of parents receive information about at least one planning process 5.00= 100% of parents receive information about at least one planning process
Parent Access to Information: Receive All Information Resources	Parent Survey	Q11: In the past year, has anyone spoken with you about: a) College entrance requirements b) The availability of financial aid c) The courses your child should take to prepare for college	<ul style="list-style-type: none"> Recode: yes=1 and no=0. Sum across items. Select data: If the sum equals 3. Find the percentage of parents receiving information regarding all three college planning topics per campus per campus. Convert to 5-point scale by dividing by 20. 	<ul style="list-style-type: none"> 1.00= 20% of parents receive information about all three planning processes 2.00= 40% of parents receive information about all three planning processes 3.00= 60% of parents receive information about all three planning processes 4.00= 80% of parents receive information about all three planning processes 5.00= 100% of parents receive information about all three planning processes
Parent Access to Information: Parent Awareness of GEAR UP/STAR	Parent Survey	Q4: How familiar are you with the GEAR UP/STAR program?	<ul style="list-style-type: none"> Mean score per parent. Mean score per campus. Convert to 5-point scale by multiplying by 1.25. 	<ul style="list-style-type: none"> 1.00 – 1.25= Not familiar at all 1.26 – 2.50= Not very familiar 2.51 – 3.75= Somewhat familiar 3.76 – 5.00= Very familiar
<i>Mean: Parent Access to Information</i>				
Building School and Community Cultures that Support Academic Achievement				
School Environment: Leadership and Staff Buy-in	Teacher Survey (0.90)	Q7: Please indicate your agreement with the following statements: a) Teachers in this school share an understanding about how 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 college information into my content-area lessons. 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. n) The principal is willing to support teachers' efforts at vertical teaming. o) Teachers receive adequate administrative support to incorporate vertical teams. q) When our school has professional development focused on vertical teams, the principal often participates. s) Teachers in this school are generally supportive of vertical teaming efforts. u) GEAR UP goals are clearly communicated to staff.	<ul style="list-style-type: none"> Mean score per teacher. Mean score per campus. 	<ul style="list-style-type: none"> 1.00= Strongly disagree 2.00= Disagree 3.00= Unsure 4.00= Agree 5.00= Strongly agree

Indicator	Source	Item Description	Methodology	Standards-Based Score
School Environment: Innovative Environment	Teacher Survey (0.83)	<p>Q7: Please indicate your agreement with the following statements:</p> <p>e) Teachers in this school are continually learning and seeking new ideas.</p> <p>f) The principal in my school actively encourages teachers to pursue professional development geared towards AP strategies and vertical teaming.</p> <p>g) Teachers are not afraid to learn about new educational approaches and use them with their classes.</p> <p>l) The principal encourages teachers to be innovative and try new methods.</p> <p>p) Teachers and administrators rely on research-proven teaching and learning principles in making decisions about instruction.</p>	<ul style="list-style-type: none"> Mean score per teacher. Mean score per campus. 	<p>1.00= Strongly disagree</p> <p>2.00= Disagree</p> <p>3.00= Unsure</p> <p>4.00= Agree</p> <p>5.00= Strongly agree</p>
School Environment: Cooperation with Partners	TAMUCC: POC and Partner Data	Was the campus cooperative with partners and willing to participate in partner programs?	<ul style="list-style-type: none"> Receive information from partners regarding the whether or not they were able to implement their programs on each campus. Code: yes=1 and no=0. Convert to 5-point scale by multiplying by 5. <p>5-point scale: mean</p>	<p>0.00= Did not cooperate with all partners</p> <p>5.00= Cooperated with all partners</p>
<i>Mean: School Environment</i>				
Parent and Community Support	Teacher Survey (0.77)	<p>Q7: Please indicate your agreement with the following statements:</p> <p>i) Parents support our school's emphasis on college readiness.</p> <p>m) GEAR UP goals are clearly communicated to parents and the community.</p> <p>r) The surrounding community actively supports our emphasis on college readiness.</p> <p>t) This school provides a variety of opportunities for parental involvement.</p>	<ul style="list-style-type: none"> Mean score per teacher. Mean score per campus. 	<p>1.00= Strongly disagree</p> <p>2.00= Disagree</p> <p>3.00= Unsure</p> <p>4.00= Agree</p> <p>5.00= Strongly agree</p>
Parent and Community Support: Parents' Support of Goals at Home	Parent Survey (0.72)	<p>Q5: Over the past year, how often did you:</p> <p>a) Assist with or monitor your child's homework at home.</p> <p>b) Tutor your child at home using materials and instructions provided by the teacher.</p> <p>c) Read with your child at home.</p> <p>d) Discuss school with your child.</p> <p>Q8: How often did you do each of the following:</p> <p>a) Talk about attending college.</p> <p>b) Help select classes that support your child's college plans.</p> <p>c) Talk about taking a college entrance exam.</p> <p>d) Talk about financial aid opportunities or scholarships.</p>	<ul style="list-style-type: none"> Mean score per parent [(Q5 + Q8)/number of items]. Mean score per campus. Convert to 5-point scale by multiplying by 1.25. 	<p>0.00 – 1.25= Never</p> <p>1.26 – 2.50= Several times a month</p> <p>2.51 – 3.75= Several times a week</p> <p>3.76 – 5.00= Every day</p>

Indicator	Source	Item Description	Methodology	Standards-Based Score
Parent and Community Support: Parents' Participation in School and STAR Activities	Parent Survey (0.79)	<p>Q1: How many times have you visited your child's school in the past year?</p> <p>Q2: Which of the following activities have you participated in over the course of the past school year?</p> <ol style="list-style-type: none"> PTA meeting. Volunteer activities. Parent-teacher conferences. Observed/visited your child's classroom. Talked with a teacher or administrator about your child's education. Received college planning information or other counseling services from the counselor. Received a home visit from a teacher, counselor, or administrator. <p>Q3: Which of the following college and career awareness activities have you participated in over the past year?</p> <ol style="list-style-type: none"> Visited a college campus with your child's school. Attended a college or career fair at your child's school. Attended a workshop on preparing for college. Received assistance in completing financial aid, scholarships, and applications. Attended a workshop on careers with your child. Attended a FACE activity with your child. Other. 	<ul style="list-style-type: none"> Recode Q1: If X is greater than or equal to 1, recode as 1. Recode Q2 and Q3: yes=1 and no=0. Add across all items across all three questions. Select data: If the sum is greater than or equal to 5. Find percentage of parents attending 5 or more activities per campus. Convert to 5-point scale by dividing by 20. 	<p>1.00= 20% of parents attended 5 or more activities</p> <p>2.00= 40% of parents attended 5 or more activities</p> <p>3.00= 60% of parents attended 5 or more activities</p> <p>4.00= 80% of parents attended 5 or more activities</p> <p>5.00= 100% of parents attended 5 or more activities</p>
<i>Mean: Parent and Community Support</i>			5-point scale: mean	
Implementation Index			<p>5-point scale: [(Mean: Raising Academic Standards + Mean: Engaging Teachers and Students + Mean: Student and Parent Access to Information + Mean: Building School and Community Cultures that Support Academic Achievement)/4]</p>	5-point scale

Sources: STAR Teacher, Counselor, and Librarian Survey, spring 2009; STAR Middle School and High School Student Surveys, spring 2009; STAR Parent Survey, spring 2009; STAR Partner Phone Interviews, spring 2009; POC Training Attendance Records, 2008-09; PEIMS 2007-08 attendance data; College Board AP Exam Participation and Performance Reports.

Notes: For further information about STAR surveys, including administration procedures and the characteristics of respondents, see Tables 1.2, 1.3, and 1.4 in chapter 1. For further information about STAR classroom observations, including selection and observation procedures, see Table 1.1 in Chapter 1.

APPENDIX H

IMPLEMENTATION ANALYSIS SCORING RUBRIC

Table H.1 describes the criteria used to identify schools' level of implementation for each of the core components of STAR implementation.

Table H.1. Scoring Rubrics for the Implementation Evaluation of GEAR UP/STAR in 2008-09

Component	Minimal Implementation (0.00-1.50)	Partial Implementation (1.51-3.00)	Substantial Implementation (3.00-4.50)	Full Implementation (4.51-5.00)	Implementation Score
<i>Raising Academic Standards</i>					Campus Scores: 1.35 – 2.82 Mean= 1.95 SD= 0.43
<i>Academic Rigor</i>	Teachers ask open-ended questions or require reasoning <i>to a very small extent</i> . Teachers relate subject matter or ask students to relate subject matter to other contexts or to everyday life <i>to a very small extent</i> . Teachers use subject specific Advanced Placement academic strategies <i>to a very small extent</i> . Several students are not focused on the learning tasks and engage in inappropriate behaviors. Most students invest <i>minimal effort</i> in learning or understanding the lesson content and <i>exhibit minimal or no interest</i> or enthusiasm for the assigned tasks.	Teachers ask open-ended questions or require reasoning <i>to a small or moderate extent</i> . Teachers relate subject matter or ask students to relate subject matter to other contexts or to everyday life <i>to a small or moderate extent</i> . Teachers use subject specific Advanced Placement academic strategies <i>to a small or moderate extent</i> . A few students are obedient and attend to the teacher's content delivery and directions. Most students <i>comply with expectations</i> by answering questions and carrying out assignments. Students <i>exhibit limited or moderate interest</i> in or excitement about the content they are learning.	Teachers ask open-ended questions or require reasoning <i>to a large extent</i> . Teachers relate subject matter or ask students to relate subject matter to other contexts or to everyday life <i>to a large extent</i> . Teachers use subject specific Advanced Placement academic strategies <i>to a large extent</i> . <i>Nearly all</i> students are on task. Activity in the classroom is relevant to assigned tasks. Most students exhibit a <i>sustained commitment to and involvement</i> in their academic tasks. Students are <i>interested</i> in their assignments.	Teachers ask open-ended questions or require reasoning <i>to a very large extent</i> . Teachers relate subject matter or ask students to relate subject matter to other contexts or to everyday life <i>to a very large extent</i> . Teachers use subject specific Advanced Placement academic strategies <i>to a very large extent</i> . <i>Nearly all</i> students are <i>substantively engaged</i> . Students are <i>focused</i> on meaningful and intellectually challenging tasks. The lesson allows for substantial student-to-student and/or student-to-teacher interaction. <i>Nearly all</i> students are <i>interested in and enthusiastic</i> about their assigned tasks.	

Component	Minimal Implementation (0.00-1.50)	Partial Implementation (1.51-3.00)	Substantial Implementation (3.00-4.50)	Full Implementation (4.51-5.00)	Implementation Score
<p><i>Curricular Alignment</i></p> <p>Campus Scores: 2.00 – 2.97 Mean= 2.54 SD= 0.31</p> <p><i>Advanced Academics</i></p> <p>Campus Scores: 0.00 – 3.11 Mean= 0.96 SD= 1.07</p>	<p>Teachers very <u>rarely</u> communicate or work collaboratively with colleagues and peers. Teachers meet with their vertical teams <u>1–2 times a year or less</u>. The district emphasized rigor to a <u>small extent</u> and <u>0.0% - 13.5% of AP exams</u> earned a Grade 3 or better (or 0.0% - 30% of state average).</p>	<p>Teachers <u>sometimes</u> communicate or work collaboratively with colleagues and peers. Teachers meet with their vertical teams <u>1–2 times a semester</u>. The district emphasized rigor to a <u>large extent</u> and <u>27.1% - 40.5% of AP exams</u> earned a Grade 3 or better (or 60.1% - 89.9% of state average).</p>	<p>Teachers <u>often</u> communicate or work collaboratively with colleagues and peers <u>almost daily</u>. Teachers meet with their vertical teams <u>at least once a week</u>. The district emphasized rigor to a <u>great extent</u> and <u>40.6% - 45.0% of AP exams</u> earned a Grade 3 or better (or 90.0% - 100.0% of state average).</p>	<p>Campus Scores: 2.43 – 3.37 Mean= 2.75 SD= 0.26</p>	
<i>Engaging Teachers and Students</i>					
<p><i>Teacher Participation in Professional Development</i></p> <p>Campus Scores: 2.19 – 3.46 Mean= 2.60 SD= 0.36</p>	<p>Teachers <u>disagree</u> that teachers in their school are continually learning and are not afraid to learn about new strategies and use them. Teachers <u>disagree</u> that they have received sufficient training to incorporate AP strategies in their classroom or use student test scores in planning academic programs. In the district, <u>0.0% - 30.0% of teachers</u> attended STAR training.</p>	<p>Teachers <u>are unsure if</u> teachers in their school are continually learning and are not afraid to learn about new strategies and use them. Teachers <u>are unsure if</u> they have received sufficient training to incorporate AP strategies in their classroom or use student test scores in planning academic programs. In the district, <u>31.1% - 60.0% of teachers</u> attended STAR training.</p>	<p>Teachers <u>agree</u> that teachers in their school are continually learning and are not afraid to learn about new strategies and use them. Teachers <u>agree</u> that they have received sufficient training to incorporate AP strategies in their classroom or use student test scores in planning academic programs. In the district, <u>61.1% - 90.0% of teachers</u> attended STAR training.</p>	<p>Teachers <u>strongly agree</u> that teachers in their school are continually learning and are not afraid to learn about new strategies and use them. Teachers <u>strongly agree</u> that they have received sufficient training to incorporate AP strategies in their classroom or use student test scores in planning academic programs. In the district, <u>90.1% - 100.0% of teachers</u> attended STAR training.</p>	

Component	Minimal Implementation (0.00-1.50)	Partial Implementation (1.51-3.00)	Substantial Implementation (3.00-4.50)	Full Implementation (4.51-5.00)	Implementation Score
<p><i>Student Engagement in School</i></p> <p>Campus Scores: 2.28 – 3.37 Mean= 2.91 SD= 0.34</p>	<p>Students <u>rarely</u> attend tutoring, mentoring, or counseling activities provided by their school. The campus attendance rate is <u>less than or equal to 82.5%</u> of the state average (95.5%).</p>	<p>Students <u>sometimes</u> attend tutoring, mentoring, or counseling activities provided by their school. The campus attendance rate is <u>between 82.6% and 90.0%</u> of the state average (95.5%).</p>	<p>Students <u>often</u> attend tutoring, mentoring, or counseling activities provided by their school <u>almost every day</u>. The campus attendance rate is <u>between 97.6% and 100.0%</u> of the state average (95.5%).</p>	<p>Students attend tutoring, mentoring, or counseling activities provided by their school <u>almost every day</u>. The campus attendance rate is <u>between 97.6% and 100.0%</u> of the state average (95.5%).</p>	<p>Campus Scores: 1.69 – 2.67 Mean= 2.19 SD= 0.26</p>
<p><i>Student and Parent Access to Information</i></p>					
<p><i>Student Access to Information</i></p> <p>Campus Scores: 2.00 – 3.44 Mean= 2.72 SD= 0.37</p>	<p>Students have attended less than <u>2.40 different kinds of awareness activities</u>, on average. Less than <u>9 students</u> attended summer STAR activities. Students are familiar with <u>one</u> of the postsecondary educational opportunities. Less than <u>30.0% of students</u> have received information about college entrance requirements and financial aid from at least one school source.</p>	<p>Students have attended between <u>2.41 and 4.80 different kinds of awareness activities</u>, on average. Between <u>9 and 18 students</u> attended summer STAR activities. Students are familiar with <u>two</u> of the postsecondary educational opportunities. <u>Between 30.1% and 60.0% of students</u> have received information about college entrance requirements and financial aid from at least one school source.</p>	<p>Students have attended between <u>4.81 and 7.20 awareness activities</u>, on average. Between <u>19 and 27 students</u> attended summer STAR activities. Students are familiar with <u>all three</u> of the postsecondary educational opportunities. <u>Between 60.1% and 90.0% of students</u> have received information about college entrance requirements and financial aid from at least one school source.</p>	<p>Students have attended between <u>7.21 and 8.00 awareness activities</u>, on average. Between <u>27 and 30 students</u> attended summer STAR activities. Students are familiar with <u>all three</u> of the postsecondary educational opportunities. <u>Between 90.1% and 100.0% of students</u> have received information about college entrance requirements and financial aid from at least one school source.</p>	

Component	Minimal Implementation (0.00-1.50)	Partial Implementation (1.51-3.00)	Substantial Implementation (3.00-4.50)	Full Implementation (4.51-5.00)	Implementation Score
<p><i>Parent Access to Information</i></p> <p>Campus Scores: 1.39 – 2.16 Mean= 1.66 SD= 0.20</p>	<p>Less than <u>30.0% of parents</u> have received information about at least one college planning topic. Less than <u>30.0% of parents</u> have received information about all three college planning topics. Parents are <u>not very familiar</u> with the STAR program on their child's campus, on average.</p>	<p>Between <u>30.1% and 60.0% of parents</u> have received information about at least one college planning topic. Between <u>30.1% and 60.0% of parents</u> have received information about all three college planning topics. Parents are <u>somewhat familiar</u> with the STAR program on their child's campus, on average.</p>	<p>Between <u>60.1% and 90.0% of parents</u> have received information about at least one college planning topic. Between <u>60.1% and 90.0% of parents</u> have received information about all three college planning topics. Parents are <u>very familiar</u> with the STAR program on their child's campus, on average.</p>	<p>Between <u>90.1% and 100.0% of parents</u> have received information about at least one college planning topic. Between <u>90.1% and 100.0% of parents</u> have received information about all three college planning topics. Parents are <u>very familiar</u> with the STAR program on their child's campus, on average.</p>	<p>Campus Scores: 2.69 – 4.01 Mean= 3.62 SD= 0.40</p>
<p><i>Building School and Community Cultures that Support Academic Achievement</i></p>					
<p><i>School Environment</i></p> <p>Campus Scores: 2.29 – 4.50 Mean= 3.98 SD= 0.70</p>	<p>Teachers <u>disagree</u> that their administrators provide effective leadership and support to implement STAR. Teachers <u>disagree</u> that other teachers support the goals of STAR. Teachers <u>disagree</u> that school staff members are innovative and seek to learn new strategies.</p>	<p>Teachers are <u>unsure</u> if their administrators provide effective leadership and support to implement STAR. Teachers are <u>unsure</u> if school staff members are innovative and seek to learn new strategies. The campus <u>did cooperate</u> with all STAR partners.</p>	<p>Teachers <u>strongly agree</u> that their administrators provide effective leadership and support to implement STAR. Teachers <u>strongly agree</u> that other teachers support the goals of STAR. Teachers <u>strongly agree</u> that school staff members are innovative and seek to learn new strategies. The campus <u>did cooperate</u> with all STAR partners.</p>	<p>Teachers <u>strongly agree</u> that their administrators provide effective leadership and support to implement STAR. Teachers <u>strongly agree</u> that other teachers support the goals of STAR. Teachers <u>strongly agree</u> that school staff members are innovative and seek to learn new strategies. The campus <u>did cooperate</u> with all STAR partners.</p>	

Component	Minimal Implementation (0.00-1.50)	Partial Implementation (1.51-3.00)	Substantial Implementation (3.00-4.50)	Full Implementation (4.51-5.00)	Implementation Score
Parent and Community Support Campus Scores: 3.08 – 3.52 Mean= 3.26 SD= 0.15	Teachers <u>disagree</u> that parents and community members support the school and STAR goals. Parents support STAR goals by assisting their child with school work or college plans <u>several times a month</u> . Less than <u>30.0% of parents</u> attended five or more school activities.	Teachers are <u>unsure</u> if parents and community members support the school and STAR goals. Parents support STAR goals by assisting their child with school work or college plans <u>several times a week</u> . <u>Between 30.1% and 60.0% of parents</u> attended five or more school activities.	Teachers <u>strongly agree</u> that parents and community members support the school and STAR goals. Parents support STAR goals by assisting their child with school work or college plans <u>every day</u> . <u>Between 60.1% and 90.0% of parents</u> attended five or more school activities.	Teachers <u>strongly agree</u> that parents and community members support the school and STAR goals. Parents support STAR goals by assisting their child with school work or college plans <u>every day</u> . <u>Between 90.1% and 100.0% of parents</u> attended five or more school activities.	Campus Scores: 2.35 – 2.86 Mean= 2.63 SD= 0.14
Composite Score					

Sources: STAR Teacher, Counselor, and Librarian Survey, spring 2009; STAR Middle School and High School Student Surveys, spring 2009; STAR Parent Survey, spring 2009; STAR Partner Phone Interviews, spring 2009; POC Training Attendance Records, 2008-09; PEIMS 2007-08 attendance data; College Board AP Exam Participation and Performance Reports.

Notes: For further information about STAR surveys, including administration procedures and the characteristics of respondents, see Tables 1.2, 1.3, and 1.4 in chapter 1. For further information about STAR classroom observations, including selection and observation procedures, see Table 1.1 in Chapter 1.

APPENDIX I

ADVANCED COURSE PERFORMANCE MEASURES

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 AP and other rigorous coursework, graduate from high school, and enroll in college. This Appendix compares second year data (2007-08) with baseline data (2005-06) across a variety of academic indicators that are benchmarks against which districts' progress toward STAR goals may be measured in future evaluation years. *It is important to note that these data reflect the performances of all students in STAR schools and are not measures of the performance of served student cohorts.*

The Appendix utilizes data provided through TEA's PEIMS and AEIS databases, as well as THECB and College Board reports for the 2005-06 through 2007-08 school years²⁴ and includes measures related to enrollment in AP coursework, AP and college entrance examination scores, attendance rates, college readiness indicators, as well as graduation, dropout, and college enrollment rates. Results are reported across indicators for STAR districts and campuses and, where appropriate, for TEA-identified "peer group" campuses,²⁵ as well as state averages for purposes of comparison.

Advanced Placement Program

AP teachers. Table I.1 shows that in 2007-08 Miller high school had 16 AP teachers—the largest number across STAR high schools. Alice High School had 11 AP teachers followed by Falfurrias High School with six AP teachers. The remaining high schools (H. M. King, Mathis, and Odem) had four AP teachers each in 2007-08. There has been a slight increase in the overall number of AP teachers at STAR high schools from 2005-06 through 2007-08. In 2005-06, there were 42 AP teachers. That number increased to 44 in 2006-07 and to 45 in 2007-08.

AP teachers ($n=42$ in 2005-06 , $n=44$ in 2006-07, and $n=45$ in 2007-08) in STAR high schools differed from non-AP teachers ($n=397$ in 2005-06, $n=386$ in 2006-07, and $n=383$ in 2007-08) in several ways. AP teachers were more likely to be female (71% vs. 53% in 2005-06, 66% vs. 55% in 2006-07, and 69% vs. 62% in 2007-08) and more likely to hold an advanced degree (41% vs. 32% in 2005-06, 46% vs. 33% in 2006-07, and 44% vs. 34% in 2007-08). AP teachers were also somewhat more experienced than their non-AP counterparts (14 years experience vs. 12 years experience in both 2005-06 and 2006-07 and 11 years experience vs. 9 years experience in 2007-08).

²⁴The most recent years for which data are available.

²⁵For 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 I.1. Number of AP Teachers in STAR High Schools, 2005-06 Through 2007-08

Campus	Number of AP Teachers		
	2005-06	2006-07	2007-08
Falfurrias HS	4	6	6
Alice HS	13	12	11
H. M. King HS	6	6	4
Miller HS	13	14	16
Mathis HS	2	2	4
Odem HS	4	4	4
Total	42	44	45

Sources: 2005-06, 2006-07, and 2007-08 TEA staff responsibilities files.

AP courses. AP courses are designed to prepare students for college level work and require sophisticated analysis of content, advanced reasoning and 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 I.2 reports the percentage of students in Grades 9 through 12 at each STAR high school who received credit for AP coursework from 2005-06 through 2007-08. The AP courses in which the largest percentages of students received credit were English Language and Composition (4.2% in 2005-06, 4.7% in 2006-07, and 4.6% in 2007-08), English Literature and Composition (3.0% in 2005-06, 3.6% in 2006-07, and 3.2% in 2007-08), U. S. History (2.5% in 2005-06, 3.2% in 2006-07, and 3.3% in 2007-08), U. S. Government and Politics (1.7% in both 2005-06 and 2006-07 and 2.3% in 2007-08), and World History (1.8% in 2005-06, 2.2% in 2006-07, and 1.8% in 2007-08). Other relatively popular AP courses were Macroeconomics, Biology, and Calculus AB.

Table I.2 Percentage of Students in Grades 9 through 12 Who Received AP Course Credit by STAR High School, 2005-06 Through 2007-08

AP Course	Falfurrias High School			Alice High School			H. M. King High School			Miller High School		
	05-06	06-07	07-08	2006 to 2008 Change	05-06	06-07	07-08	2006 to 2008 Change	05-06	06-07	07-08	2006 to 2008 Change
AP Biology	0.0	4.3	7.9	7.9	1.7	1.7	1.0	-0.7	0.3	0.9	0.6	0.3
AP Chemistry	0.0	0.0	0.0	0.0	0.3	0.0	0.0	-0.3	0.0	0.8	0.0	0.4
AP Physics B	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.7	0.4
AP Calculus AB	0.0	1.0	0.8	0.8	1.0	0.9	1.2	0.2	1.0	1.0	1.0	2.3
AP Calculus BC	0.2	0.0	0.0	-0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0
AP Statistics	0.0	0.0	0.0	0.0	1.7	1.2	1.3	-0.4	0.0	0.0	0.0	0.6
AP English Lang. & Comp.	4.8	3.2	2.1	-2.7	6.0	6.2	6.3	0.3	4.3	3.6	2.2	-2.1
AP English Lit. & Comp.	1.8	5.1	2.1	0.3	6.6	6.6	6.4	-0.2	0.6	0.2	0.2	-0.4
AP Microeconomics	3.6	6.1	5.4	1.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
AP Macroeconomics	0.0	0.0	0.0	0.0	0.0	1.1	2.8	2.8	0.0	0.0	0.0	0.0
AP U. S. Gov. & Politics	3.8	6.1	5.4	1.6	0.5	1.1	2.8	2.3	0.7	0.0	0.0	-0.7
AP U. S. History	8.5	5.5	5.2	-3.3	1.7	3.1	2.5	0.8	0.0	0.0	0.0	0.0
AP Human Geography	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
AP World History	0.0	0.0	0.0	0.0	4.4	5.4	4.3	-0.1	0.0	0.0	0.0	2.3
AP French language, level IV	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3
AP French literature, level V	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2
AP Spanish language, level IV	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.4
AP Art, Drawing	0.0	0.0	0.0	0.0	0.5	0.7	0.7	0.2	0.1	0.0	0.1	0.0
AP Art, 2-Dimen. Design Portfolio	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	-0.2
AP Art, 3-Dimen. Design Portfolio	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	-0.2
At least one AP course passed	12.5	14.8	13.9	1.4	17.7	19.3	17.8	0.1	6.6	5.3	3.9	-2.7

Table continues

Table I.2. (Continued) Percentage of Students in Grades 9 through 12 Who Received AP Course Credit by STAR High School, 2005-06 Through 2007-08

AP Course	Mathis High School			Odem High School			All Schools					
	05-06	06-07	07-08	2006 to 2008 Change	05-06	06-07	07-08	2006 to 2008 Change	05-06	06-07	07-08	2006 to 2008 Change
AP Biology	0.0	0.0	0.0	0.0	6.4	3.8	2.1	-4.3	1.0	1.4	1.4	0.4
AP Chemistry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.2	0.0
AP Physics B	2.3	0.0	0.0	-2.3	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.0
AP Calculus AB	0.2	0.4	0.0	-0.2	2.0	2.1	2.5	0.5	1.2	1.0	1.0	-0.2
AP Calculus BC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.0	-0.2
AP Statistics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.6	0.5	-0.1
AP English Lang. & Comp.	2.2	4.6	7.3	5.1	0.0	0.0	0.0	0.0	4.2	4.7	4.6	0.4
AP English Lit. & Comp.	1.7	0.0	0.0	-1.7	4.4	4.4	5.8	1.4	3.0	3.6	3.2	0.2
AP Microeconomics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.6	0.5	0.2
AP Macroeconomics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	1.1	1.8	1.0
AP U. S. Gov. & Politics	2.0	0.0	0.0	-2.0	0.0	0.0	0.0	0.0	1.7	1.7	2.3	0.6
AP U. S. History	2.5	2.3	4.2	1.7	4.1	4.7	7.1	3.0	2.5	3.2	3.3	0.8
AP Human Geography	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.1	-0.1
AP World History	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.8	2.2	1.8	0.0
AP French language, level IV	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	-0.1
AP French literature, level V	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
AP Spanish language, level IV	0.0	0.0	0.7	0.7	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.0
AP Art, Drawing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.0
AP Art, 2-Dimen. Design Portfolio	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1
AP Art, 3-Dimen. Design Portfolio	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
At least one AP course passed	7.2	5.0	8.3	1.1	12.2	10.6	11.3	-0.9	12.5	13.7	12.8	0.3

Sources: Student course completion records from TEA for 2005-06 through 2007-08.

On the other hand, in other AP courses, five or fewer students (0.1% or less) received credit each year. These courses included French language; French literature; Spanish language; Art, 2-Dimensional Design Portfolio; and 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. On the other hand, students received credit for AP U. S. History at all STAR high schools except H. M. King High School. Two of the largest high schools offered²⁶ the most AP courses. Miller High School had the largest roster of AP courses (16 in 2005-06 and 2006-07 and 17 in 2007-08), followed by Alice High School (10 in 2005-06 and 2007-08 and 11 in 2006-07). Not surprisingly, two of the smaller high schools offered the fewest AP courses (4 each year at Odem; and 6 in 2005-06, and 3 in 2006-07 and 2007-08 at Mathis).

The percentages of high school students receiving credit for at least one AP course were similar across the 3 school years. 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, but decreased slightly to 12.8% in 2007-08. Compared to the baseline year of 2005-06, there has been essentially no change (an increase of 0.3%). (As one would expect, this percentage was higher [26% each year from 2005-06 through 2007-08] when only Grades 11 and 12 were considered.)

The highest levels of participation were at Miller (14.2% in 2005-06, 19.8% in 2006-07, and 17.9% in 2007-08) and Alice (17.7% in 2005-06, 19.3% in 2006-07, and 17.8% in 2007-08) high schools, while the lowest level was at H. M. King (6.6% in 2005-06, 5.3% in 2006-07, and 3.9% in 2007-08). Compared to the baseline year of 2005-06, AP participation increased at four high schools in 2007-08. These schools were Miller (a 3.7 percentage point increase), Falfurrias (a 1.4 percentage point increase), Mathis (a 1.1 percentage point increase), and Alice (a 0.1 percentage point increase) high schools. On the other hand, AP participation decreased at H. M. King High School (a 2.7 percentage point decrease) and Odem High School (a 0.9 percentage point decrease).

The characteristics of students who did and did not receive credit for at least one AP course in 2005-06 through 2007-08 are compared in Table I.3. 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. It is noteworthy that the percentage of Hispanic students has increased and the percentage of White students has decreased in the subgroup of students who received credit for at least one AP course.

²⁶It was assumed that the AP course was not offered in a year if no students received credit for the course that year.

Table I.3. Characteristics of Students Receiving Credit and Not Receiving Credit for at Least One AP Course at STAR High Schools, 2005-06 Through 2007-08

Category	Passing At Least One AP Course			Not Passing At Least One AP Course		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Hispanic	78.9%	80.2%	83.1%	86.0%	86.6%	86.3%
White	16.9%	15.1%	14.0%	10.2%	10.2%	9.9%
Other	4.2%	1.1%	2.9%	3.8%	3.2%	3.8%
Female	60.2%	62.2%	61.5%	47.5%	47.7%	48.2%
Male	39.8%	37.8%	38.5%	52.5%	52.3%	51.8%
Free/reduced lunch	43.3%	43.4%	47.0%	65.5%	65.2%	64.2%
No free/reduced lunch	56.7%	56.6%	53.0%	34.5%	34.8%	35.8%

Sources: Student course completion records from TEA for 2005-06 through 2007-08.

Notes. The numbers of students who passed at least one Advanced Placement (AP) course were 693 in 2005-06, 684 in 2006-07, and 623 in 2007-08. The numbers of students who did not pass at least one AP course were 4,762 in 2005-06, 4,323 in 2006-07, and 4,274 in 2007-08.

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 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 I.1 and Table I.4 present information on AP examination participation in STAR high schools from 2006 to 2008. In 2006, 558 students took AP examinations. Fewer students took AP examinations in both 2007 (465 students) and 2008 (469 students). Overall, 89 fewer students took AP examinations in 2008 than in 2006. Between 2006 and 2008, student participation dropped at all of the STAR high schools except Mathis High School. The number of test takers decreased by 36 students at Miller High School, 30 students at Alice High School, 20 students at H. M. King High School, 7 students at Falfurrias High School, and 6 students at Odem High School. Over the same time period, the number of test takers increased by 10 students at Mathis High School.

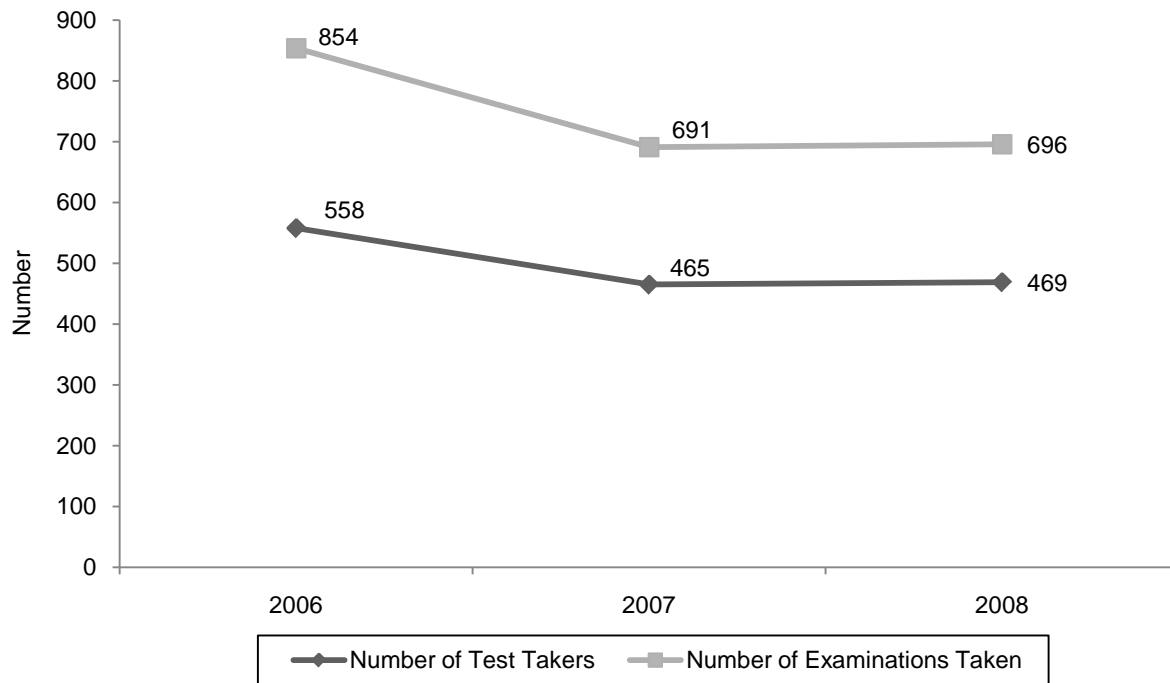


Figure I.1. AP examination participation at STAR High Schools, 2005-06 through 2007-08.

Sources: College Board Advanced Placement Examination Performance and Participation Overview reports for 2005-06, 2006-07, and 2007-08.

Table I.4 and Figure I.1 also report the number of examinations taken from 2006 to 2008. In 2006, 854 AP examinations were taken at STAR high schools. In 2008, 158 fewer, or 696 AP examinations were taken. Similar to the changes in student participation from 2006 to 2008, the number of examinations taken decreased at all of the STAR high schools except Mathis. The decreases ranged from 92 examinations at Miller High School to 5 examinations at Alice High School. At Mathis High School, 12 more AP examinations were taken in 2008 than in 2006. Each year approximately 1.5 AP examinations were taken per AP test taker at the STAR high schools. Note that AP examination taking rates were higher statewide and across all. For example, the AP examination taking rates per test taker were about 1.7 for public schools and 1.8 in Texas.

Also reported in Table I.4 (and Figure I.2) 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 2008, 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 2008, only 9.2% (1.6 percentage point decrease) of examinations received a score of 3 or above. There were decreases in performance at four of the STAR high schools (Miller High School, Falfurrias High School, Alice High School, and Mathis High School) and increases at two high schools (H. M. King High School and Odem High School). Each year the highest level of performance was at H. M. King High School. For example, in 2008, 28% 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 9%.

Table I.4. AP Examination Performance of STAR High Schools, 2005-06 through 2007-08

Campus	2005-06	2006-07	2007-08	2006-08 Change
Number of Test Takers				
Falfurrias HS	22	7	15	-7
Alice HS	279	278	249	-30
H. M. King HS	61	32	41	-20
Miller HS	141	122	105	-36
Mathis HS	33	18	43	+10
Odem HS	22	8	16	-6
Group Total	558	465	469	-89
Texas Public Schools	114,427	125,526	137,654	+23,227
All Public Schools	1,131,814	1,239,336	1,346,925	+215,111
Number of Examinations Taken				
Falfurrias HS	34	8	17	-17
Alice HS	419	416	414	-5
H. M. King HS	98	42	50	-48
Miller HS	236	188	144	-92
Mathis HS	43	29	55	+12
Odem HS	24	8	16	-8
Group Total	854	691	696	-158
Texas Public Schools	208,646	228,885	252,701	+44,055
All Public Schools	1,943,164	2,133,594	2,321,311	+37,8147
Percentage of Scores 3-5				
Falfurrias HS	2.9%	0.0%	0.0%	-2.9
Alice HS	10.3%	6.5%	9.4%	-0.9
H. M. King HS	21.4%	47.6%	28.0%	+6.6
Miller HS	10.6%	5.3%	6.3%	-4.3
Mathis HS	2.3%	0.0%	1.8%	-0.5
Odem HS	4.2%	0.0%	6.3%	+2.1
Group Total	10.8%	8.2%	9.2%	-1.6
Texas Public Schools	47.0%	46.0%	45.1%	-1.9
All Public Schools	57.5%	57.2%	55.7%	-1.8

Sources: College Board Advanced Placement Examination Performance and Participation Overview reports for 2005-06, 2006-07, and 2007-08.

It is interesting to note that from 2006 to 2008 performance also decreased across all Texas public schools (1.9 percentage points) and all public schools nationally (1.8 percentage points). Yet the overall level of performance was considerably higher in Texas and for all public schools. For example, the STAR performance deficits to the state were 36 (2006), 38 (2007), and 36 (2008) percentage points, while the STAR deficits to public schools nationally were 47 (2006), 49 (2007), and 47 (2008) percentage points.

Table I.5 reports the number of specific AP examinations taken and the percentage having scores of 3 or above at STAR campuses. English Language and Composition was the most popular AP examination at STAR campuses. Overall, 186 examinations were taken in 2006, 138 in 2007, and 183 in 2008. The percentages of English Language and Composition examinations having scores of 3 or above were 9% in 2006, 10% in 2007, and 13% in 2008. Other popular examinations at STAR high schools included English Literature and Composition, U.S. History, and World History. The number of English Literature and Composition examinations taken was 122 in 2006, 109 in 2007, and 90 in 2008. Percentages of scores 3 or above were 4% in 2006, 5% in 2007, and 10% in 2008. The number of U.S. History examinations taken was 98 in 2006, 82 in 2007, and 121 in 2008. Percentages of scores 3 or above were 8% in 2006, 6% in 2007, and 5% in 2008. The number of World History examinations taken was 99 in both 2006 and 2007 and 83 in 2008. Percentages of scores 3 or above were 5% in 2006, 3% in 2007, and 1% in 2008. Other AP examinations taken by at least 30 Students in STAR schools each year included U.S. Government and Politics, Macroeconomics, Calculus AB, 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, and only 5 in 2008. Three Spanish Literature examinations were taken in 2006 and none in both 2007 and 2008.

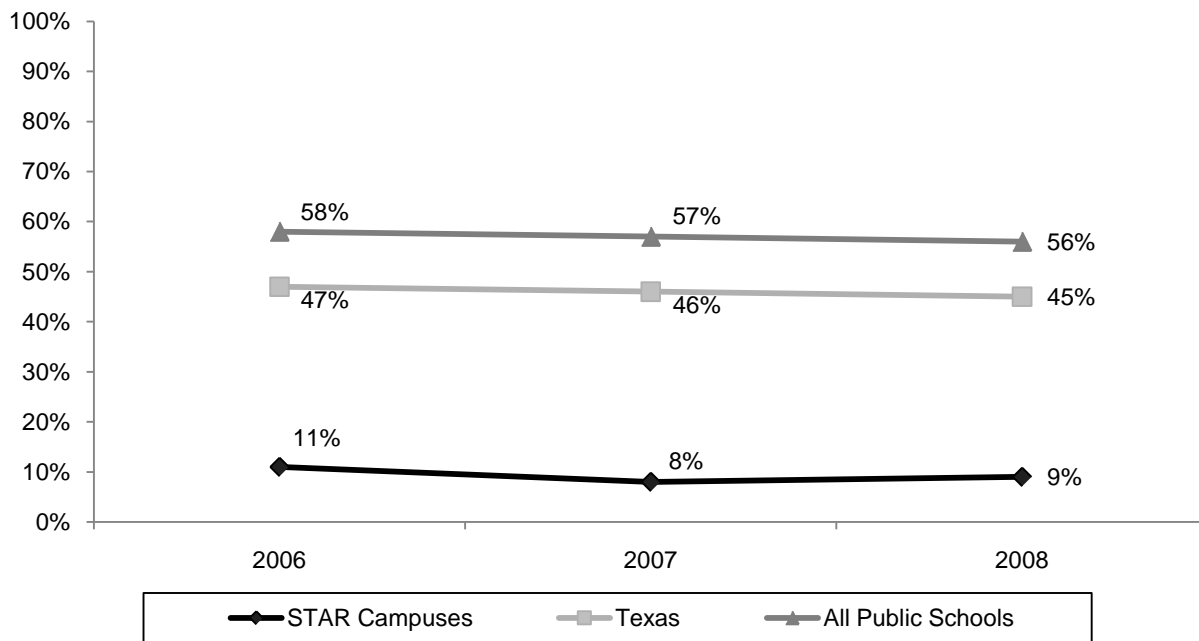


Figure I.2. Percentage of AP examination scores 3 or higher, 2006 through 2008.

Sources: College Board 2005-06 school AP distributions and 2006-07 and 2007-08 District Integrated Summary reports.

Table I.5. STAR AP Examination Scores, 2005-06 through 2007-08

AP Examination	2005-06			2006-07			2007-08		
	N Exams	Grades 3 or Higher		N Exams	Grades 3 or Higher		N Exams	Grades 3 or Higher	
		N	%		N	%		N	%
Art History	4	1	25.0%	3	Mask ^a	Mask	0	--	--
Art : Studio 2D Design	7	3	42.9%	7	0	0.0%	8	4	50.0%
Studio Art-Drawing	10	3	30.0%	8	2	25%	8	1	12.5%
Biology	39	3	7.7%	32	3	9.4%	31	4	12.9%
Chemistry	8	0	0.0%	8	2	25.0%	1	Mask	Mask
Economics-Macro	38	2	5.3%	56	0	0.0%	44	3	6.8%
Economics-Micro	15	2	13.3%	0	--	--	0	--	--
English Lang. & Comp.	186	17	9.1%	138	14	10.1%	183	23	12.6%
English Lit. & Comp.	122	5	4.1%	109	5	4.6%	90	9	10.0%
French Language	5	1	20.0%	0	--	--	0	--	--
Gov. & Pol., U.S.	58	6	10.3%	51	2	3.9%	46	3	6.5%
European History	1	1	100.0%	4	Mask	Mask	1	Mask	Mask
U.S. History	98	8	8.2%	82	5	6.1%	121	6	5.0%
World History	99	5	5.1%	99	3	3.0%	83	1	1.2%
Human Geography	10	0	0.0%	17	0	0.0%	7	1	14.3%
Calculus AB	60	1	1.7%	35	6	17.1%	32	2	6.3%
Calculus BC	5	2	40.0%	0	--	--	1	Mask	Mask
Music Theory	1	0	0.0%	2	Mask	Mask	0	--	--
Physics B	0	0	0.0%	4	Mask	Mask	13	1	7.7%
Physics C, Mechanics	5	0	0.0%	1	Mask	Mask	0	--	--
Psychology	2	0	0.0%	0	--	--	0	--	--
Spanish Language	50	31	62.0%	16	9	56.3%	5	3	60.0%
Spanish Literature	3	1	33.3%	0	--	--	0	--	--
Statistics	28	0	0.0%	19	0	0.0%	22	2	9.1%
Totals	854	92	10.8%	691	57^b	8.2%	696	64^b	9.2%

Sources: College Board 2005-06 school Advanced Placement distributions and 2006-07 and 2007-08 District Integrated Summary reports.

^aIn 2006-07 and 2007-08, scores are not reported when there are fewer than 5 examinations.

^bIncludes numbers that were masked in the rows above.

Low percentages of AP examinations received scores of 3 or above at STAR campuses. Considering the most popular examinations, the aggregate (across 3 years) percentages having scores of 3 or above were 11% for English Language and Composition, 10% for Biology, 7% for both U.S. Government and Politics and Calculus AB, 6% for both English Literature and Composition and U.S. History, 4% for Macroeconomics, and 3% for World History. 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 69% (aggregate across three 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 public school averages.

ATTENDANCE RATES

Regular school attendance is necessary for academic achievement. Attendance rates are indicators of students' commitment to learning as well as the ability of the school to meet students' academic needs. Figure I.3 shows the average attendance rates for all STAR campuses from 2006 through 2008. Also shown are peer campus attendance rates along with state averages. STAR attendance rates were about 2 percentage points lower than peer campus attendance rates and about 3 percentage points lower than state averages. While state and peer campus average attendance rates did not change across the 3 years, the STAR average attendance rate decreased by 0.3 percentage points.

Among STAR junior high and middle schools, only Odem Junior High School had attendance rates at or above peer campus levels (Table I.6). Attendance rate gains were reported at four of the STAR junior high and middle schools (Driscoll Middle School, Adams Middle School, McCraw Junior High, and Falfurrias Junior High). These attendance rate gains equaled or exceeded the peer campus gain (0.2 percentage points). Among STAR high schools, only Odem High School had attendance rates above peer campus levels. Two STAR high schools (H. M. King High School and Alice High School) had attendance rate gains between 2006 and 2008. In addition, the attendance rate decrease (0.1 percentage points) at Odem High School was smaller than the peer campus decrease (0.2 percentage points). However, three STAR high schools (Falfurrias High School, Miller High School, and Mathis High School) had attendance rates below peer campus levels, and those high schools experienced larger attendance rate decreases than peer campuses between 2006 and 2008.

Table I.6. Attendance Rates of STAR Schools, 2005-06 Through 2007-08

Group	Year			2006-08 Change
	2005-06	2006-07	2007-08	
Junior High and Middle Schools				
Falfurrias JH	91.6%	92.2%	91.8%	+0.2%
Adams MS	91.6%	91.1%	92.1%	+0.5%
Memorial MS	92.5%	92.9%	92.2%	-0.3%
Driscoll MS	93.6%	93.9%	94.2%	+0.6%
McCraw JH	94.6%	95.4%	95.0%	+0.4%
Odem JH	97.0%	96.4%	95.8%	-1.2%
Group Average^a	93.5%	93.7%	93.5%	0.0%
Group Peer Campuses^a	95.6%	95.8%	95.8%	0.2%
High Schools				
Falfurrias HS	90.0%	92.4%	87.9%	-2.1%
Alice HS	89.3%	89.5%	89.7%	+0.4%
H. M. King HS	92.0%	92.9%	93.1%	+1.1%
Miller HS	90.8%	90.6%	89.2%	-1.6%
Mathis HS	92.7%	89.4%	91.7%	-1.0%
Odem HS	95.5%	95.7%	95.4%	-0.1%
Group Average^a	91.7%	91.8%	91.2%	-0.5%
Group Peer Campuses^a	93.8%	93.7%	93.6%	-0.2%
STAR Average^a	92.6%	92.7%	92.3%	-0.3%
All Peer Campuses^a	94.7%	94.7%	94.7%	0.0%
State Average	95.5%	95.5%	95.5%	0.0%

Sources: STAR and peer data are from 2006-07 through 2008-09 Academic Excellence Indicator System (AEIS) campus non-TAKS performance indicators data files. State data are from 2006-07 through 2008-09 AEIS State Performance Reports.

^aSimple average.

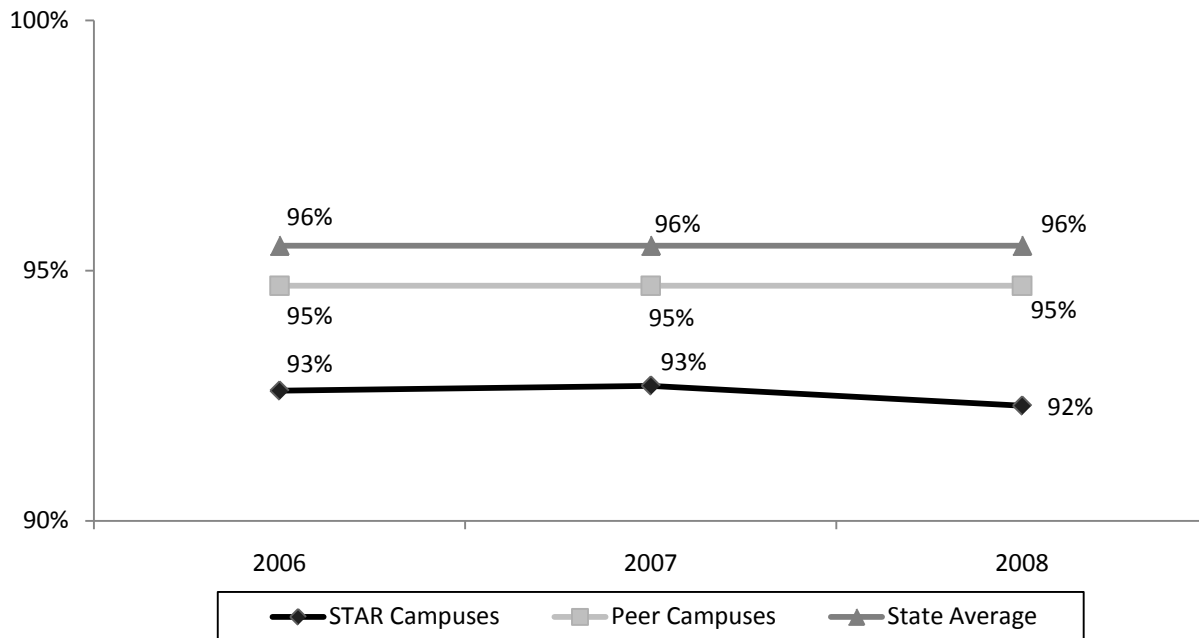


Figure I.3. Attendance rates of all STAR campuses, 2006 through 2008.

Sources: STAR and peer data are from 2006-07 through 2008-09 Academic Excellence Indicator System (AEIS) campus non-TAKS performance indicators data files. State data are from 2006-07 through 2008-09 AEIS State Performance Reports.

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 I.7 presents 2005-06 through 2007-08 information on these measures for STAR high schools with comparison data provided for peer campuses and the state as a whole. The STAR graduation rate was essentially unchanged from 2006 to 2008. Peer campus and state average graduation rates also changed very little over this period. The 2007-08 STAR high school graduation rate of 77% was 3 percentage points below the peer campus rate and 2 percentage points below the state average. In 2007-08, three campuses exceeded state and peer campus averages. These campuses were Mathis High School (95%), Odem High School (88%), and Falfurrias High School (85%). The 2007-08 graduation rates at Alice High School (59%), H. M. King High School (68%), and Miller High School (69%) were lower than state and peer campus averages. Only Mathis High School had a 2006 to 2008 graduation rate gain (24 percentage points).

Table I.7. Graduation Rates, Recommended High School Program/Distinguished Achievement Program (RHSP/DAP) Completion Rates, and Advanced Course Completion Rates of STAR High Schools, 2005-06 Through 2007-08

Group	Year			2006-08 Change
	2005-06	2006-07	2007-08	
Graduation Rate				
Falfurrias HS	87.1%	81.4%	84.7%	-2.4%
Alice HS	67.3%	58.6%	59.3%	-8.0%
H. M. King HS	77.3%	71.1%	68.4%	-8.9%
Miller HS	73.3%	63.7%	68.8%	-4.5%
Mathis HS	70.2%	81.2%	94.5%	24.3%
Odem HS	88.5%	80.7%	87.5%	-1.0%
Group Average^a	77.3%	72.8%	77.2%	-0.1%
Peer Campuses^a	80.5%	78.0%	79.7%	-0.8%
State Average	80.4%	78.0%	79.1%	-1.3%
RHSP/DAP Completion Rate				
Falfurrias HS	70.0%	74.5%	75.4%	+5.4%
Alice HS	92.7%	93.9%	91.4%	-1.3%
H. M. King HS	86.7%	84.6%	90.5%	+3.8%
Miller HS	67.6%	67.7%	70.9%	+3.3%
Mathis HS	87.6%	93.8%	87.1%	-0.5%
Odem HS	76.1%	73.6%	82.2%	+6.1%
Group Average^a	80.1%	81.4%	82.9%	+2.8%
Peer Campuses^a	84.2%	85.5%	87.1%	+2.9%
State Average	75.7%	77.9%	81.4%	+5.7%
Advanced Course Completion Rate				
Falfurrias HS	12.7%	17.5%	14.6%	+1.9%
Alice HS	20.4%	21.0%	21.3%	+0.9%
H. M. King HS	14.7%	15.7%	14.4%	-0.3%
Miller HS	17.4%	19.6%	19.8%	+2.4%
Mathis HS	10.8%	8.6%	14.5%	+3.7%
Odem HS	14.0%	16.2%	19.0%	+5.0%
Group Average^a	15.0%	16.4%	17.3%	+2.3%
Peer Campuses^a	17.8%	18.1%	19.9%	+2.1%
State Average	21.0%	22.1%	23.1%	+2.1%

Sources: STAR and peer data are from 2006-07 through 2008-09 Academic Excellence Indicator System (AEIS) campus completion rates and campus non-TAKS performance indicators data files. State data are from 2006-07 through 2008-09 AEIS State Performance Reports.

^aSimple 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 3 point increase in the percentage of students in STAR schools who completed the RHSP/DAP in 2007-08. This was the same as the peer campus increase, but lower than the increase in the state average (6%). In addition, compared to the state average, a higher percentage of students in STAR schools completed the RHSP/DAP in 2006-07 (83% vs. 81%). However, a lower percentage of Students in STAR schools completed the RHSP/DAP compared to the peer campus average (83% vs. 87%). Alice High School (91%), H. M. King High School (91%), and Mathis High School (87%) had RHSP/DAP completion rates above the state average. In addition, Alice and H. M. King High Schools had RHSP/DAP rates that exceeded the peer campus average. Odem, Falfurrias, H. M. King, and Miller High Schools had 2006 to 2008 RHSP/DAP completion rate gains.

Advanced course completions are another measure of rigorous academic preparation. Advanced courses include AP and IB 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 2007-08 advanced course completion rates were 2 percentage points higher (17% vs. 15%). Peer campus and state average completion rate gains were similar over the same time period. However, STAR high school students still had lower advanced course completion rates than peer campuses and the state overall (17% vs. 20% for peer campuses and 23% for the state). Individual campus rates were 14% to 15% at H. M. King High School, Mathis High School, and Falfurrias High School to 19% to 21% at Odem High School, Miller High School, and Alice High School. All STAR high schools except H. M. King High School reported 2006 to 2008 advanced course completion rate gains.

COLLEGE ENTRANCE EXAMS

College entrance examination scores for both the SAT and ACT are reported to TEA. TEA includes the percentage of students taking the examinations, the average examination scores, and the percentage of students scoring at or above the criterion (1110 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 I.8 presents college entrance examination data for STAR high schools, peer campuses, and state averages. Data were gathered from the 2006-07 through 2008-09 AEIS files, but reported results are for the 2005-06 through 2007-08 school years. Between 2006 and 2008, the percentage of students in STAR schools taking college entrance examinations decreased by 5 percentage points. The peer campus and state percentages decreased by 1 percentage point. However, compared to peer campus and state averages, the percentage of Students in STAR schools taking college entrance examinations was higher than both comparison groups for all three years (Figure I.4). While participation was higher for STAR campuses, the percentage scoring at or above the criterion was slightly lower or slightly higher than the peer campus averages, and considerably lower than the state averages (19 to 21 percentage points lower than the state average). From 2006 through 2008, ACT and SAT average scores were generally stable for STAR and peer campuses and the state average. STAR campus average SAT scores were higher than the peer campus averages but lower than the state averages (Figure I.5). Yet STAR campus average ACT scores were lower than peer campus and state averages (Figure I.6).

Table I.8. College Entrance Examination Performance of STAR High Schools, 2005-06 Through 2007-08

Group	Year			2006-08 Change
	2005-06	2006-07	2007-08	
Percent Taking Exams				
Falfurrias HS	67.1%	72.8%	64.0%	-3.1%
Alice HS	90.3%	86.7%	83.2%	-7.1%
H. M. King HS	75.7%	76.0%	76.4%	+0.7%
Miller HS	77.1%	73.4%	64.5%	-12.6%
Mathis HS	70.9%	64.4%	55.2%	-15.7%
Odem HS	77.6%	75.9%	83.9%	+6.3%
Group Average^b	76.5%	74.9%	71.2%	-5.3%
Peer Campuses^b	65.5%	68.7%	64.2%	-1.3%
State Average	65.8%	68.2%	65.0%	-0.8%
Percent at or Above Criterion				
Falfurrias HS	2.0%	11.9%	3.1%	+1.1%
Alice HS	7.4%	9.2%	11.2%	+3.8%
H. M. King HS	11.4%	11.0%	11.8%	+0.4%
Miller HS	3.9%	6.5%	1.8%	-2.1%
Mathis HS	8.2%	8.9%	6.3%	-1.9%
Odem HS	11.1%	2.3%	3.8%	-7.3%
Group Average^b	7.3%	8.3%	6.3%	-1.0%
Peer Campuses^b	8.5%	7.9%	8.7%	+0.2%
State Average	27.1%	27.0%	27.2%	+0.1%
ACT Average				
Falfurrias HS	16.4	18.4	17.2	+0.8
Alice HS	17.7	17.5	18.6	+0.9
H. M. King HS	18.0	18.4	19.0	+1.0
Miller HS	15.8	16.2	16.1	+0.3
Mathis HS	16.2	16.8	16.6	+0.4
Odem HS	18.2	17.3	17.6	-0.6
Group Average^b	17.1	17.4	17.5	+0.4
Peer Campuses^b	18.1	17.8	18.0	-0.1
State Average	20.1	20.2	20.5	+0.4

Table Continues

Table I.8. College Entrance Examination Performance of STAR High Schools, 2005-06 Through 2007-08 (Continued)

Group	Year			2006-08 Change
	2005-06	2006-07	2007-08	
SAT Average				
Falfurrias HS	857	979	806	-51
Alice HS	918	1049	1065	+147
H. M. King HS	910	891	899	-11
Miller HS	794	864	794	0
Mathis HS	1013	MASK ^a	MASK ^a	MASK ^a
Odem HS	885	870	893	+8
Group Average^b	896	931	891	-5
Peer Campuses^b	894	898	888	-6
State Average	991	992	987	-4

Sources: STAR and peer data are from 2006-07 through 2008-09 Academic Excellence Indicator System (AEIS) campus college and admission rate statistics data files. State data are from 2006-07 through 2008-09 AEIS State Performance Reports.

^aData are masked. The denominator is less than 5 (including 0).

^bSimple average.

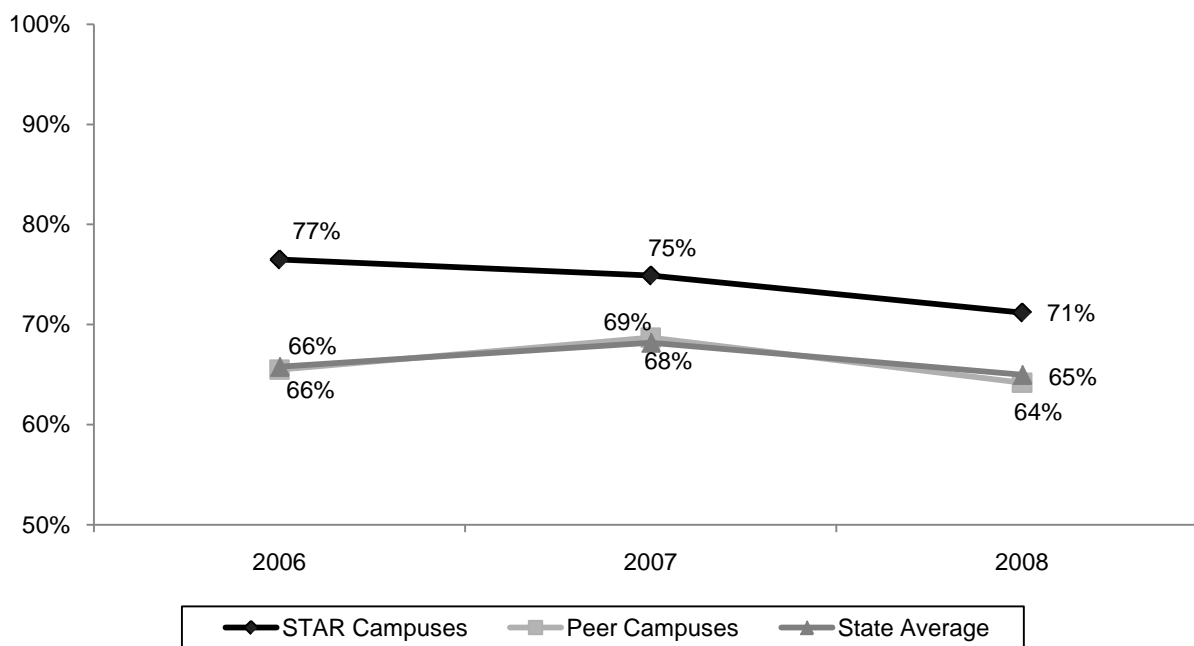


Figure I.4. Percentage of students taking college entrance examinations (SAT or ACT), 2006 through 2008.

Sources: STAR and peer data are from 2006-07 through 2008-09 Academic Excellence Indicator System (AEIS) campus college and admission rate statistics data files. State data are from 2006-07 through 2008-09 AEIS State Performance Reports.

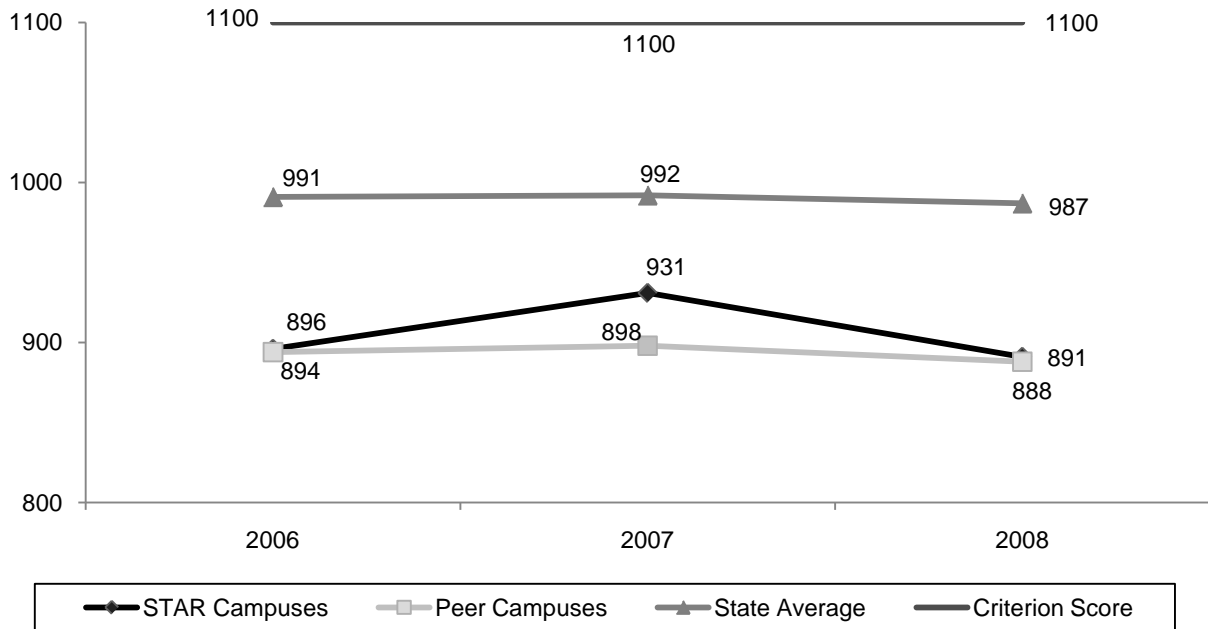


Figure I.5. Average performance on SAT college entrance examination (criterion score is 1100), 2006 through 2008.

Sources: STAR and peer data are from 2006-07 through 2008-09 Academic Excellence Indicator System (AEIS) campus college and admission rate statistics data files. State data are from 2006-07 through 2008-09 AEIS State Performance Reports.

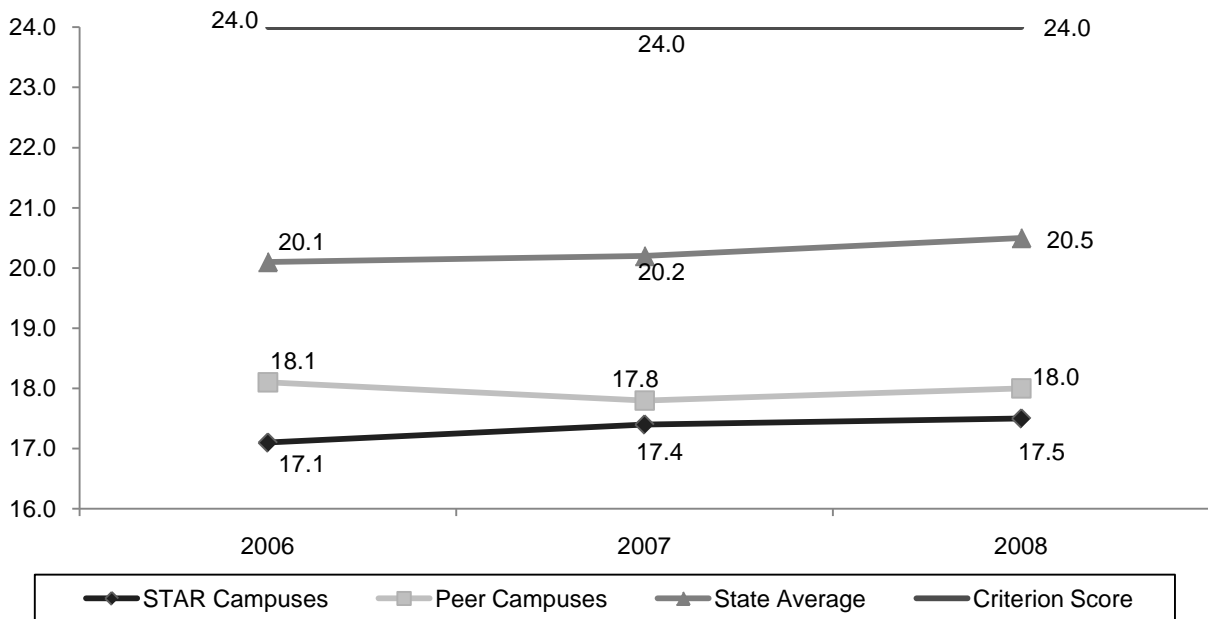


Figure I.6. Average performance on ACT college entrance exam (criterion score is 24), 2006 through 2008.

Sources: STAR and peer data are from 2006-07 through 2008-09 Academic Excellence Indicator System (AEIS) campus college and admission rate statistics data files. State data are from 2006-07 through 2008-09 AEIS State Performance Reports.

Participation and performance varied across STAR campuses. Only at Odem and H. M. King high schools did participation increase between 2006 and 2008 (by 6 percentage points at Odem High School and by 1 percentage point at H. M. King High School). Participation decreased by 16 percentage points at Mathis High School, by 13 percentage points at Miller High School, by 7 percentage points at Alice High School, and by 3 percentage points at Falfurrias High School. Yet, these participation decreases were accompanied by performance increases at only two high schools, Alice High School (a 4 percentage point increase in students at or above the criterion) and Falfurrias High School (a 1 percentage point increase in students at or above the criterion).

In 2007-08, 3 of 6 STAR campus participation rates exceeded peer campus and state averages. The percentage scoring at or above the criterion was higher than the 2007-08 peer campus average at two high schools, H. M. King High School (12%) and Alice High School (11%). None of the STAR campuses were close to the 2007-08 state average of 27%. The 2007-08 average ACT scores at H. M. King High School (19.0) and Alice High School (18.6), exceeded the peer campus average (18.0), but were lower than the state average (20.5). The 2007-08 average ACT scores at H. M. King High School (19.0) and Alice High School (18.6), exceeded the peer campus average (18.0), but were lower than the state average (20.5). The 2007-08 average SAT score at Alice High School (1065) exceeded the peer campus average (888) and the state average (987). The 2007-08 average SAT scores at H. M. King High School (899) and Odem High School (893) exceeded the peer campus average, but not the state average.

COLLEGE READINESS

In 2007, AEIS introduced an 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 I.9.

Table I.9. 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

Source: AEIS Glossary, p.10, November 2009.

As Table I.10 indicates, the percentages of STAR high school graduates who were college ready increased from 2006 to 2008 (by 8 percentage points in mathematics, 9 percentage points in reading, and by 10 percentage point in both subjects). Similar increases were reported for peer campuses and the state average. (See Figure I.7.) In mathematics, the percentage of 2007-08 STAR high school graduates who were college-ready (47%) was lower than the state average (58%) but slightly higher than the peer campus average (46%). Similarly, in reading, the percentage of 2007-08 Graduates from STAR schools who were college-ready (53%) was lower than the state average (59%) but higher than the peer campus average (51%). In both subjects, the percentage of graduates from STAR schools who were college-ready (34%) was also lower than the state average (44%) but higher than the peer campus average (31%). Relative performance of Graduates from STAR schools was better in reading than in mathematics. In mathematics, the STAR deficit with the state average was 11 percentage points, while in reading the deficit was 6 percentage points.

Across STAR high schools, there was more variation in the percentages of college ready graduates in reading than in mathematics. In mathematics, in 2007-08, the highest percentages of college ready graduates were 55% at H. M. King High School and at Falfurrias High School, while the lowest percentage was 32% at Mathis High School. However, in reading, the highest percentages of college ready graduates ranged from 71% at H. M. King and Alice High Schools to 34% at Mathis High School.

In both subjects, the highest percentage of college ready graduates in 2007-08 was at Odem High School (35%) followed by Alice High School (34%), H. M. King High School (33%), and Mathis High School (30%). The lowest percentages of college-ready graduates in both subjects were at Miller High School and Falfurrias High School (both 28%).

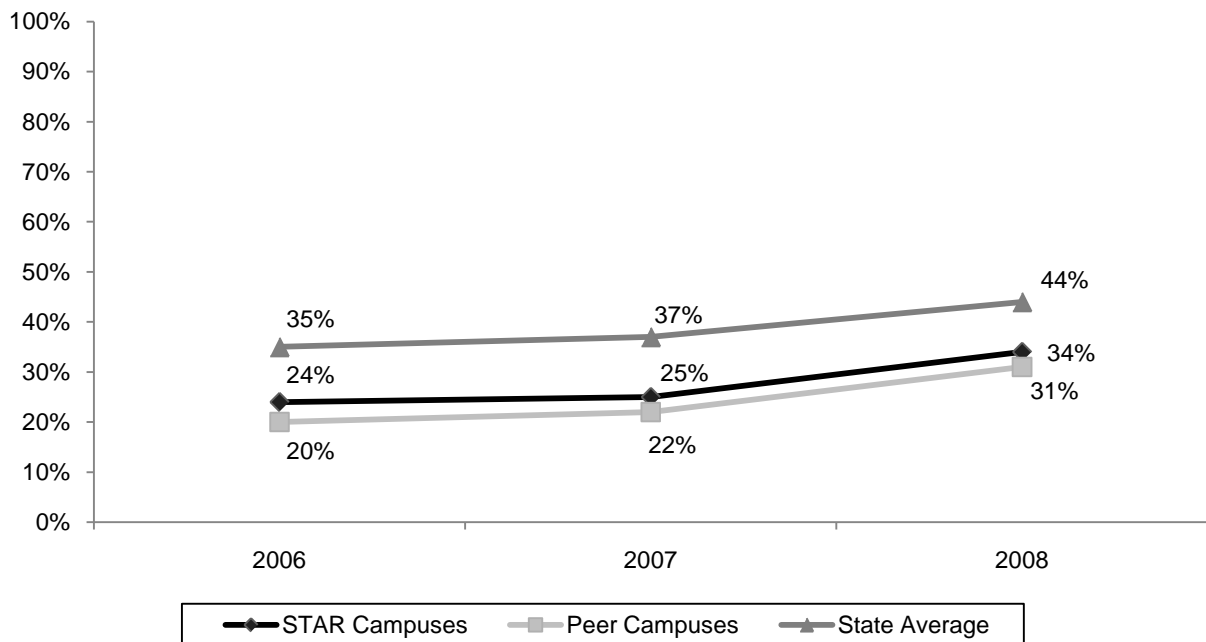


Figure I.7. Percentage of graduates college ready in both reading and mathematics, 2006 through 2008.

Sources: STAR and peer data are from 2006-07 through 2008-09 Academic Excellence Indicator System (AEIS) campus college and admission rate statistics data files. State data are from 2006-07 through 2008-09 AEIS State Performance Reports.

Table I.10. College Readiness Indicators by Comparison Group, 2005-06 Through 2007-08

Group	Year			2006-08 Change
	2005-06	2006-07	2007-08	
College Ready Mathematics				
Falfurrias HS	37%	48%	55%	+18%
Alice HS	38%	38%	50%	+12%
H. M. King HS	41%	49%	55%	+14%
Miller HS	36%	44%	43%	+7%
Mathis HS	39%	30%	32%	-7%
Odem HS	42%	29%	44%	+2%
Group Average^a	39%	40%	47%	+8%
Peer Campuses^a	38%	43%	46%	+8%
State Average	52%	56%	58%	+6%
College Ready Reading				
Falfurrias HS	44%	70%	58%	+14%
Alice HS	60%	56%	71%	+11%
H. M. King HS	68%	64%	71%	+3%
Miller HS	30%	30%	36%	+6%
Mathis HS	21%	28%	34%	+13%
Odem HS	39%	31%	49%	+10%
Group Average^a	44%	47%	53%	+9%
Peer Campuses^a	35%	38%	51%	+16%
State Average	48%	49%	59%	+11%
College Ready Both Subjects				
Falfurrias HS	26%	41%	28%	+2%
Alice HS	29%	29%	34%	+5%
H. M. King HS	32%	36%	33%	+1%
Miller HS	16%	18%	28%	+12%
Mathis HS	12%	13%	30%	+18%
Odem HS	28%	10%	35%	+7%
Group Average^a	24%	25%	34%	+10%
Peer Campuses^a	20%	22%	31%	+11%
State Average	35%	37%	44%	+9%

Sources: STAR and peer data are from 2006-07 through 2008-09 Academic Excellence Indicator System (AEIS) campus college and admission rate statistics data files. State data are from 2006-07 through 2008-09 AEIS State Performance Reports.

^aSimple average.

ADDITIONAL CAMPUS OUTCOME MEASURES

The General Educational Development (GED) attainment rate is calculated by dividing the number of students in a particular cohort who received a GED by the number of students in the cohort. The Grades 9 through 12 dropout rate is calculated by dividing the number of dropouts in Grades 9 through 12 in a particular school year by the number of Grades 9 through 12 students who were in attendance at any time during that school year. Both GED and Grades 9 through 12 dropout rates are additional indicators of student and campus performance. Table I.11 reports longitudinal data on these indicators for STAR high schools as well as for peer campuses and the state.

Average STAR GED completion rates exceeded peer campus rates from 2006 through 2008 and exceeded state rates in 2007 and 2008. In addition, STAR high schools reported a slight increase (0.1 percentage point increase) in GED completion rates from 2006 through 2008. Over the same period, peer campus and state rates decreased (a 0.4 percentage point decrease for peer campuses and a 0.8 percentage point decrease for the state). In addition, four STAR high schools reported GED completion rate increases from 2006 through 2008 (Falfurrias High School, Alice High School, H. M. King High School, and Miller High School), while two reported decreases (Mathis High School and Odem High School).

From 2006 through 2008, the average STAR Grades 9 through 12 dropout rate exceeded the peer campus rate and the state average. Yet the decrease in the Grades 9 through 12 dropout rate at STAR campuses (1.5 percentage point decrease) exceeded the decrease at peer campuses (0.8 percentage point decrease) and at the state level (0.5 percentage point decrease). There were variations in dropout rates at STAR high schools. At one extreme, Alice High School and Miller High School had dropout rates considerably above peer campus and state averages (Table I.11). At the other extreme, Mathis High School reported dropout rates well below peer campus and state averages. Four STAR high schools (H. M. King High School, Miller High School, Mathis High School, and Alice High School) had lower dropout rates in 2008 than in 2006. The dropout rate at H. M. King High School decreased from 6.0% in 2006 to 0.6% in 2008. The dropout rate at Miller High School decreased from 9.3% in 2006 to 5.5% in 2008. Only Odem High School reported an increase in the dropout rate from 2.8% in 2006 to 4.0% in 2008.

Table I.11. GED Completion Rates and Dropout Rates of STAR High Schools, 2005-06 Through 2007-08

Group	Year			2006-08 Change
	2005-06	2006-07	2007-08	
GED Completion Rate				
Falfurrias HS	0.0%	0.0%	2.3%	+2.3%
Alice HS	2.9%	4.9%	3.9%	+1.0%
H. M. King HS	3.0%	4.1%	3.7%	+0.7%
Miller HS	2.1%	3.7%	2.7%	+0.6%
Mathis HS	2.5%	0.0%	0.0%	-2.5%
Odem HS	1.3%	1.1%	0.0%	-1.3%
Group Average^a	2.0%	2.3%	2.1%	+0.1%
Peer Campuses^a	1.4%	1.1%	1.0%	-0.4%
State Average	2.3%	2.0%	1.5%	-0.8%
Grades 9-12 Dropout Rate				
Falfurrias HS	1.7%	4.6%	1.7%	0.0%
Alice HS	9.3%	11.2%	9.0%	-0.3%
H. M. King HS	6.0%	7.1%	0.6%	-5.4%
Miller HS	9.3%	9.4%	5.5%	-3.8%
Mathis HS	1.3%	0.3%	0.8%	-0.5%
Odem HS	2.8%	3.9%	4.0%	+1.2%
Group Average^a	5.1%	6.1%	3.6%	-1.5%
Peer Campuses^a	3.7%	3.8%	2.9%	-0.8%
State Average	3.7%	3.9%	3.2%	-0.5%

Sources: STAR and peer data are from 2006-07 through 2008-09 Academic Excellence Indicator System (AEIS) campus completion rates (GED completion rate) and campus non-TAKS performance indicators (Grades 9-12 dropout rate) data files.

State data are from 2006-07 through 2008-09 AEIS State Performance Reports.

^aSimple 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 seventh grade students in the 2006-07 school year. Table I.12 and Figure I.8 present data on the percentages of graduates from STAR campuses who entered Texas universities and community colleges or vocational programs. Information is presented for 3 years prior to project implementation (2004 through 2006) and for 2 years following project implementation (2007 and 2008). In 2008, 48% of graduates from STAR schools entered a postsecondary educational program in Texas—27% enrolled in a 4-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 the baseline year of 2006, there was a 2008 percentage decrease in Graduates from STAR schools entering a 4-year university (a 2 percentage point decrease). There were percentage increases in Graduates from STAR schools entering a community college or technical school (a 3 percentage point increase) and entering higher education in Texas (a 1 percentage point increase).

Only two campuses reported 2008 increases in the percentage of graduates entering higher education. These were Odem High School (8 percentage point increase) and Alice High School (6 percentage point increase). The other four high schools reported 2008 percentage point decreases. These were Falfurrias High School (14 percentage point decrease), Mathis High School and Miller High School (both with 6 percentage point decreases), and H. M. King High School (3 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 2008, students at H. M. King High School and Odem High School were much more likely to have selected a university than a community college or technical program (44% vs. 15% and 40% vs. 15%). Students at Alice High School were also more likely to have selected a university than a community college or technical program (35% vs. 24%). On the other hand, graduates at Miller High School (26% vs. 10% in 2007) and Falfurrias High School (22% vs. 17%) were more likely to have selected a community college or technical school. Mathis graduates were evenly split between a 4-year university (18%) and a community college or technical school (18%).

Table I.12. Graduates from STAR schools Entering Higher Education in Texas, 2004-2008

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%
2008	85	34.7%	59	24.2%	144	59.0%	100	41.0%
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%
2008	20	16.9%	26	22.0%	46	39.0%	72	61.0%
H. M. King HS								
2004	134	55.8%	20	8.3%	154	64.2%	86	35.8%
2005	104	44.1%	22	9.3%	126	53.4%	110	46.6%
2006	91	44.2%	14	6.8%	105	51.0%	101	49.0%
2007	96	49.5%	24	12.4%	120	61.9%	74	38.1%
2008	87	43.9%	29	14.6%	116	58.6%	82	41.4%
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%
2008	18	17.8%	18	17.8%	36	35.6%	65	64.4%
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%
2008	23	9.7%	61	25.7%	84	35.4%	153	64.6%

Table Continues

Table I.12. Graduates from STAR schools Entering Higher Education in Texas, 2004-2008 (Continued)

High School	University		Community/Tech		Total		Not located	
	N	Percent	N	Percent	N	Percent	N	Percent
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%
2008	29	39.7%	11	15.1%	40	54.8%	33	45.2%
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%
STAR 2008	262	27.0%	204	21.0%	466	48.0%	505	52.0%
Change 04-08	--	-4.4%	--	+4.1%	--	-0.2%	--	+0.2%

Sources: Texas Higher Education Coordinating Board Postsecondary Enrollment by High School reports from 2003-04 to 2007-08.

Notes: Graduates enrolled in higher education for the fall of the year (e.g., 2008 is fall 2008). Statistics include only students entering Texas public and private institutions.

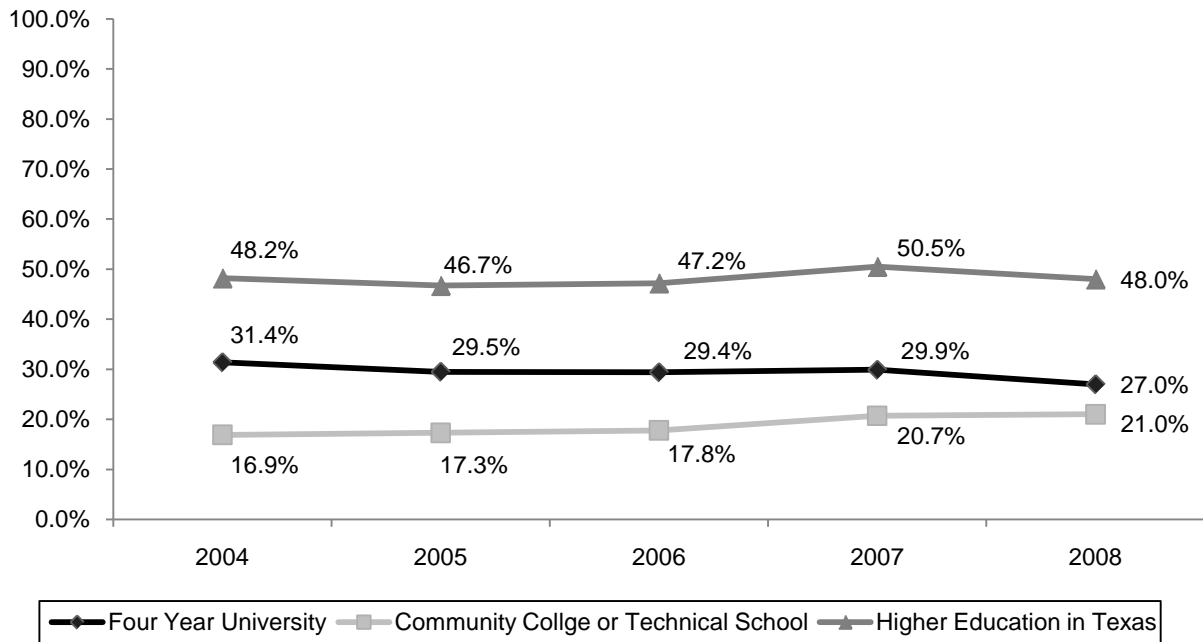


Figure I.8. Percentage of STAR high school graduates entering a 4-year university in Texas, a community college or technical school in Texas, and entering higher education in Texas, 2004 through 2008.

Sources: Texas Higher Education Coordinating Board Postsecondary Enrollment by High School reports from 2005-06 to 2007-08.

SUMMARY

This Appendix 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 and second year, and in some cases third year,²⁷ measures on STAR campuses' academic outcomes. The comparisons of second 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.

Overall, the percentage of STAR high school students receiving credit for at least one AP course has been relatively static. In 2006, 12.5% received credit for at least one AP course. That percentage increased to 13.7% in 2007, but decreased to 12.8% in 2008. Compared to the baseline year of 2005-06, there has been a slight increase of 0.3 percentage points. Although the number of AP courses offered varied across STAR campuses (the larger campuses offered more AP courses [H. M. King High School being an exception]), for each year, the AP courses having the largest enrollments were English Language and Composition, English Literature and Composition, U.S. History, U. S. Government and Politics, and World History. The majority of students who received credit for at least one AP course did not qualify for free- or reduced-price lunches and were female.

Compared to the baseline year of 2006, AP examination participation was lower in 2008. Overall, 89 fewer students in STAR schools took AP examinations in 2008. From 2006 to 2008, student participation dropped at all of the STAR high schools except Mathis High School. Another measure of participation is the number of AP examinations taken each year. Compared to 2006, 158 fewer AP examinations were taken in 2008. Similar to changes in student participation, the number of examinations taken decreased at all of the STAR high schools except Mathis High School. 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 public school rates (1.7 examinations per student).

From 2006 to 2008, the percentage of AP examination grades that were 3 or above decreased by 1.6 percentage points at STAR campuses, and by 2.0 percentage points in Texas and for all public schools. Yet the overall level of performance at STAR campuses was considerably lower than state or public school standards. STAR performance deficits to the state ranged from 36 to 38 percentage points, while the STAR deficits to all public schools ranged from 47 to 49 percentage points.

Performance at individual campuses varied. From 2006 to 2008, there were decreases in performance at four of the STAR high schools (Miller High School, Falfurrias High School, Odem High School, Alice High School and Mathis High School) and increases at two high schools (H. M. King High School and Odem High School). Each year the highest level of performance was at H. M. King High School. For example, in 2008, 28% 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 9%. It is noteworthy that H. M. King High School offered few AP courses and participation in those courses decreased between 2006 and 2008.

STAR attendance rates were about 2 percentage points lower than peer campus attendance rates and about 3 percentage points lower than state averages. While state and peer campus average attendance rates did not change across the 3 years, the STAR average attendance rate decreased by 0.3 percentage points.

The STAR graduation rate was essentially unchanged from 2006 to 2008. Over this period, the STAR graduation rate was lower than peer campus and state averages. Each group experienced a decrease in graduation rates from 2006 to 2008, with the STAR campus decrease the smallest. Compared to the baseline year of 2006, in 2008, there was a 3 point increase in the percentage of students in STAR schools

²⁷While the most recent data available for most indicators was for the 2007-08 school year, some accountability indicators for the 2008-09 school year were available at the time of the report's writing.

who completed the more rigorous RHSP/DAP. This compares with a 3 percentage point increase at peer campuses and a 6 percentage point increase across the state. From 2006 to 2008, STAR RHSP/DAP completion rates were lower than peer campus rates but higher than state averages. Over the 3 year period, advanced course completion rates at STAR high schools were lower than peer campus averages and especially lower than state averages. Advanced course completion rate gains at STAR campuses were slightly larger than peer campus and state gains.

The percentage of graduates from STAR schools who took college entrance examinations was higher than the peer campus and state averages. Between 2006 and 2008, anywhere from 6% to 11% more graduates from STAR schools took the SAT or ACT. While college entrance examination participation was higher for STAR campuses, the percentage scoring at or above the criterion was lower than the peer campus average (by 2 percentage points in 2008), and considerably lower than the state average (by 21 percentage points in 2008). The STAR campus average ACT scores were lower than peer campus and state averages (17.5 for STAR, 18.0 for peer campuses, and 20.5 for the state average in 2008). However, the STAR campus average SAT scores were higher than the peer campus average but lower than the state average (891 for STAR, 888 for peer campuses, and 987 for the state average in 2008).

The percentage of STAR high school graduates who were college ready in both reading and mathematics increased from 2006 to 2008. This increase was similar to the peer campus and state average increases. The percentage of STAR high school graduates who were college-ready in both reading and mathematics was lower than the state average (by from 10 to 12 percentage points) but higher than peer campus average (by from 3 to 4 percentage points). Graduates from STAR schools were better prepared for college in reading than in mathematics. In mathematics, the STAR deficit with the state average was from 11 to 16 percentage points, while in reading the deficit ranged from 2 to 6 percentage points. Between 2006 and 2008, STAR GED completion rates were higher than peer campus averages and mostly higher than the state average. In addition, the 2006 to 2008 GED completion rate change was positive for STAR campuses and negative for the state and the peer campuses. Between 2006 and 2008, STAR Grades 9 through 12 dropout rates exceeded peer campus and state average dropout rates. Yet the 2006 to 2008 decrease in Grades 9 through 12 dropout rates was larger at STAR campuses than for peer campuses and the state.

In 2008, 48% of Graduates from STAR schools entered a postsecondary educational program in Texas, 27% enrolled in a 4-year university, and 21% enrolled in a community college or technical school. Compared with 2006, there was a 2 percentage point decrease in graduates from STAR schools entering a 4-year university. However, there was a 3 percentage point increase in graduates from STAR schools entering a community college or technical school, and a 1 percentage point increase in graduates from STAR schools entering higher education in Texas.

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

