TEXANS GETTING ACADEMICALLY PREPARED (TGAP)

Year Five Evaluation Report

September 2003 – August 2004

May 2005

Prepared for Texas Education Agency
By
Texas Center for Educational Research
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Texans Getting Academically Prepared (TGAP)
Year Five

SECTION 1

INTRODUCTION

Description of Texans Getting Academically Prepared (TGAP)

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a United States Department of Education (USDE) initiative aimed at significantly increasing the number of low-income and minority students academically and financially prepared to enter and succeed in higher education. In addition to traditional college and university programs, "higher education" includes any education beyond high school in which a degree or certification may be earned, including vocational and trade schools. To ensure students are well prepared for higher education and to foster student and parent expectations for success in higher education, GEAR UP promotes partnerships between colleges and schools in low-income communities to raise expectations for student preparation. The USDE provides for two types of GEAR UP grants: partnership grants involve a school district, college/university, and other entities focusing on specific campuses, whereas state grants must contain both a college awareness and preparation component and a scholarship component, which may be waived if there is another means of providing the students with financial assistance.

In October 1999, the Texas Education Agency (TEA) received a GEAR UP state grant. TEA's project, Texans Getting Academically Prepared (TGAP), was originally a five-year grant. However, additional federal funding extended the project for a sixth year. TGAP begins at the middle-school level to prepare low-income and minority students for higher education opportunities. Targeting six South Texas school districts, TGAP includes interconnected activities supporting early awareness of and preparation for higher education among students, their families, and schools. The project has eight specific goals (see Appendix A) and three overarching goals:

- *Building capacity*—building the capacity of educators and students so teachers can adequately prepare students for successful participation in challenging college preparatory programs,
- *Increasing student and family awareness*—increasing student and family awareness of opportunities for college and financial aid assistance, and
- *Gaining business and community support*—providing meaningful incentives and support for high student achievement from the business community.

Prior to TGAP, several state initiatives promoted student access to higher education. For example, the Texas Legislature began financially supporting the Advanced Placement (AP) program in 1993, and although funding will now be reduced, AP support will continue through the 2003-04 biennium. Support includes fee subsidies, equipment grants, teacher training reimbursement, and campus incentives. Additionally, the Texas State Board of Education developed the Recommended High School Program (RHSP) and the Distinguished Achievement Program (DAP) requiring more academically rigorous coursework in preparation for college. Compared to the Minimum Graduation Plan, which requires 22 credits to graduate, the RHSP

and DAP require 24 credits that include additional credits in mathematics, science, social studies, languages other than English, and fine arts.

Accompanying higher academic standards, the 76th Texas Legislature, in 1999, established the Toward Excellence, Access, and Success (TEXAS) Grant program. Eligible students must be Texas residents who graduate from a public or accredited high school, demonstrate financial need, and evidence academic preparedness by completing the RHSP or DAP. The TEXAS Grant program was expanded by the 77th Legislature to provide grants to eligible students attending community colleges and technical college, and the 78th Legislature extended funding for TEXAS Grants.

Project Partners

TGAP is coordinated by TEA and represents a partnership including Texas A&M Precollege Outreach Centers, Project GRAD (Graduation Really Achieves Dreams), and AMS Production Group. These partners work with six Texas school districts and several universities to achieve TGAP objectives.

Texas Education Agency. TEA is the fiscal agent for the TGAP grant and, in that capacity, disburses grant funds to the six TGAP districts and to partners and other organizations to carry out grant objectives. TEA has contracted with The Texas A&M University System to administer the grant, and a state project director and administrative assistant coordinate TGAP activities. TEA also works closely with the College Board regional office in Austin and the Region XIII Education Service Center (ESC) TGAP Production Center. The College Board provides AP course and vertical teaming training. The TGAP Production Center at Region XIII ESC oversees development of products for students, parents, and educators.

Precollege Outreach Centers (POCs). University Outreach is a statewide college preparatory program established as a joint project between Texas A&M University and The University of Texas at Austin. The project was designed to provide new college awareness programs for TGAP school districts. TGAP POCs are located in Alice and Laredo and are part of The Texas A&M University System. Each POC works with three TGAP school districts, with the Alice POC serving Corpus Christi, Robstown, and Alice Independent School Districts (ISDs), and the Laredo POC serving Jim Hogg County, Laredo, and United ISDs. POCs provide support for students, parents, and educators, including precollege advising (e.g., SAT/ACT preparation workshops, campus visits to area colleges and universities, and financial aid and college admission workshops), parental involvement programs, and professional development for educators. POC initiatives supporting TGAP districts and schools are detailed throughout subsequent sections of this report as pertinent to specific capacity- or awareness-building activities.

Project GRAD. Project GRAD (Graduation Really Achieves Dreams) develops and implements programs designed to enable students to achieve higher educational standards. In 1993, for example, Project GRAD established a school-community collaboration aimed at improving instructional quality and school environments for Houston's at-risk, inner-city children. Project GRAD's approach combines research-based curricular reform in math, reading, and language arts with comprehensive services, including tutoring, mentoring, and counseling. Networks of

schools, elementary through high school, provide continuous, consistent emphasis on high academic standards culminating in high school and college graduation. To assist TGAP, Project GRAD supports school-community initiatives that help districts build parental involvement and student success ownership.

AMS Production Group. AMS Production Group, a full-service communications company, joined as a TGAP project partner in May 2001. AMS collaborates with TGAP staff to design products to disseminate GEAR UP information statewide. The AMS production team completes tasks related to designing a comprehensive package of products, including market research, logo creation, script writing, and videotaping of individuals and events.

Participating Campuses

Six school districts in south Texas participate in TGAP. These districts have a concentration of low-income Hispanic students and include Alice, Corpus Christi, Jim Hogg County, Laredo, Robstown, and United ISDs. In total, 15 campuses with nearly 16,000 students participate in TGAP (8 mid-level schools, 1 school transitioning into a high school, and 6 high schools). Each participating school district includes a feeder system consisting of at least one middle school "feeding" students into a high school.

Each district has a designated TGAP coordinator to organize and facilitate campus and district activities that meet local goals as well as state GEAR UP objectives. During year 5, three districts paid 100% of the coordinator salary from grant funds; two used grant funds for a portion of the coordinator's salary. In one district, where the high school principal serves as the TGAP coordinator, no grant funds were used for the position. Each district submits quarterly reports to the state project director detailing activities supporting capacity building activities, efforts to increase student and family awareness, and incentives and support for student achievement from the business community. In year 5, districts also submitted plans for sustaining TGAP activities beyond the grant period.

SECTION 2
EVALUATION DESIGN

Evaluation Purpose

This evaluation examines the fifth year of a six-year TGAP project. TGAP was initiated in the 1999-2000 school year, continued through its fifth school year in 2003-04, and as a result of additional federal grant funds, will conclude at the end of the 2004-05 school year. The evaluation assesses progress toward three overarching TGAP goals: *building capacity, increasing student and family awareness,* and *gaining business and community support.* Specifically, the evaluation explores how TGAP builds the capacity of districts, schools, educators, parents, and students to support students' participation in higher education; and the extent to which student and parent awareness of college opportunities, including financial aid and assistance, increases. In addition, the evaluation assesses academic outcomes for schools and their students, and offers insight into program implementation and sustainability.

Methodology

Evaluators collected both qualitative and quantitative data. Data sources included document and product reviews, on-site interviews and classroom observations, interviews and informal discussions with project partners, surveys, and demographic and performance data from the Texas Public Education Information Management System (PEIMS) and the Texas Academic Excellence Indicator System (AEIS). Data collection procedures are described in the following sections.

Document Reviews

Evaluators gathered brochures, documents, and other information related to TGAP activities from TEA, school districts, the College Board, POCs, and Project GRAD. Items reviewed by evaluators included calendars, program descriptions, training session notices, parent and student materials, and sign-in forms for student and parent outreach efforts and teacher training sessions.

Site Visits

School districts. Evaluators from the University of Houston, Center for Public Policy (CPP) and the Texas Center for Educational Research (TCER) conducted site visits to six participating school districts in the spring semester 2004. During visits to campuses, CPP evaluators interviewed each district's TGAP coordinator, as well as the counselors for each TGAP school within the districts. Questions addressing project implementation issues guided interviews. TCER evaluators interviewed and observed a purposefully selected sample of teachers in each district. Teacher interview protocols included questions concerning teacher involvement in TGAP and the AP program, and teachers' views on student preparation for higher education and the TGAP program. Teachers working with Faculty Fellows described interactions, activities, and overall program perceptions. (See Appendix B for site visit protocols). The Classroom Observation Form included five components: descriptive information; ratings on the physical environment; time-interval observations on class organization, teacher activities, and student

activities; descriptive notes; and rating scales on higher-order thinking and subject-specific indicators (See Appendix C).

Universities. TCER evaluators visited two universities: Texas A&M University-Kingsville (TAMUK) and Texas A&M International University (TAMIU) in January and February 2004. Researchers conducted four interviews at TAMUK and six interviews at TAMIU with selected faulty participating in the Faculty Fellows program. Interview protocols included queries on faculty experiences with and attitudes toward the program and its objectives (see Appendix D). During site visits to districts, evaluators also interviewed teachers partnered with Faculty Fellows, observed in AP classrooms, and facilitated focus groups on six high school campuses (i.e., with students who were a part of the program).

Interviews

In addition to site visit interviews, evaluators conducted informal interviews with TGAP administrators and partners to gather information about project activities.

Surveys

Student. Evaluators distributed TGAP student surveys in March 2004. Many survey questions were derived from the U.S. Department of Education (USDE) GEAR UP survey. In addition to determining how students received information about college, surveys assessed students' familiarity with higher education opportunities, perception of parent involvement, and attitudes and aspirations concerning higher education (Appendix E). In total, 10,860 students returned surveys for a 70% response rate. Campus-level response rates ranged from 40% to 96%.

Teacher. In April 2004, TCER sent teacher surveys to the six TGAP coordinators for distribution at the 15 participating campuses. Surveys gauged teacher awareness and attitudes regarding TGAP and its objectives and various program components (Appendix F). Altogether, 599 teachers returned surveys for a 62% response rate, with campus-level rates ranging from 42% to 100%.

Parent. In April 2004, the University of Houston Survey Research Center conducted telephone interviews with 868 parents randomly selected from grades 6 through 12 student rosters for TGAP campuses. Survey questions gauged parents' knowledge and opinions regarding TGAP outreach efforts, educational aspirations for their children, attitudes concerning the affordability of higher education, and involvement in their children's education. Demographic and personal information was collected for comparison purposes (see appendix G). Additionally, 348 parents of seniors who graduated in spring 2004 were interviewed in summer 2004 to determine their children's post-graduation plans. An additional follow-up telephone survey was conducted in May and June 2004 with 202 parents of students who graduated in spring 2003 to gather information on their children's college enrollment and continuation.

Faculty Fellows. TCER also conducted an email survey of 15 Faculty Fellows who were not interviewed during site visits to universities and 10 faculty responded (67%). The survey examined their experiences with and attitudes toward the Faculty Fellows program and its objectives (Appendix D).

Demographic and Performance Data

Demographic and performance data come primarily from the Texas Public Education Information Management System (PEIMS) database and Academic Excellence Indicator System (AEIS) reports. For comparison purposes, TEA "peer-group" campuses, similar to TGAP campuses in student enrollment, grades served, region, and student demographics, have been identified. TGAP campuses are compared with peer-group campuses, as well as with state averages. PEIMS and AEIS provide campus-level information on a variety of student and staff characteristics, including student and staff demographics, Texas Assessment of Knowledge and Skills (TAKS) passing rates and objective scores, attendance rates, dropout rates, financial data, special programs, teacher characteristics, and ACT/SAT performance.

In addition to AEIS and PEIMS data, each of the six participating districts provided student-level data on course grades in core subject areas and Advanced Placement (AP) and Pre-AP courses, AP examination scores, SAT and ACT scores, grade-point averages, days attendance and membership, and high school graduation plan.

Characteristics of Participating Sites

Districts and Schools

Six school districts in south Texas with predominantly low-income and Hispanic students participate in the TGAP 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 15 participating campuses include 8 mid-level schools (one intermediate serving grades 5 and 6, two junior highs serving grades 7 and 8, five middle schools serving grades 6 to 8), 1 school serving grades 7 to 10, and 6 high schools. The grades 7-10 school (Lyndon B. Johnson) is in the process of becoming a high school as enrolled students advance to upper grades.

Table 2.1
Student Enrollment for Districts and Schools Participating in TGAP

	Mid-Level Schools		High Schools	
District	**Name (grades)**	**Number**	**Name (grades)**	**Number**
Alice	Adams (7-8)	920	Alice (9-12)	1,627
Corpus Christi	Driscoll (6-8)	768	Miller (9-12)	1,570
Jim Hogg County	Hebbronville (6-8)	244	Hebbronville (9-12)	355
Laredo	Christen (6-8)	1,505	Martin (9-12)	1,820
Robstown	Ortiz (5-6) Seale (7-8)	606 557	Robstown (9-12)	955
United	Garcia (6-8) Lyndon B. Johnson (7-8) United South (6-8)	624 350 844	United South (9-12) Lyndon B. Johnson (9-10)	2,021 844
Group Average[a]		759		1,391
Total		**6,418**		**9,192**

Note. Student enrollment (15,610) based on TEA AEIS 2003.
[a]Group average excludes Lyndon B. Johnson.

Student enrollment in TGAP schools varies widely. On average, middle schools have fewer students (759 students) than high schools (1,391 students). Hebbronville Junior High has the lowest mid-level school enrollment, with 244 students, while Christen Middle School has the highest enrollment, with 1,505 students. The smallest high schools are Hebbronville (355 students) and Robstown (955 students), while United South High School (2,021 students) is the largest.

Student Characteristics

The student population is predominately Hispanic (95%), with about 2% African American and just over 3% White students (Figure 2.1). By contrast, student distribution for the state is approximately 43% Hispanic, 14% African American, and 40% White. The percentage of Hispanic students in TGAP schools ranges from 82% at Miller High School and 84% at Driscoll Middle School (Corpus Christi ISD) to over 99% at Garcia Middle School and Lyndon B. Johnson and United South High School (United ISD) and at Christen Middle School and Martin High School (Laredo ISD).

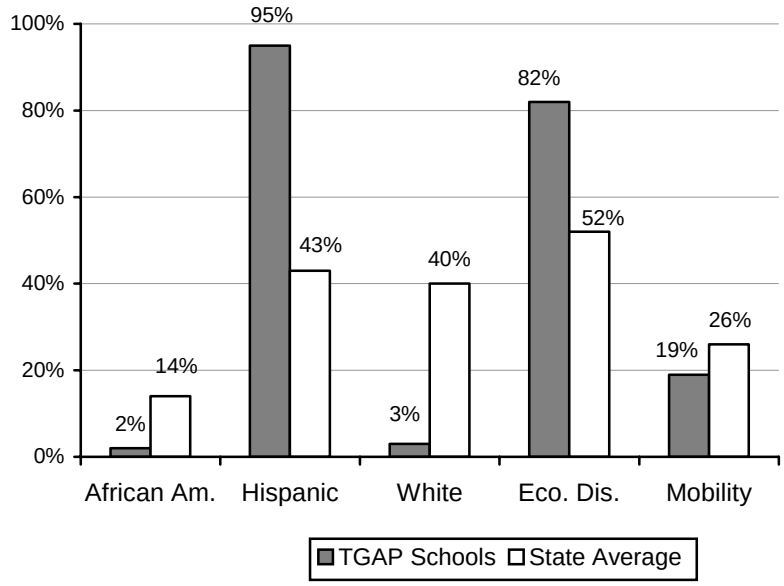


Figure 2.1. TGAP student characteristics, 2003.

Overall, 82% of TGAP students are economically disadvantaged, compared with the state average of 52%. There are somewhat higher percentages of disadvantaged students in TGAP middle schools (85%) compared to high schools (79%). Student economic disadvantage also varies by campus, with percentages ranging from 48% (Alice High School) to 99% to 100% (Martin High School and Christen Middle School). Alice High School was the only TGAP campus with less economically disadvantaged students than the state average of 52%. When compared to the state average, mobility rates at TGAP schools (19%) are somewhat lower than the state (26%). TGAP high school students are slightly more mobile than middle school students (22% compared to 16%). Mobility rates among the middle schools range from 6% at Hebbronville Junior High to 32% at Driscoll Middle School, and among the high schools, from 14% at Hebbronville High School to 36% at Miller High School.

Educational Programs

Figure 2.2 provides information on students participating in educational programs designed to meet specific needs. The average percentage of TGAP students enrolled in special education is 19%, somewhat higher than the state average of 12%. About 19% of TGAP middle school students receive special education services, compared with 18% in TGAP high schools. A slightly larger percentage of TGAP students (16%) is enrolled in bilingual/ESL programs than students statewide (14%). The percentage of students enrolled in gifted and talented programs in TGAP schools (10%) is slightly higher than the state average (8%). The average percentage of TGAP students enrolled in career and technology classes substantially exceeds the state average (44% versus 20%). The higher percentage reflects the over 50% enrollments in career and technology courses at all TGAP high schools. The percentages range from 56% at Miller High School to 91% at United South High School. Table H.1, Appendix H, provides details on educational programs.

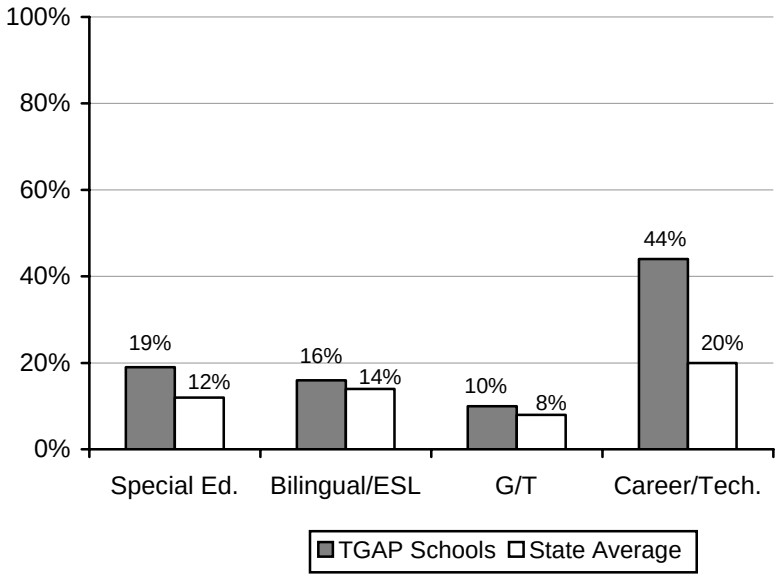


Figure 2.2. TGAP students participating in special programs, 2003.

Teacher Characteristics

Table 2.2 provides data showing that TGAP teachers, on average, have approximately 12 years teaching experience, mirroring the state average; TGAP teacher experience, however, varies from 5 to 17 years by campus. Approximately 11% of TGAP teachers, compared to 8% across the state, are in their first teaching year. Eight TGAP campuses, however, employ more than 10% first-year teachers, and on one campus (LBJ), more than 25% are first-year teachers. TGAP teachers are much more likely to belong to a minority group compared to state average. While approximately 28% of teachers statewide are minorities, 78% of middle school and 76% of high school teachers on TGAP campuses are minorities. In TGAP middle schools, instructional aides represent a higher percentage of the total staff (15%) compared to the percentage of aides in TGAP high schools (11%) and the state as a whole (10%). District-level teacher turnover rates at

15% are below the state average of 16%. However, the turnover rates vary from 11% at Corpus Christi ISD to 17% at Alice ISD all the way up to 23% at Jim Hogg County ISD.

Table 2.2
TGAP Teacher Characteristics, 2003

Campus	N	Average Years Teacher Experience	Percent Beginning Teachers	Percent Minority Teachers[a]	Percent Instructional Aides[a]
Junior High and Middle Schools					
Adams MS	66	8.8	13.4%	64.5%	11.3%
Driscoll MS	48	11.9	6.2%	56.0%	14.6%
Hebbronville JH	22	14.0	18.2%	88.6%	19.4%
Christen MS	101	14.6	6.7%	95.3%	0.0%
Seale JH	38	12.9	7.9%	75.5%	18.0%
Ortiz Int.	41	14.1	7.0%	69.2%	19.1%
United South MS	62	6.4	19.2%	84.0%	18.0%
Garcia MS	48	7.3	10.4%	87.5%	19.0%
Group Average	**53.3**	**11.3**	**11.1%**	**77.6%**	**14.9%**
High Schools					
Alice HS	115	11.2	11.2%	60.8%	7.3%
Miller HS	114	13.4	6.1%	51.3%	10.1%
Hebbronville HS	28	12.9	11.9%	81.7%	15.7%
Martin HS	134	16.5	4.5%	90.1%	2.8%
Robstown HS	76	14.4	2.7%	63.8%	11.4%
United South HS	142	9.1	12.8%	87.4%	17.6%
LBJ[b]	88	4.6	26.9%	95.4%	13.4%
Group Average	99.5	11.7	10.9%	75.8%	11.2%
TGAP Average	**74.8**	**11.5**	**11.0%**	**76.7%**	**13.2%**
State Average[c]	**39**	**11.8**	**7.8%**	**28.4%**	**10.3%**

Source: 2003 TEA AEIS campus-level data files.
[a]Minority includes all non-White groups.
[b]LBJ has grades 7 through 10. It is grouped with the high schools because there are more students in grades 9 and 10 (844) than in grades 7 and 8 (350).
[c]Includes all school types as well as TGAP campuses.

Campus Financial Characteristics

TGAP campus expenditure and revenue information is summarized in Figure 2.3 and detailed in Table H.2, appendix H. TGAP campuses, on average, spend slightly less instructional dollars per student ($3,617) than the state average ($3,684). TGAP campuses spend about 71% of their revenue for instruction, which is slightly below the state average of 73%. The district wealth per student is considerably lower for TGAP schools ($143,111) than the state average ($242,809). More importantly, the district wealth for three TGAP campuses (Robstown ISD) is less than $50,000 per student, and for two others (Jim Hogg County ISD), district wealth is over $300,000 per student. The average tax rate for TGAP campuses is $1.55, slightly higher than the state average of $1.53. Overall, TGAP districts have a very limited local property tax base to support the schools—thus, districts must depend on state and federal funds to supplement local revenue.

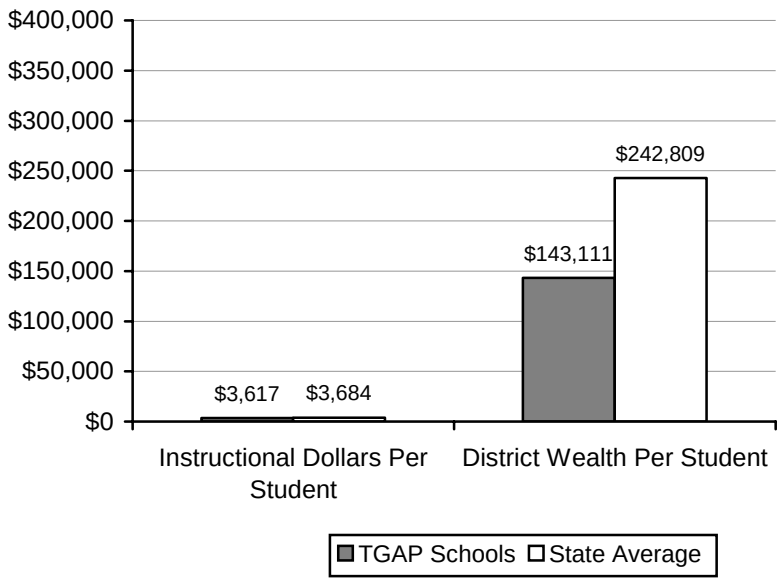


Figure 2.3. Campus expenditure and revenue information, 2003.

SECTION 3

BUILDING EDUCATOR AND STUDENT CAPACITY

The TGAP initiative supports capacity building efforts for schools, educators, students, and parents to prepare economically disadvantaged students for successful participation in challenging college preparatory programs. The capacity building efforts described in this section first focus on the creation of district plans to guide capacity building efforts, support for capacity building provided by Precollege Outreach Centers (POCs), TGAP product development, and teachers' opportunities for professional growth through involvement in TGAP activities. Subsequent sections present findings from a teacher survey and site visits to participating districts on the effectiveness of capacity-building activities.

TGAP Capacity Building Approach

District Plans

Each year, participating districts develop a TGAP plan that details their approaches to educator capacity building. Required areas of emphasis for year 5, as described below, included continued work on grades 6-12 curriculum alignment, continued focus on strengthening Advanced Placement (AP) and Pre-AP programs, systematic teacher observation and feedback, and ongoing professional development for teachers.

Grades 6-12 curriculum alignment. The development and maintenance of vertical teams and the provision of release time to develop an aligned middle school through high school curriculum continued as a priority for TGAP in year 5. Teachers in the four core subject areas of the curriculum (mathematics, science, English language arts, and social studies) in grades 6 through 12 continued to attend training sessions delivered by the Southwestern Regional Office of the College Board. Ideally, the development of vertical teams formalizes communication structures between middle and secondary schools to support the development of a vertically aligned curriculum. The collaboration of educators from different grade levels in a given discipline on the development and implementation of an aligned educational program supports more effective teaching and helps students acquire the foundational skills necessary for success in advanced academics. In each district, vertical teams of middle and high school teachers in the core content areas and were to receive release time to work together on curriculum development. The teams were expected to develop a scope and sequence leading to 11th and 12th grade AP courses in the four core content areas.

Advanced Placement program. TGAP continued to focus on strengthening the AP and Pre-AP programs in year 5. Funds supported teacher participation in AP professional development events offered by the College Board. AP training acquaints both new and experienced AP teachers with all aspects of AP course content, organization, and methodology as well as critical issues faced in introducing, developing, and supporting an AP/Pre-AP program. Teacher training enables districts to expand AP course offerings and student enrollments.

Ongoing professional development for teachers. TGAP has supported ongoing, focused professional development opportunities for teachers. In addition to College Board training, professional development events tailored to meet specific teacher needs have been sponsored by the Precollege Outreach Centers (POCs) and individual districts. In year 5, professional development initiatives included topics such as Writing for the Future and Thinking Maps.

Systematic teacher observations and feedback. In year 3, training sessions provided coordinators and administrators with a classroom observation tool to support teachers in implementing instructional strategies supporting higher levels of student achievement. Teacher capacity building in year 5 was supported in some districts through teacher observation and feedback using Curriculum Walk Through tools.

Product Development

Another key aspect of TGAP capacity-building efforts is product development. Each year TGAP has developed a variety of products to increase higher education awareness. *Beyond High School,* a video toolkit focusing on issues and opportunities related to post-secondary education for economically disadvantaged students was released in year 5. The toolkit includes videos with training materials on four topics: *Understanding Students from Poverty, First Generation; Yes You Can! Community College; Stepping Stone to Your Future;* and *Countdown to Your Future.* Products available for use in year 5 included *Beyond High School*, as well as other products and materials developed in the first four project years.

Precollege Outreach Centers

As it has throughout the grant period, TGAP funded two Precollege Outreach Centers (in Alice and Laredo) to provide a variety of college preparatory services for school districts, including sponsoring and organizing college field trips, making classroom presentations on higher education, and arranging teacher and counselor professional development activities. In addition, each POC director assists in coordinating the Faculty Fellows program and, at the request of participating districts, conducts classroom observations and walk throughs. The Alice POC serves Corpus Christi, Robstown, and Alice ISDs, and the Laredo POC serves Jim Hogg County, Laredo, and United ISDs. Evaluation data on POC activities were collected through interviews with POC directors, interviews with district representatives about POC activities during site visits, and sign-in forms that document services offered by POCs.

In the fifth year, POCs supported training for teachers and counselors. Professional development included sessions on Thinking Maps, Write for the Future, Project CRISS, Building Success, effective instruction model, and the model classroom project. The Alice POC director was primarily responsible for organizing professional development for all six districts. Altogether, 426 teachers participated in POC-sponsored professional development (based on sign-in forms), with Write for the Future workshops designed to improve the teaching of writing well attended by teachers in almost all districts (94 teachers). Additionally, a number of teachers across districts attended sessions on using Thinking Maps in the content areas (63), Project CRISS (60), and Building success (51). In addition to teachers, a number of counselors attended POC-sponsored events.

Teacher Professional Development

Adequate academic preparation can help to mitigate the impact of students' socioeconomic status and parental education, and increase the chances that students will enroll and succeed in post-secondary education (Horn, Numez, & Bobbitt, 2000; Choy, 2001, etc.). Thus, substantial TGAP resources have supported teacher professional development on research-based practices linked to academically rigorous coursework and instruction. During the 2003-04 school year, TGAP training was facilitated by the College Board, the Precollege Outreach Centers (POCs), and individual districts. The College Board provides vertical team and AP-related training such as Summer Institutes and Building Success. Other training, such as Write for the Future and Thinking Maps, are facilitated by the POCs, and in some cases, disseminated to campuses through a train-the-trainer approach. Individual school districts provided professional development activities, such as guidance for curriculum writing. Additionally, TGAP districts used grant funds to send teachers, counselors, and administrators to a variety of professional development sessions.

Advanced Placement and AP Vertical Team training. Because GEAR UP emphasizes vertical teaming and AP coursework, TGAP districts have sent teachers in each of the four core subject areas (grades 6 through 12) to training. The goal is to increase incrementally the number of trained teachers in TGAP schools. Using teacher lists and professional development rosters gathered from districts, evaluators determined the number of teachers trained each year and the number of teachers remaining in the district. Table 3.1 shows that a total of 466 teachers (unduplicated count) have participated in AP and AP Vertical Team training sponsored by TGAP, with 331 (71%) of those remaining in the districts in 2003-04. The number of teachers trained in each district varies considerably due to district size. The teacher retention rate declined substantially in 2003-04 because there were no *new* AP teachers trained in TGAP districts. Retention rates for TGAP-trained teachers ranged from 67% (Alice ISD) to 76% (Laredo ISD). AP teacher turnover was a greater problem in Alice (33%), Jim Hogg County (32%), United (31%), and Robstown (29%) ISDs) as nearly a third of trained teachers have been lost through attrition.

Table 3.1
Teachers Participating in Advanced Placement and Vertical Team Training

District	Yr 1 99-00	Yr 2 00-01	Yr 3 01-02	Yr 4 02-03	Yr 5 03-04	Total Number Trained	Number Retained in District[a]	Retention (Turnover) Rates
Alice	NA[b]	27	31	29	0	87	58	67% (33%)
Corpus Christi	28	20	19	16	0	83	62	75% (25%)
Jim Hogg County	24	8	0	25	0	57	39	68% (32%)
Laredo	33	20	29	0	0	82	62	76% (24%)
Robstown	22	21	22	22	0	87	62	71% (29%)
United	35	17	18	0	0	70	48	69% (31%)
TGAP Total	**142**	**113**	**119**	**92**	**0**	**466**	**331**	**71% (29%)**

[a] Teachers remaining in the district in 2003-04. [b] Alice ISD joined the project near the end of the first year.

Other TGAP-sponsored professional development. District representatives also provided sign-in forms for other professional development events sponsored or funded by TGAP in 2003-04. Table 3.2 presents teacher participation data as reflected on these forms (numbers represent a duplicated count). In year 5, teachers across most districts attended training events such as Thinking Maps, Write for the Future, Project CRISS, and Building Success. In contrast to previous years, fewer teachers attended AP Summer Institutes (15 teachers in year 5 compared to 120 in year 4). A total of 808 teachers attended TGAP-sponsored professional development, but more than half of those teachers represented one district (422 teachers in Alice ISD). Some professional development opportunities were only offered by particular districts. For example, teachers in only Alice ISD participated in training on an "effective instructional model," and teachers in only Laredo ISD participated in "structures for success." In year 5, participation in vertical team training was limited to teachers in Robstown ISD (56 teachers), and curriculum writing occurred in only one district (70 teachers in Alice ISD).

Table 3.2
Number of Teachers Attending Professional Development Events Sponsored or Funded by TGAP/GEAR UP, 2003-04

Event	Alice	Corpus Christi	Jim Hogg County	Laredo	Robs-town	United	Total
Thinking Maps*	32	0	10	5	16	0	63
Write for the Future*	21	19	9	32	13	0	94
Project CRISS*	26	6	12	5	10	1	60
Building Success*	17	1	29	3	1	0	51
AP Summer Institute	6	0	5	0	4	0	15
Effective instruction model*	131	0	0	0	0	0	131
Structures for success	0	0	0	84	0	0	84
SureScore	0	0	0	26	0	0	26
Science (Brown)	17	0	0	0	0	0	17
ELA Workshop (Tumy)	28	0	0	0	0	0	28
Model classroom*	27	0	0	0	0	0	27
University	12	0	0	2	0	7	21
Rubrics	26	0	0	0	0	0	26
TAKS	0	0	17	0	0	0	17
Other	9	0	0	13	0	0	22
AP Vertical Team Training							
English/Language Arts	0	0	0	0	18	0	18
Mathematics	0	0	0	0	13	0	13
Social Studies	0	0	0	0	12	0	12
Science	0	0	0	0	13	0	13
Curriculum Writing							
English/Language Arts	24	0	0	0	0	0	24
Mathematics	11	0	0	0	0	0	11
Social Studies	21	0	0	0	0	0	21
Science	14	0	0	0	0	0	14
Total	**422**	**26**	**82**	**170**	**100**	**8**	**808**

* Indicates professional development activity sponsored by POCs.

Teacher participation by district. Figure 3.1 illustrates disparities in teacher participation in professional development opportunities by district and year. In five of the six districts (Corpus Christi, Jim Hogg County, Laredo, Robstown, and United ISDs), teacher participation in professional development declined substantially between TGAP years 4 and 5. In contrast, greater numbers of teachers participated in professional development opportunities provided in Alice ISD. Decreased teacher participation was expected for United ISD because the district did not receive TGAP funds for professional development in year 5.

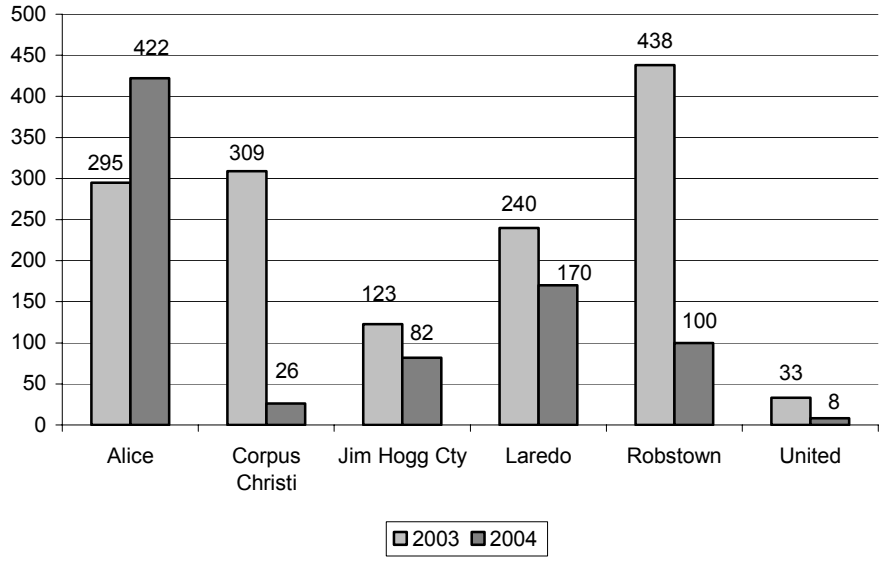


Figure 3.1. Number of teachers participating in TGAP/GEAR UP professional development by district and year.

Findings on Educator Capacity Building

The sections to follow present evaluation findings on TGAP capacity building activities that supported teacher professional growth and development and efforts to develop a rigorous and coherent academic curriculum in districts. Described first is the evaluation methodology that explains data collection through site visits and the teacher survey. The next sections present findings on teachers' perceptions of professional development offered, curricular alignment and vertical teams, teachers' views on the use of EXPLORE and PLAN data, and student counseling and advisement.

Methodology

Site visits. Teams of three to four evaluators from the Texas Center for Educational Research conducted one-day site visits to each TGAP campus during the spring semester 2004. During site visits, evaluators conducted teacher interviews, student focus groups, and classroom observations. Teacher selection for interviews and observations was based on their level of TGAP participation as well as demographic characteristics (e.g., gender, ethnicity). In total, evaluators interviewed and observed 67 teachers. The sample of teachers was weighted to reflect campus faculty size and, to the extent possible, included a proportional representation of teachers

across core-subject areas and districts. Researchers also conducted 17 student focus groups at the middle and high school levels.

Teacher survey. To understand teachers' views on project components, evaluators also sent teacher surveys to the six school districts in April 2004 to gauge teachers' awareness and attitudes regarding TGAP and its objectives. TGAP coordinators distributed a survey and postage-paid envelope to each regular, full-time teacher in TGAP schools. Follow-up reminders were sent to TGAP coordinators to encourage teacher participation and improve response rates. Evaluators tracked teacher surveys by name and assigned number. Teacher names, however, were removed prior to data analysis to ensure confidentiality.

Distribution of respondents. Table 3.3 shows the distribution of teacher survey respondents across schools. Altogether, 599 teachers completed surveys for a 62% response rate. This is much lower than the response rate obtained in the previous two program year (83% and 75%, respectively). In addition, survey response rates varied by district. Varying response rates mean that survey responses are not equally representative of all districts. For example, teachers in Alice ISD represent 14% of all teachers surveyed, but they comprise 20% of the respondent pool. Response rates also vary by school type, with a higher concentration of high school teachers. Both situations are problematic if non-respondents are significantly different than teachers who responded.

Table 3.3
Number of Teacher Respondents by School

District/School	Number Sent	Number Received	Response Rate
Alice ISD	**137**	**121**	**88%**
Adams Middle School	48	45	94%
Alice High School	89	76	85%
Corpus Christi ISD	**157**	**89**	**57%**
Driscoll Middle School	45	27	60%
Miller High School	111	62	56%
Jim Hogg County ISD	**48**	**38**	**78%**
Hebbronville Junior High	18	18	100%
Hebbronville High School	31	20	65%
Laredo ISD	**215**	**108**	**50%**
Christen Middle School	93	47	51%
Martin High School	122	61	50%
Robstown ISD	**124**	**86**	**69%**
Ortiz Intermediate School	14	12	86%
Seale Junior High	37	22	59%
Robstown High School	73	52	71%
United ISD	**281**	**157**	**56%**
LBJ Middle School	85	45	53%
Garcia Middle School	33	26	79%
United South Middle School	52	22	42%
United South High School	110	64	58%
Total	**962**	**599**	**62%**

Sample weights. Weighting of survey data can be used to correct imbalances between the reference population (i.e., all TGAP teachers) and actual survey respondents. Analytic weights are developed so that, when applied to survey data, the survey responses are balanced to reflect known population distributions, thus appearing "representative." Analysis weights are considered here because the teachers completing surveys over-represent high schools compared to middle schools, and they misrepresent the true distribution of teachers across districts. Weights were calculated using a three-step process. First, the actual distribution of teachers by school type and districts was calculated. Secondly the percentage distribution of teachers completing surveys was calculated. The weight was determined by dividing the percentage of the population that fell into each category by the percentage of the survey respondents that fell into the corresponding category. After calculating weights for the teacher survey, researchers completed data analyses on both the raw survey data and the weighted survey data. Comparisons of results showed insignificant differences for all survey items, thus the raw data results are representative of the population and are used in this report.

Characteristics of survey respondents. Survey respondents' demographic characteristics are generally consistent with teacher characteristics reported in campus AEIS reports (see Table 2.2). Teachers are predominately Hispanic (71%) and female (66%). The majority have bachelor's degrees (72%), and about one-fourth have a master's degree (26%). Teachers, on average, have 12.8 years total experience and 7.8 years at their current school. Average teacher experience, however, is somewhat misleading because a few teachers report having more than 40 years teaching experience. The median teaching experience is 10 years, meaning that half the teachers have less than 10 years of experience and half have more than 10 years. Table 3.4 presents the distribution of teaching experience by percentiles.

Table 3.4
Distribution of Teaching Experience

	Percentage of Teachers						
	5%	**10%**	**25%**	**50%**	**75%**	**90%**	**95%**
Years as a teacher	2	2	5	10	19	28	32
Years teaching at current school	1	1	3	5	9	19	25

Note. For example, 25% of teachers have 5 or fewer years of teaching experience and have been at their present school for 3 or fewer years; 50% of teachers have 10 or fewer years of teaching experience and have been at their present school 5 or fewer years.

Table 3.5 provides the distribution of teachers by grade level and subject area. Respondents may teach multiple grade levels and subject areas; therefore, the percentages do not equal 100%. As expected given the overrepresentation of high school teachers in the sample, twice as many teachers report teaching grades 9 through 12. Overall, 25% of respondents teach English, 21% math, 16% social studies, and 14% science. About 28% of survey respondents teach classes in other subject areas. Seventy-one percent of respondents report teaching at least one section of a core-subject area.

Table 3.5
Grade Level and Subject Area of Teachers (Percent)

Grade Level		Subject Area	
Sixth	14.0	English	24.6
Seventh	19.9	Math	20.9
Eighth	19.9	Social studies	16.1
Ninth	38.5	Science	13.7
Tenth	41.5	Other	27.6
Eleventh	40.5		
Twelfth	36.0	Core subject area	71.0

Note. N=598 survey respondents.

Teacher Perceptions of Professional Development

Because considerable TGAP resources have been invested in teacher professional development, questions on the teacher survey and teacher interview protocols addressed teachers' views on the quality of professional development and the effect on their teaching.

Teacher survey. One section of the teacher survey assessed teachers' participation in various training events and solicited teachers' views on the extent to which participation had improved their teaching. Because many TGAP activities have targeted core-subject teachers, Table 3.6 compares the professional development activities attended by core-content teachers and non-core content teachers. In general, training choices are similar for the two groups, except for AP Vertical Team training, AP Summer Institutes, and Write for the Future. Core-subject teachers are almost twice as likely to have attended vertical team training and Write for the Future, and three times more likely to have attended the AP Summer Institutes. Given TGAP's professional development approach, this finding was expected. Thinking Maps had the highest teacher participation rate of all professional development activities (60%).

Table 3.6
Type of Professional Development Attended, by Teaching Assignment (Percent)

Topic	Teaching Assignment		All Teachers *N*=578
	Core Subject *n*=411	Other *n*=167	
Thinking Maps	59.6	62.3	60.4
Vertical Team Training	41.1	25.1	36.5
AP Summer Institute	27.7	8.4	22.1
Building Success	15.8	14.4	15.4
Sure Score	17.8	11.4	15.9
Psychology of Poverty	14.8	12.6	14.2
Project CRISS	14.8	10.8	13.7
Write for the Future	12.7	7.2	11.1
Cornerstones	5.8	2.4	4.8
University coursework	1.5	1.2	1.4
Other	3.2	7.2	4.3

Note. 578 of 599 teachers responded to professional development items.

To gauge the effectiveness of TGAP training, teachers rated the training's impact on their teaching. Using a 4-point scale, teachers rated the impact on their teaching as *not at all, somewhat, moderately,* and *a lot.* Figure 3.2 provides a graphic interpretation of all teacher responses, with each bar on the chart representing those respondents indicating a factor had at least some level of impact. Overall, teachers attending the AP Summer Institutes found this training the most helpful; 49% of teachers reported this training improved their teaching *a lot*. About a third of teachers also indicated that Thinking Maps, Building Success, Write for the Future, Project CRISS, SureScore, and Cornerstones helped improve their teaching *a lot*.

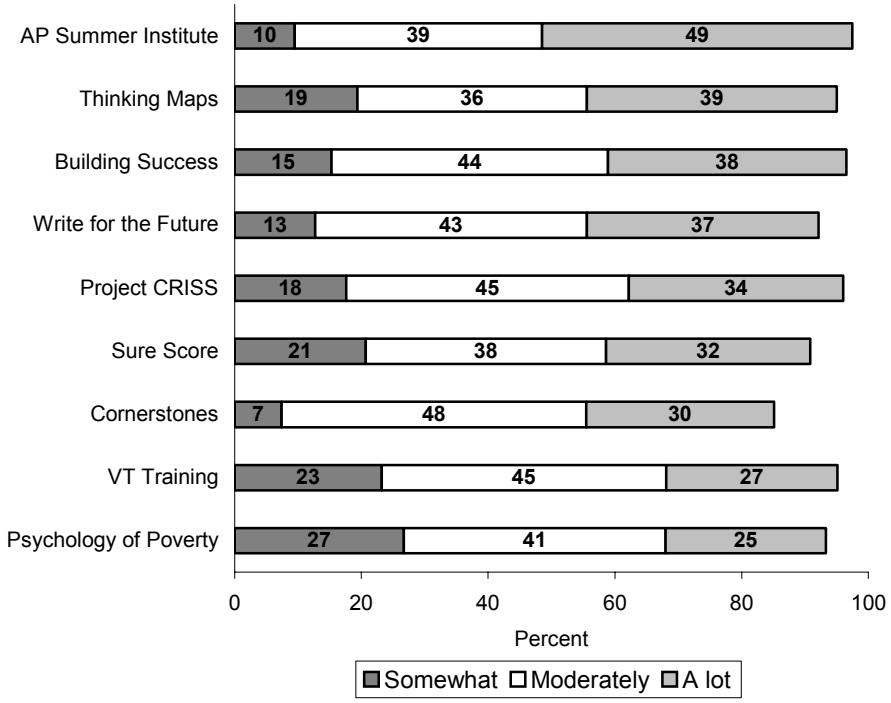


Figure 3.2. Percent of teachers reporting professional development activities impacted their teaching *somewhat, moderately*, or *a lot* (*N*=578).

Teachers' comments during focus groups help to explain other findings on professional development. Although opportunities for professional development continued through year 5, teacher training was less intense and less consistent across districts. On a positive note, teachers in Alice ISD described an ongoing participation in professional development (15 to 20 days) and ongoing incorporation of the strategies they learned into classroom practice. For example, teachers in one middle school said all reading teachers had attended the Thinking Maps training, and they believed that helped them to be "on the same wave link." Other teachers described the "wealth of materials and information" that had been collected through presentations as well as "great ideas." One teacher explained the value of GEAR UP professional development like this:

> If we did not have GEAR UP, I don't think that I would get this much professional development the rest of my career. The first five years that I taught, I think I went to one or two workshops per year if I was lucky.

Teachers in this district also believed that students benefited from *all* teachers having an opportunity to attend seminars and workshops on Pre-AP and AP strategies because it raised awareness of what is being taught in advanced classes and helped in preparing more students for advanced work. One English teacher explained further that AP training had helped her understand the value of depth rather than breadth. She thought AP workshops had taught teachers to "be more selective, be more thorough with what you are teaching, and teach skills and not just the piece of literature."

In two districts, teachers reported that professional development in year 5 was less consistent as in previous years (Jim Hogg County and Robstown ISDs). Although teachers continued to participate in workshops, their attendance was not continual. This may at least partially be explained, however, by the fact that the many core-subject area teachers in these smaller districts have attended training over multiple years and in some cases all teachers in a given subject area have participated. In general, teachers praised the quality of GEAR UP professional development and valued the opportunity to interact with accomplished educators from other regions and larger schools. Some teachers described training as "inspiring" and "uplifting." Conversely, other teachers also talked about not having dedicated time to share professional development learning with other faculty and the difficulty of implementing some strategies due to a lack of resources or time.

In three districts (Laredo, Corpus Christi and United ISDs), teachers indicated that professional development for Advanced Placement has nearly ceased. Teachers in one district, for example, said it had been two years since they had been to training. Other teachers could not recall specific strategies or practices acquired through professional development. Although many teachers had not recently attended training, they appreciated previous opportunities to attend professional development sessions and said they received ideas they continue to use in their classes.

Curriculum Alignment

In year 5, TGAP curriculum alignment efforts centered on ongoing curriculum development through vertical teams to enhance the preparation of students as early as middle school to participate in Pre-AP and AP programs. Thus, teacher survey questions and interviews with teachers during site visits focused on vertical alignment. Focus groups with high-school AP students also provided relevant information.

Vertical teams. Curricular alignment through vertical teaming is central to building TGAP schools' capacity to support student preparation for higher education. Teams of middle and high school teachers are expected to work collaboratively on curricular alignment in the four core subject areas of math, science, social studies, and English language arts. The intended result is a seamless path of knowledge for students as they progress from grades 6 through 12. The following section examines issues of vertical team membership, accomplishments, challenges, and impacts based on teacher interview and survey responses.

Of 599 teachers who responded to the teacher survey, 208 (36%) reported being a member of a vertical team. Vertical team members included 183 core-content area teachers and 25 non-core content teachers. Of the 428 respondents indicating they teach a core subject, 43% indicate vertical team membership. Teaching assignments by vertical team membership are shown in

Table 3.7. Of the 208 teachers reporting vertical team membership, 32% teach English language arts, 20% teach math, 17% teach sciences, and 23% teach social studies. The majority of teachers who are not on a vertical team (35%) teach a non-core subject area.

Table 3.7
Teachers' Subject-Area Assignments, by Vertical Team Membership (Percent of Respondents)[a]

Subject	On a Vertical Team *n*=208	Not on a Vertical Team *n*=364	All Teachers *N*=572[b]
English language arts	32.2	20.9	25.0
Mathematics	19.7	21.2	20.6
Science	17.3	12.4	14.2
Social Studies	22.6	12.6	16.3
Non-core areas	13.0	35.2	27.1

[a] Does not total to 100% as teachers can have multiple assignments.
[b] Total does not equal total respondents (599) due to missing data.

An additional analysis examined responses of teachers who have not had an opportunity for vertical team membership. Of the 230 core-subject teachers surveyed who are *not* on a vertical team, 46% report having had the opportunity to be part of a vertical team. Vertical team opportunity for non-members was similar across the six districts, ranging from a low of 38% in Robstown ISD and Alice ISD to a high of 48% in Corpus Christi ISD, Laredo ISD, and United ISD.

Vertical team meetings. On one survey item, teachers reported on the frequency of vertical team meetings. Figure 3.3 shows that vertical team meetings occurred infrequently in year 5: 39% of teachers reported meeting only one to two times per year and 15% stated that their vertical team had never met. The frequency of vertical team meetings has remained stable from the 2003 to 2004 surveys, with the percentage of teachers reporting that teams *never* met increasing only one percentage point. Infrequent vertical team meetings may be due to a number of factors. Teacher compensation may be a barrier to vertical team meetings, as only 54% of teachers reported receiving paid or release time for vertical team planning and 49% reporting release time for curriculum team writing. Scheduling difficulties, which surveyed teachers cited as a major problem in implementing vertical teams, may also be an obstacle.

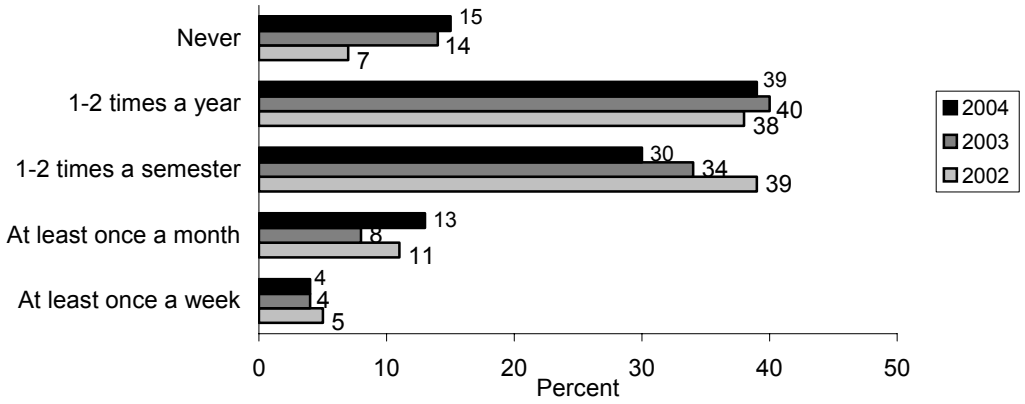


Figure 3.3. Frequency of vertical team meetings, n = 208 vertical team teachers.

Vertical team success. Comparable to the previous year's survey, 22% of vertical team teachers felt that the vertical team approach in their school was *very successful*. The percentage of teachers rating the vertical team approach as *not very successful* continues to decline, with only 16% of teachers having this opinion in 2004 (Table 3.8).

Table 3.8
Teacher Attitude Concerning the Success of the Vertical Team Approach

Response	2001	2002	2003	2004
Very successful	12.4	20.5	20.6	21.7
Somewhat successful	57.4	56.4	61.4	60.9
Not very successful	18.2	15.9	17.3	15.9
Don't know	12.0	7.2	0.7	1.4

Figure 3.4 illustrates, however, that teachers' opinions of vertical team success vary by district. Teachers in Corpus Christi ISD had the most positive opinion of the vertical team approach, with 35% rating it as *very successful*. In contrast, in Robstown ISD, only 8% of teachers rated the vertical team approach as *very successful*.

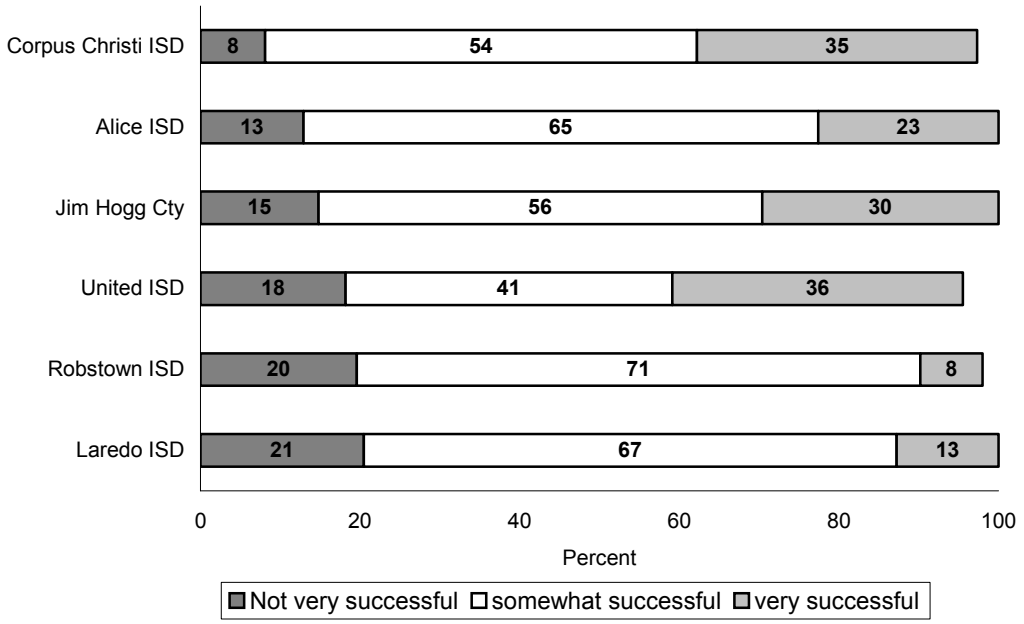


Figure 3.4. Success of the vertical team approach, by district.

Vertical team challenges. Based on responses to an open-ended survey item used in previous years, teachers were asked to rate the extent to which four areas hampered the ability to implement vertical teams in their schools. As reported in Figure 3.5, teachers most frequently indicated that finding time for all team members to meet was the greatest challenge (50%). In contrast, inadequate leadership or guidance, insufficient teacher preparation, and poor communication between teachers was viewed as a large challenge by only 12% to 17% of the surveyed teachers.

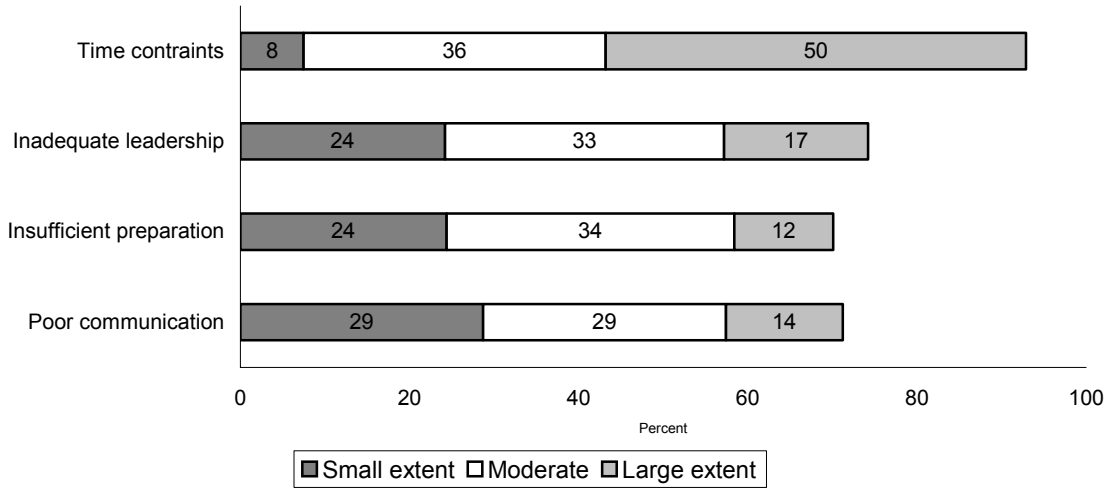


Figure 3.5. Challenges in implementing vertical teams.

Time and scheduling. Consistent with 2004 survey results as well as results for previous years interviewed teachers most commonly cited time and scheduling difficulties as major challenges to vertical teaming. Vertical teams had difficulty scheduling meetings at a time when all team members could attend. This was especially true for team meetings that included teachers from both middle and high schools. Teachers, however, offered many suggestions for organizational and scheduling configurations that would advance the goals of vertical teams. For example, teachers recommended common conference periods, team planning periods, regularly scheduled in-service days, early release time for planning, and summer meetings. Clearly, teachers realize that effective vertical teaming cannot occur unless time for meeting is built into the school schedule and calendar.

Leadership for vertical teaming. Effective leadership to support vertical teaming was also important. Teachers indicate that strong leadership is necessary to provide vision and sustain commitment, plan and organize activities, marshal expert resources, oversee progress, spearhead communication, oversee meetings, and allocate time judiciously. In the words of one teacher, there is a need for "someone who can successfully organize, implement, and lead us to successful vertical teaming."

Information and communication. Ineffective communication was mentioned by a few teachers as a barrier to vertical team meetings. Some teachers indicated that without clear ground rules or guidelines, some teachers wanted to impose their "own way" or "interpretation." Other teachers thought there was a need for more information on the responsibilities of vertical team members, the importance of vertical planning, grade-level correlations, and shared goals.

In sum, vertical teaming in TGAP districts is generally viewed as valuable and at least somewhat successful by teachers despite challenges related to time and scheduling, leadership, communication, and information sharing.

Availability and use of EXPLORE and PLAN Data

In addition to enhancing instructional strategies and curricular alignment, TGAP funds have also supported the use of the EXPLORE and PLAN assessments for diagnosing student needs. EXPLORE and PLAN are diagnostic assessments developed by ACT. EXPLORE, designed for 8th and 9th graders, includes four academic subtests (English, mathematics, reading, and science reasoning). In addition to serving as the gateway to PLAN testing, EXPLORE results can be used to determine students' strengths and limitations and to assist in tailoring their current instruction to long-term career and educational goals. PLAN measures 10th grade students' current academic development in the same subject areas as EXPLORE; results from PLAN can also be used to individually tailor instruction as well as to predict success on college entrance exams such as ACT and SAT. Two survey items addressed teacher access to and use of both EXPLORE and PLAN data. Overall, 47% of teachers indicate their districts provide this assessment data, although an equal number responded that they *don't know* if their district provides EXPLORE and PLAN data. Only about one-third of teachers say they use the information to address student needs (Figure 3.6). Survey results varied among districts: between 30% and 61% of teachers indicate their districts provide assessment data, and 27% to 44% report using the assessment data to meet students' needs. There was a slight increase in the use of EXPLORE and PLAN data between survey years (29% of teachers to 36%).

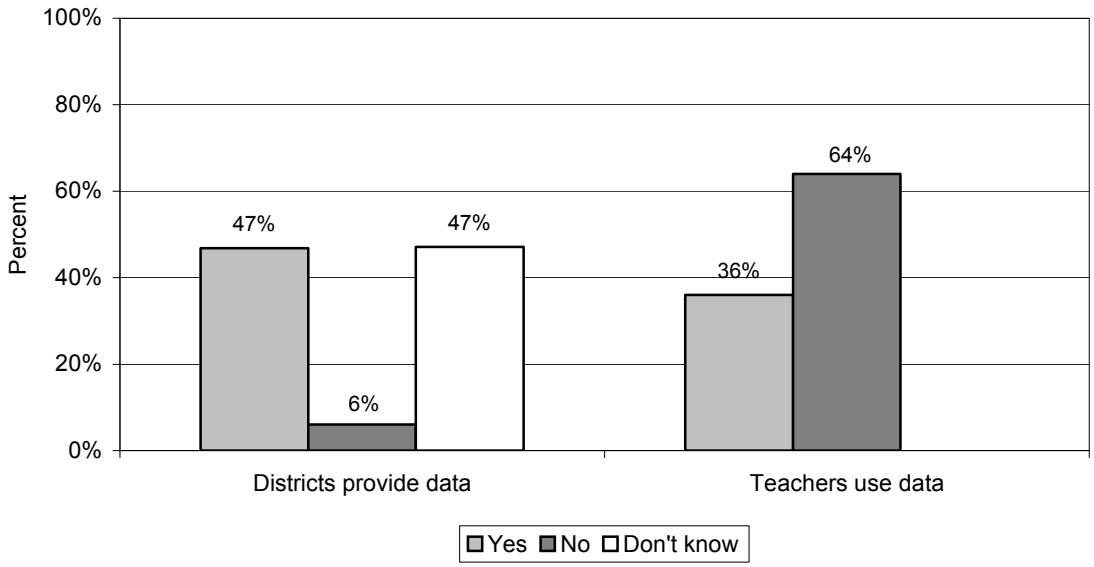


Figure 3.6. Teachers' access to and use of EXPLORE and PLAN data (*N* = 599).

Counseling and Advising by Teachers

Teachers may assist in preparing students for higher education by giving direct advice or counseling about planning for and attaining education beyond high school. Because of frequent interactions, teachers have unique opportunities to discuss higher educational aspirations with their students. One survey item asked teachers if they give counseling or advice on several specific educational factors either *never, sometimes,* or *often.* Teachers could also specify "other" types of advice or counseling they provide to students.

As Figure 3.7 shows, most teachers discuss factors directly or indirectly contributing to post-secondary education success with students. More than 70% of teachers report they give advice *sometimes* or *often* on all the topics listed. Teachers are less likely to provide advice about the ACT/SAT and financial aid (26% and 23% *never* provide this type of advice, respectively), and are most likely to give advice about careers and college admission (34% providing this type of advice *often*, respectively). Three-quarters of teachers also indicate they give advice *sometimes* or *often* on "other" issues. Other advice to students frequently included the importance of high school graduation; preparation for college, including study and math skills; and general educational opportunities (other than college) available beyond high school (e.g., military, trade school, vocational programs). Teachers also gave advice to students on non-school related issues such as character education and "life problems."

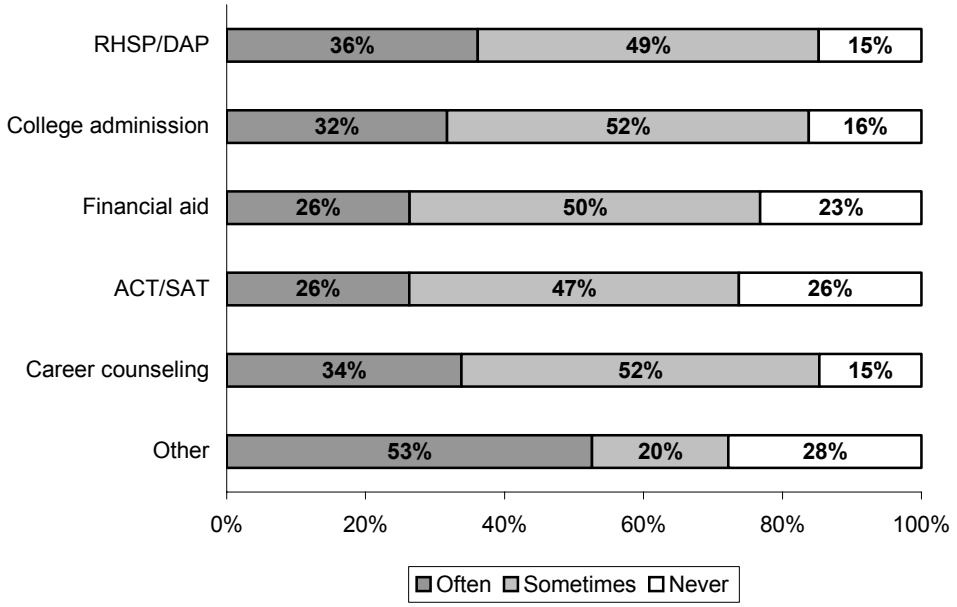


Figure 3.7. Types and frequency of advice given to students (*N* = 589).

Teacher's role in raising post-secondary awareness. Teachers were asked to describe what they were doing to make students more aware of post-secondary educational opportunities. Of the 417 teacher responses, only 27% indicated they used class time to actively make students aware of educational opportunities, although another 7% did provide college related materials in their classroom (see Table 3.9). Teachers saw their role as one of encouraging students to attend higher education (29%), facilitating in-class activities to raise awareness (27%), or referring students to outside resources (18%). Of those teachers who indicated they made students aware of educational opportunities, most talked to students about financial aid opportunities and/or requirements to get into college. High school teachers more frequently made comments than did middle school teachers.

Teachers who used class time to *encourage students to attend higher education* did so by relaying their own personal experience or talking about the benefits of higher education and the need to not limit their own potential. Some teachers said they talked to students regularly regarding the importance of education, while others stressed ties between post-secondary education and an increase in earning potential. Teachers also indicated that many awareness activities happen outside the classroom in the form of field trips to college campuses, visits with the counselors, or career selection workshops. A few teachers said they hosted outside speakers including counselors and former students.

A substantial percentage of teachers (27%) *facilitated in-class activities to raise post-secondary awareness*. Teachers wrote comments suggesting they "make students aware of the financial-aid opportunities that are available to them," "talk about entrance requirements," and discuss different degree plans. Some teachers went so far as to have students' research post-secondary institutions on the Internet.

Table 3.9
Role of Teacher in Raising Students' Post-Secondary Awareness

Response Category	Percent
Encourages students to attend higher education	28.5
Facilitates in-class activities to raise post-secondary awareness	27.3
Refers students to outside sources of information	18.0
Provides resources in class for students to utilize	7.2
Talks about higher education as it relates to career paths	6.5
No mention of higher education opportunities in the classroom	12.5

School effectiveness in raising post-secondary awareness. Teachers also rated their schools' effectiveness in providing post-secondary academic advice to students, as illustrated by Figure 3.8. In all categories except *other*, more than 70% of teachers indicated their schools are doing a *good* or *excellent* job in providing advice to students. Teachers are most likely to say that schools are doing a good or excellent job in making students aware of the Recommended High School Program (81%) and college admission requirements (75%).

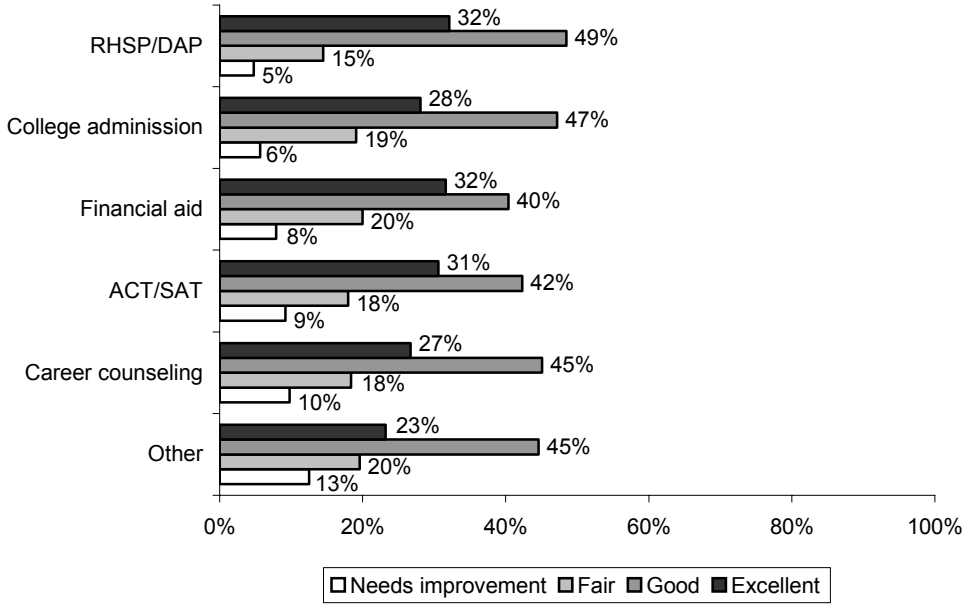


Figure 3.8 How good a job is your school doing in making students aware of opportunities?

Information in Table 3.10 compares teachers' perceptions of their school's outreach efforts across survey years. For all post-secondary indicators, the percentages of teachers indicating that their schools were doing a *good* to *excellent* job in making students aware of post-secondary opportunities increased in 2004 compared to 2002.

Table 3.10
How good a job is your school doing in making students aware of post-secondary opportunities? (Percent)

	2002	2003	2004	
	Good or Excellent	Good or Excellent	Good or Excellent	Change
RHSP/DAP	75	78	81	+6
College admission	72	75	75	+3
Financial aid	67	73	72	+5
ACT/SAT	66	71	73	+6
Career Counseling	67	68	72	+5

Summary

TGAP has supported programs to build the capacity of participating schools, educators, students, and parents. Capacity building efforts are guided by district plans and supported by product development and the Precollege Outreach Centers. Activities center on teacher training and curriculum development that help to prepare students for higher education.

District initiatives that supported a rigorous academic curriculum in year 5 encompassed teacher professional development, curricular development by vertical teams of teachers, and the implementation of AP and Pre-AP courses in middle and high schools. As it has throughout the grant period, TGAP funded two POCs (in Alice and Laredo) to provide a variety of college preparatory services for school districts, including sponsoring and organizing college field trips, making classroom presentations on higher education, and arranging teacher and counselor professional development activities. Altogether, 426 teachers benefited from POC-sponsored professional development sessions, with Write for the Future workshops designed to improve the teaching of writing well attended by teachers across almost all districts.

In addition to training facilitated by POCs, the College Board delivered vertical team and AP course training. Although many teachers attended AP and vertical team training in 2003-04, there were no *new* AP teachers trained during the fifth year. Many teachers, however, took part in TGAP/GEAR UP training events such as Thinking Maps, Project CRISS, Building Success, or training sessions tailored for their particular district. In five of the six TGAP districts, teacher participation in professional development declined substantially between years 4 and 5. In contrast, professional development remained a high priority in Alice ISD and teacher participation increased. Teacher survey responses indicate that the majority of teachers regarded most training sessions as helpful, with a third or more of teachers saying that AP summer Institutes, Thinking Maps, Building Success, Write for the Future, and Project CRISS improved their teaching *a lot*.

Approximately 208 teachers (36%) reported being a member of an AP Vertical Team for curricular alignment. Vertical team meetings were relatively infrequent in 2003-04, with approximately 40% of vertical team teachers indicating they meet as a team only one to two times per year. The frequency of vertical team meetings declined between 2002 and 2004. Infrequent vertical team meetings, according to teachers, are due to a number of factors.

Teachers most frequently indicated that finding time for all team members to meet was the greatest challenge (50%). Inadequate leadership or guidance, insufficient teacher preparation, and poor communication among teachers were cited less often. While the majority of vertical team teachers (83%) believe the vertical team approach is at least somewhat successful, teachers' open-ended responses suggest that time and scheduling and a need for more effective leadership remain as barriers to effective implementation of the vertical team concept.

Some TGAP teachers report using EXPLORE and PLAN diagnostic assessment data, but most either do not use them or do not know about their availability. More than 70% of teachers, however, report giving students advice about careers, the RHSP/DAP, college admission, SAT/ACT, and college financial aid. Teachers most frequently see their role as one of encouraging students to attend higher education (29%), facilitating in-class activities to raise awareness (27%), or referring students to outside resources (18%). The majority of teachers also believe that their school is doing a *good* or *excellent* job at providing students with advice about higher education, and across all indicators, percentages have increased between 2002 and 2004.

SECTION 4
BUILDING CAPACITY THROUGH THE ADVANCED PLACEMENT PROGRAM

Advanced Placement (AP) coursework is viewed as one tool to reduce the college access and success gap among student groups. Research suggests that participation in AP and other rigorous coursework is a strong predictor of college success[1] and accumulating evidence indicates that AP coursework can be extended to a broader group of students than the elite student population originally targeted.[2] Thus, many states and districts are encouraging the participation of minority and economically disadvantaged students in AP programs. Consistent with the national and state trends, TGAP has focused on strengthening districts' AP and Pre-AP programs. In year 5, funds continued to support teacher participation through AP training offered by the College Board. TGAP-sponsored training has enabled districts to incrementally build a cadre of teachers trained in AP methods, to expand AP course offerings, and to enlarge student access to AP and Pre-AP coursework.

Methodology

For this section, information on districts' AP programs was gathered from a variety of sources. First, TGAP campuses provided information on the types of AP and Pre-AP courses offered, the number of students enrolled during the 2002-03 school year, course grades, and AP examination scores. Additionally, national and state data on AP examination taking and results were obtained from the College Board website.[3] Teams of researchers also conducted interviews with AP teachers, observations in AP/Pre-AP classrooms, and focus groups with AP students during spring 2003 site visits. In addition, the teacher survey conducted in April 2004 included items gauging teachers' views on the AP program.

Findings on Advanced Placement Program

Sections to follow provide information on the current status of the AP programs in TGAP districts and their progress over time. First, AP teacher characteristics are compared with non-AP teachers. Next, AP and Pre-AP course offerings and outcomes are presented and comparisons are made with students statewide and nationally. Finally, teacher perceptions of their campuses' AP programs are presented.

Advanced Placement Teachers

Characteristics. AP teachers (*n*=78) in TGAP schools, according to teacher survey results, differ from non-AP teachers (*n*=519) in important ways. AP teachers, on average, have more years teaching experience, with an average of 15.1 years teaching experience compared to 12.5 years for non-AP teachers. AP teachers' median years of teaching experience is 13, meaning that 50% of AP teachers have more than 13 years of experience, whereas the median years of

[1] Adelman, C. (1999). *Answers in the tool kit: Academic intensity, attendance patterns, and Bachelor's degree attainmen*t. Washington, DC: U.S. Department of Education.
[2] Leonard, S.T., Blasik, K., Dilgen, A., & Till, F. (2003, Spring). Advanced Placement programs as a means of narrowing the achievement gap. *ERS Spectrum, Advanced Placement Programs*.
[3] College Board (2003). Collegeboard.org. Retrieved from http://www.collegeboard.org/ap/research.

teaching experience for non-AP teachers is 10. Not surprisingly, given the nature of the teaching assignment, there are also fewer first-year AP teachers (3% compared to 5% for non-AP teachers). At the other end of the experience continuum, 58% of AP teachers have 10 or more years teaching experience compared to 46% of non-AP teachers. AP teachers are also more likely to have advanced degrees, with 40% of AP teachers having a master's degree compared to 26% of non-AP teachers. In general, the differences between AP and non-AP teacher qualifications have remained relatively consistent across three teacher survey years.

Table 4.1
Characteristics of AP and Non-AP Teachers

	AP Teachers			Non-AP Teachers		
	2002 (N=90)	2003 (N=97)	2004 (N=78)	2002 (N=769)	2003 (N=674)	2004 (N=519)
Avg. yrs. experience	15.4	14.4	15.1	11.5	12.8	12.5
Median yrs. experience	13.5	12.5	13.0	9.0	10.0	10.0
First-year teachers	2.2	1.0	2.6	10.8	7.7	5.0
Ten or more yrs. experience	67.7	60.4	57.7	47.5	53.3	46.2
Advanced degrees	38.9	29.9	39.7	22.2	25.6	25.7

In TGAP districts, AP teachers are largely concentrated in English language arts, with 37% of AP teachers teaching AP English. Substantially lower percentages teach mathematics (19%), science (10%), or social studies (19%). The percentages of AP teachers of science declined from 17% in 2003 to 10% in 2004.

AP and Pre-AP Course Offerings and Enrollment

Courses offered. Table 4.2 shows the combined number of AP and Pre-AP courses offered at each TGAP high school by project year based on the most recently available data. Overall, the number of Pre-AP courses offered by TGAP high schools has increased substantially, although changes for individual campuses vary. Miller and Alice High Schools had notable increases in Pre-AP course offerings. However, AP course offerings, on average, decreased across years. Although Miller High School showed an increase, other districts remained stable or had decreases (especially United South High School) in AP courses offered during 2002-03.

Table 4.2
Number of Pre-AP and AP Courses Offered at TGAP High Schools by Year

Campus	Pre-AP Courses					AP Courses				
	Year 1[a] 1999-00	Year 2[a] 2000-01	Year 3[b] 2001-02	Year 4[b] 2002-03	Change	Year 1[a] 1999-00	Year 2[a] 2000-01	Year 3[b] 2001-02	Year 4[b] 2002-03	Change
Alice HS	0	7	12	12	+12	11	12	11	8	-3
Hebbronville HS	4	7	7	10	+6	5	8	8	5	0
Martin HS	7	7	17	15	+8	10	9	10	8	-2
Miller HS	9	10	22	25	+16	13	15	11	15	+2
Robstown HS	11	12	9	9	-2	10	10	10	10	0
United South HS	9	6	9	6	-3	14	4	9	3	-11
United LBJ HS	--	--	--	6	--	--	--	--	--	--
Total	**40**	**49**	**76**	**83**	**+37**	**63**	**58**	**59**	**49**	**-14**
Average number	**6.7**	**8.2**	**12.7**	**11.9**	**+5.2**	**10.5**	**9.7**	**9.8**	**8.2**	**-2.3**

Note. Change= year 4 - year 1.
[a] Numbers self-reported by districts.
[b] Numbers based on 2001-02 and 2002-03 student-level enrollment data.

Student enrollment. As Table 4.3 shows, in both 2001-02 and 2002-03, more than one-fourth of TGAP eleventh- and twelfth-grade students were enrolled in at least one AP course (28% and 1,083 students in 2001-02 and 27% and 968 students in 2002-03). In addition, more than one-quarter of all students were enrolled in at least one Pre-AP course each year (29% and 2,591 students in 2001-02 and 29% and 2,604 students in 2002-03). The percentages of students enrolled varied across districts, with the highest proportion of students enrolled in AP and Pre-AP courses at Martin High School.

Table 4.3
Number and Percentage of Students Enrolled in at Least One AP and Pre-AP Course, 2001-02 and 2002-03

High School	Enrolled in AP[a]				Enrolled in Pre-AP[b]			
	2001-02		2002-03		2001-02		2002-03	
	N	Percent	N	Percent	N	Percent	N	Percent
Alice HS	165	24.3	189	29.3	392	24.4	454	28.2
Miller HS	137	17.4	126	16.2	487	24.3	428	22.0
Hebbronville HS	49	26.6	38	21.7	88	24.5	113	31.9
Martin HS	254	34.0	331	48.3	881	53.1	741	45.9
Robstown HS	127	28.0	103	28.0	274	24.4	300	31.4
United South HS	351	33.9	181	18.6	469	21.1	425	25.0
United LBJ HS	--	--	--	--	--	--	143	19.5
TGAP Average	**1,083**	**27.9**	**968**	**26.7**	**2,591**	**28.9**	**2,604**	**29.2**

[a] Percentages based on number of grades 11 and 12 students enrolled in high school.
[b] Percentages based on all students enrolled in high school.

Student characteristics. The characteristics of students enrolled in AP or Pre-AP courses in 2001-02 and 2002-03 are compared in Table 4.4. Overall, comparable percentages of Hispanic and White students are taking at least one AP or Pre-AP course (28% to 30% in 2001-02 and 30% to 38% in 2002-03). Likewise, economic disadvantage is not highly associated with AP program participation, with similar percentages of students who qualify or do not qualify for free or reduced-price lunches participating in AP or Pre-AP courses each year. However, there are noteworthy gender differences. Each year female students are more likely than males to take AP courses or Pre-AP courses, with about a third of females participating compared to only one-fourth of males.

Table 4.4
Number and Percentage of AP and Pre-AP Students by Demographic Category, 2001-02 and 2002-03

	AP[a]				Pre-AP[b]			
	2001-02		2002-03		2001-02		2002-03	
Category	N	Percent	N	Percent	N	Percent	N	Percent
Hispanic	1,003	28	1,099	33	2,389	29	2,405	30
White	59	30	66	38	122	28	123	31
Other	21	18	36	35	80	29	68	26
Female	661	34	718	39	1,489	34	1,494	34
Male	422	22	483	27	1,102	24	1,102	25
Free or reduced-price lunch	771	27	866	32	1,959	29	1,942	29
No free or reduced-price lunch	310	30	336	34	616	28	654	31

[a] Percentages based on number of grades 11 and 12 students enrolled in high schools.
[b] Percentages based on all students enrolled in high schools.

Advanced Placement Examinations

Along with AP course taking, TGAP has supported, and in some cases, funded student opportunities to take AP Examinations. To assess progress, this section presents information on AP Examination taking and scoring trends. Table 4.5 compares information on the number of students taking AP examinations and the number of examinations taken for TGAP districts, the state of Texas, and nationwide. In year 5 of TGAP (2003-04), 1,043 students took 1,523 AP examinations (about 1.5 exams per student). AP examination taking rates were higher in Texas (1.8 per student) and nationally (1.7 per student). In both Texas and the nation, increasing numbers of students are taking a growing number of AP examinations. Since 2000, 70% more AP Examinations were taken at TGAP campuses (Figure 4.2). This compares to a 70% increase across the state of Texas and a 49% increase nationally. Also since 2000, 85% more TGAP students took AP Examinations (Figure 4.1). This compares to a 67% increase in Texas and a 45% increase nationally. In TGAP high schools, an increasing number of students took an increasing number of AP Examinations through 2003. However, fewer students took fewer AP Examinations in 2004. The 1,043 students participating and the 1,523 examinations taken represent 19% decreases compared to 2003.

Table 4.5
Number of Students Taking AP Examinations and Number of Examinations Taken

	Number of Students Taking AP Examinations					Number of AP Examinations Taken				
Group	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
TGAP Average	564	878	954	1,291	1,043	894	1,343	1,487	1,869	1,523
Texas	60,405	69,569	80,240	90,880	101,115	107,640	125,785	144,060	164,804	183,130
National	747,922	820,880	913,251	998,329	1,081,102	1,242,324	1,380,146	1,548,999	1,705,207	1,852,700

Sources. Advanced Placement Program reports to individual TGAP high schools and Advanced Placement Program national and state summary reports. na=not available.

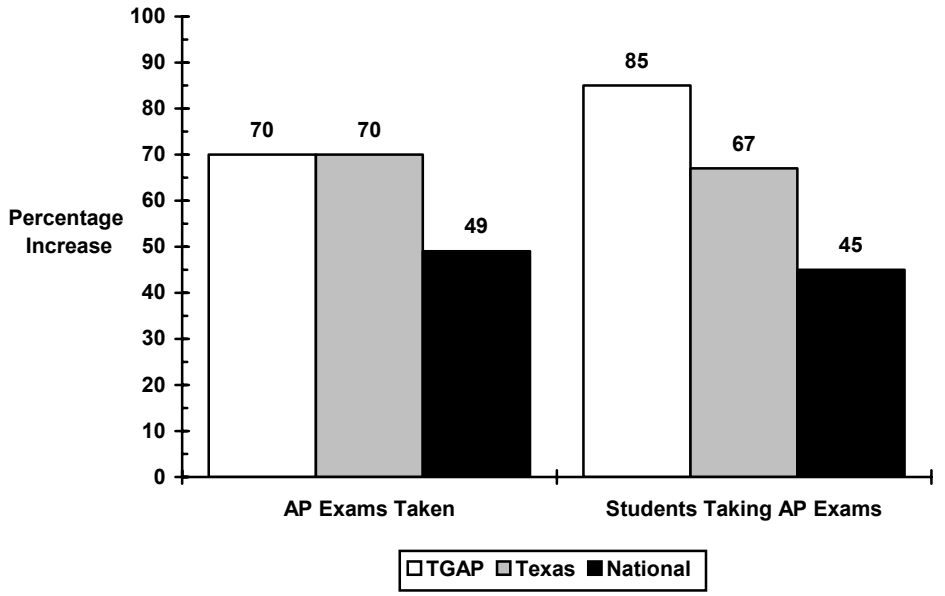


Figure 4.1. Percentage increases in AP Examination participation since 2000.

Table 4.6 shows the mean AP Examination scores and the percentage of examinations with scores of 3 or above by comparison groups and administration year. The mean 2004 AP examination score for TGAP high schools, 1.95, is well below the national average of 2.95 and the state average of 2.66. In addition, it is also below the 2003 TGAP average of 2.05. Similarly, higher percentages of AP Examinations had scores of 3 or above nationally (61.4%), in Texas (51.0%), and in TGAP high schools in 2003 (29.5), compared to TGAP high schools in 2004 (27.1%).

Table 4.6
Mean AP Scores and Percentages of Scores 3 and Above

	Mean AP Examination Score					Percentage With Scores of 3 or Above				
Group	**2000**	**2001**	**2002**	**2003**	**2004**	**2000**	**2001**	**2002**	**2003**	**2004**
TGAP Average	2.17	2.12	2.02	2.05	1.95	32.0	31.3	29.0	29.5	27.1
Texas	2.77	2.69	2.72	2.69	2.66	54.8	51.0	53.3	51.9	51.0
National	3.01	2.95	2.99	2.95	2.95	63.7	61.3	63.1	61.5	61.4

Sources. Advanced Placement Program reports to individual TGAP high schools and Advanced Placement Program national and state summary reports.

AP Examination participation in TGAP schools and the percentage of examinations with scores of 3 or above by content area and year are shown in Table 4.7 and Figures 4.3 through 4.12. Over the five years from 2000 through 2004, the following observations can be made.

- Participation in English language examinations increased by 50%, but the percentage with scores of 3 or above has remained in the 5% to 7% range.
- Participation in mathematics examinations increased by 219%, but the percentage with scores of 3 or above has decreased from 16% to 7%.

- Participation in science examinations has increased by 38%, and the percentage with scores of 3 or above has increased from 0% to 6%.
- Participation in social studies examinations increased by 140%, but the percentage with scores of 3 or above has decreased from 9% to 8%.
- Participation in foreign language (primarily Spanish) examinations increased by 48%, and the percentage with scores of 3 or above has decreased from 82% to 78%.

Overall, participation in AP Examinations has increased by 71% and the percentage of examinations with scores of 3 or above has remained in the 30% range. However, 346 fewer AP Examinations were taken in 2004 than in 2003 (a 19% decrease), and 248 fewer students participated (also a 19% decrease). There were decreases in the number of AP Examinations taken in foreign language, English language, science, and social studies. The only increase was in mathematics. In addition, the percentage scoring 3 or higher decreased from 29.5% in 2003 to 27.1% in 2004. Furthermore, except for the foreign language (primarily Spanish) examinations, performance in other content areas has been well below state (50% to 55% scoring 3 or above) and national (60% to 64% scoring 3 or above) standards.

Table 4.7
Number of AP Examinations Taken and Percent of Students Scoring 3 or Above by Content Area and Year

	2000		2001		2002		2003		2004	
Content Area	**TGAP N Exams**	**% 3 or Above**	**TGAP N Exams**	**% 3 or Above**	**TGAP N Exams**	**% 3 or Above**	**TGAP N Exams**	**% 3 or Above**	**TGAP N Exams**	**% 3 or Above**
English Language	309	5.2	451	7.3	483	5.6	509	6.7	462	6.3
Mathematics	37	16.2	49	18.4	103	15.5	111	5.4	118	6.8
Science	64	0.0	104	1.9	141	0.7	120	4.2	88	5.7
Social Studies	173	8.7	271	2.6	259	3.5	492	5.1	415	7.7
Foreign Language	290	82.4	456	79.6	492	75.4	632	75.8	428	78.0
Fine Arts	18	50.0	8	75.0	8	75.0	5	60.0	11	45.5
Computer Science	3	0.0	4	25.0	1	100.0	0	--	1	0.0
Totals	**894**	**32.0**	**1343**	**31.3**	**1,487**	**29.0**	**1,869**	**29.5**	**1,523**	**27.1**

On average, students' AP course grades are only moderately associated with AP examination scores (see Table 8.16 in Section 8 for more detail). Although students' average grade in AP courses is 83 (a grade of B), the average AP examination score is 1.95 (well below the 3.0 or above standard). Similarly, TGAP students have an average Pre-AP course grade of 80 (a grade of B). In sum, students' AP program grades are not strong predictors of their performance on AP examinations.

The figures to follow illustrate the increases in the numbers of AP Examinations taken by TGAP students in the core subject areas (English language, mathematics, science, and social studies) and foreign language (primarily Spanish) between 2000 and 2003, along with the decreases in the number of examinations taken in 2004 in all areas except mathematics. The figures also show trends for the percentages of students scoring 3 or above on AP examinations. Figures for AP

Examination scoring trends reveal the disparity between examination scores in core subject areas and foreign language.

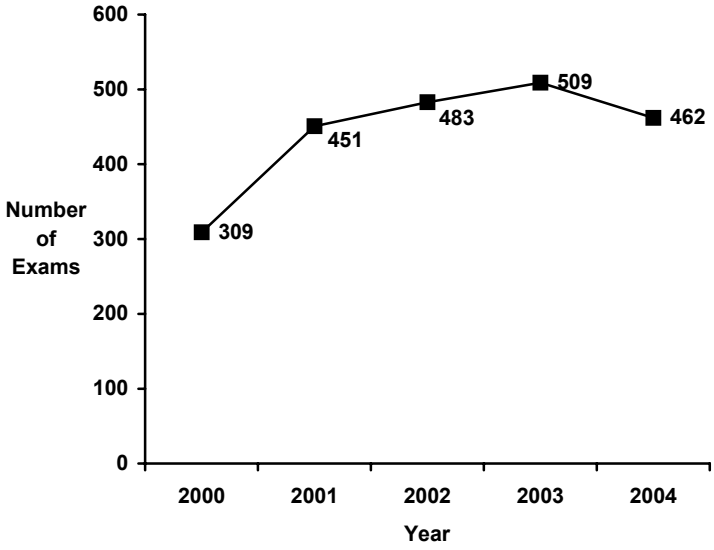


Figure 4.2. Number of English language AP Examinations taken in TGAP schools, 2000 to 2004.

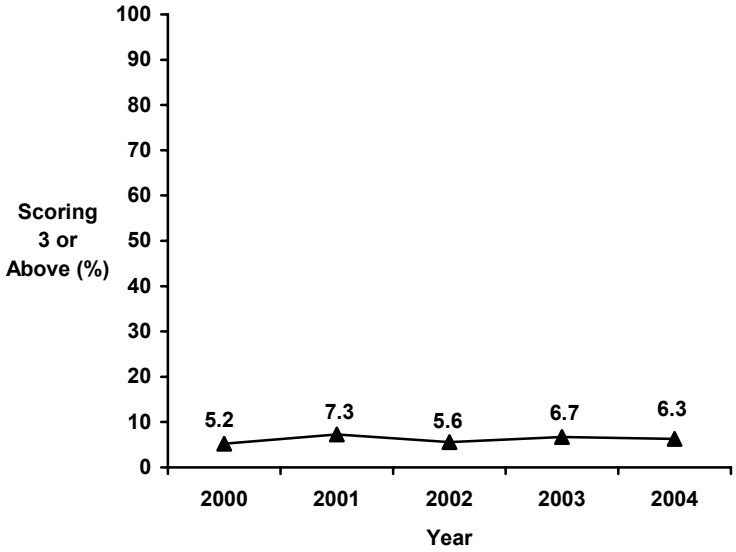


Figure 4.3. Percent scoring 3 or above on the English language AP Examinations in TGAP schools, 2000 to 2004.

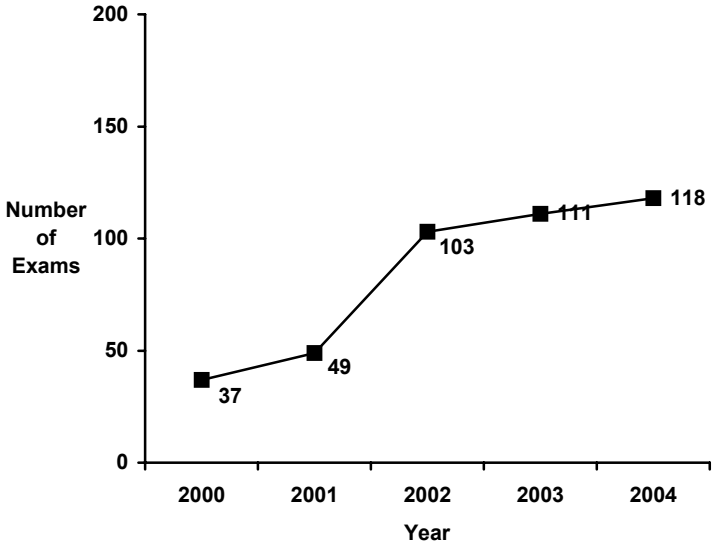


Figure 4.4. Number of mathematics AP Examinations taken in TGAP schools, 2000 to 2004.

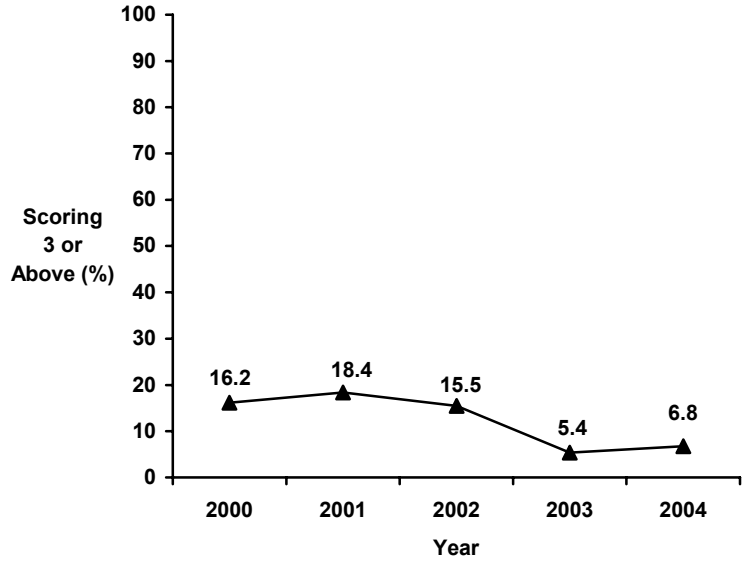


Figure 4.5. Percent scoring 3 or above on the mathematics AP Examinations in TGAP schools, 2000 to 2004.

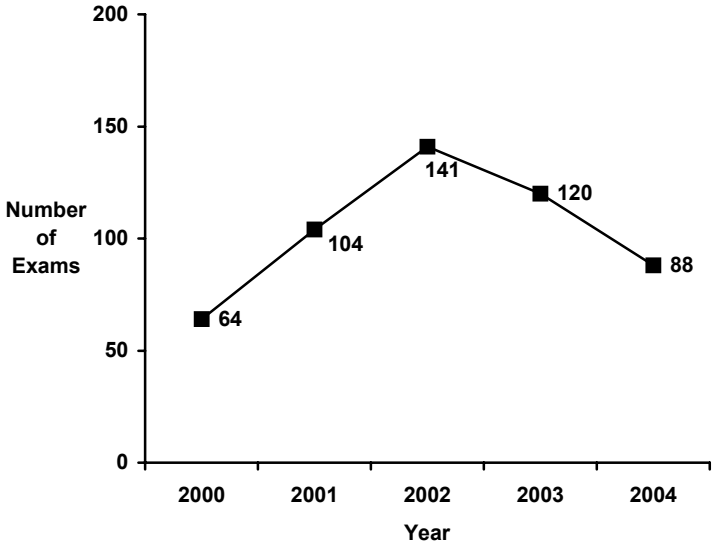


Figure 4.6. Number of science AP Examinations taken in TGAP schools, 2000 to 2004.

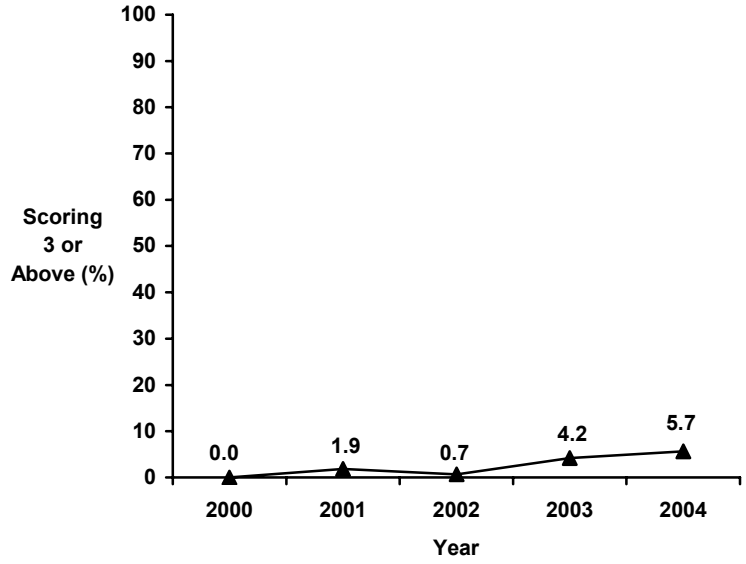


Figure 4.7. Percent scoring 3 or above on the science AP Examinations in TGAP schools, 2000 to 2004.

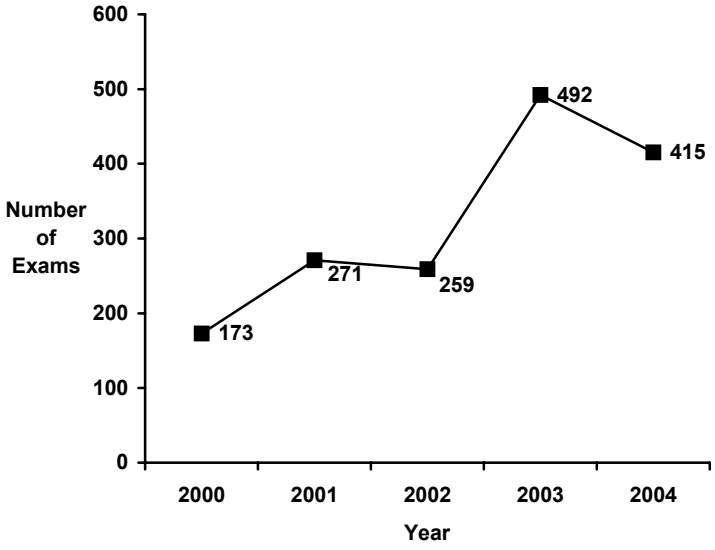


Figure 4.8. Number of social studies AP Examinations taken in TGAP schools, 2000 to 2004.

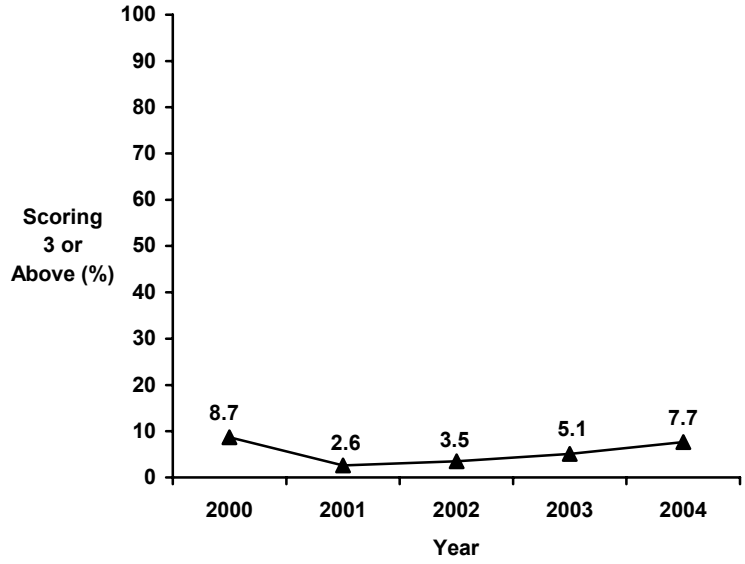


Figure 4.9. Percent scoring 3 or above on the social studies AP Examinations in TGAP schools, 2000 to 2004.

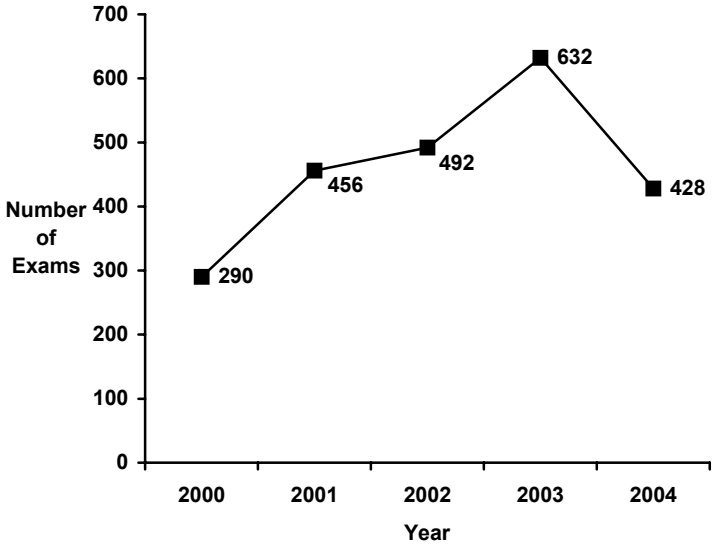


Figure 4.10. Number of foreign language AP Examinations taken in TGAP schools, 2000 to 2004.

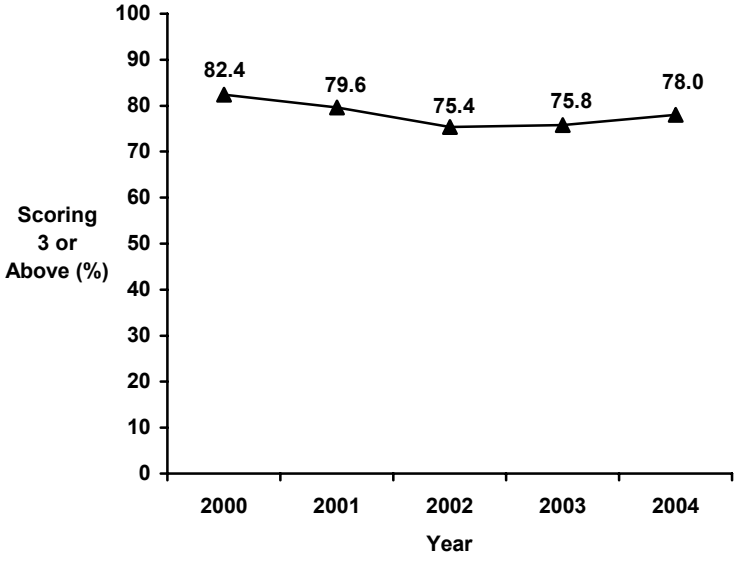


Figure 4.11. Percent scoring 3 or above on the foreign language AP Examination in TGAP schools, 2000 to 2004.

Opportunity to Learn in TGAP Classrooms

A key component of the TGAP program is the implementation and support of a rigorous curriculum for all students. TGAP schools have strengthened AP and Pre-AP programs to allow students to begin experiencing college preparatory courses and instructional strategies as early as middle school. All students, not just those typically considered good AP candidates, are encouraged to take advanced courses. Moreover, vertical teams of teachers have been formed to link middle and high school teachers and to help them align curriculum, thereby more adequately preparing students for higher-level courses. Teacher professional development has also centered on improving instructional practices.

To assess the extent to which instructional strategies and methods introduced through teacher professional development are being implemented in TGAP classrooms and to examine instructional changes over time, evaluators conducted classroom observations of core-content area classes on middle and high school campuses during three school years: 2001-02, 2002-03, and 2003-04. Almost all observed classes were identified as either AP or Pre-AP courses, although some TGAP middle schools do not specifically label their courses as Pre-AP or distinguish between Pre-AP and non-Pre-AP courses. Observations typically lasted about 45 minutes. The observation instrument allowed the documentation of basic descriptive information (e.g., number of students, content area), characteristics of the physical environment (e.g., classroom space and resources), class organization, teacher and student activities, higher-order thinking indicators, and subject-specific indicators linked to the kinds of learning strategies considered appropriate for the AP program (see Classroom Observation Form in Appendix C).

Table 4.8 displays the number of classroom observations conducted at each school level (middle school, high school). In 2003-04, evaluators conducted a total of 67 observations, 19 more than the previous year. Unlike previous years, slightly more middle school than high school classrooms were observed.

Table 4.8
Number of TGAP Classrooms Observed, by School Level

School Level	2002	2003	2004
Middle school (grades 6-8)	13	21	36
High school (grades 9-12)	18	27	31
Total	**31**	**48**	**67**

Adequacy of the physical environment. Table 4.9 provides information on the physical environment observed in classrooms. Results indicate that more than half of classrooms observed (in 2003-04) had *adequate* physical space (56%) and another quarter (24%) had slightly less than adequate space (rating of 3). In general, classes observed in 2004 tended to be less crowded than classrooms observed the prior year. Classroom resources were generally sufficient, but observers considered only 17% of classes as *rich in resources* (e.g., computers, calculators, science equipment, math manipulatives). Overall classroom resources in 2003 were rated as slightly more abundant than in either the previous or most recent year (mean rating of 2.8 in 2003 compared to 2.6 in 2002 and 2.7 in 2004).

Table 4.9
Adequacy of Physical Environment

Category	Rating				Mean Rating
	1	2	3	4	
Classroom space crowded (1) to adequate (4)					
2002	3.3	13.3	23.3	60.0	3.4
2003	14.6	10.4	27.1	47.9	3.1
2004	7.6	12.1	24.2	56.1	3.3
Classroom resources sparsely equipped (1) to rich in resources (4)					
2002	3.3	43.3	40.0	13.3	2.6
2003	8.3	35.4	29.2	27.1	2.8
2004	7.8	32.8	42.2	17.2	2.7
Room arrangement inhibited interactions (1) to facilitated interactions (4)					
2002	20.0	33.3	26.7	20.0	2.5
2003	37.0	21.7	15.2	26.1	2.3
2004	20.9	23.9	29.9	25.4	2.6
Student work displayed not at all (1) to a great extent (4)					
2002	54.8	25.8	16.1	3.2	1.7
2003	62.2	31.1	4.4	2.2	1.5
2004	59.7	23.9	11.9	4.5	1.6

Observers also rated the extent to which room arrangements either *facilitated or inhibited interaction* among students. For example, classrooms with students sitting face-to-face at tables for extended discussions or with student desks moved together for project work in pairs or groups were considered as facilitating interaction. In contrast, students sitting in rows facing the teacher for an entire class period inhibited interaction. Of classes observed, only one-fourth (25%) had arrangements that *facilitated* student interactions, and arrangements in a large percentage of classrooms *inhibited* interaction (21%). Overall, mean ratings for room arrangements indicated that classrooms in 2004 were more likely to be arranged to facilitate student interactions. Evaluators also scanned classrooms for student-created products on bulletin boards or other display areas. The majority of observed classes (60%) had *no* student work displayed, and only 5% had student work displayed *to a great extent*. Mean ratings (which have remained relatively stable across years) suggest that most teachers do not emphasize the display of student work products.

Class organization. For each classroom observation, evaluators recorded information during the first 5 minutes, then every 10 minutes throughout the class period. Indicators related to class organization (i.e., students working alone, in pairs, in small groups, or whole class). Table 4.10 displays results for classroom organization, with percentages of classrooms in which the organizational arrangement or behaviors occurred, and the mean percentage of observed time that the arrangement or behavior persisted. Most classrooms (93%) were organized as a whole class for an average of 54% of the time observed. Students also frequently worked individually (49% of classrooms). A small proportion (12%) of classrooms were organized for small-group work and this persisted for an average of 8% of the time observed. Students also rarely worked in pairs (12% of classes). Findings for three years indicate some movement away from whole class

instruction, although the majority of classrooms observed still used whole-class instruction for a large proportion of the observed time.

Table 4.10
Classroom Organization

	Percent of Classrooms Observed			Mean Percent of Observed Time		
	2002	2003	2004	2002	2003	2004
Classroom Organization						
Whole class	90	90	93	66	56	54
Individual students working alone	45	50	49	22	22	24
Small groups (3+ students)	19	27	12	8	19	8
Pairs of students	13	4	12	8	2	4
Combination of any of the above	--	--	25	--	--	10

Teacher activities. Table 4.11 displays results for teacher activities (e.g., directing the whole class, guiding interactive discussion) and student activities (i.e., listening to a presentation, engaged in interactive discussion). Like class organization, information in the table includes the percentage of classrooms in which the organizational arrangement or behaviors occurred, and the mean percentage of observed time that the arrangement or behavior persisted.

Table 4.11
Teacher Activities in Classrooms

	Percent of Classrooms Observed			Mean Percent of Observed Time		
	2002	2003	2004	2002	2003	2004
The teacher is…						
Directing whole group	74	69	88	43	37	50
Monitoring student work	45	44	43	20	21	18
Facilitating/coaching	19	23	18	10	11	8
Guiding interactive discussion with whole group	26	13	19	14	5	6
Managing behavior or materials	13	13	6	6	3	2
Modeling for whole group (demonstrates a strategy)	3	6	6	1	2	2
Providing one-on-one instruction	0	6	9	0	5	3
Giving test	10	2	6	6	0	2
Viewing a video	--	8	8	--	3	3
Facilitating checking/grading	--	4	2	--	3	0
Sitting at desk	0	2	5	0	0	2

Consistent with the prevalent whole-class or individual-student organization cited above, teacher activities most frequently involved directing whole-group activities (about half the time in 88% of classes) or monitoring student work (approximately one-fifth of the time in 43% of the classes). Two activities, teacher facilitation or coaching and guiding interactive discussions, were observed in 18% to 19% of the classrooms, though the percent of time devoted to them was

small (6% to 8% of all time observed). All other activities were far less common, occurring in less than 10% of the observed classrooms and occurring less than 5% of total time observed. Generally, teacher activities mirror those seen in previous years' classroom observations. Overall teacher-directed, whole-class instruction remained the predominant instructional approach in TGAP classrooms in 2004.

Student activities. Student activities (see Table 4.12) most frequently involved listening passively to a presentation (almost half the time in 87% of classrooms). Students were engaged in interactive discussions in 25% of classrooms, but for only 8% of all total observed time. Students were also commonly involved in completing short-answer exercises or worksheets (15% of the time in 37% of classrooms). Students in some classes, however, had assignments that used written communication related to the lesson, or students took notes while the teacher lectured. Although student activities observed in 2004 are generally consistent with those seen in previous years, some notable changes were evident. The percentage of classrooms in which students used technology decreased from 17% in 2003 to 11% in 2004. The percentage of classrooms in which students engaged in reading and reflection increased from 0% to 16% in 2004, whereas the percentage of classrooms where student wrote communication related to the lesson decreased from 27% to 16% in 2004.

Table 4.12
Student Activities in the Classroom

	Percent of Classrooms Observed			Mean Percent of Observed Time		
	2002	2003	2004	2002	2003	2004
The students are…						
Listening to a presentation (majority of students)	65	63	87	37	24	47
Listening to discussion (majority of students)	32	35	--	16	19	--
Listening to a student presentation	--	19	5	--	9	1
Writing communication related to lesson	23	27	16	9	12	8
Engaged in problem solving, investigation	26	21	24	13	15	13
Using technology or audio-visual resource	3	17	11	1	10	5
Taking notes	19	13	8	9	6	4
Using graphic organizers/thinking maps	7	13	13	3	6	5
Engaged in interactive discussion	29	10	25	12	4	8
Engaged in focused discussion	7	0	--	3	0	--
Engaged in reading and reflection	7	0	16	1	0	8
Giving a presentation	--	6	3	--	3	1
Completing an exercise or short answer worksheet	--	33	37	--	14	15
Viewing a video	--	8	6	--	3	3
Taking a test	--	2	11	--	0	5
Other	52	29	34	33	12	14

Note: More than one item could be chosen for each time point, therefore, mean percentages sum to more than 100.

Teachers' questioning strategies. During observations, evaluators also recorded notes describing teachers' questioning strategies. Using Bloom's Taxonomy as a guide, observers categorized teachers' questions as lower-order (factual) or higher-order (e.g., comprehension, application, analysis, synthesis). After completing observations, descriptive notes informed ratings of teachers' use of six higher-order questioning strategies (Table 4.13). Evaluators marked whether the teacher (a) asks open-ended questions with multiple answers; (b) relates subject matter to everyday life; (c) asks students to explain key concepts, definitions, attributes in their own words; (d) asks students to justify ideas or explain thoughts; (e) asks questions that require reasoning *(if/then, what if, suppose that*); and (f) has students think about and relate examples from their own experience. Observers rated indicators on a 4-point scale ranging from *not at all* (1) to *large extent* (4).

Table 4.13 reveals that, on average, teachers used higher order questioning strategies to a *small extent*, with mean item ratings for all observations ranging from 1.8 (having students relate examples from experience) to 2.4 (asking open-ended questions). Results coincide with teacher and student behaviors described previously. In most classrooms, students more often gave only brief responses to teachers' primarily factual questions. Comparisons across three years of classroom observation results, however, indicate slight increases in higher order questioning strategies. Teachers' use of open-ended questions and questions requiring reasoning showed the greatest increases (2.1 to 2.4 and 1.8 to 2.2, respectively).

Table 4.13
Higher Order Questioning Strategies—Mean Level of Teacher Use

The teacher…	2002	2003	2004
Asks open-ended questions with multiple answers	2.1	2.5	2.4
Asks students to justify ideas and explain their thoughts	1.9	2.1	2.1
Asks questions that require reasoning	1.8	2.1	2.2
Asks students to explain key concepts, definitions, and attributes in their own words	2.0	2.0	2.3
Relates subject matter to other contexts or to everyday life	2.1	1.9	2.0
Has students think about and relate examples from their own experience	1.5	1.6	1.8

Note. Ratings based on a 4-point scale ranging from 1=not at all to 4=large extent.

Subject-specific indicators. Following classroom observations, evaluators also relied on descriptive notes to assess students' use of content-specific strategies. Content indicators, which were adapted from Curriculum Walk-Through instruments and AP course documents, are displayed in Table 4.14. Observers rated items on a 4-point scale ranging from *not at all* (1) to *large extent* (4). In Table 4.14, we combined item results *moderate* (3) to a *large extent* (4). Thus, results indicate the percentages of classrooms in which students were engaged in an array of subject-specific indicators for a moderate to a large extent.

Table 4.14
Subject-Specific Indicators for Student Activities (Percent)

	Moderate or Large Extent		
	2002	2003	2004
In English/language arts classrooms, students are…			
Analyzing written texts	88	46	--
Using critical thinking/problem solving skills	75	39	57
Using graphic organizers, summarizing, note taking, etc.	0	39	21
Producing compositions for a specific purpose	0	31	29
Applying knowledge of literary elements to understand written texts	75	23	50
Recognizing appropriate organization of ideas in written text	38	15	46
Acquiring vocabulary through reading and systematic word study	38	8	50
Linking English/LA concepts to their own experiences	--	--	36
In mathematics classrooms, students are…			
Discussing mathematical situation, the problem solving process	50	33	44
Using calculators to explore mathematical situation	25	25	31
Are asking mathematical questions of the teacher and each other	0	17	38
Using manipulatives as a model for the mathematical situation	0	17	40
Linking mathematics in this lesson to other mathematical ideas	50	8	13
Using writing to describe their solution strategies	0	8	25
Summarizing mathematical ideas from this lesson	0	8	25
In science classrooms, students are…			
Participating in experiments/demonstrations	56	56	33
Using scientific tools to model the scientific situation	22	44	33
Summarizing scientific ideas from this lesson	11	22	42
Linking the science in this lesson to other scientific ideas	11	22	14
Discussing the scientific situation, problem, or discoveries	0	22	40
Using calculators/computers to explore a scientific situation	11	22	7
Asking scientific questions of the teacher and each other	11	11	20
Using written communication to describe their solution strategies	0	11	43
Using graphic organizers, summarizing, outlining, etc.	--	--	29
In social studies classrooms, students are…			
Linking the social studies lesson to other ideas	38	56	35
Exploring cause and effect relationships	25	56	24
Using graphic organizers, summarizing, note taking, etc.	25	44	31
Making connections between the past and present events	50	44	29
Examining trends, themes, and interactions	13	22	19
Evaluating the validity of various types of evidence	13	11	12
Using maps, charts, globe to interpret events	25	0	18
Using written communication to analyze, make judgments, etc.	13	0	27
Conducting research (gather, analyze, interpret, synthesize)	13	0	6

Note. Ratings based on a 4-point scale: not at all (1), small extent (2), moderate extent (3), and large extent (4).

In English classes there was an increase in the percentage of classrooms using most strategies, except for the use of graphic organizers, which declined from 39% of classrooms in 2003 to 21% of classrooms in 2004. Similarly all indicators showed increased use in mathematics classrooms, with large increases occurring for such activities as asking mathematical questions of the teacher (21 percentage point increase), using manipulatives (23 percentage point increase), using writing to describe strategies, and summarizing mathematical ideas (both had a 17 percentage point increase). Students in science classrooms were more likely, compared to previous years, to

summarize the lesson idea (42%) through either discussion (40%) or written communication (43%). However, they were less likely to participate in experiments (33%) or use scientific tools (33%). In contrast, students in social studies classrooms experienced many of the indicated activities to a lesser extent in 2004 than in 2003. There was a smaller emphasis on linking social studies to other lessons or ideas, exploring cause and effect relationships, using graphic organizers, and making connections between past and present events. Conversely, there was a greater emphasis on using maps, charts and the globe to interpret events and using written communication. Mean ratings for subject-specific indicators, which reflect trends seen in percentages, are presented in Table 4.15.

Table 4.15
Subject-Specific Indicators for Student Activities

	Mean		
	2002	**2003**	**2004**
In English/language arts classrooms, students are…	**2.2**	**1.9**	**2.1**
Analyzing written texts	3.6	2.2	--
Using critical thinking/problem solving skills	2.9	2.1	2.3
Using graphic organizers, summarizing, note taking, etc.	1.1	2.0	1.9
Applying knowledge of literary elements to understand written texts	3.0	1.9	2.5
Producing compositions for a specific purpose	1.0	1.9	1.9
Recognizing appropriate organization of ideas in written text	1.9	1.6	2.4
Acquiring vocabulary through reading and systematic word study	2.1	1.5	2.4
In mathematics classrooms, students are…	**1.6**	**1.7**	**2.0**
Discussing the mathematical situation, the problem solving process	2.5	2.2	2.3
Using calculators to explore mathematical situation	2.0	1.8	1.9
Are asking mathematical questions of the teacher and each other	1.5	1.8	2.1
Linking mathematics in this lesson to other mathematical ideas	2.3	1.7	1.5
Using writing to describe their solution strategies	1.3	1.4	1.8
Using manipulatives as a model for the mathematical situation	1.0	1.4	2.0
Summarizing mathematical ideas from this lesson	1.0	1.3	1.8
In science classrooms, students are…	**1.7**	**1.9**	**2.1**
Participating in experiments/demonstrations	2.7	2.7	1.9
Using scientific tools to model the scientific situation	1.6	2.3	1.9
Asking scientific questions of the teacher and each other	1.7	2.0	2.0
Summarizing scientific ideas from this lesson	1.9	1.7	2.1
Linking the science in this lesson to other scientific ideas	1.6	1.7	1.8
Using calculators/computers to explore a scientific situation	1.3	1.7	1.2
Using written communication to describe their solution strategies	1.2	1.4	2.1
Discussing the scientific situation, problem, or discoveries	1.6	1.3	1.9
In social studies classrooms, students are…	**1.7**	**1.8**	**1.6**
Linking the social studies lesson to other ideas	2.1	2.8	2.2
Exploring cause and effect relationships	1.9	2.6	1.6
Making connections between the past and present events	2.3	2.4	1.8
Using graphic organizers, summarizing, note taking, etc.	1.8	2.3	2.1
Examining trends, themes, and interactions	1.4	1.6	1.6
Evaluating the validity of various types of evidence	1.3	1.4	1.4
Using written communication to analyze, make judgments, etc.	1.5	1.2	1.7
Using maps, charts, globe to interpret events	1.6	1.1	1.6
Conducting research (gather, analyze, interpret, synthesize)	1.4	1.1	1.2

Note. Ratings based on a 4-point scale: not at all (1), small extent (2), moderate extent (3), large extent (4).

Mean ratings displayed in Table 4.15 suggest that students (similar to teacher ratings for higher order questions) participated in recommended activities to only a *small extent,* with ratings near 2.0 for the four core subject areas. The most apparent increases in the use of observed indicators between 2003 and 2004 occurred in mathematics classes (mean rating change from 1.7 to 2.0). Slight increases in overall mean ratings also occurred in mathematics and English classrooms; however, the mean rating for social studies indicators decreased from 1.8 (2003) to 1.6 (2004).

Figure 4.12 provides a graphic comparison of the mean item ratings for teacher higher order questioning strategies and mean ratings for students' use of subject-specific indicators for English/Language Arts, mathematics, science, and social studies. Although all indicators, except those for social studies, have increased between 2003 and 2004, these activities are only utilized to a small extent. Considering that the majority of observations took place in Pre-AP and AP classes, one might expect higher order thinking strategies and activities to be more prevalent.

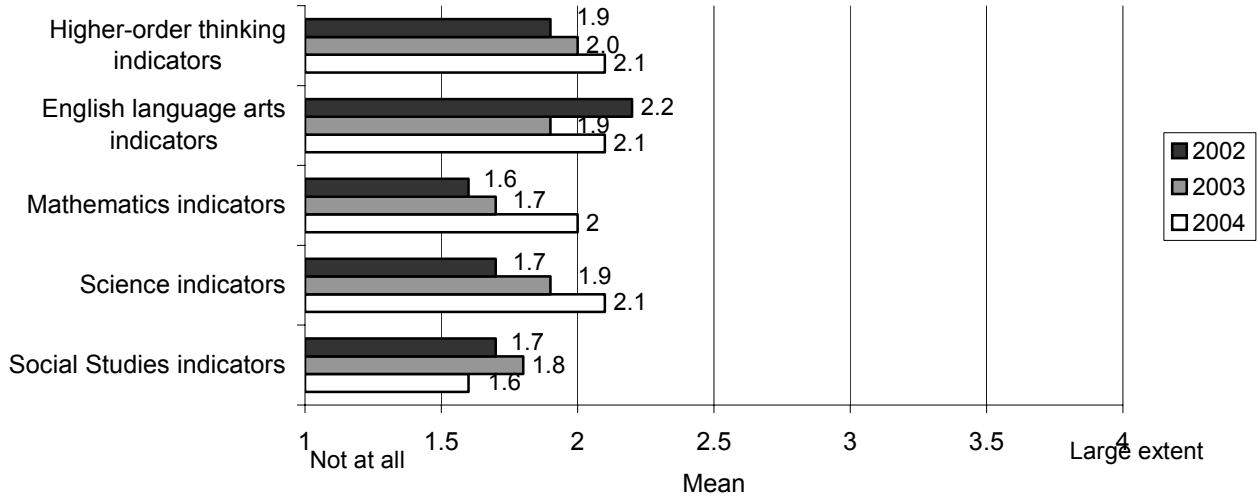


Figure. 4.12. Higher order thinking and subject-specific learning indicators, by year

Teachers' Perceptions of the AP Program

When asked about the overall success of their campus' AP program, teachers were generally positive. Across all surveyed teachers, 87% believed that the AP program in their school was at least *somewhat successful*. However, as shown in Table 4.16, AP teachers tend to be somewhat less positive and more critical than non-AP teachers. AP teachers are less likely to view their campus' AP program as *very successful* or *somewhat successful* and more likely to consider the AP program as *not very successful* compared to non-AP teachers. Teachers' opinions have remained relatively stable across survey years.

Table 4.16
Teacher Perceptions of Advanced Placement Program Success (Percent)

	AP Teachers			Non-AP Teachers		
	2002	2003	2004	2002	2003	2004
Very successful	14	14	14	26	26	18
Somewhat successful	67	63	66	63	66	72
Not very successful	19	23	20	11	8	10

Note. Statistics based on teachers who have *ever* taught AP and those who have *never* taught AP. Percents exclude teachers who responded *do not know*.

Teachers' rationale for assigning their AP program ratings is suggested by open-ended responses to one survey item: "What changes would make the AP program at your school more effective?" As Table 4.17 shows, about one-fifth of teachers recommended more stringent entry requirements for AP classes. Teachers believe there should be a more selective screening process for admitting students into AP classes. Admission criteria recommended by teachers included passing the TAKS, PSAT scores, specific Grade Point Average (GPA), Pre-AP coursework as a prerequisite, pretests for AP courses, and teacher recommendations. Teachers also believe that it is important for students to freely choose AP course participation and they oppose involuntary placement.

Table 4.17
Teacher Recommendations for Making the AP Program More Effective

Recommendation	Percent
Student qualifications	
More stringent entry requirements	21.2
Organizational factors	
Increase course rigor	24.2
Address scheduling, reduce class size	18.2
Increase class time	7.6
Provide more teacher training	7.6
Increase awareness of program	6.1
Hire better teachers	1.5
Other	12.1

Teachers also made suggestions for organizational improvements related to the AP program. Many teachers believe it is important to strengthen the AP course curriculum through more stringent grading practices, more rigorous instruction and materials, and restrictions on student opportunities for higher grades through retesting and credit for late assignments. Teachers also express concerns with scheduling issues that impede AP success and recommend the coordination of teachers' schedules to foster communication and planning. Some teachers wanted longer "block" schedules while others called for a return to "traditional" schedules. Correspondingly, several teachers recommended an increase in AP class time through mechanisms such as year-long courses. Teachers were least likely to view their own training, hiring practices, program awareness as ways to improve the AP program.

Considering that many students in GEAR UP schools score below 3 on AP exams, AP teachers were asked to express their opinions on this question: "Why do some students in your school perform poorly on AP exams?" Altogether, 72 teachers offered a rationale for students' performance on AP exams, with primary themes emerging from their comments summarized in Table 4.18.

More than a third of teachers' cited students' limited knowledge and skills as an explanation for poor performance on AP exams. Teachers noted problems relative to language barriers, poor study habits, inability to analyze critically, poor reading and writing skills, lack of reading outside of school, weak mathematics foundation, and inadequate background experiences due to low socioeconomic status. One teacher's words represent the ideas expressed by many:

> Many students do not like to read, therefore their reading and writing skills are below average. Many students come from lower socio-economic backgrounds and have very limited experiences; therefore, they do not relate to mainstream urban living in American.

Table 4.18
Why do some students in your school perform poorly on AP exams?

Reason	Percent
Students' have limited knowledge and skills	34.7
AP program characteristics	30.6
Open-enrollment policy allows "unqualified" students to take classes	
Students in some schools are "placed" in AP classes	
AP curriculum is not rigorous enough, "watered down"	
Grading is "too lenient"	
Students enroll in "too many" AP classes	
Lack of student motivation	29.2
Higher priority on TAKS preparation	9.7
Inadequate student preparation for exams	8.3
Level of difficulty of exams	4.2

Many teachers commented on AP program characteristics that contribute to poor student performance. Some teachers believe the open-enrollment policies in TGAP schools lead to many "unqualified" students being enrolled in AP classes and taking AP exams. Moreover, teachers in one high school reported that students are "placed in the classrooms without having a say." Thus, in their opinion, many students do not belong in the AP classes and do not want to do the work. Several teachers believed the AP curriculum had been "watered down" and grading standards had become "too lenient" as a result of AP policies promoting higher student enrollments,

About a third of teachers cited students' "lack of motivation" as a factor in poor exam performance. Some teachers said students do not "take the exam seriously." Others noted students' "poor class involvement," "lack of interest," "attitude," and "lack of effort." One teacher explained: "If it comes easy it is okay, but if it requires extra effort, forget it…Many students take AP classes so they can still be eligible for sports, band, etc., if they don't pass." Another less commonly cited factor contributing to poor AP performance was the higher priority

placed on preparing students for the TAKS test or other exams such as the ACT or SAT. Limited time, according to a few teachers, precluded adequate student preparation for AP exams. Interestingly, the difficulty of the exams was seldom associated with student performance.

Teachers are generally optimistic about their schools' AP programs. Still, opening enrollments and raising expectations for AP examination performance continues to pose challenges for teachers and schools. One teacher, however, explained the hopes of many:

> I believe that we will see higher scores [on AP exams] as we have students who have been through GEAR UP from younger ages. I don't think the scores are indicators of a deficiency in the courses or training. I think the student's whole education leads to better scores.

Summary

GEAR UP funding has enabled districts to incrementally build a cadre of teachers trained in AP methods, expand their advanced course offerings, and increase student enrollment in AP and Pre-AP coursework. Overall, the number of Pre-AP courses offered by TGAP high schools has increased substantially (from an average of 6.7 courses per district in 1999-00 to 11.9 in 2002-03). AP course offerings, however, have decreased across years (from 10.5 to 8.2 courses per district, on average).

AP teachers in TGAP districts, according to survey results for three years, are more experienced and more likely to have advanced degrees than non-AP teachers. Similar to previous years, in 2003-04, AP teachers in TGAP districts are largely concentrated in English language arts courses, with about a third of teachers (37%) teaching AP English. Substantially lower percentages of teachers teach social studies (19%), mathematics (19%), or science (10%) courses.

More than one-fourth of eleventh- and twelfth-grade TGAP students were enrolled in at least one AP course (27%, 968 students) in 2002-03. In addition, more than one-fourth of *all* students were enrolled in at least one Pre-AP course (29%, 2,604 students). (Figures based on the most recently available data.). Compared to the previous school year, Pre-AP enrollment remained stable while AP enrollment declined slightly. The percentages of students enrolled, however, varied across districts. Overall, comparable percentages of Hispanic and White students are taking at least one AP or Pre-AP course (28% to 30% in 2001-02 and 30% to 38% in 2002-03). Likewise, compared to their more advantaged peers, economically disadvantaged students are almost equally as likely to participate in the AP program. There are noteworthy differences, however by gender. Each year, female students are more likely than males to take AP or Pre-AP courses.

In 2003-04, 1,043 students took 1,523 AP examinations (about 1.5 exams per student). AP examination taking rates were higher in Texas (1.8 per student) and nationally (1.7 per student). In both Texas and the nation, increasing numbers of students are taking a growing number of AP examinations. Since 2000, 70% more AP examinations were taken at TGAP campuses compared to a 70% increase across the state of Texas and a 49% increase nationally. Also, since 2000, 85% more TGAP students took AP examinations. This compares to a 67% increase in Texas and a 45% increase nationally. Although fewer TGAP students took fewer AP exams in 2004,

evidence suggests that open-enrollment policies for AP courses and financial support for examinations has allowed more TGAP students to participate.

In contrast to promising improvements in student access to AP coursework and examinations, mean examination scores continue to trail state and national figures. Mean scores have declined across years as additional TGAP students have taken examinations (from 2.17 in 2000 to 1.95 in 2004). In 2004, AP examination scores for TGAP high schools are well below the state and national averages (2.66 and 2.95, respectively). Similarly, higher percentages of examinations had scores of 3 or above nationally (61.4%) and in Texas (51.0%) compared to TGAP schools overall (27.1%). Except for the foreign language (primarily Spanish) AP examinations, performance in other content areas has been well below state and national standards. On average, students' AP course grades are not highly associated with AP examination scores. Although students' average grade in AP courses in 2002-03 is 83 (a grade of B), the average AP examination score is 1.95 (well below the 3.0 or above standard).

Observations in AP and Pre-AP classes reveal that classrooms remain teacher centered, although there has been some movement away from whole-class instruction toward more student-centered learning environments. The intellectual challenge in advanced courses remains an area for improvement. Even though there has been a steady increase in the frequency of teachers' higher order thinking questions across three years, observed teachers use higher order questioning strategies to only a *small extent*. As a whole, students in advanced classes continue to spend too much of their class time listening to a teacher presentation or discussion rather than being actively engaged in self-regulated learning activities. Encouraging findings for 2004, however, show that students in some classrooms are engaging in problem solving/investigation and interactive discussion, and a substantial proportion of students are using graphic organizers or thinking maps as learning tools. The greatest improvement in the use of recommended AP learning strategies occurred in mathematics, science, and English/language arts classes. Mean ratings for social studies classrooms declined. Classroom observations reveal a need to strengthen student engagement and increase the level of intellectual challenge in order to enhance students' chances for success on AP examinations.

Despite cited problems, teachers are typically optimistic about their schools' AP programs. Most AP teachers (87%) believe the AP program in their school is at least *somewhat successful*. AP teachers, however, continue to be less positive than non-AP teachers. Teachers believe the AP program could be improved by implementing more stringent student entry requirements for AP classes and by making organizational changes, such as increasing course rigor and addressing scheduling issues.

Unquestionably, GEAR UP funds have enabled districts to expand and enhance their AP/ Pre-AP programs. The growth in Pre-AP programs, in particular, bodes well for the improvement of student preparation for AP course participation. Furthermore, TGAP districts are encouraging the enrollment of economically disadvantaged and minority students that AP programs have historically excluded. The under-representation of males in district AP programs, however, remains a challenge.

SECTION 5

BUILDING CAPACITY THROUGH FACULTY FELLOWS

Faculty Fellows Program

The Faculty Fellows program is a collaborative effort of the Texas Education Agency (TEA), two higher education institutions, and the six participating TGAP districts. The project aims to develop local capacity by supporting Advanced Placement teacher professional development through subject-area pairings of high school teachers and university faculty. TEA and Texas A&M International University at Laredo (TAMIU) piloted the Faculty Fellows program at Martin High School in 1999-2000 (TGAP's first year). During year 3, the program was expanded to all TGAP high schools, with TAMIU serving campuses in the Laredo cluster (Laredo, United and Jim Hogg County ISDs) and Texas A&M University at Kingsville (TAMUK) working with campuses in the Corpus Christi cluster (Corpus Christi, Alice and Robstown ISDs). The specific program objectives are to (a) enhance partnerships between secondary schools and higher education institutions; (b) enhance the professional development of high school, vertical team AP teachers in math, English, social studies and the sciences; (c) deepen the subject-area content knowledge of vertical team AP teachers in core subject areas; (d) enhance student success on AP exams; and (e) increase student awareness of post-secondary opportunities.

Program Participants

The Faculty Fellows program partnered professors from TAMUK with teachers from Alice, Robstown, and Corpus Christi ISDs, while faculty from TAMIU partnered with teachers in Jim Hogg County, Laredo, and United ISDs. Thirty-nine AP teachers in the six TGAP school districts participated in the Faculty Fellows program in year 5 (2003-04). Twenty-two of these teachers had also participated in the program in 2002-03. For most districts, teachers from all four core content areas participated, as shown in Table 5.1.

Table 5.1
Teachers Participating in the Faculty Fellows Project by Subject Area

District	Math			Science			Social Studies			English			Spanish			Total		
	'02	'03	'04	'02	'03	'04	'02	'03	'04	'02	'03	'04	'02	'03	'04	'02	'03	'04
TAMUK (7 Faculty Fellows)																		
Alice	3	1	2	3	3	0	1	3	2	1	3	3	--	2	2	8	12	9
Robstown	2	1	2	3	4	1	2	1	1	2	2	1	--	0	0	9	8	5
Corpus Christi	2	1	2	3	4	2	2	2	2	2	2	1	--	2	1	9	11	8
TAMIU (17 Faculty Fellows)																		
Jim Hogg County	--	1	1	1	2	2	--	1	1	2	1	1	--	0	0	3	5	5
Laredo	2	1	1	1	1	1	3	3	2	4	1	1	1	1	1	11	7	6
United	1	1	1	--	0	0	4	1	1	2	2	3	4	2	1	11	6	6
Total	**10**	**6**	**9**	**11**	**14**	**6**	**12**	**11**	**9**	**13**	**11**	**10**	**5**	**7**	**5**	**51**	**49**	**39**

Overall, the number of teachers participating in the Faculty Fellows program has decreased by 20% from year 4, with the most noticeable decline being among science teachers. Altogether, 24 faculty members from TAMUK (7) and TAMIU (17) served as Faculty Fellows in 2003-04. Of the 24 faculty members participating in 2003-04, 19 had also participated the year before. Figure 1 shows that the number of Faculty Fellows has remained relatively constant over the three years, while teacher participation has decline somewhat.

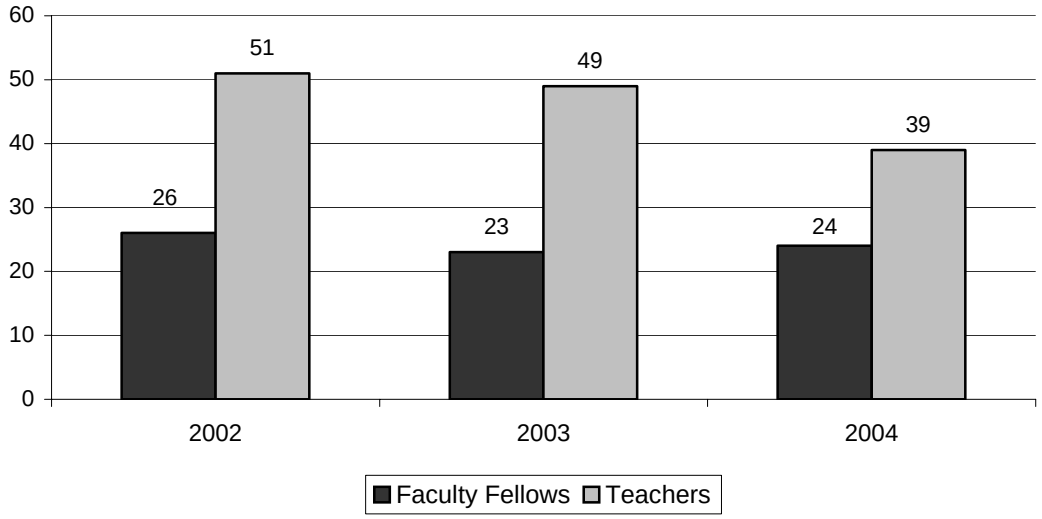


Figure 1. Number of Faculty Fellow and teacher participants by year.

Methodology

The evaluation examines the extent to which the Faculty Fellows program strengthens relations between secondary schools and higher education and supports AP teacher development. The evaluation also considers the impact of the Faculty Fellows program on students' learning experiences and the impact of partnering on faculty participants.

Data sources. Data sources include surveys, interviews, focus groups, and classroom observations. Evaluators conducted surveys of faculty and teacher participants to examine their experiences with and attitudes toward the program and its objectives. Interviews with selected teachers and Faculty Fellows were also conducted to gauge their impressions of the program. Additionally, high school students whose teachers took part in the Faculty Fellows program participated in focus groups, and evaluators conducted classroom observations at schools to observe AP classes participating in the program (see Appendix C). Interview protocols and surveys are found in Appendix D.

Procedures. During spring 2004, teams of TCER evaluators conducted site visits to participating schools and universities. Selected Faculty Fellows (n = 4 at Texas A & M Kingsville, n = 6 at Texas A & M International) and teachers partnered with faculty (n = 5) were interviewed. Focus groups were conducted with randomly selected students whose teachers participated in the Faculty Fellows program (six focus groups with 5-6 students per group). Evaluators also observed 15 high school classrooms taught by teachers participating in the program. Following

site visits, evaluators conducted a survey of all teachers in TGAP schools, including those participating in the Faculty Fellows program (34 of 39 teachers responded). Evaluators also conducted a survey of Faculty Fellows who were not interviewed during site visits (10 of 15 responded).

Faculty Fellows Program Description

The Faculty Fellows program paired high school AP teachers and university faculty members according to subject area. Typically, each faculty member was partnered with one to three high school teachers. University faculty agreed to follow a set of guidelines that established expectations for Faculty Fellows' activities with their partner teachers. Faculty members agreed to:

1. Attend an orientation meeting for the Faculty Fellows program jointly conducted by personnel from the GEAR UP Precollege Outreach Centers and participating universities;
2. Thoroughly review the relevant AP curriculum and assist classroom teachers in planning and organizing the year's course of study, including selection of appropriate instructional resources;
3. Attend the subject-area vertical team training conducted by the College Board (required of new Faculty Fellows who had not previously attended such training);
4. Teach at least one class period in each school district each semester, coordinating lesson plans with the AP teacher;
5. Be available by email to answer questions and/or provide consultation to the AP teachers;
6. Conduct at least one seminar for the subject-area high school vertical team teachers (social studies, mathematics, science, English language arts). The topic(s) shall be determined by mutual agreement between university mentor and the vertical team teachers;
7. Meet at least once with the subject-area vertical team, grades 6-12, to conduct a seminar or assist in their curriculum alignment project;
8. Conduct at least one seminar in the spring for students preparing to take the AP exam; and
9. Maintain required documentation of activities.

Outside of these requirements, Faculty Fellows and teachers had flexibility to plan specific activities (e.g., classroom presentations, campus tours, study sessions), as they deemed appropriate. Faculty Fellows volunteered for the program and received a stipend and travel reimbursement. As in year 4, teachers participated in the program on a voluntary basis.

Orientation and Training

Orientation. Faculty Fellows and teachers attended orientation sessions led by the Precollege Outreach Center (POC) and Faculty Fellows coordinators in their area. Orientation meetings were held in early fall (September) at each of the participating high schools and included both Faculty Fellows and partner teachers. Sessions offered an overview of program objectives, guidelines, and expectations. Most participants indicated that the orientation provided them with

a good introduction to the program. Several Faculty Fellows, however, did offer suggestions for ways they felt orientation sessions could be improved. These suggestions focused primarily on providing more specific guidance on implementing the tasks expected of a faculty fellow. One faculty participant explained:

> Besides the outline of what our tasks should be, we should also be given guidelines for how to implement these tasks. For example, one of the tasks of the faculty fellows was to develop vertical teaming at the school. I really had no idea how to do this. All of the schools claimed they had vertical teams in place and I was not sure what my contributions should be to this process.

To help alleviate this issue, one Faculty Fellow suggested that more experienced faculty participants share their knowledge with new participants. This type of sharing had occurred in previous years' orientation sessions and several participants noted its usefulness.

Training. In addition to orientation meetings, all new Faculty Fellows not previously attending AP training (5 faculty) were required to attend a subject-area AP conference sponsored by the College Board to help build their capacity to support their partner teachers. Conference sessions provided an overview of the AP program, teaching and test-taking strategies, and expectations of AP exam readers. Many Faculty Fellows commented on the high quality and usefulness of this training. One faculty member stated, "The training lets me see what others do—lets me pick their brain, as well as offering me a better overview of the whole effort." Another Faculty Fellow mentioned the quality of the conference presentations, "They had guest presentations and those presentations were just phenomenal. They brought a lot of case studies that showed us how successful some students, some schools have been using certain techniques." Most Faculty Fellows explained that they were able to incorporate many of the ideas and strategies from the AP conferences into their work with their partner teachers. "I came back home with all the materials that they gave me and I went over the materials," commented one faculty participant, "I used the material and I gave it to the teachers I am working with and it really was helpful."

Communication between Faculty and Teachers

The initial orientation was the only formal meeting guiding the partnership between Faculty Fellows and teachers. Subsequent communication (i.e., email, telephone, etc.) was considered the responsibility of participants. Faculty, however, were expected to contact teachers initially to plan activities. To understand the role of communication in the Faculty Fellows program, evaluators had faculty and teacher participants respond to several questions regarding the types of communication used and any problems faced. A total of 10 faculty and 34 teacher participants responded to surveys.

Faculty and teacher participants have similar opinions regarding their preferred means of communication (Table 5.2). Although large percentages of both groups use all three types of communication, face-to-face and telephone communication were most commonly used. Not surprisingly, these forms of communication were also viewed as most effective by both faculty members and teachers. Faculty Fellows rated email communication somewhat less effective than teachers. This is not surprising given the technical problems associated with some district's email systems noted by several participants. In interviews, both Faculty Fellows and teachers

commented that finding time to communicate and plan activities is sometimes a challenge but they have learned to adapt to one another's schedule in order to establish productive relationships.

Table 5.2
Types of Communication Used and Effectiveness (Percent)

	Email			Telephone			Face-to-face		
	2002	**2003**	**2004**	**2002**	**2003**	**2004**	**2002**	**2003**	**2004**
Communication Used									
Faculty Fellow (Yes)	72.7	75.0	90.0	66.7	100.0	100.0	84.6	100.0	100.0
Teacher (Yes)	--	94.6	87.5	--	72.7	82.8	--	92.1	100.0
Effectiveness of Communication									
Faculty Fellow									
Very	22.2	50.0	11.1	42.9	50.0	50.0	80.0	100.0	90.0
Moderately	33.3	16.7	66.7	14.3	50.0	30.0	10.0	0.0	10.0
Somewhat	22.2	33.3	22.2	42.9	0.0	20.0	10.0	0.0	0.0
Not at all	22.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher									
Very	--	67.9	69.2	--	75.0	76.2	--	82.8	90.0
Moderately	--	21.4	19.2	--	20.0	19.0	--	13.8	6.7
Somewhat	--	3.6	7.7	--	0.0	0.0	--	3.4	3.3
Not at all	--	7.1	3.8	--	5.0	4.8	--	0.0	0.0

Note. Number of respondents varies by item.

Faculty Fellows also reported the number of times they visited their partner teacher's high school and the number of times students from their partner teacher's class visited their university in a typical semester. Faculty average 15.5 visits to the high school per semester, with a range of 6 to 31 visits. Student visits to Faculty Fellows' universities were much less common. Three faculty members reported students visiting campus once, whereas another indicated that students visited five times. Four of the ten faculty members responding to this item, however, reported that students had never visited their university.

These findings generally reflect results for the 2001-02 and 2002-03 surveys. Telephone and face-to-face communication continue to be rated as the most effective means of communication. Interestingly, the use of email communication by teachers has declined slightly, while email use among faculty participants increased somewhat even though they rate it as less effective. Encouragingly, the average number of high school visits per semester by Faculty Fellows has continued to increase. Current faculty members average 15.5 visits, compared to 14.4 visits per semester in 2002-03 and 7.9 in 2001-02 (Figure 2).

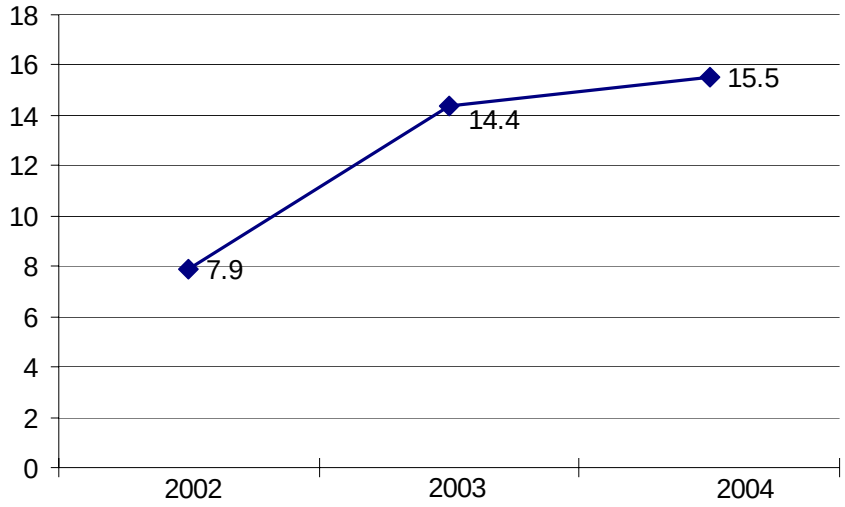


Figure 2. Average number of high school visits by Faculty Fellows per semester (2002-04).

Teachers and Faculty Fellows also reported on the frequency of their contact. Table 5.3 shows that faculty who responded to the survey tended to report more frequent communication compared to teacher respondents. Approximately half of Faculty Fellows report communicating with their partner teachers at least once a week while only a quarter of teachers report this level of frequency. Teachers were more likely to report communicating with their Faculty Fellow at least once a month. Only one teacher indicated never having communicated with his/her Faculty Fellow. This pattern of responses corresponds to teacher and faculty survey results in 2002-03, with faculty participants indicating more frequent contact than teachers. This difference in responses between Faculty Fellows and teachers may be due to several factors. Faculty participants and teachers may not be counting "contacts" in the same manner. Faculty Fellows may include all attempts to communicate with their partner teachers in their total number of contacts, regardless of whether they actually reach them or not. Another possible explanation is that since Faculty Fellows are required to document their contacts with teachers, their response to this item may be based on more concrete knowledge than teachers, who may be relying solely on memory as to the number of contacts in a semester.

Table 5.3
Frequency of Contact Reported by Faculty and Teachers

	Faculty Fellow			Teacher		
Frequency	**2002**	**2003**	**2004**	**2002**	**2003**	**2004**
At least once a week	69.2	62.5	50.0	16.7	23.1	23.5
At least once a month	23.1	37.5	40.0	28.6	35.9	29.4
1-2 times a semester	7.7	0.0	0.0	50.0	38.5	23.5
Other	--	--	10.0	--	--	20.6
We have never communicated	0.0	0.0	0.0	4.8	2.6	2.9

Note. N=10 Faculty Fellows and N=34 teachers responding to surveys.

Faculty Fellows Activities

Faculty members participated in a variety of activities in TGAP schools. The following is a description of the most frequent activities in which faculty members and teachers engaged.

Presentations and lectures. Giving presentations or lectures to AP classes was one of the most common activities, with almost all Faculty Fellows reporting leading these activities. Most often, these lectures related to a specific subject-area topic, such as first amendment rights in a history class or poetry in an English class. History and English professors particularly mentioned working with students on developing their writing skills since this is an area of weakness for many TGAP students. Math and science fellows often incorporated various problem-solving activities into their presentations. Faculty Fellows also supplemented their lectures with labs or videos.

AP exam preparation. As in previous years, Faculty Fellows also helped students prepare for AP exams. In the past several years, many Faculty Fellows have adopted the approach of focusing on providing review sessions for only those students planning on taking the test. Many faculty offered students practice AP questions and provided critique and suggestions for improving their answers. One Faculty Fellow in English described how he works with students on preparing for the writing sections of the AP exam,

> They wanted help with focusing on a topic quickly so that they could finish an essay quickly. So, I did several lectures last semester. Each of the lectures had participatory activities where we practiced…like outlining a topic, identifying a topic, writing a thesis, outlining it in like five minutes. And then we did some practice essays and then I would come back and discuss the problems I saw in general on the essays. Each individual got different feedback on their strengths and weaknesses, but in general they tended to have the same kinds of problems.

History professors frequently work with students on document-based questions (DBQs), which are a key element of many AP history exams.

Campus visits. Although less common, some individual Faculty Fellows arranged for AP students to visit their classrooms or labs at the university. Professors say that while they find this activity very beneficial for students, it is often difficult to organize due to scheduling conflicts between the universities and the high schools. To help overcome this scheduling challenge, one Faculty Fellow at TAMUK implemented a new program this year known as College for a Day. She worked with other professors on campus and high school teachers (in Alice, Robstown, and Corpus Christi) to arrange a complete day for junior and senior AP students to visit the TAMUK campus. Students had the opportunity to choose an actual college class to attend, ask panels of current TAMUK students questions about college life, and learn about student services and financial aid. The Faculty Fellow organizing this event explained that the idea was sparked by comments from students, teachers, and administrators who said they felt such an opportunity would be very beneficial but they did not have time to plan it themselves. Upon hearing this, she volunteered to organize the event.

College preparation activities. In addition to subject-specific lectures, many Faculty Fellows talked with students about college expectations and preparation. Faculty members have provided students with information about college-level courses, grading procedures, study habits, and college life in general. Several professors have developed sessions devoted solely to this topic. One Faculty Fellow described the approach she uses,

> I kind of developed a little plan on my own…there's kind of a session one, session two, and then there's a session three which I haven't had the opportunity to deliver yet. And those are kind of interactive activities with me and the students. I get the kinds to think more about college expectations in regards to majors, classes, college schedules, and how they look so different. We actually put together a mock college schedule and we take a look at where the time would go each week to classes and where the free time would be.

Resource sharing. A number of Faculty Fellows also reported sharing a variety of resources with partner teachers. Many faculty donated extra textbooks or supplemental materials for their partner teachers' classrooms, especially in classes where textbooks were outdated. College course syllabi or outlines were also commonly distributed to AP teachers. Many Faculty Fellows feel that providing such resources is important in helping teachers enhance their AP classes and that teachers are eager to receive these materials.

One-on-one teacher discussions. In addition to more formal activities, several Faculty Fellows also mentioned having informal discussions with their partner teachers regarding classroom strategies or activities. Professors say they use their time at the high schools to brainstorm with their partner teachers about the best approach to a topic or future ways to collaborate.

Faculty-student partnerships. The Faculty Fellow who organized the College for a Day program has also played a role in establishing partnerships between TGAP students (primarily in Alice) and TAMUK faculty members. Alice high school students working on their final senior projects expressed an interest in gaining some expert advice from faculty members in their area of interest. One Faculty Fellow has taken on the responsibility of helping students find professors to partner with to receive assistance with their project. The faculty members involved represent a variety of subject areas and extend beyond those professors involved directly with the Faculty Fellows program.

Email resource. In addition to teaching students in-person at the high schools, several Faculty Fellows noted that they serve as an ongoing resource to students via email. These faculty participants encourage AP students to email them with questions or comments regarding the topics they discuss in class.

Impact of Faculty Fellows on AP Teachers

As part of the teacher survey, respondents rated the usefulness of Faculty Fellow interactions and presentations (Table 5.4). Overall, teachers regard support by Faculty Fellows as helpful. More than 70% of teachers report that interactions with and presentations by Faculty Fellows are *very useful*. Compared to ratings for the 2002-03 school year, teachers are more satisfied with their experience with Faculty Fellows. The percentage of teachers who did not find interactions or

presentations helpful declined, and importantly, the percentage of teachers indicating their Faculty Fellow did not give a presentation or demonstration declined substantially as well (14% to 3%).

Table 5.4
Teachers' Perception of Usefulness of Faculty Fellow Interactions and Presentations

	Usefulness of Interaction						Usefulness of Presentations					
	Number			Percent			Number			Percent		
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2002	2003	2004
Very useful	18	25	25	43.9	65.8	73.5	21	25	23	52.5	67.6	71.9
Somewhat useful	14	9	7	34.1	23.7	20.6	8	4	7	20.0	10.8	21.9
Not very useful	6	4	2	14.6	10.5	5.9	0	3	1	0.0	8.1	3.1
No interaction/presentation	3	--	--	7.3	--	--	11	5	1	27.5	13.5	3.1

Note. Number of respondents varies by item.

Impact on teaching. On surveys and during interviews, respondents described the impact of the Faculty Fellows program on teaching. Teachers and faculty members noted a number of positive impacts of their partnerships, including:

Feedback/support on teaching strategies. Several teachers mentioned that the presence of a faculty member in their classroom offered them the opportunity to see different teaching styles and various ways to approach a topic. Most Faculty Fellows indicated they were confident and impressed with their partner teacher's ability to teach AP courses, therefore, they saw their role as one of support and feedback. Several participating teachers agreed, commenting that they receive many good teaching strategies from the professional development sessions they attend, but that their faculty partners serve as a good resource for exchanging ideas about content and instruction. One teacher described her experience working with her Faculty Fellow,

> We will talk about different pieces and how best to get them across or relate them to students because of our literature course. They'll kind of relate, 'Well, this is what we do at the college level,' or, 'This is how we do it,' and they kind of give us that type of feedback. But mostly because of our professional development, most of our strategies per se come from professional development, not so much from them. It's more of a system of feedback.

Enhanced teacher content knowledge. While most AP teachers feel comfortable teaching their AP classes, for several it is a relatively new experience, and the Faculty Fellow served as a useful resource of both content knowledge and information on organization and pacing of a college-level course. One teacher commented, "For me, in my case, I sit in the back, I listen to him and I tell him it just emphasizes what I've said, it makes me feel more comfortable with what I'm doing, it even extends my knowledge and there is more that I can share with my other classes. So for me, just as a student of his, I've learned and it just makes me feel more confident, more comfortable in the classroom as well." Faculty Fellows also feel this is an area in which they have been useful to their partner teachers. "I think the teacher benefited by listening to the lectures by which many areas of the material previously not well understood by the teacher were clarified," explained a faculty participant.

Served as understanding colleagues. While many Faculty Fellows feel they have positively impacted AP classrooms, they also feel they have helped provide professional camaraderie for teachers as well. Professors say they have been able to offer a sense of common understanding and a "sympathetic ear" to teachers as they face challenges in teaching AP. As one Faculty Fellow explained, "I think they [teachers] are reassured that some of the same difficulties they encounter, we encounter as well at the university level. I feel very comfortable, and I sense they do too, talking about our common challenges and successes."

Overall, teachers are satisfied with their experience in the Faculty Fellows program and offered few suggestions for improvement. In fact, several teachers indicated they would like to see the program expanded to include more teachers and more interaction with Faculty Fellows.

Impact of Faculty Fellows on Students

Students and teachers involved in the Faculty Fellows program discussed ways in which the program has impacted learning and college preparation for students in TGAP schools.

Prepared students for college. Students said the presence of a Faculty Fellow has helped them to feel more prepared for college. For some students, having a professor in their classroom offered an opportunity to experience the college environment that they will one day face. One student explained that knowing what to expect from a college professor was a great benefit, "Definitely exposure wise, yes. I think I have an idea now of what the professors are going to be covering and it kind of gives you the incentive of what exactly you're going to expect and you're going to have to make specific sacrifices so to speak in order to go through and pass this class and be able to manage with the professors." AP teachers involved in the program voiced similar sentiments, commenting that Faculty Fellows visits to their classrooms really opened their students' eyes to the reality of college. "It gives them exposure to what it will be like, to what they should expect from a college professor," commented one AP teacher. "They need to learn to be able to listen for an extended period of time and to find interest in some of these because you know, they're attention span isn't that extensive and just getting that from him [Faculty Fellow], not so much as getting used to it, but being aware of it."

Broadened students' academic experience. Those involved in the program also believe that Faculty Fellows help broaden students' perspective in a general sense and of the content area. Teachers and students noted that the professors often bring a new or more in-depth approach to material that is very beneficial. One student commented about his experience with a Faculty Fellow, "You get different viewpoints. Ms. [teacher's name] will explain to us about sonnets and things like that, but then when he comes he gives us I think the same thing, but just deeper. He makes you understand it more when he does it than when she does it."

College awareness. Faculty Fellows, teachers, and students agree that college awareness is one of the primary benefits of the program. Numerous participants pointed out that a key component in encouraging students to attend college is reassuring them that they can be successful in the college environment and the Faculty Fellows program promotes this by allowing students to interact with college professors. One Faculty Fellow explained this idea, "One of the great benefits I think of the program is not AP related. I think it inspires them or reassures them…when they meet these university professors who go in their classes and work with them. It

humanizes…the next stage." Another Faculty Fellow echoed these thoughts, commenting on how the program may change the way students think about college and help overcome some of the challenges they face. He commented,

> I think that one of the goals that we've, at least colleagues have discussed with me, is that by showing the students what happens in the university, maybe some of those students will just get a spark and see that, you know, maybe there's, 'Wow, you know I'd really like to try something beyond what I'm doing here,' one faculty member explained. "Because, culturally, I've noticed that there are a lot of people where the idea of going beyond high school is incomprehensible. The last semester I taught some honors courses and I had one student where one of his major problems was that he would come to me and he's say, 'I really have trouble doing my homework. My parents are constantly telling me, 'Why are you going to college?' You know, this is an Honors freshman that's getting that kind of feedback from home.

Students seem to agree that interacting with a college professor makes college seem more of a reality. "It did a good thing and a bad thing," explained one student. "It kind of made me a little more scared just because I didn't know. I was like, 'Whoa!' but then I was like, well, maybe I can do it. Now that they are telling me what to do, I have an edge and I know what to expect so it's not as scary."

Assisted with AP exam preparation. Although one of the goals of the Faculty Fellows program is to enhance student performance on AP exams, teachers and faculty participants were hesitant to make direct connections between the work of Faculty Fellows and AP exam scores. Both teachers and faculty members, however, are very hopeful about a positive impact. In previous years, many Faculty Fellows noted institutional or organizational barriers they felt impeded the program's potential impact on AP exam scores. These barriers included concerns about block scheduling and the amount of material expected to be taught in a short period of time, as well as issues related to some students' lack of preparation for AP courses. Although Faculty Fellows continue to express concerns with these issues, they are much less a focus of comments than in previous years. It seems most likely that Faculty Fellows have become accustomed to these challenges and understand these are the conditions under which they work with students.

While all those involved with the Faculty Fellows program view improved AP scores as a major goal of the program, they also see the other psychological and academic impacts on students as equally important. Comments from faculty, teacher, and student participants indicate that they feel the program has lasting benefits, especially in terms of college preparation and awareness, even if student performance on AP exams does not improve substantially.

Impact of Partnering on the University and Faculty

In addition to the impact on teachers and students, the Faculty Fellows program has also affected university faculty participants and the university itself in a variety of ways. Through surveys and interviews, faculty members described how the program has impacted them and the relationship between the high schools and the universities.

Enhanced understanding of students. Most commonly, Faculty Fellows reported that their experience in the program has helped them relate to the high school experience and understand their own students better. This impact is seen most clearly in how Faculty Fellows approach their freshman university students. “I am now aware of what my students are capable of doing when they reach my classroom,” commented a faculty participant. “I no longer assume that a high school diploma means that they can think and write critically, unless they have had the initiative to enter into the world of AP classes. I now understand why some students are so outstanding and why some are so inhibited.”

Promoted better understanding and appreciation of high school teachers. Similarly, several faculty members believe they have a better understanding of the high school environment and the challenges that teachers face. Many professors described how they have a new appreciation for high school teachers. For example, one Faculty Fellow said,

> My exceptional high school teachers that I work with have had both an inspirational and practical influence on my teaching and me. Since this has been my first contact with a public high school since my own graduation eons ago, I had no idea that high school teachers worked such long hours and had so many responsibilities beyond the classroom. Spending entire school days with my teachers has oftentimes been so exhausting that I am grateful to return to teaching eight college classes a week and having my own private office.

In fact, several Faculty Fellows pointed out how surprised and impressed they have been with the quality of teaching they have seen in working with their partner teachers. One professor commented, “I guess it tells me that public school teachers, all we hear about are the bad ones, we don’t hear about the good ones. And here I’ve got five excellent teachers that I’m working with—they know what they’re doing and they do it well.”

Affected instructional views and practices. Based on their experiences with high school students and teachers, as well as AP training, many faculty members said that they have adapted their approach to teaching their own university classes. For many it has prompted them to look for ways in their classes to help ease the academic transition from high school to college. One faculty member described how participation in the program has affected his teaching, “I got to know for the first time what the weaknesses are of the high school…so we get them from high schools and we have a lot of expectations. But now, because I have been exposed to the reality in the high school, my approach to the class is different. I really don’t make a lot of assumptions. I always start really, really from scratch because I know that there is kind of gap between high school and college. So that has actually impacted the way I approach my class.” Other Faculty Fellows mentioned additional ways in which the program has helped improve their teaching. “It has challenged me to be a better lecturer and a better discussion leader, “ commented one professor. Another added, “I have gained perspective—a better grasp of my overall objectives with my own students. I have also become more creative and better organized.”

Strengthened university-high school linkages. While some faculty members felt it was too early in the program to comment on its potential impact on the university-high school relationship, several noted that it was a positive first step in establishing this linkage. The College for a Day program seems to be an especially strong step in building this relationship

since in involves a wider range of faculty members and students. The coordinator of this program explained the impact she has seen, “Since implementing College for a Day, our professors meet our area high school students in an entirely different venue than previously experienced. A successful partnership has been initiated and maintained between high school students and our professors, not just through College for a Day but through professors who visit high school classes and also through special events at our university.” The coordinator added that she has had the opportunity, through GEAR UP and College for a Day, to become more acquainted with other faculty members and university administrators. “So it has really united the university community—administrators, staff, and faculty,” she explained. Lastly, a few Faculty Fellows did point out that establishing a relationship between the universities and local high schools may inadvertently aid in recruiting students to attend TAMIU and TAMUK.

University-community relationships. Interestingly, a few professors also noted that they feel the partnerships developed through the Faculty Fellows program not only helped foster a relationship between the universities and the high schools, but also between the university and the larger community. This is especially notable in Laredo, where TAMIU is a relatively new addition to the local community. A Faculty Fellow from TAMIU shared his perspective, “One of the issues I have with TAMIU in regards to geographic location is that it’s at the margin of the city. Like we’re at the outskirts; we’re out away physically and I think it translates culturally into a perception that the university is somewhat aloof. It almost contributes to a perception of an ivory tower. So, for me with this program, it is especially important because it breaks that myth down and it kind of trashes it.” Even for TAMUK, which has a longer established history in Kingsville, the Faculty Fellows program has offered local schools the chance to see the university in a new light. “We’ve got all kinds of awesome research projects going on on this campus,” explained one Faculty Fellow. “And they [students] got to see that on the College for a Day…that this is now a choice for them rather than, ‘Well, if nothing else works, I can always go on and go to Kingsville.’ So it’s changing a lot of minds if nothing else. We are just a little regional university, but they didn’t know how many really awesome professors we have.”

Barriers/Challenges

In interviews and surveys, Faculty Fellows commented on some of the barriers or challenges they experienced when working with teachers. These barriers, listed in order of frequency below, limited the level of interaction between faculty and teachers in some cases:

Scheduling. For some Faculty Fellows, time constraints and scheduling conflicts between the high schools and the universities have caused challenges in establishing a working relationship with their partner teachers. Faculty members expressed frustration with the high schools’ lack of flexibility in accommodating scheduling changes, and while they understand this is part of the high school environment, they feel it limits their ability to plan activities.

Demands on teachers’ time. In addition to direct scheduling conflicts, several Faculty Fellows also noted the challenge of trying to find time in teachers’ already demanding schedule. Many faculty participants were surprised to discover how many responsibilities many of their partner teachers have in addition to their everyday classroom instruction. Some Faculty Fellows voiced concern that they are just another added burden to teachers already overwhelmed with tasks. One faculty member described her experience, “As I sometimes approach new teachers or even the

same teacher in a new semester, I feel like, you know, I've got to sell myself to them. I understand now what the constraints of the high school teachers are and how burdened they are by the bureaucracy…and I'm just kind of another person, in that respect, here to take away from the time that they need to fulfill these other requirements that the high school has put on them." While this feeling was not prevalent among all Faculty Fellows, some did express concern that their partner teacher did not view them as a resource or a support but as an added responsibility.

High school environment. Some Faculty Fellows face challenges in working in the high school environment. Faculty members were surprised by the frequency of interruptions and distractions that are part of the high school setting. Several professors described frequent interruptions by announcements or students leaving the classroom, as well as some of their partner teachers being regularly absent due to professional development or other meetings.

Technology problems. Although not mentioned as frequently as in previous years, problems with unreliable technology or lack of email access also served as somewhat of a barrier to communication between some Faculty Fellows and teachers. Faculty reported that in some districts malfunctioning servers often limited teachers' access to email. Although they feel email would be the most efficient type of communication, Faculty Fellows say the technology problems have caused many of them to resort to other means of staying in touch with their partner teachers, such as cellular phones or teachers' home telephone or email addresses.

Although challenges remain, the majority of Faculty Fellows feel a number of the difficulties they experienced earlier in the project, especially related to communication, have improved. As the program has progressed, it seems most Faculty Fellows have become accustomed to the challenges associated with their partnerships and have learned how to develop strategies to overcome many of them. Many of those involved with the program made comments to indicate they are willing to contend with the challenges because of the importance of the program and its potential positive benefits for students.

Successful Aspects

Despite the challenges, Faculty Fellows and teachers discussed what they saw as successful aspects of the program.

High school-university collaboration. Overwhelmingly, Faculty Fellows agreed that the establishment of a link between the high schools and the universities has been one of the most successful aspects of the program. As one faculty participant commented, "That it encourages innovation in the partnership between the university and the high schools." This faculty member also commented on the flexibility that the Faculty Fellows program allows, "We serve the teachers in whatever capacity they need us. It is not a cookie cutter program managed to death by bureaucracy." While some participants feel this relationship between the high schools and universities is still somewhat tenuous, most believe the program has definitely provided a positive first step.

Working with students. Several Faculty Fellows mentioned that working hands-on with the students has also been one of the more successful and gratifying aspects of the program. As one faculty member explained, "The hands-on, in-class time that we spend with the students, which

gives us the opportunity to work with them directly and to provide support and content information to the teachers." Faculty participants described most high school students they work with as eager to learn, intelligent, and attentive. Several Faculty Fellows specifically mentioned the usefulness of one-on-one time with students and their plans to schedule more time for such activities.

College preparation. Clearly, Faculty Fellows feel the program serves as an excellent way to introduce and prepare students for college. More specifically, faculty members feel that program helps students have a positive attitude towards college and their ability to succeed. When asked to describe what he felt was the most successful aspect of the program, one Faculty Fellow commented, "Providing high school students with the opportunity to develop a self-image that includes a college education—the confidence that says, 'I can do this.'"

Continuation

The vast majority of teachers and faculty members involved in the Faculty Fellows program indicate they would like to see it continue and they plan on remaining involved. Over 90% of Faculty Fellows responded that they would continue to serve as Fellows during the next school year. Similarly, on the teacher survey, 94% of participating teachers said the program should continue in the future. While most participants are unsure how the program will continue once the GEAR UP grant ends, most agree that the program is mutually beneficial to all involved. For example, one Faculty Fellow commented, "What has worked successfully has benefited me and the high school faculty immensely and we would miss our relationships and shared experiences—they are continuing opportunities to grow as teachers which we value."

Summary and Conclusions

The Faculty Fellows program serves as a unique way to help increase student awareness and preparation for college. Unlike traditional college awareness activities, such as college tours, the Faculty Fellows program allows students to have regular access to college professors and college-level instruction. All those involved feel this approach offers students the opportunity to experience a preview of college academics and gain confidence in their ability to be successful. The addition of the College for a Day program at TAMUK has further extended the benefits of the Faculty Fellows program by allowing more opportunity for students and professors to interact and students to experience life on a college campus.

The Faculty Fellows program has helped foster a stronger relationship between the university and the high school, as well as the broader community. The teacher-professor relationships established through the Faculty Fellows program have helped form a stronger linkage between TGAP high schools and neighboring universities. Over time, these relationships have expanded and become stronger as participants continue partnerships across several years. Students and teachers have the chance to see the university in a new light and this in turn influences the community's view of the university as well.

Some challenges remain in the partnerships between teachers and Faculty Fellows; however, participants have learned to address them creatively. Inherent scheduling challenges exist in trying to plan collaborative activities between the high schools and the

universities. While most Faculty Fellows have been successful in visiting high school campuses regularly, more elaborate collaboration such as classroom visits or labs at the university have been limited due to scheduling constraints. The development of the College for a Day program at TAMUK has provided one means of overcoming scheduling constraints and allowed students to have a more "real world" college experience.

Program participants continue to have some concerns regarding barriers to AP exam success. Although institutional and organizational barriers have improved, they continue to limit the program's potential impact on AP exam scores. In some districts, barriers such as block scheduling (with one-semester classes), limited time with students, and lack of student preparation limit Faculty Fellows' ability to impact AP exam results. Although not directly related to the implementation of the program, participants feel these factors impact the success of the program in improving student performance on AP exams.

SECTION 6

STUDENT SUPPORT AND CAPACITY BUILDING

Student Services

TGAP schools in cooperation with the Precollege Outreach Centers (POCs), hosted several activities and events for students[1]. In year 5, student activities included presentations on college and financial aid opportunities, student preparation for higher education, and career exploration. To evaluate participation in TGAP activities, student sign-in forms were collected for each TGAP-sponsored event and matched to district and POC event calendars. Additional information was gathered during site visits through interviews with school officials. These data indicate that 77.12% of students at participating schools (12,006 students) received at least one TGAP–related service, an increase of 6.12 percentage points from year 4. Of the students receiving services, the average number of services received per student was 2.53, down from 2.97 services in year 4. The median services received was two, and the maximum number of services received by any one student was thirty. Table 6.1 presents total students served through GEAR UP by district.

Table 6.1
Number of Students Participating in a TGAP/GEAR UP Event

District	Number Served	Percent of TGAP Students
Alice	2,209	89.1
Corpus Christi	1,475	65.1
Jim Hogg County	625	100.0
Laredo	2,581	75.8
Robstown	1,808	94.9
United	3,308	67.6
Total	**12,006**	**77.1**

The most common type of student service offered through TGAP was the dissemination of information on college and financial aid (see Table 6.2). This service included individual and group counseling by school counselors, financial aid workshops and fairs, visits to the schools by college representatives, campus tours, and classroom presentations given by POC staff. Sixty-eight percent of students enrolled in TGAP schools (10,582 students) participated in at least one TGAP/GEAR UP activity related to college entrance and financial aid. This was up from 59% in year 4. The average number of services received per student in this category was 1.4, the median was one, and the maximum number of services received by any one student was fourteen.

[1] Student services discussed in this section do not include academic support provided for large numbers of students through teachers' involvement in professional development and curricular alignment.

Table 6.2
Total College Related Services by District

District	Number Served	Percent of TGAP Students
Alice	1,407	56.6
Corpus Christi	983	43.4
Jim Hogg County	625	100.0
Laredo	2,523	74.1
Robstown	1,765	94.2
United	3,308	67.7
Total	**10,582**	**68.0**

Table 6.2 includes all college related GEAR UP activities: individual and group counseling by school counselors, financial aid workshops and fairs, visits to the schools by college representatives, campus tours, and classroom presentations. However, it may be more useful to look at campus tours as a separate category from other college activities. Table 6.3 presents the number of students receiving a college-related service other than a college visit disaggregated by both district and grade. The total percentage of TGAP students receiving some form of college counseling is 62.0%. This is up from 49.9% in year 4, 38.9% in year 3 and 27.8% in year 2. This increase in reports of students receiving college counseling on sign-in forms is consistent with increases in the percentage of parents who say their children received college counseling (Table 7.25).

Table 6.3
Number of Students Receiving College Counseling by District and Grade

Grade	Alice	Corpus Christi	Jim Hogg	Laredo	Robstown	United	Total
6	0	198	85	324	239	285	1,181
7	364	183	87	375	290	312	1,611
8	349	177	74	334	262	454	1,650
9	4	0	103	334	203	472	1,116
10	14	8	100	305	255	462	1,144
11	236	164	79	269	223	389	1,360
12	302	226	90	317	215	279	1,529
Total	**1,269**	**956**	**618**	**2,308**	**1,687**	**2,753**	**9,591**
Percent	**51%**	**42%**	**99%**	**68%**	**89%**	**56%**	**62%**

TGAP also gives students the opportunity to tour campuses of technical schools, colleges, and universities in their home communities and across the state. Individual districts sponsored some visits, while POC's sponsored others. Campus tours provide a unique opportunity for TGAP students who might not otherwise be able to visit a college campus. Of the 15,547 students targeted by TGAP, 4,890 (31.5%) visited a four-year university, a two-year college, or a technical school during year 5 (Table 6.4). This is up from 4,927 (30.8%) in year 4, 15.3% in year 3, and 9.0% in year 2. The average number of trips per student was 0.37, the median number of trips was zero, and the maximum number of campus visits made by any one student was six.

Table 6.4
Number of Students Making Campus visits by District and Grade

Grade	Alice	Corpus Christi	Jim Hogg	Laredo	Robstown	United	Total
6	0	52	85	351	305	453	1,246
7	282	0	27	96	81	74	560
8	136	43	80	301	262	513	1,335
9	78	0	60	46	38	1	223
10	9	0	71	43	67	136	326
11	61	0	55	135	80	339	670
12	68	67	60	44	215	76	530
Total	**634**	**162**	**838**	**1,016**	**1,048**	**1,592**	**4,890**
Percent	**26%**	**0.7%**	**70%**	**30%**	**55%**	**33%**	**32%**

Career Exploration

Some TGAP students were also exposed to and received information on different careers. This information was received through job fairs, career workshops, and career counseling. Of the 15,547 students targeted, 1,515 (9.7%) received a least one type of career information service (Table 6.5).

Table 6.5
Number of Students Served in TGAP Career Exploration by Grade and District

Grade	Alice	Corpus Christi	Jim Hogg	Laredo	Robstown	United	Total
6	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0
8	1	0	0	0	0	0	1
9	81	247	0	0	226	0	554
10	281	219	0	0	164	0	664
11	159	4	0	0	2	0	165
12	128	0	0	0	3	0	131
Total	**650**	**470**	**0**	**0**	**395**	**0**	**1,515**
Percent	**26%**	**21%**	**0%**	**0%**	**21%**	**0%**	**9.7%**

Student Preparation for Higher Education

Student preparation for higher education is a core goal of TGAP. Preparatory activities include increasing awareness of the Recommended High School Program (RHSP) and the Distinguished Achievement Program (DAP), course tutoring, college entrance exam tutoring and preparation, increased Advanced Placement (AP) course offerings, and increased enrollment in AP and Pre-Advanced Placement (Pre-AP) courses.

All districts participating in TGAP/GEAR UP say that the RHSP is the default graduation plan for high school students. Entering ninth graders are automatically assigned to the RHSP. To graduate on the minimum plan, senior students and their parents must submit a petition. In cases

where the student cannot be expected to earn the required 24 credits for graduation under the RHSP, they are allowed to graduate under the lower 22 credit minimum plan.

Findings from the Student Survey

This section presents the results of the 2003-04 survey of TGAP students. Center for Public Policy (CPP) evaluators distributed student surveys to representatives of participating TGAP independent school districts (ISDs) in March 2004. Many survey items were drawn from the U.S. Department of Education (USDE) GEAR UP student survey instrument. Survey questions addressed information requirements for the USDE Annual Performance Report. Some questions were modified to account for unique aspects of the Texas GEAR UP project, and additional questions were added to address other substantive concerns. According to rosters submitted to the evaluation team by participating ISDs, TGAP schools enroll 15,547 students. Of these, 10,860 completed surveys were returned to the CPP for a 69.6% response rate.[2]

The general purpose of the student survey was to determine if TGAP schools provided students with information about post-secondary education, if students perceived their parents to be involved in their education, if students were informed about education opportunities, and what attitudes and aspirations students had concerning post-secondary education. Because one TGAP goal is to make younger students aware of college opportunities and to encourage them to prepare for college in earlier grades, survey findings are reported by grade level where relevant.

Results of the fifth-year (2003-04) survey are most often compared to results for the first year for which comparable data were available—the first TGAP year (1999-00) or the second TGAP year (2000-01)—though results for intervening years are presented when they illustrate a change in a trend. When comparative results for different survey years are not presented, it is because there are only small differences in response patterns between years.

Characteristics of Respondents

Table 6.9 presents the number and percentage of student surveys returned by each school. Response rates vary from a low of 39.8% to a high of 95.7%. Without knowing what accounts for variations in response rates, it is difficult to know what biases low response rates might impart to survey results.

Table 6.10 presents the number and percentage of student responses by grade and by school district. As is often the case, ninth graders comprise the largest grade group in the sample, probably due to the fact that students are more likely to fail to earn enough credits to advance to the next grade level in the ninth grade.

[2] Though 10,860 completed survey scantron sheets were returned to the Center for Public Policy, there were incorrectly coded responses for all of the questions included in the survey. This causes student totals to be as low as 9,721 in results reported for particular survey items.

Table 6.9
Distribution of Student Survey Responses by School

District	School	Number	School Response Rate
Alice	Alice High School	1,262	77.4
Alice	Adams Middle School	666	76.9
Corpus	Miller High School	970	64.5
Corpus	Driscoll Middle School	629	83.6
Jim Hogg	Hebbronville High School	315	84.7
Jim Hogg	Hebbronville Junior High	242	95.7
Laredo	Martin High School	1,166	61.9
Laredo	Christen Middle School	605	39.8
Robstown	Robstown High School	655	62.5
Robstown	Ortiz Intermediate School	266	87.2
Robstown	Seale Junior High School	317	57.3
United	United South High School	1,448	75.7
United	LBJ High School	1,084	81.3
United	United South Middle School	620	68.3
United	Salvador Garcia Middle School	615	79.8
Total		**10,860**	**69.6**

Table 6.10
Distribution of Student Respondents by District and Grade Level (Percentages)

Grade	Alice	Corpus Christi	Jim Hogg	Laredo	Robstown	United	All
6	0.0	11.7	14.1	5.7	22.5	10.1	9.4
7	16.9	11.8	14.5	18.8	12.2	11.9	14.1
8	17.3	13.2	12.8	7.2	12.1	11.9	12.4
9	20.3	20.1	15.6	25.2	17.0	22.3	21.1
10	18.5	17.6	16.9	18.0	13.4	18.9	17.8
11	13.4	12.4	12.2	12.8	11.9	12.7	12.7
12	13.6	13.1	13.9	12.3	10.9	12.3	12.6
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Responses	**1,898**	**1,455**	**532**	**1,578**	**1,182**	**3,482**	**10,127**

Table 6.11 presents the racial and ethnic characteristics of student respondents. In the fifth TGAP year, as in the previous four, Hispanic students have been under-represented somewhat in survey respondents. Hispanic students comprise 94.6% of the students attending TGAP schools according to AEIS data but only 85.3% of respondents.

Table 6.11
Student Responses by Race/Ethnicity (Percentages)

Race/Ethnicity	Number	Percent
African American	476	4.8
Asian American	212	2.2
Latino/Hispanic	8,399	85.3
White	383	3.9
Other	372	3.8
Total	**9,842**	**100.0**

Student Expectations and Awareness

A central goal of the TGAP program is to raise student educational expectations and aspirations. Table 6.12 presents data for the second-year student survey and the fifth-year (2003-04) student survey about the importance that students place on getting a college education. The percentages of students indicating that they think it is very important to get a college education have not changed much over the period of the grant—probably because the percentage of students placing importance on a college education is already very high in the initial year covered by the table. These results are consistent with the high expectations that parent respondents have for their children's educational achievement (Table 7.12).

Table 6.12
How important do you think it is to have a college education to be able to do the things you want to do in life? (Percent)

Response	Year 2	Year 5	Change
Very important	80.6	78.7	-1.9
Somewhat important	10.1	11.0	+0.9
Not so important	2.7	2.7	0.0
Not important	1.8	2.6	+0.8
Don't know	4.8	5.0	+0.2
Total	**100.0**	**100.0**	**--**
Total responses	**9,810**	**10,088**	**--**

In all five years of the grant period, students were asked what they planned to do upon leaving high school (Table 6.13). A substantial majority (67.1%) indicate that they will pursue some kind of post-secondary education, a percentage that is not greatly different from the first-year survey (65.9%). A high percentage of students in all years indicate that they do not know what they will do after high school.

Table 6.13.
What do you plan to do when you leave high school? (Percentages)

Response	Year 1	Year 5	Change
Attend a four-year university	48.3	45.8	-2.5
Attend a community/junior college	16.0	19.7	+3.7
Attend a vocational school	1.6	1.6	0.0
Work	8.2	9.1	+0.9
Enter the military	7.3	5.5	-1.8
Other/don't know	18.5	18.4	-0.1
Total	**100.0**	**100.0**	**--**
Total responses	**4,081**	**9,884**	**--**

Similarly, students were asked about the highest degree that they planned to earn (Table 6.14). The table indicates that students' expectations change as they reach higher grades. They become somewhat less likely to say that they expect to earn less than a high school degree or to stop at a high school degree. They also become considerably more likely to say that they expect to earn an associate's degree or a bachelor's degree. The good news is that students are apparently encouraged by their education experience to think of attending community college or university. As in Table 6.13, the patterns of responses in Table 6.14 indicate: that by their senior year, two-thirds of TGAP students (69.7%) indicate that they expect to earn a degree that requires some kind of post-secondary education (this percentage has not changed much over the grant period). On the other hand, it would be beneficial if students were to make these determinations earlier in their careers so that they might begin making the choices that will prepare them for success in higher education.

Table 6.14
Student Degree Expectation by Grade (Percent)

Degree Expectation	Grade Level							
	6	7	8	9	10	11	12	All
Less than HS	2.9	2.1	2.4	4.0	1.8	2.6	2.6	2.7
High School	8.8	8.5	6.5	8.6	8.8	6.8	4.3	7.6
HS + Vocational	4.8	3.1	2.6	3.0	3.4	2.3	4.2	3.3
Associate's Degree	7.7	7.2	5.7	7.4	7.9	7.8	13.3	8.0
Bachelor's Degree	15.0	22.0	25.5	25.3	29.7	32.8	35.1	26.8
Graduate Degree	33.4	34.7	33.9	28.5	30.8	32.7	28.4	31.5
Don't Know	27.4	22.4	23.3	23.0	17.6	14.9	12.1	20.1
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total responses	**939**	**1,407**	**1,238**	**2,005**	**1,728**	**1,198**	**1,206**	**9,721**

The data in Tables 6.12-6.14 suggest that TGAP students, like their parents, have high educational hopes and expectations. Most students recognize the desirability of post-secondary education (usually in a college or university) and want to pursue higher education after leaving school.

Parent and Adult Support

Parent and adult support for student educational efforts is an important predictor of success, and parents who talk to children about college elevate children's educational expectations. Nearly 44% of students say that their parents help them with homework at least once a week (Table 6.15), and 84% say that their parents talk to them about school "sometimes" or "very frequently" (Table 6.16). These levels have not changed much over the period of the TGAP program in spite of outreach efforts to enlist parents to be more involved in their children's education.

Table 6.15
How frequently do your parents help you with homework?

Response	Number	Percent
Every day	1,100	10.7
Several times a week	2,212	21.5
Once a week	1,161	11.3
One or two times a month	1,507	14.6
Never	4,322	42.0
Total	**10,302**	**100.0**

Table 6.16
How frequently do your parents talk to you about school?

Response	Number	Percent
Very often	5,202	50.3
Sometimes	3,450	33.4
Not very often	1,084	10.5
Never	602	5.8
Total	**10,338**	**100.0**

Most TGAP students (66.2%) indicate that parents talk to them at least sometimes about college (Table 6.17). This percentage is smaller, however, than the percentage of *parents* who say they talk to their children about college at least sometimes. In addition, as students progress to higher grade levels, parents are more likely to talk about college. The patterns by grade for the fifth-year survey are not meaningfully different from those for the previous years. One of the purposes of TGAP is to make students aware of post-secondary opportunities and to begin preparing them in earlier grades. The similarity of the responses to these questions over the five-year period of the grant, however, suggests that TGAP parent outreach efforts are not yet increasing the frequency with which parents talk to younger students about college.

Table 6.17
Frequency of Parent-Student Discussion about College by Grade (Percentages)

Frequency of Discussion	Grade Level							
	6	7	8	9	10	11	12	All
Very often	21.1	20.6	20.9	21.2	25.5	28.3	35.5	24.5
Sometimes	39.0	44.3	41.7	41.2	43.9	41.0	39.5	41.7
Not very often	23.1	21.7	23.1	22.8	18.9	19.3	15.2	20.6
Never	16.8	13.5	14.3	14.9	11.7	11.4	9.9	13.2
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total responses	**934**	**1,404**	**1,232**	**2,086**	**1,768**	**1,260**	**1,244**	**9,928**

Table 6.18 presents information about students' sources of information about post-secondary educational opportunities. About three-fifths of respondents (60.4) say they get most of their information from relatives or friends. This is almost exactly the same as the percentage who responded in this way in the second-year survey (61.8%), and a few points less than the percentage responding this way in the third-year survey (66.0%). Only a quarter of students (26.3%) say that they rely on someone at school—a counselor, teacher, principal, or vice-principal—for information of this kind. Also, parents differ on this issue from students. The largest percentage of parent respondents indicates that they believe their children get this information predominantly from counselors rather than from themselves. These data reinforce the importance of outreach to parents as a means of increasing the capacity of students.

Table 6.18
From whom do you get most of your information about possibilities for continuing your education after high school?

Response	Number	Percent
Parents or guardian	4,183	40.6
Brothers/sisters	1,373	13.3
School counselor	1,325	12.9
Teachers	1,160	11.3
Others	700	6.8
No One	683	6.6
Friends	666	6.5
Principal/asst. principal	219	2.1
Total	**10,309**	**100.0**

Students were asked about the kinds of activities they participated in at school (Table 6.19a, Table 6.19b). There has been a substantial increase in the percentage of students who say that they visited a college during the year in question and that they received college counseling. Increases in the percentages saying they've received tutoring for an academic subject or tutoring for the ACT or SAT are more modest. The greatest decreases have occurred in the percentage of students saying that they received counseling about classes, and the percentage saying they accompanied an adult to work. These fifth-year results build on trends of previous years. There is a tendency for increased percentages of students to cite activities that are consistent with the goals and objectives of TGAP, and for decreased percentages of students to cite more traditional activities such as counseling about classes.

Table 6.19a
High School Students: In the past school year, which of the following school activities have you participated in or attended?

Activity	Percent answering "yes"		
	High School Year 2	High school Year 5	Change
Visiting a college	46.3	67.1	+20.8
Tutoring for an academic subject	33.7	36.1	+2.4
Accompanying an adult to work	36.3	30.4	-5.9
Attending a cultural event	24.9	21.9	-3.0
Workshop on careers	26.8	22.1	-4.7
TGAP/GEAR UP family activity	9.5	10.8	+1.3
Workshop on study skills	15.2	15.7	+0.5
Mentoring by an adult	21.6	20.3	-1.3
Counseling about classes	33.1	22.1	-11.0
Workshop on college preparation	14.8	15.5	+0.7
Attending a class at a college	13.5	15.1	+1.6
Counseling/advising about college	34.4	44.6	+10.2
Tutoring for ACT/SAT	11.9	15.6	+3.7

Table 6.19b
Middle School Students: In the past school year, which of the following school activities have you participated in or attended?

Activity	Percent answering "yes"		
	Middle School Year 2	Middle School Year 5	Change
Visiting a college	53.7	79.6	+25.9
Tutoring for an academic subject	43.6	40.2	-3.4
Accompanying an adult to work	37.5	34.5	-3.0
Attending a cultural event	29.6	43.3	+13.7
Workshop on careers	25.5	27.4	+1.9
TGAP/GEAR UP family activity	18.9	17.4	-1.5
Workshop on study skills	20.1	20.8	+0.7
Mentoring by an adult	23.4	22.8	-0.6
Counseling about classes	26.5	18.5	-8.0
Workshop on college preparation	15.4	16.1	+0.7
Attending a class at a college	14.7	14.9	+0.2
Counseling/advising about college	16.9	22.5	+5.4

Students in the fifth year are less likely to say "no" when they are asked if participating in school activities has changed their plans about attending college, and there is an aggregate increase of 5.6 points in the percentage who say their minds have been changed or may have been changed. No appreciable changes in these categories occurred prior to the fifth year.

Table 6.20
Has participating in any of these activities changed your plans about attending college? (Percent)

Response	Year 2	Year 5	Change
Yes	17.1	19.6	+2.5
Maybe	40.7	43.8	+3.1
No	42.2	36.6	-5.6
Total	**100.0**	**100.0**	**--**
Total responses	**9,980**	**10,352**	**--**

Also, in the previous year, there was an increase of 10 points in the percentage of students who said participating in school activities had caused them to do worse in their schoolwork (Table 6.21b). That change has disappeared in the fifth year survey (Table 6.21a) as over a quarter of student respondents feel that school activities have caused them to improve in their school work, and less than 4% feel that these activities have caused a decline in the quality of their work.

Table 6.21a
Since you participated in these activities, what do you think the effect has been on your schoolwork? (Percent, year 5)

Response	Year 2	Year 5	Change
Better	26.5	27.1	+0.6
About the same	40.7	40.7	0.0
Worse	3.3	3.6	+0.3
Not sure	29.6	28.5	-1.1
Total	**100.0**	**100.0**	**--**
Total responses	**10,015**	**10,467**	**--**

Table 6.21b
Since you participated in these activities, what do you think the effect has been on your schoolwork? (Percent, years two through four)

Response	Year 2	Year 4	Change
Better	26.5	15.9	-10.6
About the same	40.7	37.8	-2.9
Worse	3.3	14.4	+11.1
Not sure	29.6	31.9	+2.3
Total	**100.0**	**100.0**	**100.0**
Total responses	**10,015**	**10,181**	**--**

Several questions address student preparation to continue education after high school. These questions attempt to gauge the extent to which students are familiar with post-secondary education institutions and have knowledge of costs and opportunities for financial aid.

First, students were asked how familiar they were with community colleges, four-year universities, and vocational-technical schools. There are several patterns in the responses to these questions (Table 6.22). One pattern is that students profess greater familiarity with all three kinds of institutions as they reach higher grades.

Again, though this relationship between familiarity and grade is to be expected, one of the goals of TGAP is to make students more familiar with post-secondary opportunities at an early age. Consequently, a second pattern to look for is an increase from the second year to the fifth year in the percentages of students in lower grades who say they are familiar with post-secondary institutions. There is some indication in the data that this is happening with respect to both four-year universities and community colleges. The greatest percentage-point increases in Tables 6.22 and 6.23 are in the lower grades, and the smallest increases are in the twelfth grade. Furthermore, there are non-trivial increases in the overall percentages of students who say they are familiar with four-year, public universities and with community colleges.

With the notable exception of the eleventh grade, there is no evidence in Table 6.24 that any of these patterns extends to student familiarity with vocational schools. Changes in student familiarity with vocational schools are small, for the most part, and random. This may be evidence that TGAP efforts are primarily focused on making students more aware of college opportunities than vocational-technical opportunities.

Table 6.22
How familiar would you say you are with public, four-year universities and what they do? (Percent answering *very familiar* or *somewhat familiar*)

Grade	Year 2 Percent	Year 5 Percent	Change
6	53.2	62.6	+9.4
7	61.6	68.7	+7.1
8	68.7	74.4	+5.7
9	66.1	69.4	+3.3
10	70.5	75.9	+5.4
11	73.0	81.2	+8.2
12	82.3	85.3	+3.0
All	67.8	73.9	+6.1
Total responses	**9,363**	**10,029**	**--**

Table 6.23
How familiar would you say you are with community colleges and what they do? (Percent answering *very familiar* or *somewhat familiar*)

Grade	Year 2 Percent	Year 5 Percent	Change
6	71.8	77.6	+5.8
7	75.0	82.6	+7.6
8	77.9	83.0	+5.1
9	73.8	77.0	+3.2
10	77.9	81.0	+3.1
11	79.9	85.2	+5.3
12	86.7	87.8	+1.1
All	77.1	81.7	+4.6
Total responses	**9,380**	**10,043**	**--**

Table 6.24
How familiar would you say you are with vocational-technical schools and what they do? (Percent answering *very familiar* or *somewhat familiar*)

Grade	Year 2 Percent	Year 5 Percent	Change
6	48.4	50.7	+2.3
7	51.0	52.8	+1.8
8	52.7	51.9	-0.8
9	51.2	49.8	-1.4
10	53.9	55.7	+1.8
11	56.2	61.2	+5.0
12	65.4	66.9	+1.5
All	53.7	55.2	+1.5
Total responses	**9,294**	**9,954**	**--**

Students were also asked to estimate the cost of books, tuition, and fees for one year at a community college and at a four-year Texas public university. Students were specifically instructed on the survey instrument not to consider less direct costs of going to college—living expenses and transportation. Student answers are assessed by comparing them with Texas Higher Education Coordinating Board (THECB) estimates of costs of attending Texas community colleges and public universities. In 2000-01, the THECB estimated the average yearly cost of books, tuition, and fees at a community college at approximately $1,500, and at about $3,000 at a Texas public university. In 2001-02, the THECB estimate of costs for a community college remained the same, but the estimate of average costs for a public university increased to $3,300. In 2002-03, the THECB estimate of the annual costs of attending a public, four-year university rose to about $3,900, and the estimate of the costs of attending a community college rose to about $1,700. Finally, in 2003-04, the THECB estimate of annual costs of attending a public, four-year university rose to about $4,600, and the estimate of the annual costs of attending a community college rose to about $2,100. In asking about costs, evaluators provided several dollar ranges from which students could choose. Table 6.25 addresses four-year universities, and presents the percentages of students choosing each alternative in the second and the fifth year. The currently correct cost range in the table is shaded. Table 6.26 presents the same data for community colleges. Table 6.27 summarizes the changes in the percentages of students choosing

the correct cost range, overestimating costs, and underestimating costs for both universities and community colleges, from year 2 to year 4. There is no indication in these data of a trend among students toward greater knowledge of actual college costs. The percentages of students who say they *don't know* enough about college costs to have an opinion remain high.

Table 6.25
How much do you think it would cost each year for tuition, fees, and books to attend a public, four-year university in Texas?[3] (Percent)

Response	Year 2	Year 5
Less than $3,100	3.0	5.4
$3,100-$4,099	13.3	17.5
$4,100-$5,099	18.0	20.2
$5,100-$6,099	16.8	13.1
More than $6,100	18.2	13.3
Don't know	30.8	30.6
Total	**100.0**	**100.0**
Total responses	**10,179**	**10,624**

Table 6.26
How much do you think it would cost for tuition, fees, and books to attend a public, community college in Texas?[4]

Response	Year 2	Year 5
Less than $1,600	5.5	5.8
$1,600-$2,599	24.5	21.9
$2,600-$3,599	23.1	22.7
$3,600-$4,599	11.8	13.6
More than $4,600	5.4	6.5
Don't know	29.7	29.5
Total	**100.0**	**100.0**
Total responses	**10,169**	**10,608**

Table 6.27
Percentage of Students Correctly Estimating College Costs, Overestimating College Costs, and Underestimating College Costs

	University		Community College	
Cost Estimate	**Percent**	**2004-2001**	**Percent**	**2004-2001**
Correct within $500	20.2	+2.2	21.9	-2.6
Overestimate	26.4	-8.6	42.8	+2.5
Underestimate	22.9	+6.6	5.8	+0.3
Don't know	30.6	-0.2	29.5	-0.2

[3] The shaded row includes the percentages of respondents who identified university costs within ±$500.
[4] The shaded row includes the percentages of respondents who identified community college costs within ±$500.

Students were asked how familiar they are with the TEXAS Grants, one of the most accessible forms of financial aid available to Texas students. The results of asking this question are presented in Table 6.28. Student responses indicate three things. First, the evidence of substantial increases in student familiarity with the TEXAS grants that emerged in the third- and fourth-year evaluation persists in the fifth year (though student familiarity appears to have leveled off—the level of familiarity did not increase from the fourth year to the fifth). Second, student familiarity with the TEXAS Grants increases with grade. Third, there was no obvious weakening of the relationship between familiarity with the TEXAS Grants and grade from the second year to the fifth year.

Table 6.28
Percentage of Students who are *Very Familiar* or *Somewhat Familiar* with TEXAS Grants by Grade

Grade	Year 2	Year 5	Change
6	20.3	31.0	+10.7
7	24.1	42.2	+18.1
8	31.7	44.5	+12.8
9	27.7	40.1	+12.4
10	32.5	47.3	+14.8
11	25.0	52.3	+27.3
12	49.6	66.4	+16.8
All	29.6	46.2	+16.6
Total responses	**9,368**	**9,973**	**--**

In order to be admitted to many colleges and universities, students have to take either the Scholastic Aptitude Test (SAT) or the American College Testing test (ACT). Also, students who take the preliminary SAT test (PSAT) are more likely and better prepared to take the SAT. And students who plan to enter the military are more likely to be accepted and placed into a skilled occupational specialty if they take the Armed Services Variable Aptitude Battery (ASVAB). High school students in TGAP schools were asked how likely it was that they would take any of these tests (Table 6.29). The percentages of students choosing each of the alternative answers to these questions in the fifth year did not change perceptibly from the third and fourth year, indicating that there has been no meaningful increase in the tendency for students to say they will take these exams over that period.

Table 6.29
How likely are you to take the ACT/ASVAB/PSAT/SAT? (Percent)

Response	ACT	ASVAB	PSAT	SAT
Very likely	22.6	14.7	35.7	24.7
Somewhat likely	31.0	21.3	24.3	34.2
Very unlikely	15.3	20.8	12.2	14.4
Don't know	31.1	43.2	27.8	26.8
Total	**100.0**	**100.0**	**100.0**	**100.0**
Total responses	**6,717**	**6,718**	**6,721**	**6,726**

The figures in Table 6.30 indicate that student indecision about whether they will take the SAT decreases substantially as they move into higher grades. The percentage of students saying that they are very likely to take the SAT increases by 27.6 points from the ninth grade to the twelfth grade, and the percentage of students saying that they don't know if they will take the SAT decreases by 25.1 points. Students in higher grades are more likely to say that they will take the SAT. Only 44.1% of ninth graders say that they are at least somewhat likely to take the SAT, but 65.6% of twelfth graders say that they are at least somewhat likely to do so.[5]

Table 6.30.
Likelihood of Taking the SAT by Grade (Percent)

	Grade Level				
Response	**9**	**10**	**11**	**12**	**All**
Very Likely	13.5	20.9	33.1	41.1	24.8
Somewhat likely	30.8	37.2	40.1	24.5	33.2
Very unlikely	14.1	14.6	12.7	17.9	14.7
Don't know	41.6	27.2	14.0	16.5	27.3
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total responses	**2,117**	**1,778**	**1,271**	**1,253**	**6,419**

Under the TGAP program, participating schools have been encouraged to increase enrollments in AP and Pre-AP courses. It is believed that taking these more rigorous courses makes students better prepared for the kind of material they will need to master in college. In spite of these efforts, students do not appear to be a great deal more likely to report that they intend to take AP or Pre-AP courses in the fifth year of the grant period than they were in the second year (Table 6.31).

Table 6.31
How likely are you to take AP or Pre-AP courses? (Percent)

Response	**Year 2**	**Year 5**	**Change**
Very likely	39.6	36.9	-2.7
Somewhat likely	16.7	22.2	+5.5
Very unlikely	17.3	14.3	-3.0
Don't know	26.4	26.6	+0.2
Total	**100.0**	**100.0**	**--**
Total responses	**5,554**	**10,522**	**--**

The percentage of students who say that they have visited a college or university has doubled since the first year in which this question was asked (the first year of the grant—Table 6.32). There has also been an increase in the percentage of students who say they have used the Internet to get information about college, and an increase in the percentage who say they have been counseled about college costs and financial aid (Table 6.33). There have not been increases in the percentages of students who say they have received counseling about college entrance requirements, however. The results in this table appear to be inconsistent with the decrease of

[5] The survey instrument instructed students who had already taken the SAT to choose "very likely" as their answer to this question.

8 points in the percentage of high school students who report that they received counseling about college in Table 6.19a.

Table 6.32
Have you visited any colleges or universities to learn more about how you can prepare for college? (Percent)

Response	Year 1	Year 5	Change
Yes	35.3	71.7	+36.4
Total responses	**4,162**	**10,518**	**--**

Table 6.33
Have you used the Internet to get college information? Have you talked to your school counselor about college costs and financial aid? Have you talked to your school counselor about college entrance requirements? (Percent answering "yes")

Response	Year 3	Year 5	Change[6]
Internet	38.6	46.9	+8.3
Finances and aid	23.6	28.3	+4.7
Entrance	26.8	27.1	+0.3

Student Perceptions of Financial Ability

For the year-five evaluation, the Department of Education mandated different wording for the answer options for the questions that ask students about their confidence that they could afford to attend a post-secondary institution. In years two through four, when students were asked "If you decided to attend a public, four-year university in Texas, how sure are you that you could afford it?" they were offered responses of *very sure*, *somewhat sure, probably can't afford it*, and *cannot afford it*. The Department of Education specified responses for year 5 are *definitely*, *probably*, *not sure*, *probably can't afford it*, and *can't afford it*. The same change in responses was made for the corresponding question dealing with the costs of community colleges. These differences in wording call for caution in comparing the year-five results with the results from years two through four. In this report, both the tables for years two through four and for year 5 are presented to permit the reader to make his or her own determinations.

If one takes the first two responses in Tables 6.34b and 6.35b to correspond to the first two response categories in Tables 6.34a and 6.35b, then it appears that the fifth year continues the trend of declining confidence on the part of students that they can afford to attend public post-secondary institutions in Texas. If higher percentages of low-income, minority students are to pursue post-secondary education, they must perceive that it is financially possible for them to do so. Otherwise, attempts to build student capacity are likely to be futile. The year-five data do not appear to offer any evidence of improvement in this area over the period of the grant—but, again, changes in question wording complicate any interpretation of these data.

[6] It is not possible to compare year 3 and year 5 responses with year 2 because of differences in question wording.

Table 6.34a
If you decided to attend a public, four-year university in Texas, how sure are you that you could afford it? (Percent, years two through four)

Response	Year 2	Year 3	Year 4	Change
Very sure	22.2	17.7	17.1	-5.1
Somewhat sure	58.0	48.0	49.6	-8.4
Probably cannot afford it	13.8	25.0	23.9	+10.1
Cannot afford it	6.0	9.2	9.4	+3.4
Total	**100.0**	**100.0**	**100.0**	**--**
Total students	**10,013**	**9,353**	**10,070**	**--**

Table 6.34b
If you decided to attend a public, four-year university in Texas, how sure are you that you could afford it? (Percent, year 5)

Response	Count	Percent
Definitely	2,335	22.3
Probably	4,379	41.8
Not sure	2,388	22.8
Probably can't afford it	729	7.0
Can't afford it	642	6.1
Total	**10,473**	**100.0**

Table 6.35a
If you decided to attend a public community college (two-year), how sure are you that you could afford it? (Percent, years two through four)

Response	Year 2	Year 3	Year 4	Change
Very sure	35.0	29.4	30.0	-5.0
Somewhat sure	52.2	48.4	48.3	-3.9
Probably cannot afford it	8.8	16.1	15.6	+6.8
Cannot afford it	4.0	6.0	6.1	+2.1
Total	**100.0**	**100.0**	**100.0**	**--**
Total students	**9,960**	**9,293**	**10,105**	**--**

Table 6.35b
If you decided to attend a public community college (two-year), how sure are you that you could afford it? (Percent, year 5)

Response	Count	Percent
Definitely	3,657	35.1
Probably	4,131	39.6
Not sure	1,899	18.2
Probably can't afford it	419	4.0
Can't afford it	317	3.0
Total	**10,423**	**100.0**

In previous years, when responses about the perceived affordability of a four-year university were broken down by grade (Table 6.36), two patterns emerged (data not reproduced here). Students' confidence in their ability to afford a four-year university varied by grade—as students reached higher grade levels, they were less sure they would be able to afford to attend a four-year university. The other side of the coin was that the percentage of students indicating that they "probably can't afford" or "can't afford" to attend a four-year university doubled from the sixth grade to the twelfth grade. These patterns do not emerge in the fifth-year data. There is a small decline in the percentage of students who feel that they "definitely" could afford to attend in the middle years, but the highest percentage of all is recorded for the twelfth grade, and the second highest for the sixth grade.

Table 6.36
"How sure are you that you could afford to attend a four-year university" by grade (Percent)

	Grade Level							
Response	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**All**
Definitely	24.7	22.9	23.7	20.0	21.5	23.0	25.3	22.6
Probably	43.0	43.2	41.9	41.5	41.9	42.3	40.8	42.0
Not sure	23.6	23.2	23.2	23.1	25.0	21.7	20.1	23.0
Probably can't afford it	4.4	5.9	6.1	8.8	6.6	7.0	7.7	6.9
Can't afford it	4.4	4.8	5.1	6.6	5.0	6.1	6.2	5.6
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total responses	**942**	**1,412**	**1,247**	**2,106**	**1,775**	**1,266**	**1,250**	**9,998**

When asked about the most likely obstacle that might keep them from attending college, the largest percentage of students respond "don't know" (Table 6.37). The second largest percentage respond that college costs too much. Students see cost as the most important obstacle to attending college by a wide margin. The third largest percentage says that their grades are not good enough. The order and importance of obstacles as seen by students is about the same in the fifth year as it was in previous years. The largest percentage of parents, responding to a similar question, answers that costs are the greatest obstacle to their children attending college, but the figure is much greater for parents than for students.

Table 6.37
If in the future you were not able to attend college for some reason or other, what would be the most likely or most important obstacle? (Percent)

Response	Year 2	Year 5	Change
Costs too much/can't afford it	25.0	28.5	+3.5
College is too far from home	4.3	6.7	+2.4
I need/want to work	9.0	9.5	+0.5
My grades are not good enough	13.0	11.4	-1.6
I am not interested in college	2.2	2.4	+0.2
I have a disability	1.1	1.3	+0.2
I want to go into the military	7.7	5.9	-1.8
I want to get married	1.8	1.6	-0.2
I have responsibilities to family	3.2	3.4	+0.2
Other/don't know	32.7	29.3	-3.4
Total	**100.0**	**100.0**	**--**
Total responses	**1,709**	**10,344**	**--**

Table 6.38 demonstrates the extent to which the existence of the TEXAS Grants encouraged students to believe it would be possible for them to attend college. This examines students' responses regarding the affordability of a community college or four-year university and their familiarity with the TEXAS Grant program, a primary source in Texas of college financial aid. Table 6.38 demonstrates that there is a strong relationship between familiarity with the TEXAS Grants and confidence about being able to afford post-secondary education. Among students who say they are very familiar with the TEXAS Grants, the percentage who say they are very confident they can afford to attend a university is two-and-a-half times as high as it is among students who say they are not at all familiar with the TEXAS Grants. Similarly, among students who say that they are very familiar with the TEXAS Grants, the percentage saying they are very sure they can afford to attend community college is 27 points higher than it is among students who say that they are not at all familiar with the TEXAS Grants.

Table 6.38
Student Familiarity with TEXAS Grant Program by Perceived Ability to Afford University and Community College Tuition (Percent)

Perceived Affordability	Familiarity with TEXAS Grants				
	Very familiar	Somewhat familiar	Not very familiar	Not at all familiar	All
University Tuition					
Definitely	37.1	25.5	18.4	14.8	22.3
Probably	37.2	45.9	43.7	36.7	42.0
Not sure	15.1	18.4	25.4	29.8	22.8
Probably can't afford it	6.5	5.6	7.6	8.1	6.9
Can't afford it	4.1	4.7	4.8	10.7	6.0
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total responses	**1,294**	**3,480**	**3,238**	**2,365**	**10,377**
Community College Tuition					
Definitely	51.3	40.3	31.5	23.8	35.2
Probably	31.1	41.8	42.2	38.3	39.8
Not sure	11.6	13.4	20.4	25.8	18.2
Probably can't afford it	4.0	2.9	4.2	5.2	4.0
Can't afford it	2.1	1.6	1.7	6.9	2.9
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total responses	**1,289**	**3,458**	**3,233**	**2,349**	**10,329**

Impact of Family College Experience

In previous reports, evaluators from the University of Houston's Center for Public Policy have emphasized the importance of persuading disadvantaged students—students who otherwise would be unlikely to continue their education beyond high school—to attend college. The data indicate that having a sibling or a parent who has previous experience of college greatly changes the path that a student takes through the public education system and through educational opportunities beyond secondary school. "College experience" in this context can mean as little as having previously applied to college or attended college for a short time.

Table 6.39 presents the percentages of TGAP students who say that a parent or sibling attended or graduated from a college.

Table 6.39
Do you have a brother or sister who has applied to college or attended college? Has either your father or mother attended college/graduated from college?

Question	Total Responses	Percent "Yes"
Brother or sister applied to or attended college	10,190	40.1
Mother or father attended college	10,253	38.5
Mother or father graduated from college	10,270	24.7

The impact of having a family member with college experience is evident in Table 6.40. These data are drawn from the fifth-year survey of TGAP students, but they are very similar to the same data for years two and three. Students who say that a family member has some college

experience are more likely to say that they themselves are familiar with colleges and what they do, are more likely to say that they will take the SAT test, and are more likely to say that they intend to take Advanced Placement courses. They also have higher degree aspirations (Table 6.41), though the differences here are not large, and, in fact, they are not nearly as large as they were in year 4 (not shown).

The important implication of these data is that changing a young person's mind about attending college can have dramatic consequences. If a student who had not previously considered college as an option is persuaded during their public school career to try to go to college, it is likely to improve that student's life chances. Perhaps even more importantly, that student then becomes the "family member with college experience" to her brothers and sisters, as well as to her own children.

Table 6.40
Student Preparation for Higher Education by Family College Experience (Percent)

Response	No family member has college experience	A family member has college experience
How familiar would you say you are with four-year universities?		
Very familiar	13.3	20.2
Somewhat familiar	54.5	57.7
Not familiar	32.2	22.2
How likely are you to take the SAT test?		
Very likely	19.6	28.1
Somewhat likely	30.2	36.9
Not likely	16.3	13.5
Don't know	33.9	21.6
How likely are you to take AP or Pre-AP courses?		
Very likely	29.3	43.1
Somewhat likely	20.8	22.8
Not likely	17.0	13.1
Don't know	32.9	21.0

Table 6.41
Degree Plans of Students by Family College Experience

Response	No family member has college experience	A family member has college experience
Less than high school	2.0	4.0
High school	10.6	6.9
High school + vocational school	3.4	3.2
Associate's Degree	8.8	7.8
Bachelor's Degree	26.8	28.0
Graduate Degree	27.0	33.9
Don't know	21.4	16.2
Total	**100.0**	**100.0**
Total responses	**2,673**	**6,361**

SECTION 7

PARENT SUPPORT AND CAPACITY BUILDING

Parents serve as a valuable source of information and support for students. Parents influence student choices concerning post-secondary education, and parental involvement influences student achievement. Therefore, part of the capacity building that TGAP/GEAR UP seeks to achieve is to build the capacity of parents to encourage and aid students in their educational endeavors. This section of the evaluation report presents information about parent services based upon data included in sign-in forms forwarded to the Center for Public Policy by TGAP school districts, and by the Pre-College Outreach Centers (POCs). It also examines the results of a survey of 875 TGAP parents to identify their attitudes toward education, their awareness of TGAP and of post-secondary education opportunities, their expectations for and involvement in their children's education, and the extent to which they report receiving various kinds of supportive TGAP services. The survey responses also make it possible for evaluators to look for progress in building parents' capacity compared to the first four years of TGAP.

Parent Services

TGAP districts provided a variety of parental support programs in year 5. These included everything from mass mailings of college information to parents to workshops to strengthen father-child relationships hosted by Fathers Active in Community and Education (FACE). Table 7.1 presents the total number of parents served by each district; however, the figures do not include material dissemination. The POCs sent a mailing to all GEAR UP parents in year 5. The total number of parents who received another service was 2,037 (13.1%). This was down from 2,738 (16.9%) in year four and 2,659 in year three and up from 2,076 in year two. The average number of services received by each parent was 1.78, the median was one, and the maximum number of services received by any one parent was 84. The high maximum number of services is a result of the English as a second language (ESL) and computer courses offered in Laredo and United ISDs. Each class a parent attended was counted as a service.

Table 7.1
Total Parents Served by District

District	Parents Served	Percent of District Households
Alice	1,150	46.4
Corpus Christi	108	4.8
Jim Hogg County[1]	376	60.1
Laredo	241	7.1
Robstown	127	6.7
United	35	0.7
Total	**2,037**	**13.1**

[1] Figures for Jim Hogg ISD do not include mailings to parents. During the third year of TGAP, 100% of Jim Hogg ISD parents received mailings with information about college entrance requirements and financial aid.

TGAP districts provided a variety of parental support programs. Alice ISD continued the PADRES program which brings together teams of parents of all grades to discuss strategies for promoting children's success. Alice and Robstown ISDs continued their fathering program (FACE), and Alice continued to offer after-hours counseling for students and parents (Monday Matters). Laredo ISD hosted a parental education program that allowed parents to enroll in ESL or computer classes offered at Martin High School. The POC also sponsored ESL courses for parents in United ISD. Table 7.2 presents parent events by district.

Table 7.2
Parent Support Events by District

	Successful Fathering	College Counseling	College Workshop	Distribute Materials	Parent Education
Alice					
N	414	20	188	2,478	0
%	16.7	0.8	7.6	100.0	0.0
Corpus Christi					
N	0	57	32	2,266	0
%	0.0	2.5	1.4	100.0	0.0
Jim Hogg County					
N	0	156	66	625	0
%	0.0	25.0	10.6	100.0	0.0
Laredo					
N	0	0	0	3,387	70
%	0.0	0.0	0.0	100.0	2.1
Robstown					
N	127	0	0	1,902	0
%	6.7	0.0	0.0	100.0	0.0
United					
N	0	0	0	4,889	19
%	0.0	0.0	0.0	100.0	0.3
Total					
N	**541**	**233**	**286**	**15,547**	**89**
%	**3.5**	**1.5**	**1.8**	**100.0**	**0.6**

Findings from the Parent Survey

Parent attitudes toward higher education and educational expectations are among the most powerful predictors of the success or failure of children in school. TGAP activities seek to increase parent awareness of higher education opportunities, and of the steps that children need to take to capitalize upon them. To monitor parent attitudes, evaluators conduct yearly telephone surveys of parents. This section of the evaluation report presents the results of a survey completed during 2003-04 of parents whose children attend TGAP/GEAR UP schools. Data are provided on parent demographic and socioeconomic characteristics, parent educational expectations for their children, parent involvement in their children's education, the level of preparation made by parents for their children's post-secondary education, the effectiveness of TGAP outreach to parents, and parent understanding and perceptions of financial requirements for higher education.

In most cases, fifth-year parent survey data are compared to data collected in the first-year or second-year surveys. Comparisons are sometimes included with intervening years when they demonstrate a change in a trend or are intrinsically interesting for some reason.[2] Also, comparisons of different year's data are sometimes included even when little change has occurred precisely to document that fact. The tables presented in this section often include one or more columns labeled "change." These columns present the percentage point change in cell values from the second-year parent survey to the fifth-year parent survey in most cases. In the rare cases when change is measured from the first-year parent survey to the fifth-year parent survey, values are footnoted.

The fifth-year parent survey was conducted by the Survey Research Center at the University of Houston in April 2004. A total of 858 parents of students in grades six through twelve were interviewed. The sample was drawn from rosters provided by each of the TGAP/GEAR UP schools. In order to prevent any repeat interviews, parents who were interviewed in previous surveys were eliminated. Once these respondents were removed from the sample, the number of respondents from each school and grade necessary to generate a representative sample was calculated. Respondents were selected randomly from participating school rosters to participate in the survey.

Table 7.3 shows the distribution of completed surveys by grade and Table 7.4 shows the distribution of completed surveys by school district.

Table 7.3
Parent Respondents by Grade of Child

Grade	Number	Percent
6	93	10.8
7	113	13.2
8	120	14.0
9	226	26.3
10	117	13.6
11	94	11.0
12	95	11.1
Total	**858**	**100.0**

[2] Ideally, evaluators would like to compare the responses of parents from later years with the first year to gain a better understanding of the effects of TGAP over time. However, the parent survey instrument was modified during the second year, making comparisons between the second, third, and fourth years and the first year difficult. However, where appropriate, evaluators do compare responses between parents interviewed in later years and parents interviewed in the first year.

Table 7.4
Parent Respondents by School District

School District	Number	Percent
Alice	129	15.0
Corpus Christi	106	12.4
Jim Hogg County	29	3.4
Laredo	196	22.8
Robstown	109	12.7
United	289	33.7
Total	**858**	**100.0**

When asked, "How do you think of yourself?" the overwhelming majority indicated that they were Hispanic or Latino (Table 7.5). The percentage that identified themselves as Hispanic is within a couple of percentage points of the percentage of Hispanic students in all TGAP schools (94.6) reported by the Academic Excellence Information System of the Texas Education Agency. Whites are over-represented by about 2 percentage points (AEIS reports 3.3% whites in TGAP schools). African Americans are slightly over-represented (AEIS reports 1.7% in TGAP schools).

Table 7.5
Parent Respondents by Race/Ethnicity

Race/Ethnicity	Number	Percent
African American	17	2.0
Asian Asian-American	0	0.0
Latino/Hispanic	785	91.9
White	44	5.2
Other	8	0.9
Total	**854**	**100.0**

Table 7.6 presents the household income of respondents in the fifth-year parent survey. Since almost four-fifths of students in TGAP schools are economically disadvantaged, it is not surprising that parent survey respondents have low incomes. Over half (53.5%) of respondents have household incomes below $25,000, and more than two-thirds (71.1%) have household incomes below $35,000. One other item of note is that 17.7% of respondents refused to divulge their annual household income. This is not unusual in survey research – respondents are often reluctant to share what they view as personal information.

Table 7.6
Parent Respondents by Income

Income	Number	Percent
Less than $15,000/year	205	29.0
$15,000 - $24,999/year	173	24.5
$25,000 - $34,999/year	124	17.6
$35,000 - $49,999/year	101	14.3
$50,000 - $75,000/year	69	9.8
More than $75,000/year	34	4.8
Total	**706**	**100.0**

The reported educational achievement of respondents in the fifth-year survey is low (Table 7.7). Over one-quarter (30.6%) of parents we interviewed indicated that they had less than a high school education. More than a third (35.8%) indicated that they had received a high school diploma or GED. Finally, a third (33.6%) reported having some college, a college degree, or a graduate or professional degree.

Table 7.7
Parent Respondents by Educational Achievement

Education Level	Number	Percent
Less than high school	261	30.6
High school diploma or GED	306	35.8
Some college	157	18.4
College degree	119	13.9
Postgraduate degree	11	1.3
Total	**854**	**100.0**

For more than half of our respondents (55.5%), English is the primary language spoken at home (Table 7.8). The percentage of respondents indicating that Spanish was the primary language spoken at home was 41.7%, which was comparable to the figure reported in the fourth-year evaluation (40.0%), and the third year evaluation (40.1%).

Table 7.8
Respondents' Primary Language Spoken in Home

Language	Number	Percent
English	476	55.5
Spanish	358	41.7
Vietnamese	0	0.0
Other	24	2.8
Total	**858**	**100.0**

Parent Expectations, Awareness, and Involvement

Parents were asked how far they expected their children to go in school (Table 7.9). As in the second-year and third-year surveys, a large percentage of parents of children in TGAP schools expect their children to go pretty far in the education system. The percentage of parents in the

fifth-year survey expecting their children to earn a bachelor's degree or higher (65.1%) is comparable to the fourth-year percentage (65.0%), and was slightly less than the same percentage in the second-year survey (68.8%) and third-year survey (68.6%). There are small increases in the percentages of parents saying that they expect their children to earn a bachelor's degree or an associate's degree, but they are offset by the decrease in the percentage of parents saying that they expect their children to earn a graduate or professional degree.

Table 7.9
How far do you expect your child to go in terms of his/her education? (Percent)

Response	Year 2	Year 5	Change
Less than high school	0.2	0.7	+0.5
High school	5.7	3.6	-2.1
High school +vocational school	2.4	2.5	+0.1
Some college	3.5	2.9	-0.6
Associate's degree	8.3	11.4	+3.1
Bachelor's degree	41.4	43.5	+2.1
Graduate/professional degree	27.4	21.6	-5.8
Don't know	11.0	13.8	+2.8
Total	**100.0**	**100.0**	**--**
Total responses	**963**	**856**	**--**

Consistent with their high expectations for their children's educational achievement, 87% of TGAP parents interviewed said that their children had expressed interest in attending college (Table 7.10). This percentage was not meaningfully different from the second-year results.

Table 7.10
Has your child expressed an interest in going to college? (Percent)

Response	Year 2	Year 5	Change
Yes	87.2	87.0	-0.2
No	11.1	10.3	-0.8
Don't know	1.7	2.7	+1.0
Total	**100.0**	**100.0**	**--**
Total responses	**963**	**857**	**--**

Also consistent with the high percentage of parents who expect their children to go to college is the high percentage that says they talk to their children about college at least *sometimes* (87.7%—Table 7.11). More parents say that they talk to their children about college *very frequently* (60.8%) than in year two, though this is a small decrease from the year four figure (63.1%). On the other hand, a fairly large decrease has occurred in the percentage of parents who say that they visit their children's schools three or more times a year (Table 7.12). There has been a small increase in the percentage of parents saying that they help their children with homework every day, but it is more than offset by the increase in the percentage who say that they never help their children with homework (Table 7.13).

Table 7.11
How often do you talk to your child about attending college? (Percent)

Response	Year 2	Year 5	Change
Very frequently	55.3	60.8	+5.5
Sometimes	28.7	26.9	-1.8
Not very often	13.2	8.4	-4.8
Never	2.8	3.9	+1.1
Total	**100.0**	**100.0**	**--**
Total responses	**963**	**855**	**--**

Table 7.12
How many times a year do you visit your child's school? (Percent)

Response	Year 1	Year 5	Change
More than three times	71.6	59.1	-12.5
Two or three times	22.3	28.0	+5.7
Once	3.9	7.4	+3.5
Never	2.3	5.5	+3.2
Total	**100.0**	**100.0**	**--**
Total responses	**749**	**856**	**--**

Table 7.13
How often do you help your child with homework? (Percent)

Response	Year 2	Year 5	Change
Every day	14.0	16.0	+2.0
Several times a week	26.6	23.9	-2.7
Once a week	13.1	13.0	-0.1
A few times a month	22.8	17.9	-4.9
Never	23.5	29.2	+5.7
Total	**100.0**	**100.0**	**--**
Total responses	**963**	**854**	**--**

A plurality of parents still believe that their children get most of their information about post-secondary education from their counselors, with parents the second most common response, and teachers the third most common (Table 7.14). As noted in the section on student survey results, parents differ with their children on this question. Most children say they get this information from their parents.

Table 7.14
Where does your child get most of his/her information about options for continuing his/her education after high school?

Response	Number	Percent
From parents	169	19.8
Teachers	126	14.8
Brothers/sisters	85	10.0
Other relatives	40	4.7
School counselor	322	37.7
Principal/assistant principal	5	0.6
Friends	21	2.5
Other/don't know	86	10.1
Total	**854**	**100.0**

Parent Preparation for Child's Post-Secondary Education

The percentage of parents who say that they have enough information about the preparations their children need to make for college has declined over the period of the grant (Table 7.15). This decrease may represent that fact that parents did not think very concretely about college as an option for their children prior to the efforts of TGAP/GEAR UP. A perverse result of TGAP causing more parents to think about college for their children would be that they begin to realize that they do not know enough about the preparations their children need to make. There is no direct confirmation of this theory in the data, of course.

In year four there were small increases in the percentages of parents who said they were familiar with the entrance requirements of two-year (4.3 points) and four-year (3.6 points) colleges. These increases have disappeared in the fifth-year survey. As noted in the fourth-year report, the increases in the fourth year provoked skepticism since they declined markedly in the third year before rebounding in the fourth year. These increases and decreases over time appear to represent idiosyncratic movement.

Parents are asked to estimate the costs of attending a public, four-year university in Texas, as well as the costs of attending a community college (see Tables 7.16 and 7.17). They are specifically asked to estimate the costs for tuition, books, and fees exclusive of the costs of room and board, and transportation. Table 7.18 indicates that there is not much change in the percentage of parents who can estimate university costs or community college costs correctly. The declines in the percentages of parents who overestimate the costs of attending universities or community colleges are of some interest since parents who assume that college costs are very high may not consider college as an option for their children.

Table 7.15
Do you feel you have enough information about the preparations your child needs to make for college? Do you think you are familiar with the entrance requirements for a two-year/four-year/vocational school? (Percent answering yes)

Response	Year 2	Year 5	Change
About preparation	26.8	17.7	-9.1
About two-year college	35.0	34.9	-0.1
About four-year college	28.6	28.7	+0.1
About vocational school	23.1	25.4	+2.3

Table 7.16
How much do you think it would cost each year for tuition, fees, and books to send a child to a public, four-year university in Texas? (Percent)

Response	Year 2	Year 5
Less than $3,100	2.8	5.9
$3,100-$4,099	11.5	14.0
$4,100-$5,099	12.7	14.1
$5,100-$6,099	10.6	8.4
More than $6,100	35.0	26.3
Don't know	27.4	31.2
Total	**100.0**	**100.0**
Total responses	**963**	**858**

Table 7.17
How much do you think it would cost each year for tuition, fees, and books to send a child to a public, two-year community college in Texas? (Percent)

Response	Year 2	Year 5
Less than $1,600	5.1	6.7
$1,600-$2,599	15.6	17.0
$2,600-$3,599	20.0	19.6
$3,600-$4,599	13.0	11.1
More than $4,600	15.0	12.1
Don't know	31.4	33.5
Total	**100.0**	**100.0**
Total responses	**963**	**857**

Table 7.18
Percentage of Parents Correctly Estimating College Costs, Overestimating College Costs, and Underestimating College Costs

Cost Estimate	University		Community College	
	Percent	2004-2001	Percent	2004-2001
Correct within $500	14.1	+1.4	17.0	+1.4
Overestimate	34.7	-10.9	42.8	-5.2
Underestimate	19.9	+5.6	6.7	+1.6
Don't know	31.2	+3.8	33.5	+2.1

There has been considerable progress in familiarizing parents with the TEXAS grants, though there was a slight decline in the fifth year compared to the fourth year. From the second year of the grant through the fifth year, there has been a shift of 15.7 percentage points from the categories of parents who say that they are *not familiar at all* or *not very familiar* with the TEXAS Grants to other categories. The principal result of this shift has been an increase of nearly 15 points in the percentage of parents who say they are *somewhat familiar* with the TEXAS Grants. Unfortunately, the TEXAS Grant program was eliminated as a cost-cutting measure during the last legislative session (Table 7.19).

Table 7.19
How familiar are you with the TEXAS Grant program? (Percent)

Response	Year 2	Year 5	Change
Very familiar	8.3	9.1	+0.8
Somewhat familiar	12.2	27.0	+14.8
Not very familiar	25.1	22.3	-2.8
Not familiar at all	54.5	41.6	-12.9
Total	**100.0**	**100.0**	**--**
Total responses	**930**	**856**	**--**

Outreach and Parent Familiarity with TGAP

The results presented in the tables in this section of the report show a fairly consistent pattern of increases in parent exposure to outreach and familiarity with TGAP and its goals. There was consistent improvement in the percentages of parents who say that they either received information from their children's schools about college entrance requirements and finances, or that they were directly counseled about college entrance requirements and finances from years one and two through year four (Table 7.20). The fifth-year percentages continue to reflect improvement, but the increases are not as large. For two of these four measures—information about college entrance requirements and financial aid—the percentages of parents answering that they had received information dropped considerably from the fourth to the fifth year.

Table 7.20
Have you received any information from your child's school about college admission requirements or college costs and financial assistance? Have you talked with your child's counselor about college entrance requirements, costs, and financial aid? (Percent answering yes).

Response	Year 1 and 2	Year 3	Year 4	Year 5	Change
Entrance requirements information	19.4	25.7	33.3	21.7	+2.3
Finances and aid information	15.1	24.3	29.5	20.2	+5.1
Entrance requirement counseling	11.7[3]	20.3	21.0	21.4	+9.7
Financial aid counseling	9.3[4]	18.4	19.6	17.4	+8.1

[3] The figure in this cell represents the percentage of parents answering "yes" during the second year survey. This question was not asked on the first year survey.
[4] The figure in this cell represents the percentage of parents answering "yes" during the second year survey. This question was not asked on the first year survey.

Compared to the second year, fifth-year parent respondents are more likely to express familiarity with TGAP. There has been a decline of over seventeen points in the percentage of parents who say they are not familiar at all with the program. Again, however, these figures indicate a decline in expressed parent familiarity between the fourth and fifth years (Table 7.21).

Table 7.21
How familiar are you with the TGAP/GEAR UP Program at your child's school? (Percent)

Response	Year 2	Year 3	Year 4	Year 5	Change
Very familiar	2.9	7.2	9.3	8.7	+5.8
Somewhat familiar	8.8	12.5	24.1	19.0	+10.2
Not very familiar	16.8	17.2	25.3	18.0	+1.2
Not familiar at all	71.4	61.8	41.4	54.3	-17.1
Total	**100.0**	**100.0**	**100.0**	**100.0**	**--**
Total responses	**963**	**865**	**875**	**854**	**--**

There has also been a modest increase in the percentage of parents who indicate that they have participated in a TGAP/GEAR UP activity (Table 7.22). Although there has also been a small increase in the percentage who say that they have *not* attended a TGAP/GEAR UP activity, there is some consolation in the fact that the greatest change has been in the decreased percentage of parents who appear not to know if they were involved in TGAP activities or not.

Table 7.22
Did you attend or participate in any events or programs sponsored by the TGAP/GEAR UP program in the last year? (Percent)

Response	Year 2	Year 5	Change
Yes	7.5	13.4	+5.9
No	75.5	79.8	+4.3
Don't know	17.0	6.8	-10.2
Total	**100.0**	**100.0**	**--**
Total responses	**963**	**857**	**--**

In contrast to the results in Table 7.20, Table 7.23 shows a small decrease over three years in the percentage of parents who say that they have attended counseling about college. The substantial decrease in the percentage of parents who say they attended counseling sessions about their children's classes has persisted over the last three years in which parents were surveyed. This may indicate that in attempting to focus more on counseling about college, counselors have less time to talk about current classes, though of course our data cannot speak directly to that possibility. The most consistent increases in parent reports about the school activities in which they participate are in the categories where TGAP has specifically attempted to increase outreach—family activity, parent training, and neighborhood walks.

Table 7.23
Which of the following school-related activities have you participated in or attended in the last year? (Percent)

Activity	Year 2	Year 5	Change
Counseling about college	20.5	19.6	-0.9
Counseling about classes	53.5	39.5	-14.0
Workshop on college prep	12.6	14.4	+1.8
Workshop on study skills	18.2	16.9	-1.3
Workshop on careers	15.8	16.5	+0.7
Cultural event	40.6	39.6	-1.0
Family activity	8.6	13.5	+4.9
Parent training	5.6	7.8	+2.2
Neighborhood walk	4.8	6.3	+1.5

Table 7.24 presents parent responses regarding the school activities in which they believe their children participated. There is a consistent pattern in the areas where there have been increased percentages of parent responses—counseling about college, workshops on college preparation, workshops on careers, TGAP family activities, tutoring for SAT and ACT tests, mentoring, taking classes at a college or university, and visiting a college or university. These are all areas of emphasis for TGAP, and many are specifically focused on increasing student capacity for pursuing post-secondary education. In previous years, there were also consistent decreases in more traditional activities such as counseling concerning classes, workshops on study skills, and tutoring for an academic subject. In the fifth year, however, there was a small increase in the percentage of parents who reported that their children received counseling for classes, and the decreases in the other two categories were quite small. It appears that in the fifth year, increases in student exposure to college preparatory activities did not come at the expense of more traditional counseling activities.

Table 7.24
Which of the following school-related activities did your child participate in or attend in the last year? (Percent)

Activity	Year 2	Year 5	Change
Counseling/advising about college	31.7	37.3	+5.6
Counseling concerning classes	54.3	56.4	+2.1
Workshop on college preparation	21.2	28.9	+7.7
Workshop on study skills	31.0	29.8	-1.2
Workshop on careers	31.7	35.5	+3.8
TGAP/GEAR UP family activity	10.4	14.1	+3.7
Tutoring for an academic subject	36.0	34.7	-1.3
Tutoring for SAT or ACT	16.4	27.5	+11.1
Mentoring	16.9	22.5	+5.6
Class at a university	9.8	14.0	+4.2
Visit a university	38.4	52.9	+14.5
Job shadowing	19.3	15.6	-3.7
College student shadowing	10.1	12.1	+2.0

Parent Perception of Financial Capacity

Evaluators have been asking parents about their ability to afford to send their children to Texas four-year public universities and community colleges using the same question wording since the second year of the TGAP project. For the fifth year, however, the Department of Education mandated a different pattern of responses for this question. In years two through four, parents were offered the following options—*very sure*, *somewhat sure*, *probably can't afford it*, and *can't afford it*. In year 5, the respondent options were changed to *definitely*, *probably*, *not sure*, *probably can't afford it*, and *can't afford it*. Consequently, the year 5 results are not comparable to those for previous years, both because of different wording, and because there are five options in year-five compared to four the previous years. This report includes tables for years two through four (Table 7.25a, Table 7.26a) and tables for year 5 (Table 7.25b, Table 7.26b) so that readers can see both sets of results.

Table 7.25a shows a marked increase from year two to year four in the percentage of parents who say that they are at least somewhat sure that they can afford to send their children to a public university. Again, one should be extremely cautious about making comparisons between the year two through year four results and the results for year 5. Nevertheless, the percentage of parents who think it at least "probable" that they could send their children to a Texas public university appears fairly high (68.2%).

Table 7.25a
If your child decided to go to a public, four-year university in Texas, how sure are you that you could afford it? (Percent, years two through four)

Response	Year 2	Year 3	Year 4	Change
Very sure	14.4	14.1	15.4	+1.0
Somewhat sure	28.2	23.8	38.3	+10.1
Probably can't afford it	39.1	35.4	28.4	-10.7
Can't afford it	18.2	26.6	17.8	-0.4
Total	**100.0**	**100.0**	**100.0**	**--**
Total responses	**963**	**793**	**858**	**--**

Table 7.25b
If your child decided to go to a public, four-year university in Texas, how sure are you that you could afford it? (year 5)

Response	Number	Percent
Definitely	279	32.6
Probably	304	35.6
Not sure	140	16.4
Probably can't afford it	53	6.2
Can't afford it	79	9.2
Total	**855**	**100.0**

The increases in percentages of parents who report confidence that they could afford to send their children to Texas community colleges (Table 7.26a) are not as large as those in parent confidence that they could afford to send their children to Texas universities. The reason,

however, is that parents were much more confident about affording community college costs than university costs in year two. With caveats in place about comparing the fifth-year results to those for years two through four, a seemingly high percentage of parents (76.8%) think it at least "probable" that they could afford to send their children to community college.

Table 7.26a
If your child decided to go to a public community college in Texas, how sure are you that you could afford it? (Percent, years two through four)

Response	Year 2	Year 3	Year 4	Change
Very sure	29.2	22.1	30.9	+1.7
Somewhat sure	35.1	28.4	40.1	+5.0
Probably can't afford it	24.3	28.6	18.6	-5.7
Can't afford it	11.4	20.9	10.4	-1.0
Total	**100.0**	**100.0**	**100.0**	**--**
Total responses	**963**	**796**	**867**	**--**

Table 7.26b
If your child decided to go to a public community college in Texas, how sure are you that you could afford it? (year 5)

Response	Number	Percent
Definitely	356	41.6
Probably	301	35.2
Not sure	128	15.0
Probably can't afford it	30	3.5
Can't afford it	40	4.7
Total	**855**	**100.0**

Obviously, parents' confidence that they can meet costs of some form of post-secondary education will have a critical impact on parent and student expectations about the future. These expectations, in turn, are likely to have a great influence on the effectiveness of student and parent outreach. Simply put, talk of AP classes, college visits, SAT and ACT testing, and early preparation for college attendance rings hollow if students and parents are convinced that they can not afford post-secondary education. It is reassuring, then, that more than two-thirds of parents believe it possible that they could send their children to university, and more than three-quarters think it possible that they could send their children to community college.

The apparent inconsistencies that beset the evidence about parent financial capacity continue with Table 7.27. Although the percentages of parents expressing confidence about college finances has increased somewhat between years two through four, and high percentages of parents express confidence that they could afford college costs in year 5, parents identify finances as the greatest obstacle to sending their children to college. Furthermore, the percentage of parents citing finances as an obstacle has increased over the period of the grant. It is possible, however, that more parents could be optimistic about finances at the same time that more parents identify finances as the greatest hurdle that they face with respect to their children's continuing education.

Table 7.27
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? (Percent)

Response	Year 2	Year 5	Change
It costs too much/can't afford it	56.4	60.4	+4.0
He/she needs/wants to work	10.5	9.9	-0.6
His/her grades are not good enough	4.7	5.5	+0.8
He/she is not interested in college	9.7	9.8	+0.1
He/she has a disability	6.7	3.5	-3.2
He/she wants to go into the military	4.7	5.0	+0.3
He/she wants to get married	5.4	4.3	-1.1
He/she has responsibilities to family	1.6	0.3	-1.3
He/she has children	0.2	1.4	+1.2
Total	**100.0**	**100.0**	**--**
Total responses	**802**	**656**	**--**

Table 7.28 shows the extent to which the TEXAS Grants increased parent confidence about being able to afford to send their children to college. This table demonstrates that parents who are familiar with the TEXAS Grants program for helping to defray the costs of college have much higher levels of confidence that they can meet those costs. The percentage of parents who are *very familiar* with the TEXAS Grants who are very sure that they can afford to send their children to community college is 19 points higher than the same percentage among parents who say they are *not familiar* with the TEXAS Grants. The percentage of parents who say they are *very familiar* with the TEXAS Grants who are also very sure they can afford to send their children to a public university in Texas is 22 points higher than the same percentage among parents who say they are *not familiar* with the TEXAS Grants. Unfortunately, the legislature eliminated the TEXAS Grants program as a cost-cutting measure in the last legislative session.

Table 7.28
Perceived Ability to Afford University Tuition and Community College Tuition by Parent Familiarity with TEXAS Grant Program (Percent)

Perceived Affordability	Familiarity with TEXAS Grants				
	Very familiar	Somewhat familiar	Not very familiar	Not at all familiar	All
University Tuition					
Definitely	50.6	36.4	28.8	28.5	32.7
Probably	26.0	40.7	30.4	37.0	35.5
Not sure	10.4	10.4	24.6	17.2	16.4
Probably can't afford it	3.9	6.1	5.8	7.1	6.2
Can't afford it	9.1	6.5	10.5	10.2	9.1
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total responses	**77**	**231**	**191**	**354**	**853**
Community College Tuition					
Definitely	55.8	50.2	35.1	36.7	41.7
Probably	24.7	38.5	33.5	35.9	35.1
Not sure	13.0	8.2	22.5	15.8	15.0
Probably can't afford it	2.6	2.2	3.1	4.8	3.5
Can't afford it	3.9	0.9	5.8	6.8	4.7
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total responses	**77**	**231**	**191**	**354**	**853**

Interview of Parents of 2004 Graduating Seniors

One of the overarching goals of the TGAP program is building the capacity of educators and students so teachers can adequately prepare students for successful participation in college. In the first two years, assessment of success in achieving this goal relied upon surveys and activity reports that attempted to determine if students were receiving services meant to enhance their capacity for college participation, and if teachers were receiving training and employing that training in the classroom. As the implementation of TGAP proceeds, however, more direct measures of student capacity become available. Specifically, a cohort of students emerges that has graduated high school with significant TGAP exposure. Their parents can be interviewed to determine if the students applied to colleges and universities, were accepted, and decided to attend. Students who decided to attend college can be compared to those who did not on various dimensions, including TGAP participation.

In the summer of 2004, 348 parents of seniors who graduated at the end of the 2003-04 school year were interviewed to determine what their children's post-graduation plans were. Parents were asked if their children applied to colleges, were accepted, and were going to attend. Those parents who indicated that their children would not attend a college or other institution of higher learning in the fall were asked why, and what they would be doing instead. Parents were also asked about their TGAP experiences, receipt of information and counseling about college, and their aspirations for their children and involvement in their education.

Characteristics of Respondents

In terms of race and ethnicity, the senior parent sample is fairly representative of the parents and students in participating TGAP schools (Table 7.29). Hispanics are slightly under-represented in our sample of respondents, but only by a couple of percentage points.

Table 7.29
Race and Ethnicity of Respondents

Race/Ethnicity	Number	Percent
African American	5	1.4
Asian Asian-American	2	0.6
Latino/Hispanic	321	92.2
White	13	3.7
Other	7	2.0
Total	**348**	**100.0**

Respondents to the senior parent survey had somewhat lower educational achievement (Table 7.30) than respondents to the general parent interview (Table 7.7). The senior parents were more likely to report that they had less than a high school education, and less likely to report that they were high school graduates or were college graduates. The differences, however, are not large.

Table 7.30
Respondent Education

Education Level	Number	Percent
Less than high school	116	33.4
High school diploma or GED	117	33.7
Some college	65	18.7
College degree	40	11.5
Postgraduate degree	9	2.6
Total	**347**	**100.0**

Income levels for the senior parent sample (Table 7.31) are very similar to income levels for parent respondents in general (Table 7.6).

Table 7.31
Respondent Income

Income	Number	Percent
Less than $15,000/year	84	30.5
$15,000 - $24,999/year	70	25.5
$25,000 - $34,999/year	43	15.6
$35,000 - $49,999/year	26	9.5
$50,000 - $75,000/year	32	11.6
More than $75,000/year	20	7.3
Total	**275**	**100.0**

The distribution of respondents by school district is presented in Table 7.32. The senior parent sample was randomly selected from rosters for each of the six participating TGAP high schools. In the senior parent survey, the second highest percentage of respondents was drawn from Alice ISD, an apparent disparity since Alice is a smaller than Laredo ISD and Corpus Christi ISD. The large number of interviews of Alice parents results from the fact that the Survey Research Center was asked to maximize the number of senior parent interviews. Alice parents were more readily available to be interviewed than parents in some of the larger districts, hence the number of interviews from Alice ISD is somewhat inflated.

Table 7.32
Distribution by School District

School District	Number	Percent
Alice	80	22.9
Corpus Christi	63	18.1
Jim Hogg County	11	3.2
Laredo	60	17.2
Robstown	41	11.7
United	94	26.9
Total	**349**	**100.0**

Table 7.33 indicates that the percentage of the senior parent sample that speaks Spanish at home is somewhat higher than the general parent sample, but by less than 2 percentage points (Table 7.8).

Table 7.33
What language do you speak at home?

Language	Number	Percent
English	184	52.7
Spanish	151	43.3
Vietnamese	1	0.3
Other	13	3.7
Total	**349**	**100.0**

College Application, Acceptance, and Attendance

Over three-quarters of the parents interviewed (77.9%) said that their children had applied to a college (Table 7.34). In previous years, in 90% or more of cases in which parents said students had applied they also said that they had been accepted. In year 5, however, only 89.0% of parents said their children who had applied to college were accepted. This is the greatest single cause for the fifth-year percentage of parents who say their children will attend college being lower than the fourth-year percentage (67.0% versus 68.9%).

Table 7.34
Students Applying, Accepted To, and Attending College

	Number	Percent	Number	Percent	Number	Percent
Applied	272	77.9	--	--	--	--
Did not apply	77	22.1	--	--	--	--
Accepted	--	--	242	89.0	--	--
Not accepted	--	--	30	11.0	--	--
Attending	234	67.0	--	--	234	96.7
Not attending	115	33.0	--	--	8	3.3
Total	**349**	**100.0**	**272**	**100.0**	**242**	**100.0**

Parents were asked to identify the colleges, universities, or vocational-technical schools their children would be attending (Table 7.35). Nine parents said that their children would be attending colleges, universities, and technical schools out of state. Evaluators computed percentages of those students who were reported to be attending Texas institutions, including those who were attending four-year universities (48.0%), community college (47.5%), and technical schools (4.5%). Of those students who were reported to be attending a post-secondary institution in state, 31.2% were accounted for by a single community college—Laredo Community College. Four parents indicated that their children would be attending an institution of higher learning, but that they had not decided which one it would be.

Table 7.35
College Destinations of 2004 Graduates

College/University	Number
Texas Institutions	
Laredo Community College	69
Del Mar College	26
Texas A&M International University	22
Texas A&M University – Kingsville	22
Texas A&M University – Corpus Christi	21
University of Texas – San Antonio	11
University of Texas – Austin	10
Coastal Bend College	9
Texas A&M University – College Station	7
Texas State Technical College	6
Texas State University	4
ATI Career Training Center	2
University of Texas – Pan American	2
University of the Incarnate Word	2
Baylor University	1
Blinn College	1
ITT Technical Institute	1
Saint Edwards University	1
San Antonio College	1
Universal Technical Institute	1
University of North Texas	1
University of Texas – Arlington	1
Total	**221**
Out of State	
Brown University	1
Collins College	1
Georgetown University	1
High-Tech Institute -- Phoenix	1
Institute of Fine Arts	1
New York University	1
Southern University and A&M College	1
Stanford University	1
World College – New York	1
Total	**9**

Factors Influencing College Attendance

Several factors, singly or in combination, might plausibly influence parents' and students' decisions about attending college. These include socioeconomic status and demographic factors, student and parent perceptions of their success with academic work in high school, student self-confidence, student and parent perceptions of their ability to meet the costs of college, and student and parent exposure to GEAR UP activities and services. Tables in this sub-section present bivariate relationships and multivariate relationships in an attempt to understand which variables do actually influence these decisions, and how much of an impact they have. The

multivariate analysis of the data is necessary to determine which relationships persist and how prominent they are in the presence of statistical controls for the remaining relationships.

Tables 7.36 and 7.37 indicate, not surprisingly, that among the sample of fifth-year graduating-senior parents, college attendance is powerfully conditioned by socioeconomic status. Percentages of parents indicating that their children intended to attend a post-secondary institution increase as parent education and income increases.

Table 7.36
College Attendance by Parent Education (Percent)

College Attendance	Parent Education					
	Less than HS	High School	Some College	College	Post-graduate	All
Attending	56.0	69.2	73.8	82.5	77.8	67.4
Total responses	**116**	**117**	**65**	**40**	**9**	**347**

Table 7.37
College Attendance by Household Income

College Attendance	Household Income						
	Less than $15,000	$15,000 to $24,999	$25,000 to $34,999	$35,000 to $49,000	$50,000 to $75,000	More than $75,000	All
Attending	58.3	64.3	62.8	73.1	81.3	85.0	66.5
Total Responses	**84**	**70**	**43**	**26**	**32**	**20**	**275**[5]

Two demographic factors that might be expected to condition the likelihood of a child attending college are language and nation of birth. Other analyses have indicated that native Spanish speakers and individuals born outside the United States have somewhat lower TGAP participation rates. These factors did not appear to influence the probability that the children from the third-year sample of households would attend some kind of post-secondary institution, but the fourth-year and fifth-year data show something different. Table 7.38 indicates that the percentage of children attending college from households in which English is spoken is over 10 points higher than the percentage attending college from households in which Spanish is spoken in both later years.

[5] Total observations for this table are depressed by the fact that many parents are unwilling to reveal their household income to interviewers.

Table 7.38
College Attendance by Language Spoken at Home

College Attendance	English	Spanish	Other	All
Attending (year 3)	61.7	60.3	100.0	61.4
Total responses	**133**	**73**	**1**	**207**
Attending (year 4)	73.3	62.8	83.3	68.9
Total responses	**180**	**148**	**6**	**334**
Attending (year 5)	72.8	62.3	46.2	67.0
Total responses	**184**	**151**	**13**	**348**

Table 7.39 also indicates that respondents who were born in the United States are more likely to say that their children will be attending a college or vocational school. Again, in the third-year survey, attendance rates did not appear to be influenced by whether the respondent was born inside the United States or outside, but in the fourth- and fifth-year survey, U.S. born parents were more likely to say that their children would attend a post-secondary institution by 7 to 8 points.

Table 7.39
College Attendance by Place of Birth

College Attendance	Born in U.S.	Born outside U.S.	All
Attending	69.3	61.2	67.0
Total responses	**251**	**98**	**349**

It has also been apparent in other sections of this report that students who have family members with college experience are more likely to participate in activities and hold attitudes conducive to building capacity for continuing on to post-secondary education. Table 7.40 in this section indicates that the impact of family college experience carries over to student attendance rates, but an interesting pattern emerges over the three years under consideration. The effect does not appear to be as great in the fourth year as it appeared to be in the third year, and the effect in the fifth year does not appear to be as great as it was in the fourth year. There are several possible explanations for this change.

One is that the third year sample was not drawn proportionally from TGAP high schools. For the pilot survey, names were drawn in a way that insured that each high school had at least 30 senior parent respondents. This resulted in an over-sampling of the smaller schools and an under-sampling of the larger schools. The change in results from year three to year four may have occurred because the general sample was not representative of the population of senior parents. This explanation would not seem to pertain to the reduction in the margin from year four to year 5, however.

A second possible explanation is that the TGAP program is to some extent reducing the impact of having a family member who attended college on the college attendance rates of students graduating from TGAP high schools. This explanation, if true, would support the conclusion that TGAP was compensating for the advantage of family background on the educational achievement of students in TGAP schools.

Table 7.40
College Attendance by Sibling Attending College

College Attendance	Sibling Attended College	No Sibling Attended College	All
Attending (year 3)	75.0	53.4	61.4
Total responses	**76**	**131**	**207**
Attending (year 4)	74.8	65.9	69.1
Total responses	**123**	**217**	**340**
Attending (year 5)	70.3	65.4	67.0
Total responses	**118**	**231**	**349**

Table 7.41 presents additional results concerning the relationship between family college experience and college attendance rates for the fourth and fifth year. Attendance rates are cross-tabulated with a family college variable that equals 0 when neither siblings nor parents of the student in question have attended college, 1 when either parents or siblings (but not both) have attended college, and 2 when both parents and siblings have attended college. This table confirms that family college experience is associated with higher reported college attendance rates among TGAP graduating seniors, and it indicates that rates also increase with the number of students' family members that have college experience. As with Table III.12, however, this table indicates that the gap in reported attendance rates between students who have relatives that have college experience and students who do not has decreased.

Table 7.41
College Attendance by Family College Experience

	Family Experience			
	None	Sibling or Parent	Sibling and Parent	All Responses
Year Four				
Child will attend college	61.3	71.7	84.6	69.1
Total responses	**150**	**138**	**52**	**340**
Year 5				
Child will attend college	61.7	70.5	78.4	67.4
Total responses	**167**	**129**	**51**	**347**

Marital status of head of household has been shown to powerfully influence the life chances of children. A strong negative relationship between single-parent household and reported college attendance was present in the third year (data not shown), but it does not appear in the fourth-year data (data not shown) and the fifth-year data (Table 7.42). There is no predictable pattern of association between marital status and reported attendance rates in the fifth year.

Table 7.42
College Attendance by Marital Status of Parent

College Attendance	Single	Married	Divorced	Total
Attending	71.1	68.1	55.6	67.1
Total Responses	**38**	**251**	**36**	**325**

Parent Support

TGAP encourages parents to support their children's educational efforts through various programs including the Center for Successful Fathering, P.A.D.R.E.S., and Walks for Success. The implicit hypothesis upon which such encouragement is based is that parents who understand the benefits of rigorous education and who support their children enhance the likelihood that their children will succeed in school.

Table 7.43 presents the relationship between parents helping their children with homework and attendance rates. It appears that there is a tendency for reported attendance to be higher among parents who also report that they help their children with homework at least once a week. Among parents who report helping their children only a few times a month or never, reported college attendance is 12 to 15 points lower.

Parents who say they were members of the PTO/PTA report higher college attendance rates for their children than parents who say they were not PTO/PTA members (Table 7.44), and the margin is greater in the fifth year than it was in the fourth year. Also, parents who report that they took their children on a college visit are considerably more likely to report that their children will be attending a post-secondary institution in the fall (Table 7.45).

Table 7.43
College Attendance by Parental Help with Homework

	Frequency of Help					
College Attendance	**Every Day**	**Several Times/Wk**	**Once a Week**	**Few Times/Mo**	**Never**	**All**
Attending	74.3	77.0	76.3	59.8	62.5	67.0
Total Responses	**35**	**61**	**38**	**87**	**128**	**349**

Table 7.44
College Attendance by Parent PTO/PTA Membership

College Attendance	PTO Member	Not a Member	All
Attending (year 4)	75.3	67.3	69.1
Total Responses	**77**	**263**	**340**
Attending (year 5)	79.6	61.8	67.0
Total Responses	**103**	**246**	**349**

Table 7.45
College Attendance by College Visit

College Attendance	Made a Visit	No Visit	All
Attending (year 4)	78.9	62.8	69.1
Total Responses	**133**	**207**	**340**
Attending (year 5)	78.1	56.7	67.0
Total Responses	**169**	**180**	**349**

Exposure to TGAP

Hopefully, the TGAP program will enhance student capacity by encouraging parents to actively support their children's educational efforts. The ultimate measure of TGAP success, however, is the degree to which the program increases college attendance rates for students at participating TGAP schools. Tables 7.46 through 7.50 illustrate the associations between various measures of parent TGAP exposure and reported college attendance rates.

Through the TGAP program, schools and counselors are encouraged to enhance outreach to parents and students and to provide them with information about college admission requirements, finances, and financial aid. Parents were asked four questions to gauge the effectiveness of this outreach:

- Has your child's counselor spoken to you about college entrance requirements?
- Has you child's counselor spoken to you about college costs and financial aid?
- Aside from talking to a counselor, have you received any information from your child's school about college entrance requirements?
- Aside from talking to a counselor, have you received any information from your child's school about college costs and financial aid?

Tables 7.46 through 7.49 present the associations between parent answers to these questions and college attendance rates.

Depending on the kind and source, reported college attendance rates increase from 13.4 to 18.6 percentage points when parents say that they have received information about college entrance requirements and finances from schools and counselors (Tables 7.46 through 7.49).

Table 7.46
College Attendance by Counseling about Entrance Requirements

College Attendance	Received Counseling	No Counseling	All
Attending (year 4)	83.7	62.7	69.1
Total Responses	**104**	**236**	**340**
Attending (year 5)	74.7	58.7	67.0
Total Responses	**182**	**167**	**349**

Table 7.47
College Attendance by Counseling about Costs and Financial Aid

College Attendance	Received Counseling	No Counseling	All
Attending (year 4)	79.7	60.4	69.1
Total Responses	**153**	**187**	**340**
Attending (year 5)	75.8	57.2	67.0
Total Responses	**182**	**166**	**348**

Table 7.48
College Attendance by Information about Entrance Requirements

College Attendance	Received Information	No Information	All
Attending (year 4)	77.9	61.0	69.1
Total Responses	**163**	**177**	**340**
Attending (year 5)	75.6	59.1	67.0
Total Responses	**168**	**181**	**349**

Table 7.49
College Attendance by Information about Costs and Financial Aid

College Attendance	Received Information	No Information	All
Attending (year 4)	74.0	64.7	69.1
Total Responses	**169**	**170**	**339**
Attending (year 5)	73.6	60.2	67.0
Total Responses	**178**	**171**	**349**

Parents were also asked directly if they had participated in or attended events or programs sponsored by the TGAP/GEAR UP program in the 2002-03 school year and in the 2003-04 school year. The fifth-year pattern is different from the previous year. In both years, parents who report attending TGAP/GEAR UP activities are the most likely to also report that their children will attend a post-secondary institution in the following academic year. In the fourth year, however, the parents who were least likely to report that their children would continue their education after high school were those who reported that they did not know if they had attended a TGAP/GEAR UP activity. In the fifth year, the parents who were least likely to report post-secondary attendance for their children were those who professed to know that they did not attend TGAP/GEAR UP activities. Parents who said they did not know were almost as likely to report college attendance as were parents who said they participated in activities. It is encouraging that a higher percentage of parents reports participating in TGAP/GEAR UP activities in the fifth year than in the fourth (21.2% compared to 13.5%).

Table 7.50
College Attendance by TGAP Exposure

College Attendance	TGAP Exposure	No TGAP Exposure	Don't Know	All
Attending (year 4)	89.1	66.1	65.3	69.1
Total Responses	**46**	**245**	**49**	**340**
Attending (year 5)	81.1	61.3	77.1	67.0
Total Responses	**74**	**240**	**35**	**349**

This result and others in preceding tables document an association between TGAP/GEAR UP participation and reported college attendance rates among participating students, but bivariate analyses such as these cannot rule out the possibility that the correlation between TGAP exposure and college attendance is spurious. It might be caused, for instance, by the association

of both of these variables with socioeconomic status. To strengthen the evidence of a causal association between TGAP exposure and rates of attendance at post-secondary institutions, it is necessary to do a multivariate analysis of attendance rates, controlling for a variety of possible influences simultaneously.

Regression Analysis

The correlation between socioeconomic status and educational achievement is so well established that it needs no further elaboration here. Children whose parents are well educated and relatively high earners do better in schools than children whose parents do not have these advantages. This relationship has been reinforced by summaries of the data presented in this evaluation report. In this section, it is apparent that

- increasing parental education is associated with higher reported college attendance rates (Table 7.7); and
- reported attendance rates are also substantially higher for children who have siblings who are attending college or have attended college (Tables 7.40 and 7.41).

The association between socioeconomic status and achievement raises a very serious issue for TGAP/GEAR UP. Tables appearing throughout this report appear to indicate that TGAP participation by students and parents enhances parent and student capacity. The problem is that socioeconomic status is positively correlated with participation in TGAP and TGAP-related activities, as well as with educational achievement (Table 7.51[6]). This leaves open the possibility of a spurious correlation – that is, it leaves open the possibility that TGAP participation is only related to enhanced capacity and educational achievement because the two share a common relationship with socio-economic status (SES). Since high SES predicts both college attendance rates, for instance, and TGAP participation, the danger is that TGAP efforts may be directed largely at students and parents who would choose post-secondary education without them. It would be wrong under such circumstances to conclude that participation in TGAP related activities is somehow "causing" students to attend college.

Table 7.51
Correlations between Measures of Socioeconomic Status and Participation in TGAP Activities

Measure of SES	Correlation with TGAP Participation
Household income	.150
Respondent education	.162
Parent employed full-time	.146

In order to address this issue, multivariate regression analyses of college attendance were conducted using data from student and parent surveys, from the senior parent follow-up survey, and from sign-in forms for activities involving students and parents. The advantage of this analysis is that entering multiple variables into statistical models produces estimates for the

[6] The results in this table indicate a positive and statistically significant relationship between these measures of SES and TGAP participation, though the associations are not particularly strong.

effect of each variable while controlling for the influences of the other variables. For instance, if a variable for TGAP participation is entered into the statistical model along with measures of SES, the relationship between TGAP participation and college attendance will be estimated independent of the influence of the measures of SES on college participation. If measures of other influences on college attendance were included in the statistical model, such as student academic achievement, household composition, and parent involvement in children's education, the estimate of the impact of TGAP participation on college attendance would be independent of the impacts of those measures also.

The dependent variable for this statistical regression analysis was reported college attendance measured by whether respondents indicated that their children would be attending a post-secondary institution or not. The predictor variables in the model are listed in Table 7.52.

Table 7.52
Predictor Variables for College Attendance

- The total number of events for which students appear on TGAP activity sign-in forms
- Respondent education,
- Respondent marital status (married versus unmarried),
- College experience of siblings (attended college, did not attend college)
- Student attendance
- Student grade-point average (GPA)
- The district in which the student attended high school (large district—Corpus Christi, Laredo, United—versus small district—Robstown or Jim Hogg County)
- Whether parents received counseling or information from schools about college entrance requirements
- Whether parents received counseling or information from schools about college costs and financial aid
- The frequency with which parents talk with other parents about school issues
- The number of school-aged children in the home
- Student gender
- The language spoken in the home
- Whether students enrolled in AP courses

These predictor variables control for six kinds of influences on college attendance.

First, the respondent education, sibling education, marital status, language spoken in the home, and school-aged children in the home variables control for two important influences on children's educational achievement—SES and household composition. Controlling for these influences provides greater assurance that should a relationship between TGAP participation and college attendance emerge, it is not simply the result of a spurious correlation with household advantages of various kinds.

Second, the parent-to-parent discussion variable controls for what James Coleman has called "social capital." Coleman's research indicates that there is a positive association between parents

creating social capital by attending to their children's education and increased achievement. Again, should a relationship between TGAP participation and college attendance emerge in this analysis, controlling for this form of social capital provides confidence that it is not simply because parents are simultaneously more educationally active and involved.

Third, the student GPA and attendance variables control for student educational characteristics. The GPA variable is a measure of the academic achievement of students, or how well they are doing in school. The attendance variable is, in theory, a measure of the educational motivation of students and parents, on the assumption that good attendance measures not so much achievement, but educational commitment. Controlling for achievement and motivation increases confidence that a possible positive association between college attendance and TGAP participation is not due to good students self-selecting into TGAP events and programs.

Fourth, the district variables control for differences among districts—expenditure per student, TGAP expenditure per student, demographic variables, teacher experience, and so on—that might also be correlated with college attendance and might, therefore, confound a possible relationship between TGAP participation and attending college.

Fifth, asking parents about whether they have received counseling or information about college from their childrens' schools controls for differences in levels of knowledge about post-secondary education that do not derive from SES and demographic differences.

Sixth, controlling for student gender addresses a broad tendency in data collected by evaluators for male students to underperform female students in various ways.

The student-event count provides a measure of student and parent TGAP participation. To the extent that districts have been conscientious about maintaining sign-in forms for TGAP-sponsored events, these variables provide perhaps the best measure of TGAP participation. Student and parent reports in interviews are suspect because of evidence that students and parents are often unsure whether an event was related to or sponsored by TGAP. Sign-in forms, however, are only collected at TGAP events. Consequently, they are probably the most direct measures of TGAP participation. If anything, sign-in forms are a conservative measure of such participation because any mistakes in counting are likely to result from activities at which sign-in forms were not available or were not signed by all attendees.[7]

The analysis is based on 235observations. The number of observations is limited by the fact that attendance data for graduating seniors were not received from Alice ISD. As in previous years, student TGAP exposure emerges as a positive and substantively important predictor of reported college attendance. Other important predictors of reported college attendance are whether parents talk with other parents about school issues and, not surprisingly, students' standardized grade point average. Variables that come close to achieving conventional levels of statistical significance are whether the respondent reports that he or she is married and class attendance.

[7] To the extent that student participation in TGAP activities and events is undercounted, the result would be to bias the estimated impact of TGAP exposure toward zero (Damodar N. Gujarati, 1995, *Basic Econometrics* (3rd ed.), New York: McGraw-Hill, pp. 469-470). In other words, undercounting student event participation will *understate* the relationship between TGAP exposure and the probability that a parent will report a child will attend college.

Estimated coefficient values and technical details are included in the methodological appendix to this section. The results of the analysis are included in Appendix I, Table I.1.

The impact of student TGAP exposure is explored by presenting the changes in the probability of reported college attendance that result when the value of this variable is varied. Specifically, as the value of student TGAP exposure changes from low to high, controlling for the influences of the other predictor variables listed in Table 7.52, the predicted probability that a respondent will say that her child will attend college increases also. These changes in probability that correspond to changes in student exposure illustrate the impact that this variable has on reported college attendance.

Changes in probability are calculated for two kinds of students—advantaged students and disadvantaged students. Advantaged students have the following characteristics:[8]

- Students attended high school in one of the larger ISDs—Corpus Christi, Laredo, or United,
- Students are from a two-parent household,
- Students have at least one sibling who has attended or is attending college,
- Students attended school for the average number of days, and
- Parents have average educational achievement (high school degree plus).

These students are considered to be advantaged because their school district is close to a university and a community college, and because their household composition conveys educational advantages.

Disadvantaged students have the following characteristics:

- Students attended high school in one of the smaller ISDs—Robstown or Jim Hogg County,
- Students are from a one-parent household,
- Students have no siblings who have attended or are attending college,
- Students attended school for the average number of days, and
- Parents have average educational achievement (high school degree plus).

Students with these characteristics are considered disadvantaged because their school districts are distant from institutions of higher education and because their household characteristics are usually associated with lower academic achievement.

[8] Assumptions about the three substantively and statistically important predictor variables are relaxed when the impacts of these variables on reported college attendance are assessed. For instance, when assessing the impact of changes in TGAP exposure on reported college attendance, the assumption that students have attended the average number of TGAP events cannot be maintained, since it is necessary to vary exposure values from minimum to maximum to observe resulting changes in the probability of reported college attendance. Similarly, when the impact of changes in student attendance are assessed, the assumption of average attendance is relaxed, and when the impact of changes in parent education are assessed, the assumption of average educational achievement is relaxed.

Changes in the probability that a parent will report that his child will attend college are presented in Table 7.53. The second column ("Minimum Value Probability") reports the probability of reported college attendance that is associated with the minimum value of student TGAP exposure (0 events). For instance, the table indicates that a disadvantaged student with no TGAP exposure will have a probability of reported attendance of 0.470, other things being equal. The third column ("Maximum Value Probability") presents the probability of reported attendance that is associated with the maximum value of TGAP exposure (30 events). So, the table indicates that a disadvantaged child who has attended the maximum number of TGAP events has a probability of reported attendance of 0.996, other things being equal. Finally, the fourth column ("Change in Probability") reports the change in the probability of reported college attendance that results from going from the minimum value of the variable in question to the maximum value. Varying TGAP exposure from its minimum to its maximum value increases the probability of reported college attendance by 0.526.

Table 7.53
Changes in Probability of Attending College Corresponding to Changes in Parent Education, Student Attendance, and Student TGAP Exposure

Variable	Minimum Value Probability	Maximum Value Probability	Change in Probability
Disadvantaged Student			
Student TGAP Exposure	0.470	0.996	0.526
Advantaged Student			
Student TGAP exposure	0.633	0.999	0.366

In passing, it is useful to note that for a disadvantaged student, increasing exposure to TGAP appears to change the prospect of attending college from negative—a less than even chance that he will attend—to positive.[9]

The estimated impacts of these variables can also be illustrated by using two figures. The first figure (Figure 7.1) displays the magnitude and the shape of the change in the probability of reported college attendance corresponding to changes in TGAP exposure for the hypothetical advantaged student.

[9] It is important to remember that, while probabilities are continuous, the outcome for this variable is dichotomous—a student either attends a post-secondary institution, or he does not attend. There is no observable outcome that corresponds to the value "0.470" listed in Table 7.53. Therefore, if the probability of attending college assigned to a student is less than 0.5, the best guess will be that the student in question will not attend.

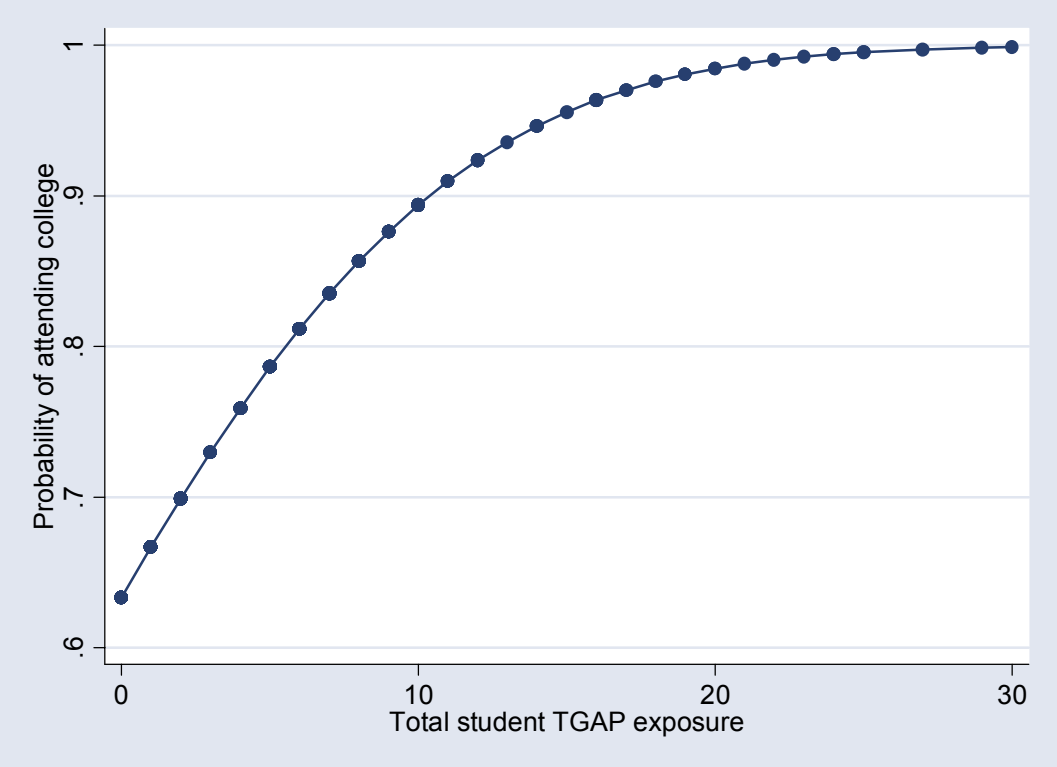


Figure 7.1. Probability of an advantaged student attending college as a function of student TGAP exposure.

The shape of the curve in this figure indicates that student TGAP exposure exerts most of its influence at the lower end of the range. By the time a student has attended 15 TGAP events, the estimated probability of reported college attendance is nearly one.

Figure 7.2 displays the same relationship as the preceding three figures, but for a hypothetical disadvantaged student.

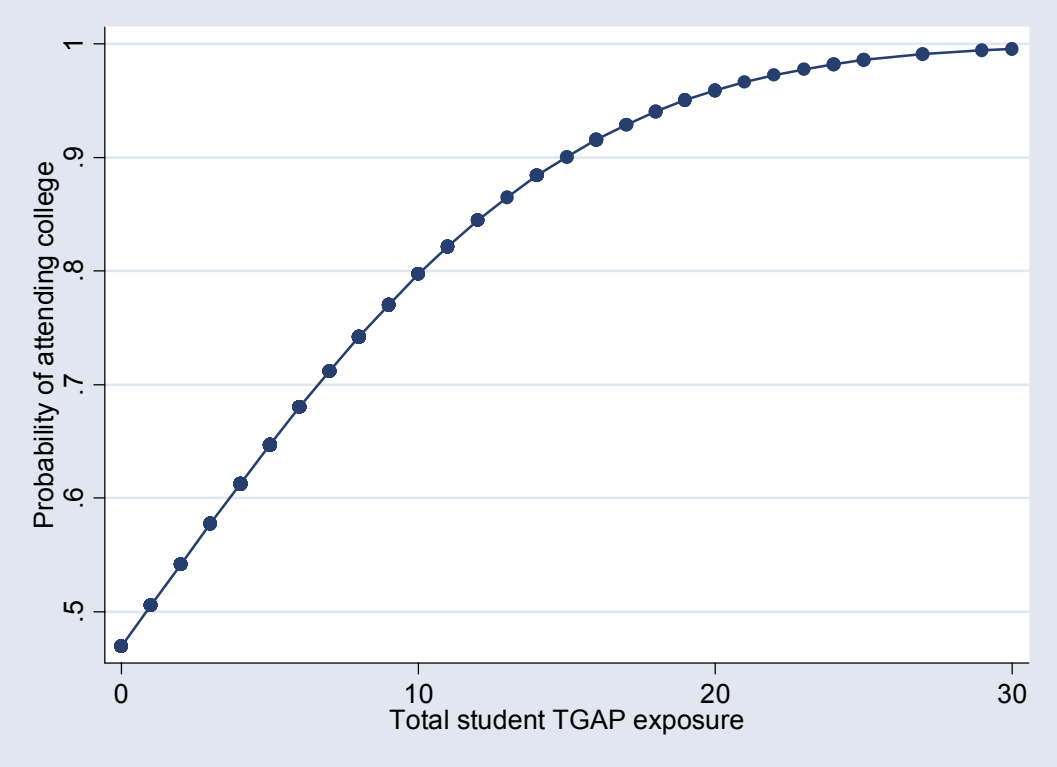


Figure 7.2. Probability of a disadvantaged student attending college as a function of student TGAP exposure.

Figure 7.2 indicates that disadvantaged students without any TGAP exposure are less likely to attend college than advantaged students who have no TGAP exposure (0.470 to 0.633).

A comparison of Figure 7.1 and 7.2 is interesting, however. Though disadvantaged students start with a much lower probability of college attendance, if they attend enough TGAP events, they eventually catch up with their advantaged counterparts. Most of the impact of TGAP exposure on advantaged students has been achieved by the time they attend 15 TGAP events. At the same level of TGAP exposure, disadvantaged students have a lower probability of attendance—about 0.9 for 15 events. However, if disadvantaged students continue to attend TGAP events, they eventually catch up with the advantaged students. If a disadvantaged student attends 20 TGAP events, she has about the same high probability of attending college as an advantaged student who attends about 15 events.

These findings are similar to those of the third- and fourth-year TGAP report, though the magnitude of the effect of student TGAP exposure on the probability of reported college attendance for disadvantage students is not as large. Those reports also found that student exposure to the TGAP program increased the probability that parents would say that their graduating senior children would be attending institutions of higher education in the fall. This estimated impact of student exposure is independent of the other factors that have been included in this year's model, including family SES, household composition, parent social capital, and student achievement and motivation factors that have been included in these models.

Follow-up Survey of Parents of 2002 Graduating Seniors

Senior Parent Follow-up Survey

In 2003-04, a follow-up survey was conducted of parent respondents to the senior parent survey of 2002-03. In other words, 202 parents who had responded to the fourth year senior parent survey were re-interviewed in the fifth year. The purpose of the follow-up survey was to determine how many students actually did enter college in the fall of 2003, and of those how many were continuing to attend college. The follow-up survey was conducted in May and June 2004 by the Survey Research Center of the University of Houston.

Entering and Attending College

Parents were asked "Did your child actually enter college in the last academic year (2003-04)?" The distribution of responses is presented in Table 7.54. A large majority of parents indicated that their children did, in fact, enter college as they had anticipated they would the previous summer, though the corresponding proportion for the year-four survey was over 90%.

Table 7.54
Did your child actually enter college in the last academic year?

Response	Number	Percent
Yes	179	88.6
No	23	11.4
Total	**202**	**100.0**

Parents were also asked about the kinds of colleges their children entered (Table 7.55). The majority of parents indicated that their children entered a community college in Texas. This result differs from the previous year's survey in which the proportions were almost exactly reversed—40.2% said that their children would attend a community college, and 53.3% said that their children would attend a public, four-year university. As in 2002-03, the numbers of students attending private institutions or colleges outside of Texas were small.

Table 7.55
What type of college did your child enter?

Type of college	Number	Percent
Texas community college	98	54.7
Texas public university	69	38.5
Private college in Texas	4	2.2
College outside of Texas	8	4.5
Total	**179**	**100.0**

If parents indicated that their child did *not* enter an institution of higher education in the fall of 2003, they were asked why (Table 7.56). They were given four options. The substantive options were that college cost too much, that the academic work was too hard, or that college was too far away from home and/or adjusting to college life was too difficult. They were also allowed to choose "other," indicating that none of the first three options accurately described the reason that their child did not enter college. The most frequently chosen of the substantive responses for

both 2002-03 and 2003-04 was that college cost too much, but a higher percentage of parents chose this option in the latter year. A high percentage of parents continues to say that there is some "other" reason that their children did not, after all, attend college. The small number of respondents to this question counsels caution in interpreting the results.

Table 7.56.
Why do you think your child is not attending college?

Response	2002-03		2003-04	
	Number	Percent	Number	Percent
It costs too much	3	33.3	10	43.5
Material is too hard	0	0.0	1	4.3
Difficulty adjusting	0	0.0	1	4.3
Other	6	66.7	11	47.8
Total	**9**	**100.0**	**23**	**100.0**

Next, the 177 parents who said that their children entered a college in the fall of 2003 were asked if they were continuing on to earn a degree, or if they had quit attending college (Table 7.57). A very large majority of parents indicated that their children would continue and complete a degree. The two parents who said that their children would not continue in college were asked why. One indicated that it was because of the cost of college, and the second indicated that it was for some "other" reason.

Table 7.57
Has your child stopped attending college, or is he/she continuing to attend college to complete a degree?

Response	Number	Percent
Continuing	177	98.9
Stopped attending	2	1.1
Total	**179**	**100.0**

Impact of TGAP, High School Programs

Several questions were intended to assess parents' knowledge of the TGAP/GEAR UP program in their children's former high school, their evaluation of the program, and their evaluation of high school programs generally.

First, parents were asked how familiar they were with TGAP or GEAR UP activities in their children's high schools (Table 7.58). In year four, most parents (57%) indicated that they were *not very familiar* or *not familiar* with the TGAP or GEAR UP program. In year 5, that percentage has increased markedly (69.4%). This does not preclude the possibility, of course, that parents and their children participated in TGAP activities, or in some other way came into contact with TGAP, but did not recognize that they were dealing with a TGAP activity. Indeed, parents might have had some contact with a TGAP activity, and might even be able to identify it as a TGAP activity, and still say honestly that they were not very familiar with TGAP.

Table 7.58
How familiar were you with the TGAP or GEAR UP activities in your child's high school?

Response	2002-03		2003-04	
	Number	Percent	Number	Percent
Not familiar at all	38	44.2	90	50.8
Not very familiar	11	12.8	33	18.6
Somewhat familiar	28	32.6	31	17.5
Very familiar	9	10.5	23	13.0
Total	**86**	**100.0**	**177**	**100.0**

Parents were asked if their children ever participated in TGAP activities (Table 7.59). Consistent with parents' relative lack of familiarity with TGAP, the majority of parents (56.5%) either says their children did not participate in TGAP activities or they *don't know* if their children participated in such activities, an almost identical proportion to year four (55.8%).

Table 7.59
Did your child participate in TGAP or GEAR UP activities when he/she was in high school?

Response	2002-03		2003-04	
	Number	Percent	Number	Percent
No	16	18.6	55	31.1
Yes, sometimes	25	29.1	59	33.3
Yes, frequently	13	15.1	18	10.2
Don't know	32	37.2	45	25.4
Total	**86**	**100.0**	**177**	**100.0**

In the same vein, parents were asked to identify the type of TGAP activity that they thought was most beneficial to their children (Table 7.60). As in year four, of the parents who chose a substantive response, the greatest percentage said that counseling about financial aid was the most beneficial of the TGAP programs. The most striking result, however, is the dramatic increase in the percentage of parents who said they did not know which of the GEAR UP programs was most beneficial to their children. Again, the high response rate in this category reflects the fact that half of the respondents say they are not familiar with TGAP/GEAR UP.

Table 7.60
What TGAP/GEAR UP programs do you think were most beneficial for your child?

Response	2002-03		2003-04	
	Number	Percent	Number	Percent
College field trips	19	22.1	14	7.9
Advanced placement courses	15	17.5	14	7.9
Counseling about entrance requirements	11	12.8	6	3.4
Counseling about financial aid	21	24.4	27	15.3
Other	3	3.5	14	7.9
Don't know	17	19.8	102	57.6
Total	**86**	**100.0**	**177**	**100.0**

In addition to identifying the programs that they thought were most beneficial, parents were asked to say whether they thought that their children were better prepared for college because of TGAP (Table 7.61). In 2002-03, 57% of respondents said either that they did not know if their children were better prepared because of TGAP, or that TGAP *didn't make much difference*. In 2003-04, a slightly higher percentage (60.5%) chose one of these two responses, though they were much more evenly divided between them. In both years, about a fifth of the respondents felt that TGAP helped their children quite a bit in preparing for college.

Table 7.61
Do you feel that your child was better prepared for college because of GEAR UP?

Response	2002-03		2003-04	
	Number	Percent	Number	Percent
Didn't make much difference	6	7.0	47	26.6
It helped somewhat	19	22.1	36	20.3
It helped quite a bit	18	20.9	34	19.2
Don't know	43	50.0	60	33.9
Total	**86**	**100.0**	**177**	**100.0**

Finally, parents whose children were not attending college were asked what their children's high schools could have done better to prepare them for college (Table 7.62). In year four, the answer chosen by the largest percentage of respondents was "more information about academics and finances." In year 5, only three respondents (12%) picked a substantive response—"courses with material more like college courses." All of the other respondents (88%) said that the high schools could not have done anything, or that they did not know what the high schools might have done.

Table 7.62
What could your child's high school have done to better prepare him/her for college?

Response	2002-04		2003-04	
	Number	Percent	Number	Percent
Courses with material more like college courses	1	6.7	3	12.0
More trips to college campuses	2	13.3	0	0.0
More programs about the challenges of college life	1	6.7	0	0.0
More information about academics and finances	6	40.0	0	0.0
Nothing	1	6.7	6	24.0
Don't know	4	26.7	16	64.0
Total	**15**	**100.0**	**25**	**100.0**

SECTION 8

CAMPUS AND STUDENT PERFORMANCE

The Texas Center for Educational Research gathered demographic and performance data from the Texas Public Education Information Management System (PEIMS), the Texas Academic Excellence Indicator System (AEIS), and from the participating school districts. PEIMS includes data on finance, demographics, attendance, and programs. Data from PEIMS are combined with the Texas Assessment of Knowledge and Skills (TAKS) results to produce AEIS reports. AEIS reports include school and district student performance information, as well as student demographic and institutional characteristics. The student-level data from the individual school districts includes Advanced Placement (AP) and Pre-Advanced Placement (Pre-AP) course grades, and ACT or SAT scores. This section also utilizes student-level Advanced Placement Examination data reported by the TGAP school districts, while the longitudinal Advanced Placement Examination data originates from district-level Advanced Placement summary reports.

In an attempt to examine comparable improvement across campuses, a peer group has been identified for each TGAP campus, and TGAP performance outcomes are compared in this report with peer groups and the state as a whole. TEA has created comparison or peer groups of campuses selected primarily on the basis of student demographic characteristics, such as percentage of minority and economically disadvantaged students and student mobility rates. Peer groups allow for comparisons of campus performance for similar schools.

Throughout this section, campus- and student-level data are reported primarily for 1999 (baseline year), 2000 (initial project year), 2001 (second year), 2002 (third year), and 2003 (fourth year). PEIMS and AEIS data files for 2004 (fifth project year) were unavailable at this time, and TAKS data are reported for 2003 only, the first year the assessment was administered.

Campus-Level Performance

Campus-level performance measures include TAKS passing rates, advanced performance measures (AP and Pre-AP course enrollments and grades, Advanced Placement Examination scores, graduation rates, Recommended High School Program [RHSP] completions, college entrance examination results, graduates entering higher education), and additional measures (GED and dropout rates).

Campus-Level TAKS Performance

This section summarizes TAKS outcomes for students in grades 7 through 11 for the TAKS reading/English language arts and mathematics subtests, as well as passing rates for grade 7 writing, grades 10 and 11 science, and grades 8, 10, and 11 social studies subtests. Table 8.1 shows the percentage of students in TGAP and peer comparison campuses that completed the 2003 TAKS and were included in the accountability system. Compared to state and peer campuses, a lower percentage of TGAP students completed the TAKS and had scores included in the accountability system ratings (80% versus 82%). Some TGAP campuses, however, had percentages of students included in the accountability system higher than their peer comparison

campus and higher than the state average. These campuses included Adams Middle School and Alice High School from Alice ISD, Laredo's Martin High School, and Robstown High School and Ortiz Intermediate School from the Robstown ISD. Two TGAP campuses, Christen Middle School from Laredo ISD and Garcia Middle School from United ISD, had percentages of students included in the accountability subset more than 10 percentage points lower than their peer comparison campus and the state average.

Table 8.1
Percentage of Students Included in the TEA 2002-03 Accountability Subset for TGAP and Peer Comparison Campuses

TGAP Campus	TGAP	Peer	State
Adams Middle School	85.5	85.1	--
Alice High School	87.2	85.4	--
Christen Middle School	69.3	81.0	--
Driscoll Middle School	81.3	82.6	--
Hebbronville High School	81.2	83.5	--
Hebbronville Junior High School	78.9	83.1	--
Lyndon B. Johnson High School	73.7	80.9	--
Martin High School	87.0	80.4	--
Miller High School	79.1	83.3	--
Robstown High School	85.1	81.9	--
Salvador Garcia Middle School	70.5	80.7	--
Seale Junior High School	80.2	81.7	--
Solomon P. Ortiz Intermediate School	82.6	81.7	--
United South High School	73.4	81.4	--
United South Middle School	77.7	81.5	--
Group Average[a]	**79.5**	**82.3**	**82.4**

Source: TEA AEIS data files.
[a]Simple average.

Overall TAKS performance. Information in Table 8.2 compares grades 7 through 11 TAKS outcomes for TGAP and peer campuses, as well as state averages. TGAP 2003 TAKS passing rates are uniformly lower than peer campuses and the state. TGAP campuses trail peer campuses by as little as 1.4 percentage points in grade 7 reading and by as much as 7.7 percentage points in grade 10 science. TGAP campuses are below state averages by as little as 5.0 percentage points in grade 8 social studies and by as much as 17.9 percentage points in grade 10 science.

Table 8.2
2003 Percent Passing TAKS by Subject-Area and Grade

Grade	TGAP Campuses		Peer Campuses	State
	N	% Pass	% Pass	% Pass
Reading/English Language Arts				
7	8	80.3	81.7	88.2
8	8	79.1	84.3	88.3
9	7	66.7	73.4	81.8
10	7	56.8	64.3	69.7
11	6	58.7	64.0	65.3
Mathematics				
7	8	54.8	62.7	72.3
8	8	55.1	62.0	71.6
9	7	45.1	49.6	60.5
10	7	57.8	63.3	67.6
11	6	48.7	55.3	61.9
Science				
10	7	46.6	54.3	64.5
11	6	46.8	52.5	61.4
Social Studies				
8	8	87.5	89.9	92.5
10	7	74.7	80.0	83.4
11	6	82.0	85.3	86.7
Writing				
7	8	78.1	81.3	85.6
All Tests Taken				
7	8	49.5	56.4	66.6
8	8	50.6	57.8	68.3
9	7	41.6	46.2	58.5
10	7	31.6	37.7	47.8
11	6	30.4	37.7	43.5

Source: Data are from AEIS campus reports. Numbers represent campuses.
Note. State averages exclude TGAP schools.

TAKS Grade 7. Overall, TGAP 7th graders' TAKS passing rates were lower than the passing rates at peer comparison campuses. TGAP 7th graders trailed peer comparison 7th graders by 1 percentage point in reading, 8 percentage points in math, 3 percentage points in writing, and 7 percentage points in all tests taken. However, selected TGAP schools had higher 7th-grade TAKS passing rates than their comparison campuses. These included Hebbronville Junior High School and United South Middle School in reading, Driscoll Middle School and Christen Middle School in math, Hebbronville Junior High, Christen Middle, Seale Junior High, and United South Middle School in writing, and Hebbronville Junior High and Christen Middle in all tests taken. Absolute performance was highest at Adams Middle School (60.6 percent passed all tests taken) and Hebbronville Junior High (58.6 percent passed all tests taken) and lowest at Garcia Middle School (only 34.2 percent passed all tests taken).

Table 8.3
Campus-Level Performance—Grade 7 Percent Passing TAKS Tests

Campus	Reading		Math		Writing		All Tests Taken	
	TGAP	Peer	TGAP	Peer	TGAP	Peer	TGAP	Peer
Adams MS	82.9	86.3	65.2	67.5	84.3	86.6	60.6	64.0
Driscoll MS	79.2	83.9	59.5	58.8	71.1	82.0	49.8	52.7
Hebbronville JH	93.0	83.1	60.4	63.3	85.7	83.1	58.6	57.8
Christen MS	77.7	77.9	61.0	55.2	85.2	77.7	54.5	50.0
Seale JH	81.1	82.1	50.5	66.4	81.7	81.5	46.7	58.5
Garcia MS	73.5	78.4	38.4	60.3	65.0	78.0	34.2	53.4
United South MS	81.7	80.5	53.2	64.9	81.5	79.9	47.6	56.8
LBJ	72.9	--	50.4	--	70.6	--	44.3	--
Group Average[a]	**80.3**	**81.7**	**54.8**	**62.7**	**78.1**	**81.3**	**49.5**	**56.4**

Source: TEA AEIS reports.
Note. Shaded cells denote TGAP scores that exceed peers.
[a]Simple average.

TAKS Grade 8. Across all campuses, TGAP 8th graders' TAKS passing rates were lower than the passing rates at peer comparison campuses. TGAP 8th-grade students trailed peer comparison 8th graders by 5 percentage points in reading, 7 percentage points in math, 2 percentage points in social studies, and 7 percentage points in all tests taken. However, United South Middle School TAKS passing rates were higher than its comparison campus for all subtests and for all tests taken. Hebbronville Junior High exceeded its peer comparison campus in both math and social studies, and Christen Middle School had higher passing rates than its comparison campus in math and all tests taken. At this grade level, the highest TAKS passing rates were achieved by Hebbronville Junior High and United South and Adams middle schools. Driscoll Middle School had the lowest TAKS passing rates.

Table 8.4
Campus-Level Performance—Grade 8 Percent Passing TAKS Tests

Campus	Reading		Math		Social Studies		All Tests Taken	
	TGAP	Peer	TGAP	Peer	TGAP	Peer	TGAP	Peer
Adams MS	86.5	88.9	59.7	68.1	93.8	93.8	57.9	64.7
Driscoll MS	68.6	83.2	44.7	58.2	89.1	90.5	39.5	54.8
Hebbronville JH	84.9	85.8	65.3	64.2	94.4	90.0	60.3	60.3
Christen MS	72.0	80.9	60.2	56.0	83.9	87.4	53.3	52.3
Seale JH	79.1	85.4	46.2	64.2	87.1	90.2	43.4	60.4
Garcia MS	73.9	81.9	54.0	60.3	85.8	88.1	49.7	55.0
United South MS	89.2	84.5	64.2	61.9	90.4	89.4	60.3	56.9
LBJ	78.8	--	46.6	--	75.8	--	40.3	--
Group Average[a]	**79.1**	**84.3**	**55.1**	**62.0**	**87.5**	**89.9**	**50.6**	**57.8**

Source: TEA AEIS reports.
Note. Shaded cells denote TGAP scores that exceed peers.
[a]Simple average.

TAKS Grade 9. TGAP 9th graders' TAKS passing rates were lower than the passing rates at peer comparison campuses by 7 percentage points in reading and 5 percentage points in math and all tests taken. Bright spots were the performances of Hebbronville and Robstown high schools with all passing rates higher than peer comparison campuses. Both of these high schools also recorded the highest absolute passing rates. However, LBJ and Miller high schools had poor relative performances. They trailed their respective comparison campus by 10 or more percentage points in all tested areas. Martin High School also had grade 9 passing rates well below its comparison school.

Table 8.5
Campus-Level Performance—Grade 9 Percent Passing TAKS Tests

Campus	Reading		Math		All Tests Taken	
	TGAP	Peer	TGAP	Peer	TGAP	Peer
Alice HS	67.4	79.6	48.7	57.6	44.8	53.7
Hebbronville HS	75.0	74.7	59.0	53.8	55.1	49.2
LBJ HS	59.8	70.5	32.1	46.2	27.6	42.6
Martin HS	55.5	70.8	39.7	45.9	32.8	42.6
Miller HS	64.2	76.9	37.3	51.6	36.4	50.4
Robstown HS	74.3	70.8	54.9	45.9	52.0	42.6
United South HS	71.0	70.4	44.3	45.9	42.6	42.6
Group Average[a]	**66.7**	**73.4**	**45.1**	**49.6**	**41.6**	**46.2**

Source: TEA AEIS reports.
Note. Shaded cells denote TGAP scores that exceed peers.
[a]Simple average.

TAKS Grade 10. TGAP grade 10 students' passing rates were lower than the passing rates at peer comparison campuses by 8 percentage points in both English/language arts and science, 6 percentage points in both math and all tests taken, and 5 percentage points in social studies. Robstown High School exhibited the best relative and absolute levels of grade 10 TGAP TAKS performance. Robstown High School had higher 10th-grade TAKS passing rates than its comparison campus in English/language arts, science, and all tests taken, and among the TGAP campuses, it had the highest passing rates in the same content areas (English/language arts, science, and all tests taken). LBJ High School had the lowest TGAP grade 10 passing rate in English/language arts, science, and all tests taken, while Miller High School had the lowest passing rate in math and social studies.

Table 8.6
Campus-Level Performance—Grade 10 Percent Passing TAKS Tests

	English/ Language Arts		Math		Science		Social Studies		All Tests Taken	
Campus	**TGAP**	**Peer**	**TGAP**	**Peer**	**TGAP**	**Peer**	**TGAP**	**Peer**	**TGAP**	**Peer**
Alice HS	53.5	72.7	48.3	69.0	50.2	60.3	74.5	85.0	31.9	42.4
Hebbronville HS	56.3	68.7	73.8	64.2	48.5	57.5	80.0	82.6	33.8	42.5
LBJ HS	49.8	59.6	52.4	62.0	30.3	51.1	74.5	76.7	20.1	34.7
Martin HS	57.3	60.0	62.0	60.9	44.5	51.1	70.4	77.3	34.4	34.7
Miller HS	53.2	66.2	48.1	61.7	38.8	56.3	68.6	81.1	28.8	38.4
Robstown HS	77.3	63.1	62.9	63.5	60.7	53.1	79.4	79.9	42.3	36.8
United South HS	50.5	60.0	56.9	61.7	53.1	51.0	75.7	77.3	30.0	34.7
Group Average[a]	**56.8**	**64.3**	**57.8**	**63.3**	**46.6**	**54.3**	**74.7**	**80.0**	**31.6**	**37.7**

Source: TEA AEIS reports.
Note. Shaded cells denote TGAP scores that exceed peers.
[a]Simple average.

TAKS Grade 11. TGAP grade 11 students' passing rates were lower than the passing rates at peer comparison campuses by 5 percentage points in English/language arts, 7 percentage points in math and all tests taken, 6 percentage points in science, and 3 percentage points in social studies. The only TGAP schools to exceed their peer campus passing rates were Robstown High School in English/language arts, science, social studies, and all tests taken, and Hebbronville High School in math and social studies. Robstown High School also recorded the highest absolute passing rates at grade 11 among the TGAP campuses. United South High School had passing rates in each content area 10 or more percentage points lower than its peer campus. United South also had the lowest passing rates among the TGAP campuses. In addition to United South, Alice, Martin, and Miller high schools had passing rates in each content area lower than the peer campus rate.

Table 8.7
Campus-Level Performance—Grade 11 Percent Passing TAKS Tests

Campus	English/ Language Arts		Math		Science		Social Studies		All Tests Taken	
	TGAP	Peer	TGAP	Peer	TGAP	Peer	TGAP	Peer	TGAP	Peer
Alice HS	52.0	68.3	51.8	61.3	56.7	58.1	85.9	89.6	30.9	41.1
Hebbronville HS	65.2	67.5	64.1	55.5	40.6	55.2	89.4	86.1	28.6	39.1
LBJ HS	--	61.8	--	53.6	--	50.0	--	82.8	--	37.1
Martin HS	57.4	61.9	46.1	54.2	34.6	50.1	72.4	82.9	24.1	37.2
Miller HS	58.5	64.0	41.0	52.7	52.0	53.4	84.3	86.6	32.1	34.9
Robstown HS	76.5	62.3	53.3	54.8	57.0	50.6	85.9	85.4	43.6	37.3
United South HS	42.3	62.0	35.7	55.0	40.1	50.2	73.9	83.8	23.2	37.3
Group Average[a]	**58.7**	**64.0**	**48.7**	**55.3**	**46.8**	**52.5**	**82.0**	**85.3**	**30.4**	**37.7**

Source: TEA AEIS reports.
Note. Shaded cells denote TGAP scores that exceed peers.
[a]Simple average.

Advanced Performance Measures

Advanced placement courses. Compared to typical high school honors courses, AP courses are more challenging and stimulating, but they take more time and require more work. The subject matter of AP courses is more sophisticated. There is more analysis of content, reasoning, problem solving, and independent reading and writing. The main advantage of taking an AP course is better preparation for college. Students master in-depth content at the college level more easily after completing AP courses in high school. Students also acquire sophisticated academic skills and increased self-confidence in preparation for college.

In 2003, TGAP campuses reported student enrollment and grades in AP courses. Table 8.8 reports the number and percentage of students in grades 11 and 12 who were enrolled in AP courses in each high school. The AP courses with the largest enrollments are English Language (540 students or 15%) and U.S. History (435 students or 12%), followed by English Literature (243 students or 7%), Government (169 students or 5%), and Calculus (101 students or 3%). English Language and U.S. History were also the AP courses with the largest enrollments in 2002. The AP courses attended by the smallest percentages of eleventh and twelfth graders include Physics (6 students or 0.2%), Art 2-Dimensional Design Portfolio (3 students or 0.1%), Human Geography (3 students or 0.1%), Art 3-Dimensional Design Portfolio (2 students or 0.1%), French (1 student or 0.0%), and Art History (1 student or 0.0%).

There are variations from school to school in course offerings. For example, Spanish Language and Government, not English and U.S. History, were the most popular AP courses of eleventh and twelfth graders in Hebbronville High School. Overall, 27% of students in grades 11 and 12 took at least one AP course. This compares to 28% in 2001-02. The highest levels of participation were in Martin High School (48%) followed by Alice High School (30%), Robstown High School (26%), Hebbronville High School (22%), United South High School (19%), and Miller High School (17%). Martin also had the highest levels of participation in

2001-02. United South, however, saw a marked drop in participation, from 34% in 2002 to 19% in 2003.

Table 8.8
Number and Percentage of Students in Grades 11 and 12 Enrolled in AP Courses in 2002-03 by Course and High School

AP Course	Statistic	High School						All Schools
		Alice HS	Hebbron-ville HS	Martin HS	Miller HS	Robstown HS	United South HS	
English Language	N	120	8	163	54	51	144	540
	Percent	18.5	4.5	22.6	7.0	12.0	14.8	14.5
US History	N	30	0	152	58	41	154	435
	Percent	4.6	0.0	21.1	7.5	9.7	15.8	11.7
English Literature	N	46	0	130	39	28	0	243
	Percent	7.1	0.0	18.0	5.0	6.6	0.0	6.5
Government	N	16	14	98	11	30	0	169
	Percent	2.5	8.0	13.6	1.4	7.1	0.0	4.5
Calculus	N	17	0	50	20	14	0	101
	Percent	2.6	0.0	6.9	2.6	3.3	0.0	2.7
Spanish Language	N	3	22	0	7	16	0	48
	Percent	.5	12.5	0.0	.9	3.8	0.0	1.3
Chemistry	N	28	1	4	0	12	0	45
	Percent	4.3	0.6	0.6	0.0	2.8	0.0	1.2
Economics	N	0	12	0	0	30	0	42
	Percent	0.0	6.8	0.0	0.0	7.1	0.0	1.1
Biology	N	0	0	10	0	15	0	25
	Percent	0.0	0.0	1.4	0.0	3.5	0.0	0.7
World History	N	0	0	0	8	0	16	24
	Percent	0.0	0.0	0.0	1.0	0.0	1.6	0.6
Spanish Literature	N	0	0	19	2	0	0	21
	Percent	0.0	0.0	2.6	0.3	0.0	0.0	0.6
Art Drawing	N	7	0	0	12	0	0	19
	Percent	1.1	0.0	0.0	1.5	0.0	0.0	0.5
Physics	N	0	0	0	4	2	0	6
	Percent	0.0	0.0	0.0	0.5	0.5	0.0	0.2
Art 2-D Design	N	0	0	0	3	0	0	3
	Percent	0.0	0.0	0.0	0.4	0.0	0.0	0.1
Human Geography	N	0	0	0	3	0	0	3
	Percent	0.0	0.0	0.0	0.4	0.0	0.0	0.1
Art 3-D Design	N	0	0	0	2	0	0	2
	Percent	0.0	0.0	0.0	0.3	0.0	0.0	0.1
French	N	0	0	0	1	0	0	1
	Percent	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Art History	N	0	0	0	1	0	0	1
	Percent	0.0	0.0	0.0	0.1	0.0	0.0	0.0
At Least 1 AP Course	N	195	38	344	131	108	185	1,001
	Percent	30.0	21.6	47.7	16.9	25.5	19.0	26.9

Source: Individual TGAP school data.

In TGAP districts, female students are more likely to be enrolled in AP courses. In grades 11 and 12, 31% of female students, but only 23% of male students, are enrolled in at least one AP course. Although the gap has narrowed somewhat, these percentages are comparable to 2001-02 when 34% of females and 22% of males were enrolled in at least one AP course. Students not receiving free or reduced lunch are slightly more likely to be enrolled in AP courses. Of students in grades 11 and 12, 29% of those not on free or reduced lunch and 27% of students receiving

free or reduced lunch are enrolled in at least one AP course. Proportionately, more eleventh (32%) than twelfth (22%) graders are enrolled in AP courses. By ethnicity, 54% of Asians, 32% of Whites, 27% of Hispanics, and 10% of African Americans are enrolled in AP courses. Note, however, than the districts are predominantly Hispanic, with 93% of the eleventh and twelfth graders Hispanic, 5% White, 2% African American, and only 0.4% Asian. Lastly, 30% of non-LEP eleventh and twelfth graders but only 6% of LEP eleventh and twelfth graders are enrolled in at least one AP course.

Table 8.9 reports the average grades of eleventh and twelfth graders enrolled in AP courses. The 11 AP courses with the highest rates of enrollment were English Language, US History, English Literature, Government, Calculus, Spanish Language, Chemistry, Economics, Biology, World History, and Spanish Literature. The average grade across these 11 AP courses was 83. Specifically, average grades in these courses ranged from 77 to 88 with a high of 88 in Spanish Language and a low of 77 in Calculus.

Table 8.9
Average Grades of Students in Grades 11 and 12 Enrolled in AP Courses in 2002-03 by Course

	All Schools	
AP Course	**N**	**Mean**
English Language	540	80.0
US History	435	83.7
English Literature	243	83.4
Government	169	83.0
Calculus	101	77.4
Spanish Language	48	87.9
Chemistry	45	84.1
Economics	42	85.1
Biology	25	80.5
World History	24	82.4
Spanish Literature	21	84.5
Art Drawing	19	90.5
Physics	6	89.7
Art 2-D Design Portfolio	3	91.3
Human Geography	3	83.7
Art 3-D Design Portfolio	2	94.0
French	1	90.0
Art History	1	97.0

Source: Individual TGAP school data.

Advanced Placement Examinations. In May of each year, students who have completed AP classes can take national Advanced Placement 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 essays, problem solving, and other skills. The examinations include Art, Art History, Studio Art, Biology, Chemistry, Computer Science, Economics, English (Language and Composition, Literature and Composition), Environmental Science, French, German, Government and Politics (Comparative, U.S.), History

(European, U.S.), Latin, Calculus, Statistics, Music Theory, Physics, Psychology, and Spanish (Language, Literature).

In June, college and secondary school teachers grade the examinations, and in July, students are mailed their examination scores. The examinations are scored with the following five-point scale:

- 5 = extremely well qualified,
- 4 = well qualified,
- 3 = qualified,
- 2 = possibly qualified, and
- 1 = no recommendation.

Each individual college decides which Advanced Placement Examination scores it will accept in return for credit or advanced placement.

In 2003, 1,201 students (13% of all students) took 1,761 AP Examinations or an average of 1.5 examinations per student. (Note that these data are based on reports submitted by each TGAP campus. AP Exam data in chapter 4 are based on AP program reports submitted to TEA.) That represents an increase in participation over 2002 of 34.7% (303 more students). In addition, the number of examinations taken increased by 25.9% (362 more examinations). Participation rates ranged from a low of 8% at Miller High School to a high of 18% at Martin High School. Overall, 29% of the examinations (503 of the 1,761 examinations) received a score of 3 or higher, and 39% of the students (468 of the 1,201 students) scored 3 or higher on at least one examination. Note that in 2002 these percentages were essentially identical although more students took a larger number of examinations in 2003. The number and percentage of students scoring 3 or above on specific Advanced Placement Examinations are listed in Table 8.10.

Table 8.10
AP Examination Scores by Examination Type, 2002-03

AP Examination	AP Test Score						TGAP N Exams	U.S. % 3 or Above
	1		2		3 or Higher			
	N	%	N	%	N	%		
Spanish Language	21	4.4	43	9.1	410	86.5	474	77.7
English Language	237	63.5	109	29.2	27	7.3	373	60.9
World History	153	84.5	22	12.2	6	3.4	181	56.2
U.S. History	122	75.8	31	19.3	8	5.0	161	51.6
English Literature	71	55.5	50	39.1	7	5.5	128	62.6
Calculus AB	78	88.6	7	8.0	3	3.4	88	65.6
Spanish Literature	33	54.1	9	14.8	19	31.2	61	56.0
Government & Politics, U.S.	44	69.8	16	25.4	3	4.8	63	53.1
Chemistry	46	97.9	0	0.0	1	2.1	47	56.2
Human Geography	38	90.5	1	2.4	3	7.1	42	64.5
Biology	32	80.0	6	15.0	2	5.0	40	58.6
Economics, Macro	28	82.4	3	8.8	3	8.8	34	55.9
Statistics	17	85.0	2	10.0	1	5.0	20	62.0
Environmental Science	14	100.0	0	0.0	0	0.0	14	50.9
Physics B	11	78.6	1	7.1	2	14.3	14	59.8
Economics, Micro	4	57.1	1	14.3	2	28.6	7	61.6
Calculus BC	1	20.0	1	20.0	3	60.0	5	80.7
Studio Art-2D Design	0	0.0	1	33.3	2	66.7	3	64.1
French Language	2	100.0	0	0.0	0	0.0	2	58.2
Gov. & Politics, Comp.	1	100.0	0	0.0	0	0.0	1	60.4
Music Theory	1	100.0	0	0.0	0	0.0	1	67.7
Physics C-Mechanics	0	0.0	1	100.0	0	0.0	1	72.4
Studio Art-Drawing	0	0.0	0	0.0	1	100.0	1	68.3

Sources: Individual TGAP school data and College Entrance Examination Board summary tables.

Spanish Language was the most popular AP Examination. Overall, 474 students took the examination and 410 or 87% scored 3 or higher. This rate of 87% scoring 3 or higher exceeded the national rate of 78%. However, success was limited to this one examination. In comparison, consider the Spanish Literature examination. Sixty-one students attempted the examination, but only 19 or 31% scored 3 or higher and the national rate scoring 3 or higher was 56%. Results for English Language Composition were less positive than Spanish Literature. While 373 students took the examination, only 27 or 7% scored 3 or higher (61% scored 3 or higher nationally). In fact, 237 students or 64% received the lowest possible score, a 1. Performance on the World History Examination was even worse. Of 181 students taking the examination, only 6 or 3% scored 3 or higher, and 153 or 85% received the lowest score of 1. Similar performance was recorded on the U.S. History Examination, with 161 students taking the examination, 8 or 5% scoring 3 or higher, and 122 or 76% receiving the lowest score of 1. English Literature, Calculus AB, U.S. Government and Politics, and Chemistry did not fair any better. The English Literature

Examination was taken by 128 students, and only 7 or 6% received a score of 3 or higher. Calculus AB was taken by 88 students, and only 3 or 3% received a score of 3 or higher. U.S. Government and Politics was taken by 63 students, and only 3 or 5% received a score of 3 or higher. Chemistry was taken by 47 students, and a single student (2%) received a score of 3 or higher. Thus, with the exception of the Spanish Language AP Examination, performance on the other AP Examinations was well below qualification standards and very far below national benchmarks.

However, performance may be improving slightly. Table 8.11 shows that when the 2003 percentages scoring 3 or higher are compared with the 2002 percentages for the AP Examinations with 50 or more participants each year, 2003 percentages are higher on seven (English Language, U.S. History, Spanish Literature, U.S. Government and Politics, Chemistry, Human Geography, and Biology) of the examinations and lower on only three (Spanish Language, English Literature, and Calculus AB). Moreover, there was very slight upward movement in scores of 1 to 2 (56% 1's and 16% 2's in 2002 versus 54% 1's and 17% 2's in 2003).

Table 8.11
AP Examination Scores for Examinations with the Largest Participation, 2002 and 2003

	AP Test Score					
	1		2		3 or Higher	
AP Examination	**2002**	**2003**	**2002**	**2003**	**2002**	**2003**
Spanish Language	3.5	4.4	8.7	9.1	87.9	86.5
English Language	**71.3**	**63.5**	**24.1**	**29.2**	**4.6**	**7.3**
U.S. History	**89.3**	**75.8**	**8.4**	**19.3**	**2.3**	**5.0**
English Literature	67.3	55.5	22.7	39.1	10.0	5.5
Calculus AB	69.7	88.6	13.1	8.0	17.2	3.4
Spanish Literature	**27.5**	**54.1**	**45.0**	**14.8**	**27.5**	**31.2**
Government & Politics, U.S.	**80.4**	**69.8**	**16.1**	**25.4**	**3.6**	**4.8**
Chemistry	**100.0**	**97.9**	**0.0**	**0.0**	**0.0**	**2.1**
Human Geography	**86.8**	**90.5**	**10.5**	**2.4**	**2.6**	**7.1**
Biology	**88.3**	**80.0**	**10.0**	**15.0**	**1.7**	**5.0**

Female students who took AP Examinations are slightly more likely to score 3 or higher than male students. Forty percent of female students who participated scored 3 or higher on at least one examination, and 37% of participating males scored 3 or higher on at least one examination. Students receiving free or reduced lunch who took AP Examinations are more likely to score 3 or higher on at least one examination than participating students not on free or reduced lunch. While 19% of participating students not on free or reduced lunch scored 3 or higher on at least one AP Examination, that figure was 47% for students receiving free or reduced lunch. Students in grades 9 and 10 who took AP Examinations are much more likely to score 3 or higher than participating students in grades 11 and 12. Of students who participated in the AP Examinations, 52% of ninth graders and 43% of tenth graders scored 3 or higher on at least one examination, compared to 37% of eleventh graders and 35% of twelfth graders. There were also differences by

ethnicity in the success of participating students. Of students taking AP Examinations, 41% of Hispanics scored 3 or higher on at least one examination, followed by 38% of Asians, 15% of Whites, and only 6% of African Americans. Note that the high success rate of Hispanic students was attributable to their taking (with 87% scoring 3 or higher) the Spanish Language AP Examination.

At best, there is a moderate, positive relationship between AP course grades and Advanced Placement Examination scores (Table 8.12). There are correlations in the positive, weak to moderate range for AP grades and AP Examination scores for (a) the AP English Language course and the English Language Composition examination, (b) the AP Calculus course and the Calculus examinations, (c) the AP Human Geography course and examination, (d) the AP U.S. History course and examination, and (e) the AP English Literature course and the examination. There are positive but not significant correlations between AP grades and AP Examination scores in Spanish Literature, Spanish Language, and Biology. Note that a lack of range in the scores on most of the AP Examinations suppresses the correlations with course grades. Related data show that students who take AP Examinations have grade point averages about 3 points higher than those who do not take AP Examinations, and those who score 3 or higher on at least one AP Examination have grade point averages about 11 points higher than students who do not score 3 or higher on any of the AP Examinations that they take.

Table 8.12
Correlations Between AP Course Grades and AP Examination Scores, 2002-03

AP Course	AP Examination	Correlation	N	Level of Significance
English Language	English Language Composition	0.40	347	0.001
Calculus	Calculus AB or BC	0.40	50	0.01
Human Geography	Human Geography	0.36	42	0.05
U.S. History	U.S. History	0.32	152	0.001
English Literature	English Literature	0.29	90	0.01
Spanish Literature	Spanish Literature	0.31	8	NS
Spanish Language	Spanish Language	0.21	15	NS
Biology	Biology	0.29	12	NS

Source: Individual TGAP school data.
Note. NS = Not significant.

Pre-Advanced Placement courses. TGAP campuses also reported student enrollment and grades in Pre-Advanced Placement (Pre-AP) courses. Table 8.13 reports the number and percentage of students in all grades who were enrolled in Pre-AP courses in each high school. The Pre-AP courses with the largest enrollments are Algebra 2 (792 students or 9%), English 1 (780 students or 8%), Chemistry (709 students or 8%), English 2 (666 students or 7%), Biology (566 students or 6%), Geometry (543 students or 6%), and World Geography (518 students or 6%). Pre-AP courses with moderate enrollments include World History (327 students or 4%), Pre-Calculus (241 students or 3%), Algebra 1 (232 students or 3%), Physics (230 students or 3%), Advanced Reading/Research Writing (223 students or 2%), and Integrated Physics and Chemistry (202 students or 2%). A number of Pre-AP course offerings were unique to a single high school. These included Advanced Reading/Research Writing, Practical Writing,

Humanities, Human Geography, U.S. History, Anatomy and Physiology, English 3, Economics, Calculus, Advanced Journalism, Social Studies Independent Study, Spanish 2, Spanish 4, Creative Writing, Accounting, French, Computer Science, and Medical Microbiology. Some of these courses enrolled upwards of 100 students (e.g., Advanced Reading/Research Writing, Practical Writing, and Humanities), whereas others enrolled less than 5 students (e.g., Computer Science and Medical Microbiology).

There are considerable variations from school to school in Pre-AP course offerings. The course offerings at United South High School, LBJ High School, Robstown High School, and Hebbronville High School include 6, 6, 9, and 10 courses, respectively. Alice High School offers 12 courses, Martin High School 15, and Miller High School offers the largest number of Pre-AP courses, 25. By high school, the Pre-AP courses with the largest enrollments are English 1 in Alice High School, Biology in Hebbronville High School, Algebra 2 in Martin High School, Advanced Reading/Research Writing in Miller High School, Geometry in Robstown High School, Chemistry in United South High School, and World History in United LBJ High School.

Female students are more likely to be enrolled in Pre-AP courses. In all grades, 35% of female students, but only 28% of male students, are enrolled in at least one Pre-AP course. Only Physics and three Pre-AP courses unique to single high schools (Humanities, English 3, and Computer Science) enrolled more males than females. Students receiving free or reduced lunch are no more or less likely to be enrolled in Pre-AP courses. Thirty-three percent of students not on free or reduced lunch and 31% of students receiving free or reduced lunch are enrolled in at least one Pre-AP course. Proportionately, more tenth (40%) than ninth (36%), eleventh (31%) or twelfth (14%) graders are enrolled in Pre-AP courses. By ethnicity, 68% of Asians, 32% of Whites, 32% of Hispanics, and 22% of African-Americans are enrolled in Pre-AP courses. Note again, however, than the population is predominantly Hispanic (93%). Finally, 36% of non-LEP students but only 8% of LEP students are enrolled in at least one Pre-AP course.

Table 8.13
Number and Percentage of Students Enrolled in Pre-AP Courses in 2002-03 by Course and High School

Pre-AP Course	Statistic	High School							All Schools
		Alice HS	Hebbron-ville HS	Martin HS	Miller HS	Robstown HS	United South HS	United LBJ HS	
Algebra 2	N	48	21	366	88	74	166	27	792
	Percent	3.0	5.9	21.5	4.5	6.7	9.7	3.7	8.5
English 1	N	147	36	248	108	105	135	0	780
	Percent	9.1	10.1	14.6	5.5	9.5	7.9	0.0	8.4
Chemistry	N	118	29	199	52	68	206	35	709
	Percent	7.3	8.2	11.7	2.7	6.2	12.1	4.8	7.6
English 2	N	104	23	185	67	80	130	76	666
	Percent	6.5	6.5	10.9	3.4	7.3	7.6	10.4	7.2
Biology	N	98	37	240	86	105	0	0	566
	Percent	6.1	10.4	14.1	4.4	9.5	0.0	0.0	6.1
Geometry	N	47	25	92	64	123	149	40	543
	Percent	2.9	7.0	5.4	3.3	11.2	8.7	5.5	5.8
World Geography	N	146	29	208	39	96	0	0	518
	Percent	9.1	8.2	12.2	2.0	8.7	0.0	0.0	5.6
World History	N	0	0	217	30	0	0	79	327
	Percent	0.0	0.0	12.7	1.5	0.0	0.0	10.8	3.5
Pre-Calculus	N	44	0	157	40	0	0	0	241
	Percent	2.7	0.0	9.2	2.1	0.0	0.0	0.0	2.6
Algebra 1	N	70	0	0	0	92	48	20	232
	Percent	4.3	0.0	0.0	0.0	8.3	2.8	2.7	2.5
Physics	N	14	0	168	0	48	0	0	230
	Percent	0.9	0.0	9.9	0.0	4.4	0.0	0.0	2.5
Adv. Read./Res. Writ.	N	0	0	0	223	0	0	0	223
	Percent	0.0	0.0	0.0	11.4	0.0	0.0	0.0	2.4
Int. Phy. & Chem.	N	144	16	0	42	0	0	0	202
	Percent	8.9	4.5	0.0	2.2	0.0	0.0	0.0	2.2
Practical Writing	N	0	0	194	0	0	0	0	194
	Percent	0.0	0.0	11.4	0.0	0.0	0.0	0.0	2.1
Literary Genre	N	0	0	66	83	0	0	0	149
	Percent	0.0	0.0	3.9	4.3	0.0	0.0	0.0	1.6
Humanities	N	0	0	132	0	0	0	0	132
	Percent	0.0	0.0	7.8	0.0	0.0	0.0	0.0	1.4
Human Geography	N	0	0	0	74	0	0	0	74
	Percent	0.0	0.0	0.0	3.8	0.0	0.0	0.0	0.8
U.S. History	N	0	0	0	58	0	0	0	58
	Percent	0.0	0.0	0.0	3.0	0.0	0.0	0.0	0.6
Anatomy & Physiology	N	0	0	46	0	0	0	0	46
	Percent	0.0	0.0	2.7	0.0	0.0	0.0	0.0	0.5
English 3	N	0	36	0	0	0	0	0	36
	Percent	0.0	10.1	0.0	0.0	0.0	0.0	0.0	0.4
Spanish 3	N	7	0	0	23	0	0	0	30
	Percent	0.4	0.0	0.0	1.2	0.0	0.0	0.0	0.3
Economics	N	0	0	0	29	0	0	0	29
	Percent	0.0	0.0	0.0	1.5	0.0	0.0	0.0	0.3
Calculus	N	0	0	0	20	0	0	0	20
	Percent	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.2
Advanced Journalism	N	0	0	0	18	0	0	0	18
	Percent	0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.2

(table continues)

Table 8.13 (continued)
Number and Percentage of Students Enrolled in Pre-AP Courses in 2002-03
by Course and High School

Pre-AP Course	Statistic	High School							All Schools
		Alice HS	Hebbron-ville HS	Martin HS	Miller HS	Robstown HS	United South HS	United LBJ HS	
Social Studies In. Study	N	0	0	0	17	0	0	0	17
	Percent	0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.2
Spanish 2	N	0	16	0	0	0	0	0	16
	Percent	0.0	4.5	0.0	0.0	0.0	0.0	0.0	0.2
Spanish 4	N	0	0	0	9	0	0	0	9
	Percent	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.1
Creative Writing	N	0	0	0	8	0	0	0	8
	Percent	0.0	0.0	0.0	0.4	0.0	0.0	0.0	0.1
Accounting	N	0	0	0	7	0	0	0	7
	Percent	0.0	0.0	0.0	0.4	0.0	0.0	0.0	0.1
French	N	0	0	0	6	0	0	0	6
	Percent	0.0	0.0	0.0	.3	0.0	0.0	0.0	0.1
Computer Science	N	0	0	0	3	0	0	0	3
	Percent	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0
Medical Microbiology	N	0	0	3	0	0	0	0	3
	Percent	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0
Spanish 5	N	0	0	0	2	0	0	0	2
	Percent	0.0	0.0	0.0	.1	0.0	0.0	0.0	0.0
At Least 1 PAP Course	N	478	113	815	485	347	449	152	2,848
	Percent	29.7	31.8	47.9	24.9	31.5	26.4	20.7	30.6

Source: Individual TGAP school data.

Table 8.14 reports the average grades of students enrolled in Pre-AP courses. Twelve of the 13 Pre-AP courses with the highest enrollments were offered in at least three of the seven high schools. These courses were Algebra 2, English 1, Chemistry, English 2, Biology, Geometry, World Geography, World History, Pre-Calculus, Algebra 1, Physics, and Integrated Physics and Chemistry. Across all schools, the average grade in these courses was 80. Individual average course grades ranged from 76 to 86 with a high of 86 in Integrated Physics and Chemistry and a low of 76 in Biology.

Graduation rates and advanced academic measures. Other outcome measures—graduation rates, advanced course completion, and Recommended High School Program (RHSP) completion—also reflect student and campus performance. Information on these measures is presented in Table 8.15. TGAP high school graduation rates were similar in 2001 (86.1%), 2002 (85.6%), and 2003 (86.6) and above the peer campuses and the state overall. Another measure of academic readiness is advanced course completions, which reflect the number of students completing and receiving credit for TEA-defined advanced academic courses, such as Calculus, AP English, Macro Economics, and Physics. In general, students enrolled in TGAP high schools from 1999 to 2003 have higher advanced course completion rates than peer campuses and the state overall. The advanced course completion rate for TGAP schools increased slightly in 2003 (from 20.1% to 22.1%) and was above the rate for peer campuses (16.3%) and the state (19.7%).

Table 8.14
Average Grades of Students in Pre-AP Courses in 2002-03 by Course

Pre-AP Course	All Schools	
	N	Mean
Algebra 2	792	77.7
English 1	780	80.8
Chemistry	709	81.3
English 2	666	82.2
Biology	566	75.5
Geometry	543	81.7
World Geography	518	82.0
World History	327	77.7
Pre-Calculus	241	80.7
Algebra 1	232	80.0
Physics	230	77.4
Advanced Reading/Research Writing	224	75.0
Integrated Physics and Chemistry	202	85.7
Practical Writing Skills	194	73.2
Literary Genre	149	76.8
Humanities	132	78.5
Human Geography	74	73.0
US History	58	84.2
Anatomy and Physiology	46	83.1
English 3	36	83.5
Spanish 3	30	85.8
Economics	20	86.2
Calculus	20	82.9
Advanced Journalism	18	90.6
Social Studies Independent Study	17	89.2
Spanish 2	16	91.3
Spanish 4	9	88.3
Creative Writing	8	97.5
Accounting	7	95.3
French	6	87.2
Computer Science	3	95.7
Medical Microbiology	3	94.7
Spanish 5	2	88.5

Source: Individual TGAP school data.

Table 8.15
Campus-level Performance, Advanced Academic Measures (percent)

Campus	Graduation Rate					Advance Course Completion					Recommended HS Program Completion				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Alice HS	NR	NR	NR	NR	79.2	16.3	13.2	13.6	13.7	16.5	0.0	80.9	76.1	80.7	85.4
Miller HS	65.6	75.1	75.6	76.2	82.8	20.3	23.2	25.1	27.9	25.6	0.0	21.0	3.2	51.5	56.6
Hebbronville HS	92.0	92.2	95.1	97.8	95.3	16.2	18.9	19.7	21.6	20.4	1.2	82.6	86.4	89.4	85.5
Martin HS	79.8	80.4	82.8	82.9	79.5	24.1	26.9	23.4	39.0	36.4	82.0	96.2	86.8	91.7	94.1
Robstown HS	87.6	75.7	90.0	83.4	90.6	20.1	5.9	16.1	17.0	21.7	30.7	48.8	57.4	76.2	69.7
United South HS	81.1	85.3	87.1	87.9	88.6	11.9	16.9	20.5	21.6	24.8	0.0	71.0	76.0	76.1	77.1
LBJ HS	NR	NR	NR	NR	90.4	NR	NR	NR	NR	9.4	NR	NR	NR	NR	NR
Group Average[a]	**81.2**	**81.7**	**86.1**	**85.6**	**86.6**	**18.2**	**17.5**	**19.7**	**20.1**	**22.1**	**19.0**	**66.8**	**64.3**	**77.6**	**78.1**
Peer Campuses[a]	**79.6**	**81.1**	**81.3**	**83.1**	**84.0**	**12.9**	**15.8**	**15.7**	**15.4**	**16.3**	**0.5**	**45.9**	**62.9**	**72.0**	**78.8**
State Ave.	**79.5**	**80.7**	**81.1**	**82.8**	**84.2**	**17.5**	**20.1**	**19.3**	**19.4**	**19.7**	**15.0**	**38.6**	**51.1**	**58.2**	**63.7**

Source: TEA AEIS reports.
[a]Simple average.
NR – Not Reported

High school graduation in Texas requires completion of the 22-credit minimum graduation plan; however, students may pursue the more rigorous 24-credit RHSP. In addition to completing two additional credits, this program requires that students take more rigorous elective courses (e.g., fine arts, languages other than English). Compared to peer campuses and state averages, greater percentages of TGAP students completed the RHSP between 1999 and 2002. In 2003, approximately equal percentages of TGAP and peer campus students completed the RHSP (78.1% versus 78.8%), and both groups exceeded the state average (63.7%). High schools across Texas are moving toward mandatory completion of the RHSP, and TGAP schools reflect this movement. For example, four TGAP campuses with essentially no students completing the RHSP in 1999 achieved RHSP completion rates averaging 76% in 2003. The majority of TGAP students in all high schools completed the RHSP in 2003. In particular, the completion rates at Martin, Hebbronville, and Alice high schools exceeded 80% in 2003.

College entrance examinations. College entrance examination scores for both the SAT and ACT are reported to TEA; TEA then reports the percentage of students taking the examinations, the average examination scores, and the percentage of students scoring at or above the criterion (1,110 on the SAT and 24 on the ACT). Data are reported when students are scheduled to be seniors, regardless of when they took the examinations. College entrance examination data for TGAP and peer campuses are reported in Table 8.16. The percentage of TGAP students taking college entrance examinations increased to 61% in 2001, 62% in 2002, and to 63% in 2003. Since 1999, the percentage of students taking college entrance examinations has increased by 13% at TGAP campuses. This compares to an increase of 6% over the same period at peer campuses and to no increase across the state. In 2003, the percentage of students taking college entrance examinations at TGAP campuses (63%) is essentially equal to the state average (62%). However, low levels of student performance mitigate this positive participation data. Small percentages of TGAP students scored at or above the criterion in any year, and the percentage decreased in 2003 (from 5% in 1999 to 6% in 2002 to 4% in 2003). Outcomes for TGAP campuses are now slightly below their peer campuses and well below the state average of 27% scoring at or above the criterion.

Table 8.16
Campus-level Performance, College Entrance Examinations

Campus	Percent Taking Exams					Percent at or Above Criterion				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Alice HS	65	70	75	74	87	10	11	11	12	6
Miller HS	39	46	55	60	56	11	5	5	9	5
Hebbronville HS	61	60	77	75	70	5	3	3	5	0
Martin HS	30	31	36	39	40	3	3	2	3	8
Robstown HS	79	70	84	81	78	0	2	1	2	5
United South HS	26	42	37	46	49	3	2	2	3	3
TGAP Average[a]	**50**	**53**	**61**	**62**	**63**	**5**	**4**	**4**	**6**	**4**
Peer Campuses Average[a]	**52**	**55**	**54**	**56**	**58**	**7**	**4**	**7**	**5**	**6**
State Average	**62**	**62**	**63**	**62**	**62**	**27**	**27**	**27**	**27**	**27**

Source: TEA AEIS reports.
[a]Simple average.

Figure 8.1 compares TGAP students' college entrance examination taking patterns with peer campuses and the state. As shown, the percentage of TGAP students taking college entrance exams spiked to 61% participation in 2001, to 62% participation in 2002, and to 63% participation in 2003, surpassing peer campus levels and state levels.

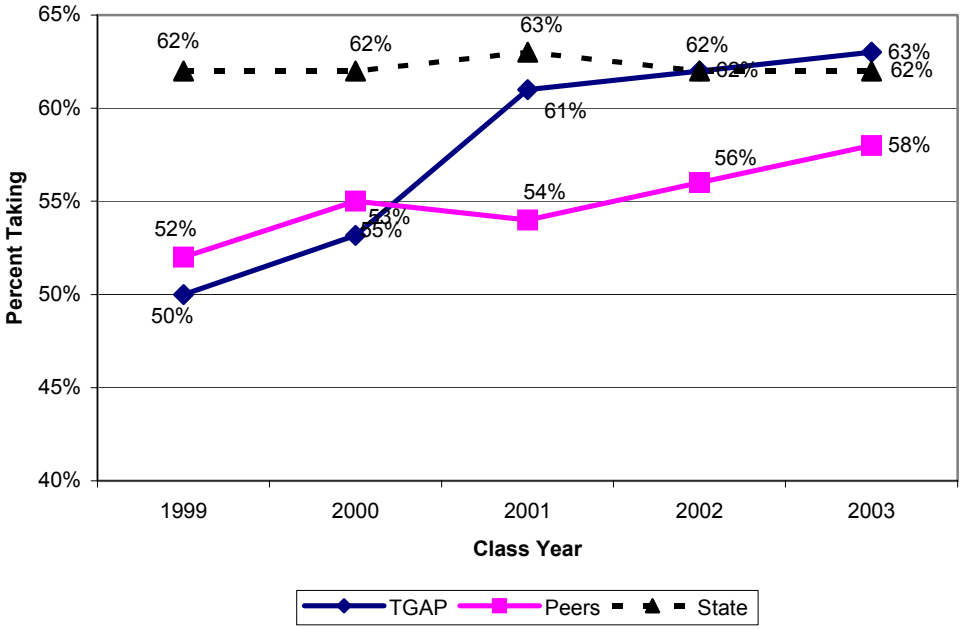


Figure 8.1. Percentage of students taking college entrance examinations (SAT or ACT).

For the past five years, average scores on the SAT and ACT for students on TGAP and peer campuses were markedly lower than state averages (Table 8.17). From 2001 through 2003, average ACT scores for students on TGAP campuses are slightly below peer campus scores, but average SAT scores are higher. For both college entrance exams, outcomes varied by campus, with students on some campuses having higher ACT and SAT scores (e.g., Robstown, Hebbronville, and Alice high schools).

Table 8.17
Average Performance on ACT and SAT College Entrance Exams

Campus	ACT Average					SAT Average				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Alice HS	18.4	17.6	18.3	18.0	17.0	992	1,018	1,002	959	933
Miller HS	17.9	17.5	16.7	16.8	15.6	880	850	809	834	798
Hebbronville HS	17.3	17.1	17.2	17.0	17.7	856	865	931	896	930
Martin HS	16.9	16.3	17.3	15.8	16.4	791	813	832	814	847
Robstown HS	16.5	16.8	16.5	16.5	17.3	820	936	896	827	956
United South HS	16.5	15.5	15.9	16.1	15.4	828	841	804	823	791
TGAP Average[a]	**17.3**	**16.8**	**17.0**	**16.7**	**16.6**	**861**	**887**	**879**	**859**	**876**
Peer Campuses[a]	**17.6**	**17.7**	**17.4**	**16.9**	**17.1**	**860**	**874**	**857**	**835**	**845**
State Average	**20.2**	**20.3**	**20.2**	**20.0**	**19.9**	**989**	**990**	**987**	**986**	**989**

Source: TEA AEIS reports.
[a]Simple average.

Figure 8.2 illustrates ACT score trends for 1999 through 2003. Average ACT scores for TGAP campuses have varied between 16.6 and 17.3, with the lowest average score reported for 2003. Peer-campus scores have been slightly higher (from 16.9 to 17.7) than TGAP scores. State scores have been higher than either TGAP or peer campus scores (from 19.9 to 20.3).

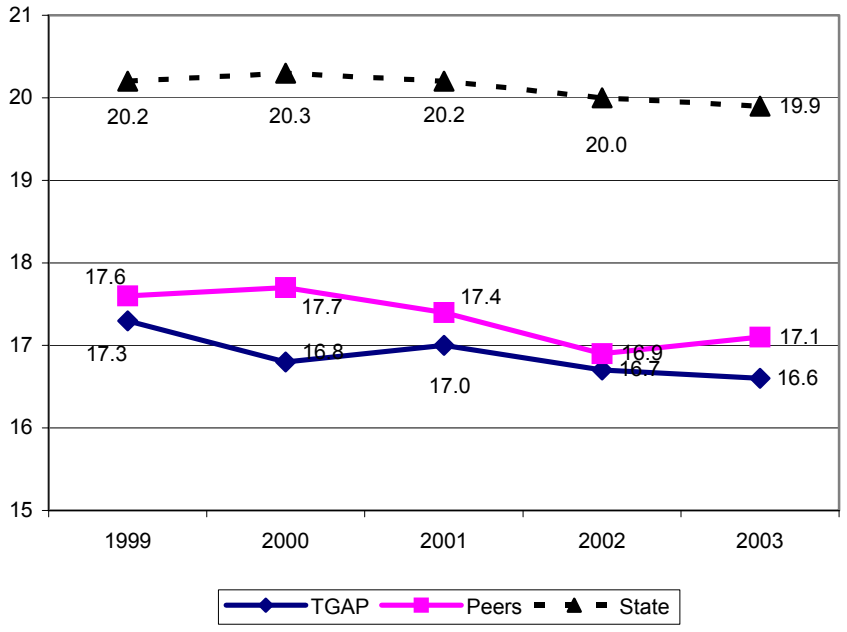


Figure 8.2. Average performance on ACT college entrance exam (criterion score is 24).

SAT scores in Figure 8.3 reveal a different trend. For the period between 1999 and 2003, TGAP students have scored higher on the SAT than peer students, although both groups' averages remain lower than the state overall. Statewide SAT averages have remained relatively stable (near 990).

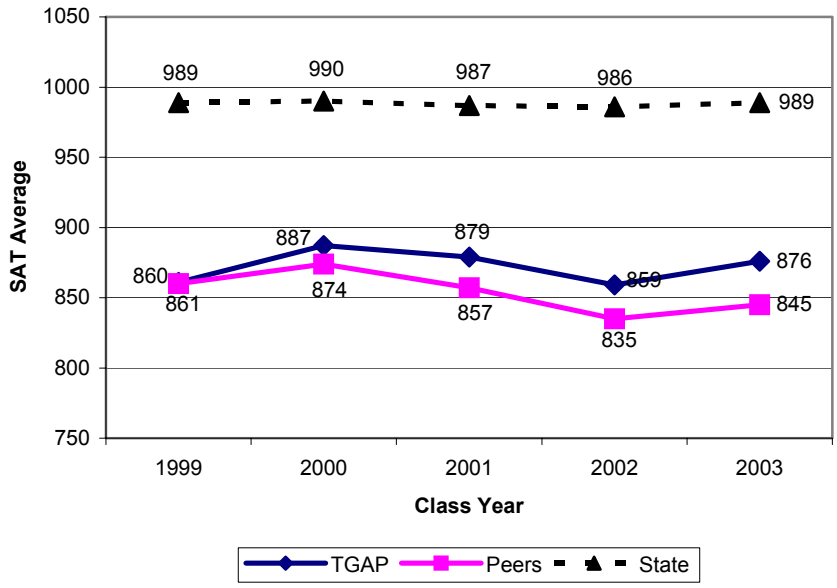


Figure 8.3. Average performance on SAT college entrance exam (criterion score is 1100).

Additional Campus Outcome Measures

GED and dropout rates. General Educational Development (GED) attainment rates and dropout rates are additional indicators of student and campus performance. Table 8.18 shows information for 1999 through 2003. TGAP students' GED average completion rates have increased by 0.3 percentage points since 1999 while peer campuses' rates have decreased by 0.1 percentage points. In 2003, TGAP students' GED completion rate of 2.4% is above the peer campus rate of 1.5%, but below the state average (3.3%). It should be noted that while GED completion rates have increased slightly, TGAP graduation rates have also increased to levels above peer campuses and the state in general.

The student dropout rate for TGAP campuses in 2003 (4.2%) is below the dropout rates for peer campuses (4.9%) and the state (4.5%). While all three groups have shown consistent dropout rate declines since 1999, the TGAP campuses' rate of decline has been largest.

Table 8.18
GED Completion and Dropout Rates (percent)

	GED Completion Rate						Dropout					
Campus	**1999**	**2000**	**2001**	**2002**	**2003**	**Chg.**	**1999**	**2000**	**2001**	**2002**	**2003**	**Chg.**
Alice HS	NR	NR	NR	NR	8.2	--	NR	NR	NR	NR	4.7	--
Miller HS	3.2	2.5	2.5	3.9	2.3	-0.9	16.0	11.0	8.7	6.6	5.2	-10.8
Hebbronville HS	4.6	6.5	2.4	2.2	0.0	-4.6	2.3	1.3	1.2	0.0	3.5	+1.2
Martin HS	1.1	0.2	1.5	0.7	1.4	+0.3	11.4	10.7	6.5	5.8	7.5	-3.9
Robstown HS	0.0	2.0	1.6	4.9	2.1	+2.1	8.4	14.6	4.2	7.8	3.7	-4.7
United South HS	1.6	1.0	1.1	0.9	1.6	0.0	8.4	7.9	5.3	5.5	2.9	-5.5
LBJ HS	NR	NR	NR	NR	1.4	--	NR	NR	NR	NR	1.9	--
Group Average[a]	**2.1**	**2.4**	**1.8**	**2.5**	**2.4**	**+0.3**	**9.3**	**9.1**	**5.2**	**5.1**	**4.2**	**-5.1**
Peer Campuses[b]	**1.6**	**2.0**	**2.2**	**1.6**	**1.5**	**-0.1**	**8.3**	**8.1**	**6.7**	**5.7**	**4.9**	**-3.4**
State Average	**4.0**	**4.8**	**4.8**	**4.1**	**3.3**	**-0.7**	**8.5**	**7.2**	**6.2**	**5.0**	**4.5**	**-4.0**

Source: TEA AEIS reports.
Note. Change refers to the difference between 1999 (baseline year) and 2003 (year four).
[a]All data refer to the class of that year.
[b]Simple average.
NR – Not Reported.

High school graduates enrolling in higher education. The number of graduates continuing their education after high school can also be viewed as an indicator of student and campus performance. Table 8.19 and Figures 8.5 through 8.7 detail percentages of TGAP graduates entering higher education in Texas between 2000 and 2003. In 2003, 48% of TGAP graduates entered a post-secondary institution in Texas (a 3 percentage point increase over 2002 but below 2000 and 2001 levels). Approximately 20% entered a four-year university (a slight increase over previous years), and 28% selected a community college or technical school (an increase over 2002, but still below 2000 and 2001 levels). In addition, in 2003, 52% (a decrease compared to 2002 but an increase compared to 2000 and 2001) of graduating seniors could not be located. Note that some of these students in this large pool of not located students may have enrolled in post-secondary institutions outside of Texas.

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, students entering higher education are more likely to select a university at Hebbronville and Alice high schools and a community college or technical school at Martin, United South, and Miller high schools. Specifically, of graduates entering higher education from 2000 through 2003, 70% at Hebbronville High School and 58% at Alice High School selected a four-year university (statistics not reported in Table 8.19). Approximately 46% of Robstown High School graduates selected a four-year university, and 54% selected a community college or technical school. At Martin High School, 84% of graduates selected a community college or technical school, followed by 68% at United South High School and 67% at Miller High School. GEAR UP's overarching goal is to increase the number of low-income and minority students prepared to enter and succeed in any type of higher education in which a degree or certificate may be earned, including vocational and trade schools. In 2003, it appears that Robstown and Hebbronville high schools are meeting this goal with 60% and 55%, respectively, of graduates entering higher education. Following Robstown and Hebbronville are Alice High School with 52%, United South High School with 48%, Martin High School with 47%, and Miller High School with 39% of graduates entering Texas public and private higher education.

Table 8.19
TGAP Graduates Entering Higher Education

High School	University		Community/ Tech		Total		Not located	
	N	Percent	N	Percent	N	Percent	N	Percent
Alice HS								
2000	106	32.2	80	24.3	186	56.5	143	43.5
2001	97	29.0	93	27.8	190	56.9	144	43.1
2002	88	32.7	44	16.4	132	49.1	137	50.9
2003	92	30.6	63	20.9	155	51.5	146	48.5
Hebbronville HS								
2000	36	44.4	12	14.8	48	59.3	33	40.7
2001	22	31.9	11	16.0	33	47.8	36	52.2
2002	37	39.4	9	9.6	46	48.9	48	51.1
2003	26	31.3	20	24.1	46	55.4	37	44.6
Martin HS								
2000	34	8.5	196	48.8	230	57.2	172	42.8
2001	32	8.5	206	54.6	238	63.1	139	36.9
2002	21	5.6	138	36.9	159	42.5	215	57.5
2003	36	10.2	129	36.5	165	46.7	188	53.3
Miller HS								
2000	27	9.6	87	30.9	114	40.4	168	59.6
2001	49	17.0	79	27.3	128	44.3	161	55.7
2002	29	9.6	70	23.3	99	32.9	202	67.1
2003	49	15.6	73	23.2	122	38.9	192	61.1
Robstown HS								
2000	67	30.5	76	34.6	143	65.0	77	35.0
2001	37	20.2	62	33.9	99	54.1	84	45.9
2002	48	27.8	56	32.4	104	60.1	69	39.9
2003	52	31.1	48	28.7	100	59.9	67	40.1
United South HS								
2000	34	10.9	131	42.0	165	52.9	147	47.1
2001	51	12.5	154	37.8	205	50.4	202	49.6
2002	93	18.3	141	27.8	234	46.2	273	53.9
2003	95	18.1	155	29.5	250	47.6	275	52.4
TGAP 2000	**304**	**18.7**	**582**	**35.8**	**886**	**54.5**	**740**	**45.5**
TGAP 2001	**288**	**17.4**	**605**	**36.5**	**893**	**53.8**	**766**	**46.2**
TGAP 2002	**316**	**18.4**	**458**	**26.7**	**774**	**45.1**	**944**	**55.0**
TGAP 2003	**350**	**20.1**	**488**	**28.0**	**838**	**48.1**	**905**	**51.9**

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

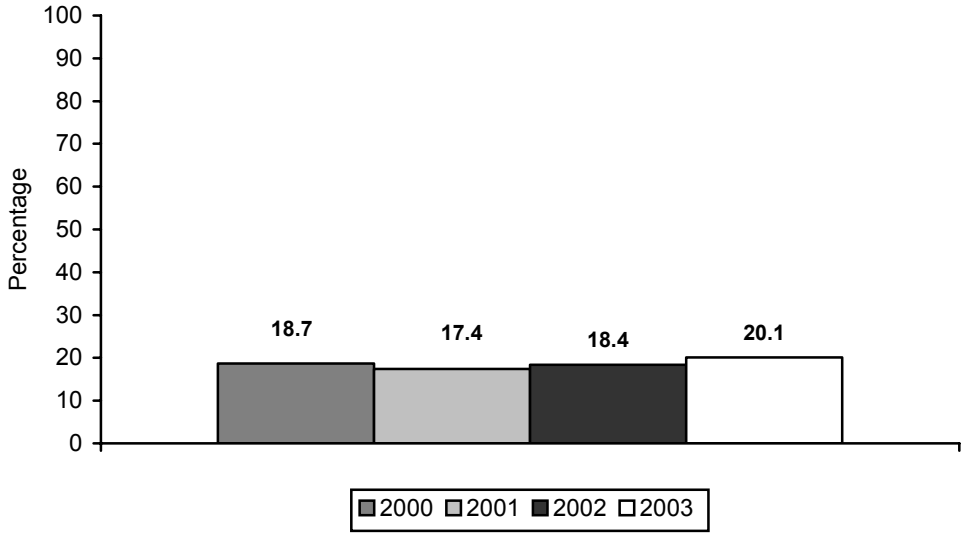


Figure 8.4. Percentage of TGAP graduates entering a four-year university in Texas, 2000-2003.

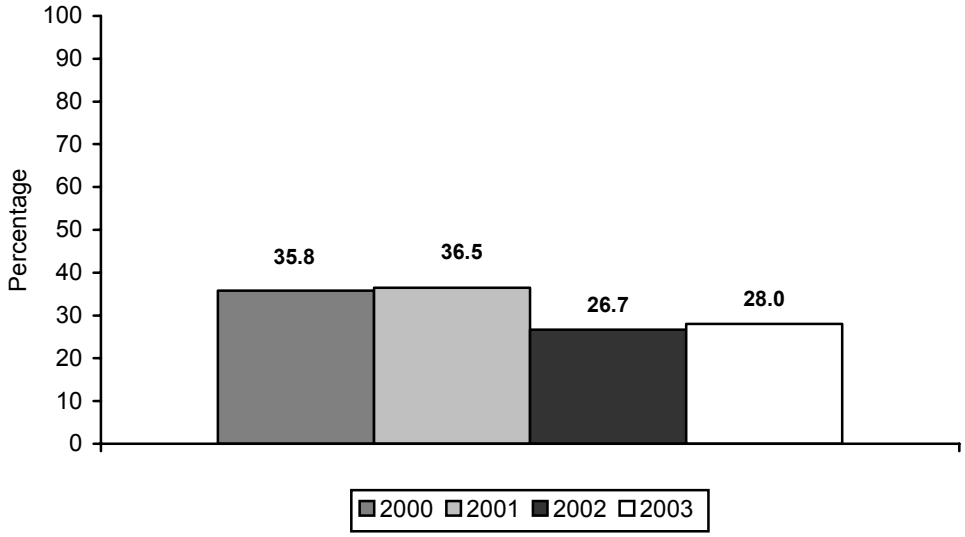


Figure 8.5. Percentage of TGAP graduates entering a community college or technical school in Texas, 2000-2003.

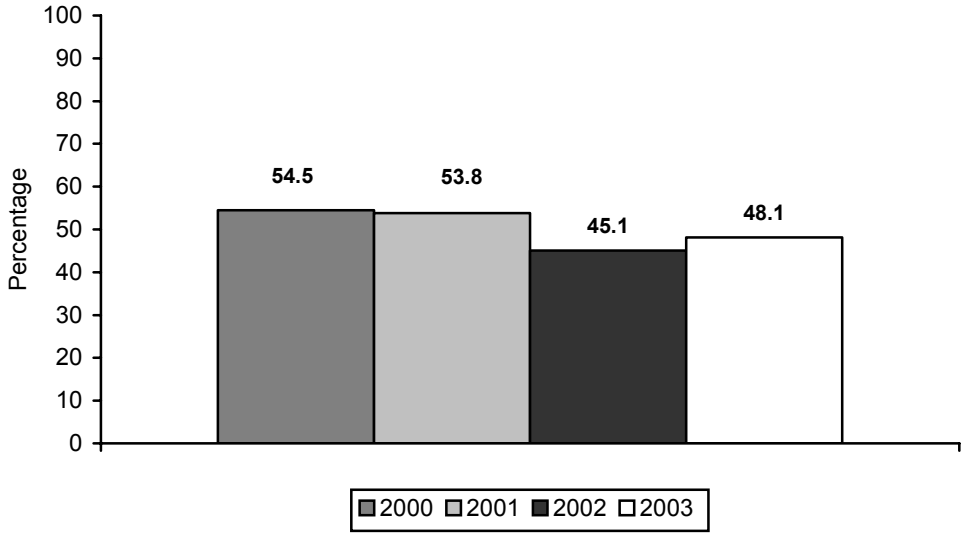


Figure 8.6. Percentage of TGAP graduates entering higher education in Texas, 2000-2003.

TAKS Passing Rates and Advanced Course Participation

Table 8.20 reports TGAP 2002-03 TAKS passing rates for students who did and did not successfully complete at least one Pre-AP or AP course. The gap is large for these two groups of students. The students who successfully completed at least one Pre-AP or AP course had reading/ELA passing rates that were 38 to 40 percentage points higher, mathematics passing rates that were 42 to 50 percentage points higher, science passing rates that were about 45 percentage points higher, and social studies passing rates that were 27 to 36 percentage points higher.

Table 8.20
2002-03 TAKS Passing Rates by Successful Completion of at Least One AP or Pre-AP Course

Content Area	Group	Grade		
		9	10	11 (Exit)
Reading/ELA	AP/Pre-AP	88.8	76.0	72.4
	Not AP/Pre-AP	48.6	35.8	34.8
	Total	66.0	56.5	53.8
Mathematics	AP/Pre-AP	73.4	78.4	68.8
	Not AP/Pre-AP	23.5	35.5	26.8
	Total	44.8	57.3	46.2
Science	AP/Pre-AP	No Test	70.0	68.1
	Not AP/Pre-AP	No Test	23.6	23.9
	Total	No Test	47.2	45.2
Social Studies	AP/Pre-AP	No Test	92.9	93.0
	Not AP/Pre-AP	No Test	56.7	66.0
	Total	No Test	74.8	79.1

Source: TEA individual student TAKS data.
Note. AP/Pre-AP indicates successful completion of at least one AP/Pre-AP course.

TAKS Objective Performance

Average 2002-03 TGAP TAKS objective scores in all content areas and for each grade level were computed. Detailed tables showing the average number of items correct on each TAKS objective are displayed in Appendix J. In an attempt to summarize these data, a relatively weak TAKS objective was arbitrarily defined by an average score for all tested students at or below 50% of the number of items measuring the objective correct. Using this criterion, Table 8.21 provides a focus for instructional improvement efforts by displaying these relatively weak TAKS objectives. There were no relatively weak objectives in grade 7 writing. The only weak objective in reading/ELA was analysis and critical evaluation at grade 11. Social studies had no weak areas at grade 8 and only the history objective at grades 10 and 11. In science, weak areas included organization of living systems; interdependence of organisms; and structures and properties of matter at grade 10, and nature of science; organization of living systems; structures and properties of matter; and motion, forces, and energy at grade 11. Mathematics was, by far, the weakest area of performance. There were relatively weak objectives at each tested grade. In particular, measurement was a weak skill at all of the grade levels except 6. Relatively weak mathematics skills included:

- Patterns, relationships, and algebraic reasoning at grade 6;
- Patterns, relationships, and algebraic reasoning; measurement; and probability and statistics at grade 7;
- Numbers, operations, and quantitative reasoning and measurement at grade 8;
- Functional relationships; linear functions; linear functions and inequalities; 2-d and 3-d representations; measurement; percents, proportions, probability, and statistics; and mathematical processes and Tools at grade 9;
- Properties and attributes of functions; quadratic and other nonlinear functions; geometric relationships and spatial reasoning; measurement; and percents, proportions, probability, and statistics at grade 10; and
- Properties and attributes of functions; linear functions; linear functions and inequalities; quadratic and other nonlinear functions; geometric relationships and spatial reasoning; measurement; percents, proportions, probability, and statistics; and mathematical processes and tools at grade 11.

Table 8.21
2002-03 TAKS TGAP Instructional Priority Summary
(TAKS Objectives With Average Scores at or Less Than 50% of the Number of Items Measuring the Objective Correct)

Grade Level	Reading	Mathematics	Science	Social Studies	Writing
6	None	Patterns, Relationships, & Algebraic Reasoning	No Test	No Test	No Test
7	None	Patterns, Relationships, & Algebraic Reasoning Measurement Probability & Statistics	No Test	No Test	None
8	None	Numbers, Operations, & Quantitative Reasoning Measurement	No Test	None	No Test
9	None	Functional Relationships Linear Functions Linear Functions & Inequalities 2-D & 3-D Representations Measurement Percents, Proportions, Probability, & Statistics Mathematical Processes & Tools	No Test	No Test	No Test
10	None	Properties & Attributes of Functions Quadratic & Other Nonlinear Functions Geometric Relationships & Spatial Reasoning Measurement Percents, Proportions, Probability, & Statistics	Organization of Living Systems Interdependence of Organisms Structures & Properties of Matter	History	No Test
11	Analysis & Critical Evaluation	Properties & Attributes of Functions Linear Functions Linear Functions & Inequalities Quadratic & Other Nonlinear Functions Geometric Relationships & Spatial Reasoning Measurement Percents, Proportions, Probability, & Statistics Mathematical Processes & Tools	Nature of Science Organization of Living Systems Structures & Properties of Matter Motion, Forces, & Energy	History	No Test

Summary

TGAP 2003 TAKS passing rates are uniformly lower than peer campuses (from 1.4% to 7.9% lower, or an average of 5.6% lower). TGAP 2003 TAKS passing rates are also uniformly lower than state averages (from 4.7% to 17.9% lower, or an average of 12.5% lower).

Among TGAP middle schools, United South Middle School had higher TAKS passing rates than its peer campus in 6 of 8 comparisons, Christen Middle School and Hebbronville Junior High had higher rates in 5 of 8 comparisons, Driscoll Middle School and Seale Junior High had higher passing rates in only 1 of 8 comparisons, and Adams and Garcia Middle Schools did not have any higher passing rates than their peer campuses. Among TGAP high schools, Robstown had higher TAKS passing rates than its peer campus in 10 of 13 comparisons, and Hebbronville had higher TAKS passing rates in 6 of 13 comparisons. United South had higher TAKS passing rates in only 2 of 13 comparisons, and Martin in only 1 of 13 comparisons. Alice, Miller, and LBJ did not have any TAKS passing rates higher than their peer campuses.

TAKS passing rates are much higher for students who take advanced courses. The students who successfully completed at least one Pre-AP or AP course had TAKS reading/ELA passing rates that were 38 to 40 percentage points higher, TAKS mathematics passing rates that were 42 to 50 percentage points higher, TAKS science passing rates that were about 45 percentage points higher, and TAKS social studies passing rates that were 27 to 36 percentage points higher.

TAKS objective analyses indicated that there were no relatively weak objectives (average scores for all tested students at or below 50% of the number of items measuring the objective correct) in grade 7 writing. The only weak objective in reading/ELA was analysis and critical evaluation at grade 11. Social studies had no weak areas at grade 8 and only the history objective at grades 10 and 11. In science, weak areas included organization of living systems; interdependence of organisms; and structures and properties of matter at grade 10, and nature of science; organization of living systems; structures and properties of matter; and motion, forces, and energy at grade 11. Mathematics was, by far, the weakest area of performance. There were relatively weak objectives at each tested grade. In particular, measurement was a weak skill at all of the grade levels except 6.

On average, TGAP campuses offer 8 AP courses, with a range of from 3 to 15. The AP courses with the largest enrollments are English Language and U.S. History, followed by English Literature, Government, and Calculus. More than one-fourth of TGAP 11th and 12th graders (27%) took at least one AP course. The highest levels of participation were in Martin High School (48%) and Alice High School (30%), followed by Robstown High School (26%), Hebbronville High School (22%), United South High School (19%), and Miller High School (17%). Grades in the 11 AP courses having the largest enrollments averaged 83. Course grades ranged from 77 to 88 with a high of 88 in Spanish Language and a low of 77 in Calculus.

In 2003, 1,201 students or 13% of all high school students took 1,761 AP Examinations or an average of 1.5 examinations per student. Participation rates ranged from a low of 8% at Miller High School to a high of 18% at Martin High School. Overall, 29% of the examinations received a score of 3 or higher. In addition, 39% of the students scored 3 or higher on at least one examination. With the exception of Spanish Language, performance on the AP Examinations

was well below national standards. Overall, 474 students took the Spanish Language examination and 410 or 87% scored 3 or higher. Yet, success was limited to this one examination. For example, 373 students took the English Language examination, and only 27 or 7% scored 3 or higher. In fact, 237 students or 64% received the lowest possible score, a 1. U.S. History was taken by 161 students and only 8 or 5% passed. Sixty-three students took the United States Government and Politics examination, but only 3 or 5% passed. Forty-seven students took the AP Chemistry Examination, 1 or 2% passed, and 46 or 98% got the lowest score of 1. However, AP Examination performance may be improving slightly. When the 2003 percentages scoring 3 or higher are compared with the 2002 percentages for the AP Examinations with 50 or more participants each year, 2003 percentages are higher on seven of the examinations and lower on only three.

At best, there is a moderate, positive relationship between AP course grades and Advanced Placement Examination scores. There are correlations in the positive, weak to moderate range for AP grades and AP Examination scores for English Language, Calculus, Human Geography, U.S. History, and English Literature. Lack of range in the scores on most of the AP Examinations suppresses the correlations with course grades. Related data show that students who take AP Examinations have grade point averages about 3 points higher than those who do not take AP Examinations, and those who score 3 or higher on at least one AP Examination have grade point averages about 11 points higher than students who do not score 3 or higher on any of the AP Examinations that they take.

On average, TGAP campuses offer 12 Pre-AP courses, with a range of from 6 to 25. The Pre-AP courses with the largest enrollments are English 1 and 2, Algebra 2, Geometry, Chemistry, Biology, World Geography, and World History. By high school, the Pre-AP courses with the highest rates of attendance are Algebra 2 in Martin High School, English 1 in Alice High School, Biology in Hebbronville High School, Geometry in Robstown High School, Chemistry in United South High School, and Advanced Reading/Research Writing in Miller High School. Grades in the 12 Pre-AP courses which were in at least 3 of the high schools averaged 80. Course grades ranged from 76 to 86 with a high of 86 in Integrated Physics and Chemistry and a low of 76 in Biology.

TGAP high school graduation rates increased slightly in 2003 to 87%, a level above the peer campuses and the state average. Students enrolled in TGAP high schools during 1999 to 2003 have higher advanced course completion rates than peer campuses and the state overall. Compared to peer campuses and state averages, greater percentages of TGAP students completed the Recommended High School Program between 1999 and 2002. In 2003, approximately equal percentages of TGAP and peer campus students completed the RHSP, and both groups exceeded the state average.

The percentage of TGAP students taking college entrance examinations increased to 63% in 2003. Since 1999, the percentage of students taking college entrance examinations has increased by 13% at TGAP campuses, compared to an increase of 6% at peer campuses and to no increase at the state level. However, low levels of performance mitigate this positive participation data. Small percentages of TGAP students scored at or above the criterion in any year, the percentage decreased in 2003 (from 6% in 2002 to 4% in 2003). Outcomes for TGAP campuses are now below their peer campuses and well below the state average of 27%.

TGAP students' GED completion rates have increased by 0.3 percentage points since 1999 while peer campuses' rates have decreased by 0.1 percentage points. In 2003, TGAP students' GED completion rate of 2.4% is above the peer campus rate of 1.5%, but below the state average (3.3%). Note that the slightly higher GED completion rates are coupled with higher TGAP graduation rates. The student dropout rate for TGAP campuses in 2003 (4.2%) remained below the dropout rates for peer campuses (4.9%) and the state (4.5%). While all three groups have shown consistent dropout rate declines since 1999, the TGAP campuses' decline has been largest.

SECTION 9

INSTITUTIONALIZATION AND SUSTAINABILITY

In the fifth project year, evaluators examined districts' progress toward program implementation and assessed prospects for TGAP continuation, or sustainability, after GEAR UP funding ends in year six. The following sections present information on teachers' perceptions of the TGAP/GEAR UP program gathered through the spring 2004 teacher survey conducted by the Texas Center for Educational Research. In addition, evaluators from the University of Houston Center for Public Policy interviewed each district's TGAP coordinator and counselors at each school during May 2004 site visits. During interviews, respondents addressed a variety of program issues, including successes; problems, obstacles, and concerns; and suggestions for improvement.

Teacher Familiarity with TGAP/GEAR UP

TGAP aims to enhance teacher competence by building the capacity of teachers on each participating campus to support high student achievement, particularly for low-income and minority students. Thus, a substantial proportion of GEAR UP funds have been invested in a variety of professional development opportunities and materials for teachers. Over time, a substantial number of teachers have participated in training events and received TGAP/GEAR UP materials, so one might expect teachers to become gradually more aware of program goals and activities. To gauge progress, one teacher survey item assessed teachers' familiarity with their schools' TGAP/GEAR UP program. As anticipated, increasing percentages of teachers are familiar with the program. In 2004, a third of 599 surveyed teachers (34%) report they are *very familiar* with TGAP/GEAR UP, an increase of 7 percentage points from 2003. An additional 55% are *somewhat familiar* with TGAP. Only 10% of teachers are *not at all familiar* with the program, a decrease of 6 percentage points from 2003.

About three-fourths of teachers report participating in at least one TGAP/GEAR UP activity (e.g., received materials, students made a college trip, hosted classroom presentation). Approximately 26% of teachers participated in only one activity, 19% in two activities, 18% in three activities, 17% in four activities, and 4% participated in five to seven activities. One-quarter of teachers did not report participation in any TGAP/GEAR UP activities.

Figure 9.1 illustrates teachers' most frequently reported TGAP involvement. Almost half of the teachers (44%) said their students made a college visit, and about a third of teachers reported receiving TGAP/GEAR UP materials (39%) or participating in curriculum writing (29%). Teachers were least likely to be involved in parent activities (Walks for Success or Center for Successful Fathering) or classroom presentations facilitated by the Pre-College Outreach Centers (POCs). In addition to the activities listed in Figure 9.1, about 87.5% of surveyed teachers report participating in professional development events sponsored by TGAP. This percentage, however, is far higher than data from actual sign-in forms showing that only 418 teachers participated in at least one professional development event (41.1%).

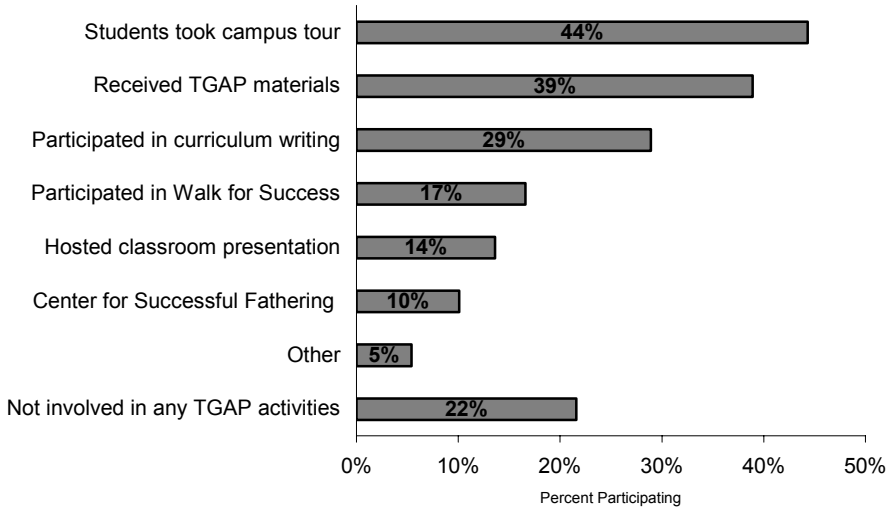


Figure 9.1. Teacher participation in TGAP activities.

The extensive participation of teachers in TGAP activities is particularly important because data continue to reveal a positive association between familiarity with TGAP/GEAR UP and teachers' likelihood of giving advice to students on post-secondary educational opportunities. Teachers who report being *somewhat familiar* or *very familiar* with TGAP/GEAR UP programs are more likely to give post-secondary advice *often* and less likely to *never* give advice than teachers who are less familiar with the program. This suggests that TGAP/GEAR UP activities have been successful in prompting teachers to encourage their students towards higher education endeavors—thus, creating a school culture more supportive of post-secondary education.

TGAP/GEAR UP Successes

Site visits. District representatives—coordinators and counselors—were asked to identify the most successful elements of GEAR UP in their districts. The following is a list of the most frequently mentioned elements, along with the number of times each was mentioned. Respondents most often cited successes relative to students (e.g., college field trips and increased awareness), but successes relative to staff and schools and parent outreach were also noted frequently.

Students

- College field trips (8)
- Increased student awareness/confidence about college (4)
- Increased AP/Pre-AP courses, enrollment (3)
- More information about college, financial aid/increased FAFSA applications (3)
- Increased student school involvement and interest, increased self-esteem (2)
- Funding for summer academic academies (Algebra Academy, etc.) (2)
- POC classroom presentations (2)
- Increased high school graduation among ESL students
- Student outreach resources and opportunities
- Portfolios for students

- Sixth-grade orientation
- TGAP students who have already graduated college
- More students attending out-of-town colleges

Staff and School

- Training for teachers and counselors/vertical teaming (4)
- Curriculum walks (2)
- Go Centers/Go Teams
- District efforts to sustain GEAR UP programs
- Higher academic standards
- Funding for computers, technology
- Working closely with English teachers
- The "If I Had a Hammer" project
- Counselors' toolkits
- SureScore

Parents

- Increased parent awareness about college (3)
- The Walks for Success (3)
- Parent outreach resources and opportunities (2)

Teacher survey. Teachers also consider TGAP/GEAR UP efforts as quite successful. For example, 84% of teachers in districts indicate that TGAP/GEAR UP efforts will be *somewhat* or *very successful* in increasing the percentage of students taking academically challenging coursework. Likewise, 84% of teachers believe that TGAP/GEAR UP will be *somewhat* or *very successful* in increasing the percentage of students continuing their education beyond high school.

Table 9.1
Vertical Team Teachers' Perception of TGAP/GEAR UP Success (percent)

	2001	2002	2003	2004	Diff.[a]
How successful would you expect TGAP/GEAR UP to be in increasing the percentages of students who take academically demanding courses?					
Very successful	33.0	40.3	35.3	36.7	3.7
Somewhat successful	57.5	49.0	55.5	55.1	-2.4
Not very successful	1.9	4.0	4.0	5.3	3.4
Don't know	7.5	6.7	5.1	2.9	-4.6
How successful would you expect TGAP/GEAR UP to be in increasing the percentages of students who continue their education after high school?					
Very successful	41.0	45.8	41.2	42.0	1.0
Somewhat successful	50.1	47.5	51.8	52.2	2.1
Not very successful	0.9	2.4	2.9	2.9	2.0
Don't know	8.0	4.4	4.0	2.9	-5.1

[a] Difference=year 5 (2004) – year 2 (2001).

Recommendations for Improvement

Site visits. During spring site visits, district representatives were also asked how TGAP could be improved. The list below includes the most frequently mentioned suggestions, along with the number of times each was mentioned. Responses are organized according to those most closely related to students; staff, school, and community; and parents.

Students

- More POC classroom presentations (2)
- Prepare students better for the college application process (2)
- Provide student portfolios
- Higher AP scores
- More substance to the college field trips
- Restore curriculum-related field trips
- Continue college field trips
- Buy t-shirts for students
- Have expert presentations on career preparation
- Have a college preparatory course
- Provide more out-of-town college trips

Staff, School, and Community

- Add a full-time GEAR UP counselor (2)
- Less paperwork
- Make requests for data earlier – July at the latest
- More summer staff development pay for teachers
- Provide more supplies
- Increased teacher involvement
- Pay for textbooks for concurrent enrollment students
- Fee waivers for the THEA
- More business support
- Greater sharing of successes with the community
- Involve community members in presentations
- Make the grants to the instructional departments of the districts
- SAT training in classrooms rather than pullouts
- Resume holding Student-of-the-Month ceremonies at TAMIU
- Improve the quality of SureScore teachers

Parents

- More presentations for parents (2)
- Include parents on college field trips

Teacher survey. Teachers also responded to an open-ended survey item that asked for opinions on changes to make TGAP/GEAR UP more effective, with a total of 224 suggestions and/or comments (for response categories, see Table 9.2). Many teacher suggestions relate to general TGAP/GEAR UP awareness rather than specific programmatic suggestions. Foremost, teachers believe students and other teachers need to be made *more aware of TGAP/GEAR UP* and its goals. One teacher commented, "TGAP/GEAR UP should make its presence felt by having its

representatives promote its ideals more assertively." Other teachers suggested that more information about GEAR UP be provided to students.

Nearly a third of teachers also indicated that *more hands-on activities, presentations, and college tours* were needed for students. Teachers offered suggestions for activities such as field trips to colleges, technical schools, and local government centers as well as the use of long distance learning and higher education videos. Other teachers mentioned that guest speakers should include former students, university counselors, and community members.

Many teachers wanted to *increase student participation* either by offering more services to underserved populations or increasing participation rates of currently targeted students. Several teachers wrote that the primary focus in their district was the high school, and they believed more middle school students needed to be included. Other teachers wanted more programs for special education students or simply wanted to expand the program to all students. As one teacher wrote, "Offer more to students in regular classes, not just Pre-AP students." In regard to existing targeted populations, one teacher suggested participation would be helped by gearing information to students' level of understanding. Another teacher thought more incentives would work, while another thought compulsory participation was the answer.

Table 9.2
Teachers' Suggestions for Changes to TGAP/GEAR UP

Response Categories	Number
Increase awareness/information about TGAP/GEAR UP	32
More hands-on activities, presentations, college tours	32
Increase student participation	26
Continue or expand teacher training	23
Increase parent involvement	12
Various changes to TGAP/district policies and administration	9
Expand TGAP/GEAR UP services	7
Expand teacher participation	6
More vertical teaming/curricular alignment	2
Other/miscellaneous	24
Continue TGAP/GEAR UP program/great program	18
No suggestions	33

Other suggestions centered on *continuing and/or expanding teacher training.* Some teachers noted specific training, such as AP workshops and curriculum writing, but most referred to TGAP/GEAR UP training in general. The teachers who mentioned training as an effective component of the grant commented both on the need for teachers to receive more training and also on the need for more teachers to receive some training.

As in previous years, teachers continued to recommend *more parental involvement* and better information dissemination as a way to improve TGAP/GEAR UP. Teachers recommended that more information sessions for parents be offered. A few teachers also suggested changes to *TGAP/GEAR UP or district policies and administration.* Concerning GEAR UP policies and

administration, teachers voiced concerns about turnover in project coordinators and a need for a cohesive plan. Comments regarding district policies centered on ensuring that students are prepared for advanced coursework and increasing standards for students. One teacher suggested that schools should have "classes that are rigorous and challenging."

Many teachers wanted to *expand TGAP/GEAR UP services* to include new objectives. Specifically, they were concerned that vocational schools were not presented as a post-graduation option for students. Of the remaining 24 comments submitted by teachers, only half focused on TGAP/GEAR UP while the other half focused on changes to the school structure. Some teachers felt more communication and planning time was needed. However, the rest of the comments were single comments not supported by fellow teachers.

Encouragingly, a number of teachers did not offer suggestions, but stated that the *TGAP/GEAR UP program should continue*. Most comments were a general "working great"—however, a few teachers indicated what they found best about the program. For example, one teacher said, "Doing a great job already. GEAR UP provides our students many opportunities to visit other campuses and see college life up close."

Institutionalization and Sustainability

One of the intended GEAR UP outcomes is that successful practices made possible by grant funding will be institutionalized by school districts. Thus, to further program understanding, district coordinators and counselors commented on aspects of the GEAR UP program that relate to the quality of program services as well as districts' progress toward institutionalization and sustainability. Information gathered from interviews relative to college field trips, Walks for Success, AP student recruitment, personnel turnover, and TGAP task forces is summarized below.

College field trips. Representatives of four participating school districts (Laredo, Jim Hogg County, United, and Alice ISDs) complained about either the substance or scheduling of college tours. One district, in particular, believed that students were sent long distances for campus tours that lasted only one hour, were conducted by students, and did not include any substantive activities. Two of the districts curtailed college tour activity in 2003-04. Jim Hogg County ISD representatives said that the number of field trips for students was reduced as a result of shifting TGAP funds toward paying salaries. At Driscoll Middle School in Corpus Christi ISD, approximately half of the students participated in college tours, but trips for the remaining half were cancelled so that students would have more time for TAKS preparation.

It is important that students other than high achievers participate in college field trips. High-achieving students are likely to attend college without any help from TGAP, but TGAP activities might make the difference for middle-tier students who remain undecided. TGAP districts take a variety of approaches to recruiting students for college trips. Some district high schools (Alice, Corpus Christi, United, Laredo, and Robstown ISDs) continue to offer trips to students on a first-come, first-served basis. The danger of this approach is that it may result in the most motivated students—usually high achievers—taking the lion's share of the trips. The most effective method is to take all of the students in particular grades or classes—in effect, the trips select the students rather than vice versa. This method is used in Jim Hogg County ISD and in middle schools in Laredo, United, and Robstown ISDs.

AP student recruitment. As with college tours, it is important that AP courses be open to middle-tier students. AP course participation may persuade students that it is realistic for them to think about post-secondary education. For the most part, enrollment in AP and Pre-AP courses in TGAP schools is open and by student and parent initiative. Students do not require teacher or counselor referrals to enroll. Students and parents are informed about AP courses in multiple presentations, through literature dissemination and in other ways. There are a few exceptions to open-enrollment policies, however. Enrollment in AP courses is based on student achievement at LBJ High School in United ISD and at Driscoll Middle School in Corpus Christi ISD.

Walk for Success. Only three districts (Alice, Jim Hogg County, and Laredo ISDs) conducted Walks for Success in 2003-04. Corpus Christi, United, and Robstown ISDs did not conduct a Walk for Success in year 5.

GEAR UP toolkits. The GEAR UP toolkit produced in year 5 (*Beyond High School*) provides valuable tools—videos and printed information in English and Spanish—for communicating information about college opportunities to students and parents. Use of the toolkits, however, varies greatly across TGAP school districts. Representatives of two middle schools say that they have not received copies of the toolkit. At two other high schools, copies of the toolkits have been received, but they have not been used. In three districts (Alice, Robstown, and Jim Hogg County ISDs), the toolkits have been used in presentations to parents, students, and teachers on various occasions. Counselors in United ISD generally report that they have not used the toolkit, but it is used by teachers in the Keystones courses that all district ninth graders must take.

Personnel turnover. TGAP programs in many participating districts have been hampered by turnover in key leadership positions. In Corpus Christi ISD, the district coordinator's position was occupied by three different people in 2003-04, and when evaluators visited in May 2004, the current coordinator had not had time to be familiar with TGAP. In Laredo ISD, the coordinator's position was vacant in 2002-03. Moreover, the coordinator hired for 2003-04 had to cope with the replacement of the high school principal. Even though an interim principal was appointed, some TGAP decisions were held in abeyance during this period. In Jim Hogg County ISD, the original TGAP coordinators (middle school and high school counselors) were replaced in 2003-04 by the middle school and high school principals; thus, lines of communication were affected. Personnel changes are important because of their effect on program implementation and sustainability. Districts that appear to have implemented TGAP most successfully are those that have had stable and committed leadership.

TGAP Task Forces. A part of the original TGAP conception focused on fostering cooperation between schools and the community. One form of cooperation was the creation of a TGAP Task Force—a panel to be comprised of administrators, teachers, counselors, parents, community-based organization representatives, and business people. This concept, however, was never fully realized in most districts, though they made efforts with varying degrees of success. The most effective example of a TGAP Task Force was implemented in Robstown ISD. The TGAP Task Force in this district included school district representatives, a city council member, students, and parents. In year 5, Robstown is the only district that still has a vestige of a TGAP Task Force, a body that meets once a year to fine tune TGAP programs.

Summary

In the fifth project year, an examination of progress toward program implementation showed that most teachers are familiar with TGAP/GEAR UP, with 89% being at least *somewhat familiar* with the program. Moreover, teacher familiarity has increased across three survey years. Of the 599 teacher survey respondents in 2003-04, three-fourths report participation in at least one TGAP event. Teachers most often report having students involved in campus tours (44%), receiving TGAP materials (39%), and participating in curriculum writing (29%). In addition, about 41% of teachers participated in at least one TGAP-sponsored professional development event (based on sign-in forms). Similar to the previous year, teachers who are familiar with TGAP/GEAR UP are more likely to give advice to students on post-secondary educational opportunities.

When district representatives (counselors and coordinators) identified the most successful program elements in their districts, respondents most often cited successes relative to college field trips, professional development for teachers and counselors, increased AP and Pre-AP courses and enrollment, the provision of information about college and finances, and parent outreach activities. Surveyed teachers are also optimistic about TGAP/GEAR UP success, with more than 90% of teachers reporting that they expect the program to be at least somewhat successful in increasing the percentage of students taking academically challenging courses and increasing the percentage of students participating in higher education.

District representatives and teachers also made recommendations for program improvement. Coordinators and counselors made various suggestions, including adding a full-time GEAR UP counselor, more POC classroom presentations, more presentations for parents, and preparing students for the college application process. Teachers also offered suggestions for improving the program, including increasing student and teacher awareness of TGAP/GEAR UP, providing more active experiences and guest speakers, increasing student participation, continuing and/or expanding teacher training, and increasing parental involvement. A number of teachers felt the program was working well and recommended that the TGAP/GEAR UP program should continue beyond the grant.

Ideally, successful practices made possible by GEAR UP funding should be institutionalized by school districts so they will continue beyond the grant. Thus, to further understand progress toward institutionalization and sustainability, district coordinators and counselors were asked to comment on aspects of the GEAR UP program. Overall, evidence suggests that the emphasis on some services may decline as funding ends. For example, college tours may diminish due to the loss of funds as well as beliefs about the ineffectiveness of some visits and concerns that time away from school may interfere with preparation for the statewide assessment (TAKS). Decreased funding for college trips may also have the greatest impact on lower achieving students who may be least likely to proactively seek college visits under the prevailing “first-come, first-served” approach. Leadership turnover in many districts has also affected TGAP program implementation, and thus, prospects for sustainability. Districts that have had the most stable leaders appear to have the greatest chance to sustain GEAR UP ideals and programs beyond the end of grant funding.

SECTION 10

CONCLUSIONS AND IMPLICATIONS

Building Capacity in TGAP Districts

With the exception of one district, teacher participation in TGAP-sponsored professional development declined in year 5. Although most teachers report that training has impacted their teaching either *moderately* or *a lot*, observed classroom practices have remained relatively stable across three school years. TGAP resources have supported teacher professional development on research-based practices as one way to improve student access to and preparation for success in post-secondary education. In year 5, districts' commitment to comprehensive teacher professional development varied. In four of the six districts, at least half of teachers on TGAP campuses (50% to 90%) participated in at least one TGAP training event; however, in two districts, less than 20% of teachers benefited from available opportunities. The majority of participating teachers report that professional development activities have impacted their teaching either *moderately* or *a lot* (75% to 88%). Classroom observations generally reveal that teachers are implementing some of the instructional and learning strategies promoted through training (such as Thinking Maps), and there have been steady but small improvements in the use of higher order questioning strategies between 2002 and 2004. As a whole, however, instruction in advanced classes remains primarily teacher centered, and students spend a sizable portion of class time listening to presentations and class discussions. In 2004, small improvements were noted in the use of recommended subject-specific AP strategies, with improvements more prevalent in advanced English/language arts, mathematics, and science courses.

Although the number of AP-trained teachers has grown substantially in TGAP districts since the beginning of the grant, teacher attrition is a growing problem. A total of 466 teachers have participated in AP and Vertical Team training since 1999-00. In 2002-03, 392 (84%) of those teachers remained in the districts. In 2003-04, however, there were no *new* AP teachers trained, and only 331 of the original 466 teachers (71%) remained in the districts. Thus, nearly a third of AP teachers have been lost through attrition. Although teacher turnover is a problem in all districts, it is particularly acute in United, Jim Hogg County, and Alice ISDs. Clearly, the available pool of teachers for advanced classes will diminish over time unless districts continue to train new AP teachers each year.

The implementation fidelity of the AP Vertical Team concept in TGAP districts continued to decline in year 5. The AP Vertical Team concept is critical to ensuring that more students benefit from participation in AP programs by introducing "students to the essential academic skills necessary for success in AP courses in a timely, coordinated, and systematic manner."[1] TGAP aimed to build a cadre of AP Vertical Team teachers to support curriculum alignment from grades 6 through 12. Similar to previous years, about a third of teachers (208, 36%) reported being a member of a vertical team in 2004; however, the frequency of vertical team meetings has declined across project years. In 2003-04, vertical team meetings were relatively

[1] College Board (1999). *AP Vertical Teams in science, social studies, foreign language, studio art, and music theory*. Forrester Center, WV: College Board Publication.

infrequent, with about 40% of vertical team teachers reporting meeting only one to two times a year and 15% of teachers saying that they never met.

Teachers most frequently report that finding the *time* to meet is the greatest challenge of vertical teaming. Inadequate leadership or guidance, insufficient teacher preparation, and poor communication are also cited as barriers. The majority of vertical team teachers believe the approach is at least somewhat successful, but they indicate that time and scheduling issues must be addressed to improve the effectiveness of the vertical team concept.

Precollege Outreach Centers (POC) have offered extensive services for TGAP districts. In year 5, POCs continued to provide or facilitate a number of services for educators, students, and parents. Student activities included classroom presentations, college and career nights, and field trips to colleges and universities. The POCs have also supported teacher training. In year 5, 426 teachers benefited from POC-sponsored sessions, such as Thinking Maps, Write for the Future, Project CRISS, Building Success, and effective instruction and classroom models.

Building Capacity Through the Advanced Placement Program

TGAP districts are serving traditionally under-represented students in their Advanced Placement programs. Over four program years, TGAP districts have expanded their AP programs, primarily by offering a wider array of Pre-AP courses that prepare students for AP coursework. Moreover, student-level data available for 2002-03 reveal that more than one-fourth of TGAP eleventh- and twelfth-grade students were enrolled in at least one AP course, and more than one-fourth of all TGAP high school students were enrolled in at least one Pre-AP course. These students, in contrast to state and national trends, represent disproportionately larger percentages of Hispanic and economically advantaged students. Thus, the open-enrollment policies implemented in AP programs across most TGAP districts and campuses appears to attract a broader range of student backgrounds and abilities. Data for two school years, however, show that female students are more likely than males to take AP or Pre-AP courses in TGAP districts. AP teachers, however, continue to cite a number of challenges in opening AP enrollment to *all* students. Teachers believe the AP program could be strengthened by implementing more stringent entry requirements and increasing course rigor.

Since 2000, 85% more TGAP students took AP examinations. Although greater participation is encouraging, AP examination scores are well below state and national trends. Increasing numbers of students are taking a growing number of AP examinations in TGAP districts, Texas, and nationally. Since 2000, there has been a 67% increase in the number of students taking AP exams in Texas and a 45% increase nationally. These figures, however, are much lower than the 85% more TGAP students taking exams. Thus, it appears that open-enrollment policies for AP courses and financial support for examinations has enhanced student access. Greater student participation in the AP program is encouraging. However, average AP exam scores for TGAP schools remain well below state and national averages, except that TGAP schools with high percentages of students taking AP Spanish Language exams have higher average AP exam scores. Mean scores on AP examinations have declined across years as additional TGAP students have taken examinations (from 2.17 in 2000 to 1.95 in 2004). This raises concerns about the academic preparation of some students who are enrolled AP coursework.

An additional concern is the tenuous link between AP course grades and performance on AP exams. Evidence for two school years shows that students' AP course grades are not strong predictors of performance on AP exams. Performance on AP exams, although not the only indicator of a successful AP program, provides an important benchmark to measure district progress toward meeting expected academic standards as well as students' level of readiness for successful participation in post-secondary education.

Teachers continue to express concerns about academic standards in AP courses, which they believe affects performance on AP examinations. AP teachers continue to be less optimistic than other teachers about the effectiveness of the AP program, with about a fifth of teachers in 2004 regarding the AP program as *not very successful.* Teacher concerns center primarily on a perceived decline in the academic rigor of AP coursework precipitated by open-enrollment policies. In making recommendations for AP course improvement, about a fifth of teachers cite a need for more stringent entry requirements for AP courses. These teachers favor a selective screening process for admitting students based on prior performance on objective measures, such as TAKS or PSAT scores. Many teachers report that the AP curriculum has been "watered down" to accommodate the needs of under-prepared AP students and they call for an increase in course rigor. Teachers also believe that it is important that students freely choose to participate in AP courses. In year 5, AP teachers appeared to be less concerned with organizational and scheduling issues and more concerned with academic standards.

Considering that many AP students in TGAP schools score below standard (a 3 on AP exams), AP teachers were asked their opinions on the cause. Teachers most often cited students' limited knowledge and skills as an explanation for poor performance, noting problems with language, reading, writing, math foundation, critical thinking, and inadequate experience. Many teachers also believe that some students are not motivated—thus, they do not take the AP exams seriously and do not exert enough effort. About a third of teachers' comments also centered on aspects of the AP program that they believe are contributing to lower performance. Specifically, teachers believe open-enrollment policies have led to unprepared students taking AP classes, some students being placed in AP classes, and some students taking too many AP classes. Accordingly, teachers believe the rigor of the AP curriculum has been diluted and grading standards have become more lenient.

Building Capacity Through Faculty Fellows

The Faculty Fellows program is helping to help increase student awareness and preparation for college. Unlike traditional college awareness activities, such as college tours, the Faculty Fellows program allows students to have regular access to college professors and college-level instruction. All those involved feel this approach offers students the opportunity to experience a preview of college academics and gain confidence in their ability to be successful. The addition of the College for a Day program at Texas A&M University-Kingsville (TAMUK) has further extended the benefits of the Faculty Fellows program by allowing more opportunity for students and professors to interact and students to experience life on a college campus.
The Faculty Fellows program has fostered a stronger relationship between the university and the high school, as well as the broader community. The teacher-professor relationships established through the Faculty Fellows program have helped form a stronger linkage between

TGAP high schools and neighboring universities. Over time, these relationships have expanded and become stronger as participants continue partnerships across several years. Students and teachers have the chance to see the university in a new light and this in turn influences the community's view of the university as well.

Some challenges remain in the partnerships between teachers and Faculty Fellows; however, participants have learned to address them creatively. Inherent scheduling challenges exist in trying to plan collaborative activities between the high schools and the universities. While most Faculty Fellows have been successful in visiting high school campuses regularly, more elaborate collaboration such as classroom visits or labs at the university have been limited due to scheduling constraints. The development of the College for a Day program at TAMUK has provided one means of overcoming scheduling constraints and allowed students to have a more "real world" college experience.

Program participants continue to have some concerns regarding barriers to AP exam success. Although institutional and organizational barriers have improved, they continue to limit the program's potential impact on AP exam scores. In some districts, barriers such as block scheduling (with one-semester classes), limited time with students, and lack of student preparation limit Faculty Fellows' ability to impact AP exam results. Although not directly related to the implementation of the program, participants feel these factors impact the success of the program in improving student performance on AP exams.

Increasing Student and Family Awareness of Higher Education

In year 5, districts and Pre-College Outreach Centers have provided at least one service for more than three-fourths of TGAP students. Student sign-in data indicate that 77.2% of students (12,006 of a total of 15,547) at TGAP schools received at least one TGAP-related service in 2003-04. This represents an increase of 6.2 percentage points over year 4. Of these students, the average number of services received was 2.53, down from 2.97 services in the previous year. The most common type of service received was the dissemination of information on college entrance requirements and financial aid. Sixty-eight percent of TGAP students participated in at least one activity at which college entrance and financial aid information was disseminated. This was up from 59% in year 4. Also, 9.7% of TGAP students (1,515) participated in career exploration activities

On several important indicators, student awareness of higher education has increased. In year 5, there were increases over year 2 in the percentage of students who say they visited a college or university, are familiar with four-year universities and community colleges and what they do, and are familiar with the TEXAS grants program. In year 5, there is also a slight tendency for students to say that participating in TGAP and related activities at school has caused them to change their plans about attending college.

The affordability of post-secondary education remains a primary concern. In 2001-2002, the percentages of both parents and students who indicated that they were very sure or somewhat sure that they could afford the costs of a post-secondary education declined. Student confidence about being able to afford college has apparently not rebounded, though the interpretation of the data over the years is complicated by changes in survey wording. If yearly survey responses can

be assumed to be comparable, then the percentage of students who are at least somewhat confident that they can afford to pay the bills for a four-year university is pretty comparable in 2003-04 (64.1%) to 2002-03 (66.7%) and 2001-02 (65.7%), and down from 2000-01 (80.2%). Students become less confident about being able to afford college education as they progress to higher grades. When asked what might prevent them from attending college, the largest percentage of students cites college costs.

TGAP districts provided a variety of parental support programs in year 5, but direct services for parents declined. Parent outreach in the fifth year ranged from mass mailings to workshops designed to strengthen father-child relationships hosted by Fathers Active in Community and Education (FACE). The POCs contacted all GEAR UP parents through mass-mailings. About 13% of parents received more direct services (down slightly from 16.9% the previous year). Altogether, 2,037 parents participated, which was lower than the number of parents served in the three previous project years.

Parental aspirations for their children have remained consistently high, and awareness of post-secondary education has increased. The percentages of TGAP parents who expect their children to earn a bachelor's degree or higher have remained remarkably consistent over the period of the TGAP grant (69% in the second year, 68.6% in the third year, 65.0% in the fourth year, and 65.1% in the fifth year). From 2000-01 to 2003-04 there was an increase in the percentage of parents who say they talk to their children very frequently about college (5.5 points), but this was down from the 7.8 point increase of 2002-03. There is a substantial decrease in the percentage of parents who say they visit their children's school more than three times a year. There is no identifiable trend from year 2 to year 5 with respect to how often parents say they help their children with homework.

Parents believe they need more information about college preparations, but there have been improvements in parent access to information. There is a persistent tendency for the percentage of parents who say that they have enough information about the preparations their children need to make for college to decline. This decrease suggests that parents did not think very concretely about college as an option for their children prior to the efforts of TGAP/GEAR UP. A perverse result of TGAP causing more parents to think about college for their children would be that they begin to realize that they don't know enough about the preparations their children must make. However, there is no direct confirmation of this theory in the data.

On the other hand, there have been improvement in the percentages of parents who say either that they have received information from their children's schools about college entrance requirements and finances, or that they have been directly counseled about college entrance requirements and finances. In year 5, however, there has been some retrenchment in comparison to the high water mark set in year 4.

Parent familiarity with the GEAR UP program has increased. Not only are parents more likely to say that they have been counseled or received information about college entrance requirements and finances than they were at the beginning of the grant, but they are more likely to say they are familiar, to one degree or another, with the GEAR UP program in their children's schools. Again, however, the levels of familiarity in year 5, though higher overall, are lower than

those indicated by the year 4 data. There has also been a modest increase in the percentage of parents who indicate that they have participated in a TGAP/GEAR UP activity, and though there has also been a small increase in the percentage who say that they have *not* attended such an activity, there is some consolation in the fact that the greatest change has been a decrease in the percentage of parents who appear not to know if they were involved in TGAP activities or not.

When asked about the school activities in which they participated, the percentage of parents mentioning counseling about classes declined between years 2 and 5. Conversely, there was a modest increase in parent participation in a school family activity. Moreover, when asked about the school activities in which their children participated, higher percentages of parents say their children received advising about college, participated in a workshop on college preparation, received tutoring for the SAT or ACT exams, or visited a college or university. These are all activities that are encouraged or supported by TGAP.

Parents express increasing confidence about the affordability of post-secondary education. There is a marked increase from year 2 to year 4 in the percentage of parents who say that they are at least somewhat sure that they can afford to send their children to a public university. In year 5, the U.S. Department of Education mandated a change in the response categories for survey questions about whether parents could afford the post-secondary education costs. Consequently, comparisons of year 5 results with previous surveys can only be made tentatively. Nevertheless, data indicate that the increases in parent confidence about being able to send their children to community college or public four-year universities in Texas have persisted into year 5.

More than two-thirds of parents of graduating seniors reported that their children would attend college. Over three-quarters (77.9%) of interviewed parents said that their children had applied to college, and nearly 90% of those who applied were accepted. In all, 67% of parents said their children who had graduated high school in 2004 would attend a college in 2004-05, with nearly half of students bound for a four-year university (48%), about half headed for a community college (47.5%), and a few students (4.5%) going to a technical school. About a third of students were headed for Laredo Community College (31.2%).

In year 5, a number of demographic and socioeconomic factors have a positive association with reported college attendance, including household income, parent education, English as opposed to Spanish as the language spoken at home, reporting the U.S. as place of birth, and having a family member with college experience. Higher percentages of parents who help their children with homework, are involved in PTO, and say they've received information or counseling on college admissions and finances report that their children will attend college. Parents who reported that they had participated in TGAP/GEAR UP activities were considerably more likely to also report that their children would be attending a post-secondary institution. Unfortunately, only 13.4% of parents reported participating.

Student TGAP participation increases the likelihood that parents will report that their graduating senior children will attend college. To determine whether there is an independent association between TGAP/GEAR UP and reported college attendance, evaluators performed a regression analysis using parent and student survey data, student academic performance data, and

records of parent and student TGAP participation. The analysis controls statistically for the influences of student achievement variables, socioeconomic status and household composition, and attitudinal variables, thus providing an estimate of the impact of TGAP on college attendance free of these variable potentially confounding effects. This analysis indicates that a disadvantaged student who took advantage of a full range of TGAP activities would have a probability of reported college attendance of 0.996. A similar student who participated in no TGAP activities would have a probability of reported college attendance of 0.470.

A follow-up survey of parents of 2003 graduating seniors indicates that a large majority of TGAP students entered college and are continuing toward a degree. When asked—"Did your child actually enter college in the last academic year?"—a large majority (88.6%) of parents indicated that their children did, in fact, enter college as they had anticipated they would the previous summer. The majority (54.7%) indicated that their children entered community colleges, with a substantial minority (38.5%) indicating that their children entered a public, four-year university in Texas. This is a change from the preceding year when most parents said that their children entered four-year universities. The 179 parents who said that their children entered a college in the fall of 2003 were also asked if they were continuing on to earn a degree, or if they had quit attending college. Only two of the 179 said that their children were no longer attending college. For children who were not continuing in college, cost was the most frequently identified obstacle.

Most (69.4%) of the respondents indicated that they were *not familiar at all* or *not very familiar* with the TGAP/GEAR UP program at their children's former high school. Similarly, about half of the respondents indicated either that their children did not participate in GEAR UP activities or that they didn't know if they did or not. On the other hand, about one fifth of the respondents indicated that their children were "helped quite a bit" in their preparations for college by GEAR UP.

Improving School and Student Performance

TGAP campuses continue to perform well on a number of indicators associated with improved student preparation for post-secondary education—however, many are only participatory in nature. The following list includes indicators that show progress toward providing the kinds of experiences that will support student access to post-secondary education.

- The number of AP Examinations taken has increased by 70% at TGAP campuses since 2000, equaling the state increase and exceeding the national increase.

  The number of students taking AP Examinations has increased by 85% at TGAP campuses since 2000, exceeding both state and national increases.

  There is a negative aspect to AP Examination participation at TGAP campuses. Compared to 2003, in 2004, there were 19% decreases in both the number of AP Examinations taken and the number of students taking AP Examinations.
- Since 1999, the percentage of students taking college entrance examinations has increased by 13% at TGAP campuses, compared to an increase of 6% at peer campuses and to no increase at the state level.

- Data from the Texas Higher Education Coordinating Board show that about half (48%) of TGAP graduates entered a post-secondary institution in Texas in 2003 (a 3% increase over 2002).
- Compared to state averages, greater percentages of TGAP students completed the Recommended High School Program between 1998 and 2003.
- Students enrolled in TGAP high schools continue to have higher advanced course completion rates than peer campuses and the state overall.
- TGAP high school graduation rates remain above peer campuses and the state average.
- TGAP students' GED completion rates have increased slightly (0.3 percentage points) since 1999 while the state average and peer campuses' rates have decreased slightly.
- The student dropout rate for TGAP campuses in 2003 remained below the dropout rates for peer campuses and the state.

As a whole, TGAP campuses have been less successful in improving student performance on key academic indicators. The following list of academic indicators suggests that, although student access to higher education may be improved, their academic preparation may undermine prospects for succeeding academically.

- TGAP students do not perform as well as peer campus students on the TAKS. In 2003, TGAP TAKS passing rates were uniformly lower than peer campuses (from 1% to 8% lower, or an average of 6% lower).

  TGAP students do not perform as well as students statewide on the TAKS. In 2003, TGAP TAKS passing rates were uniformly lower than state averages (from 5% to 18% lower, or an average of 13% lower).
- TAKS objective analyses indicated that there were many more weak objectives in mathematics than in reading/ELA. In mathematics, there were relatively weak objectives at each tested grade, with measurement a particularly weak skill.
- TGAP student performance on the AP Examinations trails Texas standards by about 23% and national standards by about 32% when the Spanish Language Examination is included.

  TGAP performance trails Texas standards by about 45% and national standards by about 55% when the Spanish Language Examination is excluded.
- SAT and ACT performance remains weak. Small percentages of TGAP students scored at or above the criterion on the SAT or ACT in any year, and the percentage decreased in 2003 (from 6% in 2002 to 4% in 2003). Percentages for TGAP campuses are now below peer campuses and well below the state average of 27%.

Districts have markedly improved student participation in advanced programs, courses, and examinations. Yet student academic performance lags behind participation. Districts must increase their efforts to improve conditions that support student performance on achievement measures like the Texas Assessment of Knowledge and Skills (TAKS), the AP Examinations, and the SAT and ACT.

Institutionalization and Sustainability

Increasing numbers of teachers are familiar with TGAP/GEAR UP and most believe the program has positively impacted students and parents. The majority of teachers (89%) are familiar with TGAP and a similar percentage of teachers report participating in at least one TGAP event (e.g., received materials, students made a college visit, attended professional development). Most teachers believe services will help in increasing the percentage of students taking academically challenging courses and increasing the percentage of students participating in higher education. Teachers continue to recommend increased awareness and information about TGAP/GEAR UP programs, expanded teacher participation, greater student and parental participation, and more-hands-on activities, presentations, and college tours for students.

District representatives cite a number of successes relative to TGAP/GEAR UP program elements. School counselors and TGAP coordinators most often identify college field trips, professional development for teachers and counselors, increased AP and Pre-AP courses and enrollment, the provision of information about college and finances, and parent outreach activities as the most successful program elements in their districts. Suggestions for program improvement included adding a full-time GEAR UP counselor, more POC classroom presentations, more presentations for parents, and preparing students for the college application process.

Leadership turnover in many districts may undermine program sustainability. Leadership turnover in many districts has affected TGAP program implementation, and thus, prospects for sustainability. Districts that have had the most stable leaders appear to have the greatest chance to sustain GEAR UP ideals and programs beyond the end of grant funding.

Appendix A: TGAP Goals

Goals

Goal 1: Increase the number of underrepresented (low-income and minority) students who are prepared to go to college.

Goal 2: Increase the number of Limited English Proficiency (LEP) Hispanic students who successfully graduate and attend college or other post-secondary education.

Goal 3: Strengthen academic programs and student services at participating schools.

Goal 4: Build an academic pipeline from school to college.

Goal 5: Develop effective and enduring alliances among schools, colleges, students, parents, government, and community groups.

Goal 6: Improve teaching and learning.

Goal 7: Provide students with intensive individualized and coordinated support.

Goal 8: Raise standards of academic achievement for all students.

Appendix B: Site Visit Interview Protocols

District TGAP Coordinator Protocol
School Counselor Protocol
Teacher Focus Group Protocol
Teacher Interview Protocol – Faculty Fellow

Texans Getting Academically Prepared
District TGAP Coordinator Protocol

General Information

- Describe your role as TGAP district coordinator this year. Has it changed from previous years?

- Do you have other responsibilities other than GEARUP?

- If yes, what do spend most of your time on?

- In what ways are you most active?
  - Working as a liaison between TGAP schools in my district? Working with district administration to enhance their understanding and support of TGAP?
  - Working with the community to improve the effectiveness of outreach?
  - Working with the community to recruit support for TGAP and participation on the TGAP task force from business, community based organizations, and parents?
  - Working to make TGAP teaching programs more effective – recruiting teachers for vertical team/AP training, helping to arrange internal training in curriculum, arranging professional development opportunities?
  - Working to support and train counselors?
  - Working in a general administrative role to oversee all of these activities and to provide support to other district staff who address these specific concerns?
  - Other?

District/School Administration

- How would you describe the support you get from your district and school administration for TGAP?
  - Active – senior administrators in schools and in the district are aware of the TGAP/GEAR UP program, knowledgeable about it, and are directly involved in making it successful
  - Cooperative – senior administrators in schools and in the district have some knowledge and awareness of the TGAP/GEAR UP program, though they do not get directly involved in it, but they are supportive when I go to them with requests for resources and cooperation
  - Not Accessible – senior administrators in schools and in the district are not particularly knowledgeable about or aware of the TGAP/GEAR UP program, and do not respond very positively to communications from me.

- Would you say that TGAP/GEAR UP is a top priority for your district, or that it competes against a number of other externally funded programs and priorities for the attention and support of senior administrators?

- What about the principal of _____ School?
  - Do you have regular access to him/her?
  - Would you describe him/her as actively supportive of the TGAP program, not actively supportive but cooperative, not particularly aware of the program, or less than cooperative?

- What about your relationship with the school counselors?
  - Do your have regular access to them?
  - Would your describe them as actively supportive of the TGAP program, not actively supportive but cooperative, not particularly aware of the program, or less than cooperative?

Pre-College Outreach Centers

- How does your POC assist you in your role as a district coordinator?

- What is the role of the POC director, as you see it? Is she fulfilling that role?

- Where would you say that the POC is most active in terms of the support that they offer you as a district coordinator?
  - Arranging field trips?
  - Arranging college nights, classroom presentations, and other forms of outreach to parents and students?
  - Arranging training and professional development opportunities for teachers and counselors (best practices, thinking maps presentations, etc.)?
  - Providing liaison between the ISDs, TEA, and the cross-site evaluators?
  - Other?

- How would you assess the support and training provided by the POC? What grade would you give it?
  - A
  - B
  - C
  - D
  - F

- What does the POC do well?

- What could it do better?

TGAP Activities

- What impact do you see TGAP having on your district?
  - Greater parental interest/involvement?
  - Use of data to improve curriculum/instruction?
  - Other?

- Is it simply your impression or intuition that these things have improved because of TGAP, or can you point to data or specific measures that indicate that this is so?

- Please name any programs that are completely new programs this year as a result of your involvement in the TGAP/GEAR UP program.

- How are you judging whether your TGAP programs are successful? What kinds of measures are you using? How are you using those measures to improve the various components of your TGAP program?

- Will changes in teaching that grow out of the TGAP program be shared with teachers in non-TGAP schools? If yes, how?

- What types of parent outreach activities do you have?
  - Do you try to reach parents through the local media? Radio, television, newspapers? Do you try to reach parents at sporting events, area shopping malls, other public places or events?
  - Have you contacted the PTO/PTA?
  - Area chambers of commerce?
  - Civic associations?

- Do you have any outreach programs that you use to inform students/parents of college opportunities that are completely new this year?

- Are there plans for continuing TGAP activities after TGAP funding expires? What specific steps have been taken to implement these plans?
  - Contacts made with other sources of funding
  - Provisions for vertical team training capacity internal to district?
  - Permanent improvements to outreach to students and parents?
  - Permanent relationships with colleges/universities/vocational schools?
  - New ways of collecting and using data to assess continuation of improvements in capacity building?
  - Other?

- Has your district carried out a Walk-for-Success? If not, are you planning to have one? When?
  - If so, are you planning another Walk-for-Success? When?

- Did you receive assistance from Project GRAD or TBEC in planning and/or implementing your Walk-for-Success? How useful was that assistance?
- What kinds of information did you provide the parents you visited?
- Have you seen increased parent involvement in schools because of the Walk-for-Success?
- How many parents, teachers, district staff participated?
- How many homes did you visit?
- Are their ways in which your Walk for Success this year differs from previous years?

- Does your school have the Texas Scholars Program? Are Great Expectations presentations made to all 8th graders?
  - Are follow-up presentations made to all 9th graders?
  - Are students who graduate on the RHSP or DAP recognized as Texas Scholars in a year-end ceremony?
  - Do local businesses underwrite the cost of the ceremony and provide medallions for the Texas Scholars?

- In arranging bus tours of college and university campuses last year, how were students recruited for the trips? Was it
  - first-come, first-served?
  - best academic performance?
  - by class and/or grade?
  - students who have not made a trip previously get preference?
  - other?

- Please describe the process through which the students are placed into pre-AP and AP classes.
- How are parents and students informed about placement procedures?
- Is enrollment in AP/pre-AP courses by student or parent initiative, or is a referral required from a teacher or counselor?
- What role do teachers play in the process?
- What role to counselors play in the process?

- Is there anything new about the way students are placed into pre-AP and AP classes this year as opposed to previous years?

- How does your district insure that college/university campus trips are not only offered to high achieving students?

- What have been some of the successes in your district related to TGAP/GEAR UP?

- How could the TGAP program be improved?

Texans Getting Academically Prepared:
School Counselor Protocol

TGAP/GEAR UP Activities

- What is your level of involvement with TGAP/GEAR UP?
  - ✓ Highly involved?
  - ✓ Somewhat involved?
  - ✓ Minimally involved?
  - ✓ Not involved at all?

- Has your level of involvement changed this year?

- What has been your role in your school's TGAP/GEAR UP program?
  - ✓ Do you help to arrange campus visits to colleges and universities or recruit students for them? Describe.
  - ✓ What kinds of information about TGAP/GEAR UP do you disseminate?
  - ✓ Have you participated in a Walk for Success? In what way?
  - ✓ Are there other TGAP/GEAR UP activities in which you have participated?

- Has your role been different this year than in previous years? If so, how?

- Have your activities and responsibilities as a counselor changed because of TGAP/GEAR UP? If so, how?

- Has TGAP/GEAR UP made you more effective in counseling students and parents? How? What new tools has TGAP/GEAR UP given you?

- Have you received any of the TGAP/GEAR UP toolkits for counselors – *Beyond High School*? Do you have one now?
  - ✓ How did you get it?
  - ✓ What training have you received in the use of the toolkit?
  - ✓ Who provided that training?
  - ✓ How have you used the contents of the toolkit? With whom? How often?

- Have you received training or participated in workshops sponsored by TGAP?
  - ✓ What kind of training?
  - ✓ How effective would you say this training has been?
  - ✓ What do you differently now because of this training?

- How do you communicate with parents?
  - ✓ Do you use flyers sent home with children?
  - ✓ Do you use the local media – television, radio, newspapers?
  - ✓ Do you approach parents at sporting events, shopping malls, other public places or events?
  - ✓ Do you work with the PTO/PTA to reach parents more effectively?

- Are you doing anything different to communicate with parents this year than you did last year?

- What impact do you see TGAP having on your district?
  - ✓ College applications/admissions?
  - ✓ Greater parental interest/involvement?
  - ✓ Use of data to improve curriculum/instruction?

Support and Information Received by Counselors

- What is your relationship with your district's TGAP/GEAR UP project coordinator?

- What assistance have you received from the project coordinator? .

- In what ways is your district coordinator most active?
  - ✓ Working as a liaison between TGAP schools in my district?
  - ✓ Working with district administration to enhance their understanding and support of TGAP?
  - ✓ Working with the community to improve the effectiveness of outreach?
  - ✓ Working with the community to recruit support for TGAP and participation on the TGAP task force from business, community based organizations, and parents?
  - ✓ Working to make TGAP teaching programs more effective – recruiting teachers for vertical team/AP training, helping to arrange internal training in curriculum, arranging professional development opportunities?
  - ✓ Working to support and train counselors?
  - ✓ Working in a general administrative role to oversee all of these activities and to provide support to other district staff who address these specific concerns?
  - ✓ Other?

- Have you had any direct dealings with either of the Pre-college Outreach Centers?
  - ✓ What kinds of dealings were those?
  - ✓ What support have you received from a Pre-college Outreach Center?

Preparing Students for Higher Education

- Please describe the process through which students are placed into pre-AP and AP classes.
  - ✓ How are parents and students informed about placement procedures?
  - ✓ Is enrollment in AP/pre-AP courses by student or parent initiative, or is a referral required from a teacher or counselor?
  - ✓ What role do teachers play in this process?
  - ✓ What role do counselors play in this process?

- Is there anything new about the way students are placed into pre-AP and AP classes this year as opposed to previous years?

- How are students and parents informed about the Distinguished Achievement Graduation Plan?
  - ✓ What information is given to students and parents about the DAP?
  - ✓ How do students enroll in the DAP? Is it student initiative, parent request, teacher or counselor referral, or some other method?
  - ✓ Are there academic and conduct prerequisites or some other criteria that students must meet to enroll in the DAP at your school? Please describe.
  - ✓ What percentage of your students graduated on the DAP this year? Last year?

- Are you using any new ways or events to reach out to parents and students this year as opposed to previous years?

- What percentage of your time is devoted to advising students and parents about higher education and financial aid?
  - ✓ Do you feel this amount of time is adequate?
  - ✓ At what grade level do you normally begin advising students about college?
  - ✓ Describe the advising process.
  - ✓ Are parents part of this effort? Explain
  - ✓ What kinds of information do you provide? What is the format (e.g., brochures, presentations, fact sheets, interactive/online resources)
  - ✓ Are teachers provided any information about higher education and financial aid?

- In arranging bus tours of college and university campuses last year, how were students recruited for the trips?
  - ✓ first-come, first-served?
  - ✓ best academic performance?
  - ✓ by class and/or grade?
  - ✓ students who have not made a trip previously get preference?
  - ✓ other?

- How does your district insure that college/university campus trips are not only offered to high achieving students?

General

- What is the biggest challenge for you in getting students prepared for higher education?

- What have been some of the TGAP/GEAR UP successes at your school?

- How could the TGAP program be improved? (*Probe for responses specific to TGAP related programs, not general educational reform*)

TGAP/GEAR UP
Teacher Focus Group

Participants: _____ District/School: _____

Subject area/grade: _____ Date: _____

[Have teachers write name and courses they teach on card]

Student Preparation for Higher Education

What are the greatest strengths of this school in preparing students for postsecondary education?
-What needs improvement?

As a teacher, do you counsel students about higher education (college, technical)? If so, how?

How do counselors raise student awareness of higher education?

Has a TGAP/GEAR UP representative made a presentation in your classroom? provided information on postsecondary education?

Impact of TGAP/GEAR UP

This is the fifth year of TGAP/GEAR UP. Looking back, how has TGAP/GEAR-UP changed you or your school?
- What has been most successful?
- What has been least successful?

Has TGAP/GEAR UP professional development affected students' opportunities to learn? If so, how?

Of all the TGAP/GEAR UP events, what would you like to see continued?

Have expectations for students changed as a result of TGAP/GEAR UP? Explain.

[HIGH SCHOOL ONLY] Have you seen any differences in middle school students coming to high school?

Vertical Teams

How successful is the vertical team process in your school this year?
- What types of activities this year?
- How frequently do you meet or communicate?
- Does your school provide you with release/paid time for vertical team planning or curriculum writing?

Who provides leadership for the vertical team?
- How have administrators been involved?

What have you accomplished by establishing vertical teams?

- Has you vertical team produced a curriculum guide or plan for grades 6-12 alignment?

What obstacles to vertical teaming have you faced at your school?

Pre-Advanced Placement/Advanced Placement (AP)

Has becoming an AP teacher changed your instructional approach? How?

What will it take to improve instruction in the school overall?

Has TGAP/GEAR UP influenced your AP/Pre-AP program? How?

-Has vertical teaming influenced the AP program? How?

How are students selected for participation in AP/Pre-AP courses at your school?

- Has student selection changed in the past five years?
- Are more students, who typically have not been involved, participating in the AP program?
- Any problems or issues with student placement?

What are the organizational obstacles to implementing a good AP program?

What challenges do students face in taking and succeeding in AP courses?

Certainly, the number of students taking AP exams has increased substantially. How could student performance on AP exams be improved?

[if time permits] What changes would make the AP program at your school more effective?

How do your AP/Pre-AP course differ from your non-AP courses?

Any additional comments?

TGAP/GEAR UP
Teacher Interview – Version FF

Name: _____ District/School: _____

Subject area/grade: _____ Date: _____

Faculty Fellows Program

How did you become involved in the Faculty Fellows Program?

What interactions did you have with your faculty fellow? (e.g. emails, meetings, class lectures)

- How often do you interact with your fellow?
- What activities/interactions were most/least beneficial to you? Why?
- What was the most effective form of communication with your faculty fellow? (email, telephone) What barriers to communication existed? (e.g. scheduling)

Has the faculty fellows program improved your ability to teach AP courses? (e.g. content knowledge, teaching strategies)

How has your participation in the faculty fellows program impacted your students?

- What activities were most/least beneficial to your students?
- Did your participation in the faculty fellows program help raise your students' awareness of college opportunities?

What were your students' perceptions of the faculty fellow?

What suggestions do you have for improving the faculty fellows program? (e.g., activities, planning)

Would you like to see the faculty fellows program continue?

Advanced Placement (AP)

How has TGAP/GEAR UP influenced your AP program?

-Has vertical teaming influenced the AP program? How?

How are students selected for participation in AP courses at your school?

- Has student selection changed in the past five years?
- Are more students, who typically have not been involved, participating in the AP program?
- Any problems or issues with student placement?

What are the organizational obstacles to implementing a good AP program?

What challenges do students face in taking and succeeding in AP courses?

Certainly, the number of students taking AP exams has increased substantially. How could student performance on AP exams be improved?

What changes would make the AP program at your school more effective?

[if time permits] Has becoming an AP teacher changed your instructional approach? How?

How do your AP course differ from your non-AP courses?

Impact of TGAP/GEAR UP

This is the fifth year of TGAP/GEAR UP. Looking back, has TGAP/GEAR-UP changed you or your school? If so, how?

- What has been most successful?
- What has been least successful?

Has TGAP/GEAR UP professional development affected students' opportunities to learn? If so, how?

Of all the TGAP/GEAR UP events you have been involved in, what would you like to see continued?

Have expectations for students changed as a result of TGAP/GEAR UP? Explain.

Have you seen any differences in middle school students coming to high school? How could the transition from middle to high school be improved?

Any additional comments?

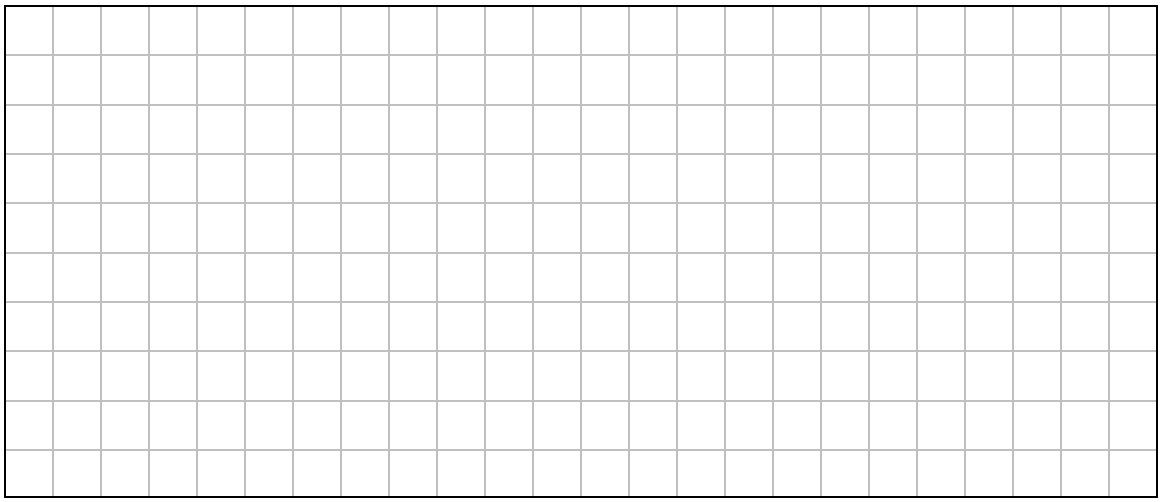
Appendix C: Classroom Observation Instrument

TGAP/GEAR UP Classroom Observation Form
2004

RECORD DESCRIPTIVE INFORMATION:

1. **Observer**: _____			2. **Date of Observation**: _____	
3. **Teacher**: _____			4. **Start Time**: _____ 5. **End Time**: _____	
6. **District** _____ 7. **School** _____				8. **Grade** _____
9. **Subject:** ❍ Reading ❍ Language arts ❍ Social Studies ❍ Science ❍ Mathematics ❍ Other_____				
10a. **Total number of students**: _____ b. Female _____ c. Male _____			11. **Approximate number of students by ethnicity**: ____a. Hispanic ____b. African American ____ c. White ____d. Other	
12. **Indicate the teacher's gender**: ❍ Female ❍ Male			13. **Indicate the teacher's ethnicity**: ❍ Hispanic ❍ African American ❍ White ❍ Other	
14. **Technology availability:** Classroom computer(s) _____❍ Laptop computer ❍ Printer(s) ❍ Scanner ❍ Projection device ❍ Graphing calculators ❍ Other _____				
15**. Rate and gives examples of the adequacy of the physical environment:**				
	Sparsely equipped			Rich in resources
a. Classroom resources:	❍ 1	❍ 2	❍ 3	❍ 4
(examples)				
	Crowded			Adequate
b. Classroom space:	❍ 1	❍ 2	❍ 3	❍ 4
(examples)				
	Inhibited interactions			Facilitated interactions
c. Room arrangement:	❍ 1	❍ 2	❍ 3	❍ 4
(examples)				
	Not at all			To a great extent
d. Student work displayed:	❍ 1	❍ 2	❍ 3	❍ 4
(examples)				

Classroom diagram: indicate placement of teacher's/students' desks and placement of primary resources (blackboard(s), computer(s), etc.



Record your first observation during the first 5 minutes, then record every 10 minutes

Segment	1	2	3	4	5	6	7	8	9
Time									
16. **Class organization**	**Mark one**								
① Individual students working alone	①	①	①	①	①	①	①	①	①
② Pairs of students	②	②	②	②	②	②	②	②	②
③ Small groups (3+ students)	③	③	③	③	③	③	③	③	③
④ Whole class	④	④	④	④	④	④	④	④	④
⑤ Combination of any of the above	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
17. **Teacher is…**	**Mark one**								
① Directing whole group (teacher telling, lecturing, questioning, controlling topic and pace).	①	①	①	①	①	①	①	①	①
② Guiding interactive discussion with whole group (primarily students contributing)	②	②	②	②	②	②	②	②	②
③ Modeling for whole group (demonstrates a strategy aligned with lesson objective)	③	③	③	③	③	③	③	③	③
④ Facilitating/coaching (students work collaboratively on project/problem, teacher assists)	④	④	④	④	④	④	④	④	④
⑤ Monitoring student work (supervising independent work, may interact briefly)	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥ Providing one-on-one instruction (individualized instruction *lasting 3 minute or more)*	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦ Giving test	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧ Showing a video/CD-ROM	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨ Managing behavior or materials	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨
⑩ Sitting at desk	⑩	⑩	⑩	⑩	⑩	⑩	⑩	⑩	⑩
⑪ Checking/grading student work	⑪	⑪	⑪	⑪	⑪	⑪	⑪	⑪	⑪
⑫ Other (write in)	⑫	⑫	⑫	⑫	⑫	⑫	⑫	⑫	⑫
18**. Students are…**	**Mark all that apply**								
① Listening to a teacher presentation or discussion (majority of students)	①	①	①	①	①	①	①	①	①
② Listening to a student presentation (majority of students)	②	②	②	②	②	②	②	②	②
③ Giving a presentation	③	③	③	③	③	③	③	③	③
④ Engaged in interactive discussion (majority of students contributing)	④	④	④	④	④	④	④	④	④
⑤ Using graphic organizers/thinking maps (circle, bubble, tree, brace, flow, bridge, etc.)	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥ Taking notes (two-column, main idea, opinion, hypothesis-proof, problem-solution)	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦ Writing communication related to lesson (reflection, composition, notebook, journal)	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧ Engaged in problem solving/investigation (manipulatives, experiment, game, exploration)	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨ Engaged in individual reading/reflection	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨
⑩ Completing an exercise or short answer worksheet	⑩	⑩	⑩	⑩	⑩	⑩	⑩	⑩	⑩
⑪ Viewing a video/CD-ROM	⑪	⑪	⑪	⑪	⑪	⑪	⑪	⑪	⑪
⑫ Taking a test	⑫	⑫	⑫	⑫	⑫	⑫	⑫	⑫	⑫
⑬ Using technology/audio-visual resource	⑬	⑬	⑬	⑬	⑬	⑬	⑬	⑬	⑬
⑭ Other	⑭	⑭	⑭	⑭	⑭	⑭	⑭	⑭	⑭
19. **Teacher's technology use** (❍WP ❍PP ❍SS ❍DB ❍Internet ❍graphics ❍digital camera ❍LCD projector ❍scanner ❍other)									
① Not used	①	①	①	①	①	①	①	①	①
② Presentation	②	②	②	②	②	②	②	②	②
③ Demonstration	③	③	③	③	③	③	③	③	③
④ Assisting students	④	④	④	④	④	④	④	④	④
20. **Students' technology use**									
① Not used	①	①	①	①	①	①	①	①	①
② Productivity tools (❍WP ❍PP ❍SS ❍DB ❍web authoring ❍digital camera ❍other)	②	②	②	②	②	②	②	②	②
③ Learning tools (❍TAKS review ❍AR/AM/Star ❍Compass ❍other)	③	③	③	③	③	③	③	③	③
④ Interactive communication tools (❍email ❍BB ❍2-way video/DL ❍other)	④	④	④	④	④	④	④	④	④
⑤ Research tools (❍Internet ❍CD-ROM ❍other)	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
21. **Student engagement**									
① Disengaged	①	①	①	①	①	①	①	①	①
② Procedural engagement	②	②	②	②	②	②	②	②	②
③ Substantive engagement	③	③	③	③	③	③	③	③	③

RECORD DESCRIPTIVE NOTES DURING OBSERVATION:

22. Identify the content and skills addressed in the lesson:		
23. Describe the teacher's activities and questioning strategies: *(Lower order questions = "l" and higher order questions = "+")*		
	Q	**Q**
24. Describe the students' learning experience and engagement: (What did students learn from the lesson?)		

COMPLETE RATING SCALES AFTER THE OBSERVATION

Higher Order Thinking Indicators				
25. **The teacher…**	Not at All	Small Extent	Moderate Extent	Large Extent
a. Asks open-ended questions with multiple answers or interpretations.	❍	❍	❍	❍
b. Asks questions that require reasoning (*if/then, what if, or suppose that).*	❍	❍	❍	❍
c. Asks students to justify ideas and explain their thoughts (*Why do you think so?).*	❍	❍	❍	❍
d. Asks students to explain key concepts, definitions, and attributes in their own words.	❍	❍	❍	❍
e. Has students think about and relate examples from their own experience.	❍	❍	❍	❍
f. Relates subject matter to other contexts or to everyday life.	❍	❍	❍	❍
g. Class activity did not involve questioning (specify) _____				

Subject-specific Indicators				
26. **In English/language arts classroom, students are…**	Not at All	Small Extent	Moderate Extent	Large Extent
a. Applying knowledge of literary elements to understand written texts.	❍	❍	❍	❍
b. Acquiring vocabulary through reading and systematic word study.	❍	❍	❍	❍
c. Producing compositions for a specific purpose (content, organization, mechanics).	❍	❍	❍	❍
d. Recognizing appropriate organization of ideas in written text (using models, examples).	❍	❍	❍	❍
e. Using critical thinking/problem solving skills to analyze/evaluate written texts.	❍	❍	❍	❍
f. Using graphic organizers, summarizing, notetaking/outlining, identifying main ideas.	❍	❍	❍	❍
g. Linking E/LA concepts to their own experiences or other subject areas.	❍	❍	❍	❍

27. **In mathematics classroom, students are…**	Not at All	Small Extent	Moderate Extent	Large Extent
a. Using active manipulation as a model for the mathematical situation in the lesson.	❍	❍	❍	❍
b. Using calculators to explore mathematical situation.	❍	❍	❍	❍
c. Discussing the mathematical situation, 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.	❍	❍	❍	❍

28. **In science classroom, students are…**	Not at All	Small Extent	Moderate Extent	Large Extent
a. Using calculators/computers to explore a scientific situation.	❍	❍	❍	❍
b. Using scientific tools to model the scientific situation in the lesson.	❍	❍	❍	❍
c. Participating in experiments/investigations.	❍	❍	❍	❍
d. Discussing the scientific situation, problem, or discoveries they are making.	❍	❍	❍	❍
e. Asking scientific questions of the teacher and each other.	❍	❍	❍	❍
f. Using written communication to describe their solution strategies or scientific thinking.	❍	❍	❍	❍
g. Using graphic organizers, summarizing, notetaking/outlining, identifying main ideas.	❍	❍	❍	❍
h. Linking science in this lesson to real world experiences or other subject areas.	❍	❍	❍	❍
i. Summarizing scientific ideas from this lesson.	❍	❍	❍	❍

29. **In social studies classroom, students are…**	Not at All	Small Extent	Moderate Extent	Large Extent
a. Using maps, charts, globe to interpret events.	❍	❍	❍	❍
b. Using written communication to analyze, make judgments, draw conclusions.	❍	❍	❍	❍
c. Evaluating the validity of various types of evidence.	❍	❍	❍	❍
d. Examining trends, themes, and interactions (e.g., graphs, charts).	❍	❍	❍	❍
e. Exploring cause and effect relationships.	❍	❍	❍	❍
f. Conducting research (gather, analyze, interpret, synthesize).	❍	❍	❍	❍
g. Making connections between past and present events.	❍	❍	❍	❍
h. Using graphic organizers, summarizing, notetaking/outlining, identifying main ideas.	❍	❍	❍	❍
i. Linking the social studies lesson to real world experiences or other subject areas.	❍	❍	❍	❍

Appendix D: Faculty Fellows Instruments

Faculty Fellows Interview Protocol
Faculty Fellows Survey
Student Focus Group—High School
Student Focus Group—Middle School

GEAR UP/TGAP Faculty Fellows Program
Faculty Fellow Interview

Name:_____ Subject Area:_____
Teacher(s) Assigned:_____ University:_____
Date:_____

General Information

How long have you been a faculty fellow?

- (if more than one year) How has the program changed?

Orientation

Did you attend an orientation?

How well did the orientation prepare you to do the work of a faculty fellow? (objectives, responsibilities, etc.)

Training

Did you attend the required vertical team training sponsored by the College Board?

How effective was the training in helping you do your job as a faculty fellow?

Is there anything else that would have helped you?

Interaction with Teacher and Impact

What kinds of communication were used with your teacher? (i.e. email, telephone)

- What kinds of communication were most useful?
- What, if any, barriers to communication existed? (e.g. scheduling)

What kinds of activities did you participate in with your teacher? (e.g. teach classes, meet with vertical team).

- How many times per semester did you interact with your teacher?
- What kinds of interactions/activities were most successful?
- Do you think teachers benefit from partnering? Did it improve their ability to teach AP classes?
- What kinds of interactions/activities were least successful? Why?

What activities involved students? (e.g. did you help them prepare for AP tests, did students visit the university?)

- How did students benefit from your participation?
- What kinds of interactions/activities were least successful? Why?
- Suggestions regarding activities?

Was there any hesitancy on the part of teachers? If so, how did you try to overcome it?

- What factors do you think contribute to teachers' attitudes?

Interaction in High Schools

Did you have an opportunity to interact with other educators in the school?

- administrators, other teachers

Are there other roles that university faculty could play in schools to improve student access to and success in higher education?

Impact on Faculty

How did partnering with a teacher impact you? (e.g. professional development, changed ideas or perceptions, benefits of the program)

- Has participation changed the way you view your own students?

Do you want continue to serve as a faculty fellow? Why or why not?

What barriers, if any, to partnering did you encounter?

- How could the program be changed to overcome these barriers?

Impact on the University

Does the faculty fellows program impact the university? If so, how? Does it change the relationship between the university and the high schools? If so, how?

Have you shared your experiences with other faculty? Describe.

Overall, what was the most successful aspect of the program?

Would you like the Faculty Fellows program to continue?

When TGAP funding ends, are there other ways to continue or modify the program?

Suggestions for improvement/other comments? (e.g. TEA support, direction)

GEAR UP/TGAP Faculty Fellows Program
2004 Faculty Fellow Survey

This survey is part of the evaluation of the Texans Getting Academically Prepared (TGAP) project, also known as GEAR UP. The study is being conducted for the Texas Education Agency by the Texas Center for Educational Research. Individual survey responses are confidential. The evaluators are the only people who will see your responses.

DIRECTIONS: Please respond to the following questions by typing directly into the document, saving the document, and then returning it as an attachment via email to **amy.pieper@tasb.org** by April 30, 2004.

If you have any questions please contact Amy Pieper at **amy.pieper@tasb.org** or 1-800-580-8237

Orientation

Mark answers by typing an "**X**" in the space next to appropriate item.

1. Did you attend an orientation as part of your participation in the Faculty Fellows program?

   ___ Yes

   ___ No

2. If YES, how well did the orientation prepare you to do the work of a Faculty Fellow?

3. Do you have any suggestions for how the orientation could be improved?

Training

4. Describe any training you attended as part of your participation in the Faculty Fellows program (e.g., AP Conference or other training).

5. How effective was the training in helping you do your job as a Faculty Fellow?

Communication

6. In the table below, indicate the kinds of communication that were used with your partner teacher(s) and rate the relative effectiveness of each type of communication. Mark answers by typing an "**X**" in the space under the appropriate item.

	Communication Used		How Effective?			
	Yes	**No**	**Very**	**Moderately**	**Somewhat**	**Not at All**
Email						
Face-to-Face						
Telephone						
Other_____						

7. How frequently do you communicate with your partner teacher(s)? Mark answers by typing an "**X**" in the box next to the appropriate item.

Frequency	
	At least once a week
	At least once a month
	1-2 times a semester
	Other→ Please explain:
	We have never communicated → Please explain:

8. What, if any, barriers to communication existed?

Impact on Teachers and Students

9. Describe the types of activities that you participated in with your partner teacher(s) this school year.

10. Which type of activity was most successful? Explain.

11. How many times have you visited your partner teacher's high school during **this school year**? _____

12. What benefit(s) do you think the teacher(s) received from partnering with you?

13. Describe your activities as a Faculty Fellow that involved students (this school year).

14. Which type of activity was most successful?

15. How many times has your partner teacher's students visited your university campus **this school year**? ____
    Please describe.

Impact on Faculty

16. How has partnering with a high school teacher impacted you or your teaching?

17. What, if any, barriers to partnering did you encounter?

18. Do you want to continue to serve as a Faculty Fellow? Why or why not?

Impact on the University

19. Does the Faculty Fellows program impact the university? If so, how?

Perceptions of the Program

20. Overall, what is the most successful aspect of the Faculty Fellows program?

21. How could the Faculty Fellows program be improved?

Additional Comments

THANK YOU FOR YOUR PARTICIPATION.
PLEASE RETURN THE SURVEY VIA EMAIL BY APRIL 30, 2004.

GEAR UP/TGAP 2003-04
Student Focus Group – High School

School/District: _____ Date: _____
Participants/grade level: [Have students write name, grade and AP courses on card]

[Begin focus group by asking students to introduce themselves and identify their grade levels.]

Planning for the Future

What are your plans for the future?

Are there any reasons why you wouldn't be able to attend college (vocational, trade, technical)?

School Support

How has your school helped you to prepare for college?
- Have you developed a plan for your high school coursework?
- What plan are you pursuing (RHSP, DAP)?
- Has anyone talked to you about careers?

Have you received information about college (vocational, trade, technical school)?
- Where do you get information about college?
- Have you talked to or received information about college from the *counselor*?
- Have you talked to a *teacher* about college?
- Have you received information from *other sources* (e.g., class presentation, assembly)?

Have you participated in a college campus visit this year?
- How are students selected to participate in these visits?
- What did you do during your visit?
- What did you learn about college on your visit?

Family Support

Do your parents ever talk to you about going to college?

Have your parents done anything to help you prepare for college?

Has anyone from this school talked to your parents or given them information about college?

GEAR UP/TGAP program

Are you familiar with the GEAR UP/TGAP program?
- Has someone from GEAR UP/TGAP made a presentation on college attendance or financial aid?
- Have you attended a presentation on the Texas Scholars program?
- Are you familiar with any grant programs that give students money for college? (e.g. TEXAS Grants)

Advanced Academics

How are you getting prepared academically for college?

What AP classes are you taking?

Why did you decide to take an AP class?
- How did you find out about it?

How are your AP classes different from your "regular" classes?

What are some of the benefits of taking an AP class?

Are there any disadvantages to taking an AP class?

Faculty Fellows [if applicable]

Has a college professor visited your AP class?
- What did he/she do in your class?
- How was the professor different than your regular teacher?

What did you like/dislike about having the professor visit the class?

Did having a professor visit your class influence the way you feel about going to college?

Did the professor help you prepare for AP exams? If so, what did he/she do?
- Do you think it helped you be better prepared to take the AP exam?

Did you get a chance to visit the professor's college? Did you attend a college class?
- [If attended a college class] What did you think of the class? Did it make you more anxious or less anxious about going to college? Explain.

Do you think it's a good idea to have college professors visit high school classes? Explain.
- How could professor visits be improved?

Teaching Strategies

Describe the kinds of projects or activities that you do in your AP classes?
Ask students to give specific examples for…
- English/language arts
- Mathematics
- Science
- Social studies

Do you ever use Thinking Maps or graphic organizers to help you organize information? [show example]
- In what classes did you use Thinking Maps?
- How did you use them?
- How useful are they?

Have any of your teachers ever taught you study skills (e.g., note taking, organization)?

What is one thing teachers do to help you learn more or better?

What is one thing that could be improved at this school to help prepare you for college?

GEAR UP/TGAP 2003-04
Student Focus Group – Middle School

School/District: _____ Date: _____
Participants/grade level: [Have students write name, grade and Pre-AP courses on card]

Note: All districts *except* Corpus Christi have designated Pre-AP courses in middle school

[Begin the focus group by asking students to introduce themselves and identify their grade levels.]

Planning for the Future

What are your plans for the future?

Are there any reasons why you wouldn't be able to attend college (vocational, trade, technical)?

School Support

How has your school helped you to prepare for high school/college?
- Have you developed a plan for your high school coursework?
- Has anyone talked to you about careers?

Have you received information about college (vocational, trade, technical school)?
- Where do you get information about college?
- Have you talked to or received information about college from the *counselor*?
- Have you talked to a *teacher* about college?
- Have you received information from *other sources* (e.g., class presentation, assembly)?

Have you participated in a college campus visit this year?
- How are students selected to participate in these visits?
- What did you do during your visit?
- What did you learn about college on your visit?

Family Support

Do your parents ever talk to you about going to college?

Have your parents done anything to help you prepare for college?

Has anyone from this school talked to your parents or given them information about college?

GEAR UP/TGAP program

Are you familiar with the GEAR UP/TGAP program?
- Has someone from GEAR UP/TGAP made a presentation on college attendance or financial aid?
- Have you attended a presentation on the Texas Scholars program?
- Are you familiar with any grant programs that give students money for college? (e.g. TEXAS Grants)

Advanced Academics

How are you getting prepared academically for college?

What Pre-AP classes are you taking?

Why did you decide to take a Pre-AP class?
- How did you find out about it?

How are your Pre-AP classes different from your "regular" classes?

What are some of the benefits of taking a Pre-AP class?

Are there any disadvantages to taking a Pre-AP class?

Teaching Strategies

Describe the kinds of projects or activities that you do in your Pre-AP classes?

Ask students to give specific examples for…
- English/language arts
- Mathematics
- Science
- Social studies

Do you ever use Thinking Maps or graphic organizers to help you organize information? [show example]
- In what classes did you use Thinking Maps?
- How did you use them?
- How useful are they?

Have any of your teachers ever taught you study skills (e.g., note taking, organization)?

What is one thing teachers could do to help you learn more or better?

What is one thing that could be improved at this school to help prepare you for college?

Appendix E: Student Survey

Student Survey
Version 7.0 High School

Please use a #2 pencil and answer all of the questions on the survey by filling in the appropriate spaces on the scantron sheet distributed with this survey. Also, please fill in the following information on your scantron sheet:

- Name
- Date of Birth

1. What kind of student do you consider yourself?
   a. Excellent
   b. Good
   c. Fair
   d. Poor

2. Compared to other students, how hard do you think you work in school?
   a. Much harder
   b. Harder
   c. About the same
   d. Not as hard
   e. Much less hard
   f. Don't know

3. How many hours would you say you spend on homework each week?
   a. None
   b. Less than 4 hours
   c. 4 hours or more, but less than 7
   d. 7 hours or more, but less than 10
   e. More than 10 hours

Have you participated in any of the following school activities this school year?

4. A school sport such as soccer, basketball, baseball, football, field hockey, cross-country, gymnastics, golf, swimming, tennis, track, wrestling, etc.
   a. Yes
   b. No

5. School band, orchestra, chorus, choir, or other musical activity?
   a. Yes
   b. No

6. School drama club, school play, musical, dance group, etc.?
   a. Yes
   b. No

7. Student government – student council, student body president, vice president, secretary, etc.?
   a. Yes
   b. No

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8. Cheerleading, drill team, pep club?
   a. Yes
   b. No

9. School yearbook or newspaper, other school magazine?
   a. Yes
   b. No

10. School academic clubs, such as art, computer science, math, science, debate, foreign languages, etc.?
   a. Yes
   b. No

11. School hobby clubs, such as photography, chess, stamp/coin collecting, etc.
   a. Yes
   b. No

12. Future Teachers of America, Future Homemakers of America, Future Farmers of America, Junior Achievement, or other vocational education or professional clubs
   a. Yes
   b. No

Next we'd like to ask you about colleges and universities in Texas:

13. In Texas, there are quite a few community colleges. How familiar would you say you are with community colleges and what they do?
   a. Very familiar
   b. Somewhat familiar
   c. Not at all familiar

14. Texas has a lot of public, four-year universities. How familiar would you say you are with public, four-year universities and what they do?
   a. Very familiar
   b. Somewhat familiar
   c. Not at all familiar

15. After high school, some students go to vocational or technical schools to gain skills needed for specific kinds of jobs. How familiar would you say you are with vocational and technical schools?
   a. Very familiar
   b. Somewhat familiar
   c. Not at all familiar

16. Suppose you were thinking about going to a public, four-year university in Texas after high school. How much do you think it would cost each year for tuition, fees, and books (Not living expenses, transportation, etc.)?
   a. Less than $2,400
   b. $2,400 - $3,399
   c. $3,400 - $4,399
   d. $4,400 - $5,399
   e. More than $5,400
   f. Don't know

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17. Suppose you were thinking about going to a public, community college (two-year) in Texas. How much do you think it would cost each year for tuition, fees, and books (not living expenses, transportation, etc.)?
    a. Less than $1,200
    b. $1,200 - $2,199
    c. $2,200 - $3,199
    d. $3,200 - $4,199
    e. More than $4,200
    f. Don't know

18. How familiar are you with a college financial aid program called the Texas Grant Program?
    a. Very familiar
    b. Somewhat familiar
    c. Not very familiar
    d. Not familiar at all

There are a number of college entrance exams and advanced classes that students can take. In your case, how likely are you to take the following?

19. PSAT (If you have already taken the PSAT, please mark "A" for "very likely")
    a. Very likely
    b. Somewhat likely
    c. Very unlikely
    d. Don't know

20. SAT (If you have already taken the SAT, please mark "A" for "very likely")
    a. Very likely
    b. Somewhat likely
    c. Very unlikely
    d. Don't know

21. ACT (If you have already taken the ACT, please mark "A" for "very likely")
    a. Very likely
    b. Somewhat likely
    c. Very unlikely
    d. Don't know

22. ASVAB (If you have already taken the ASVAB, please mark "A" for "very likely")
    a. Very likely
    b. Somewhat likely
    c. Very unlikely
    d. Don't know

23. Advanced Placement (AP) or Pre-Advanced Placement (Pre-AP) courses (If you are already taking AP or Pre-AP course, please mark "A" for "very likely")
    a. Very likely
    b. Somewhat likely
    c. Very unlikely
    d. Don't know

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We'd like to know if you've tried various ways to learn about opportunities for continuing your education after high school.

24. Have you visited any colleges or universities to learn more about how you can prepare for college?
    a. Yes
    b. No

25. Have you used the Internet to get information about entrance requirements, costs, or other aspects of college?
    a. Yes
    b. No

26. Have you ever talked to your school counselor about college costs and financial aid?
    a. Yes
    b. No

27. Have you ever talked to your school counselor about college entrance requirements?
    a. Yes
    b. No

28. Have you discussed college opportunities with your teachers?
    a. Yes
    b. No

In the past school year, which of the following school activities have you participated in or attended?

29. tutoring for an academic subject
    a. Yes
    b. No

30. tutoring for SAT, ACT, or other college entrance exam
    a. Yes
    b. No

31. mentoring by an adult who is not your parent, guardian, or teacher
    a. Yes
    b. No

32. class at a college, university, or similar institution
    a. Yes
    b. No

33. counseling about classes or your academic performance
    a. Yes
    b. No

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34. workshop on college preparation
    a. Yes
    b. No

35. workshop on study skills
    a. Yes
    b. No

36. workshop on careers
    a. Yes
    b. No

37. attending a cultural event
    a. Yes
    b. No

38. accompanying an adult (not your parent/guardian) at his/her job
    a. Yes
    b. No

39. spending a day on campus with a college student
    a. Yes
    b. No

40. TGAP/GEAR-UP family activity
    a. Yes
    b. No

41. Have you attended a “Texas Scholars” or “Great Expectations” presentation at your school?
    a. Yes
    b. No
    c. Don’t know/remember

42. Have you attended an event organized by the Center for Successful Fathering?
    a. Yes
    b. No
    c. Don’t know/remember

43. Has participating in any of these activities changed your plans about attending college?
    a. Yes
    b. Maybe
    c. No

44. Since you have participated in these activities, what do you think the effect has been on your school work?
    a. Better
    b. About the same
    c. Worse
    d. Not sure

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45. Do you know which graduation program you are enrolled in? Is it the
    a. Minimum Program?
    b. Recommended High School Program?
    c. Distinguished Achievement Program?
    d. Don't know

The rest of the questions are general questions about you and your family.

46. If you decided to go to a public, four-year university in Texas, how sure are you that you could afford it?
    a. Very sure
    b. Somewhat sure
    c. Probably cannot afford it
    d. Cannot afford it

47. If you decided to go to a public community college (2-year), how sure are you that you could afford it?
    a. Very sure
    b. Somewhat sure
    c. Probably cannot afford it
    d. Cannot afford it

48. If in the future you were not able to attend college for some reason or other, what would be the most likely or most important obstacle?
    a. It costs too much/can't afford it
    b. College is too far from home
    c. I need/want to work
    d. My grades are not good enough
    e. I am not interested in college
    f. I have a disability
    g. I want to go into the military
    h. I want to get married
    i. I have responsibilities to family
    j. Other/don't know

49. How frequently do your parents discuss college with you?
    a. Very often
    b. Sometimes
    c. Not very often
    d. Never

50. How frequently do your parents talk to you about school?
    a. Very often
    b. Sometimes
    c. Not very often
    d. Never

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51. From whom do you get most of your information about possibilities for continuing your education after high school?
    a. Parents or guardian
    b. Brothers/sisters
    c. School counselor
    d. Teachers
    e. Principal or assistant principal
    f. Friends
    g. Others
    h. No one

52. How often do your parents help you with your homework?
    a. Every day
    b. Several times a week
    c. Once a week
    d. One or two times a month
    e. Never

53. Do you have a sister or brother who has applied for college, is attending college now, or attended college sometime in the past?
    a. Yes
    b. No

54. Have either your mother or father attended college?
    a. Yes
    b. No
    c. Don't know

55. Did your mother or father graduate from college?
    a. Yes
    b. No
    c. Don't know

56. How important do you think it is to have a college education to be able to do the things you want to do in life?
    a. Very important
    b. Somewhat important
    c. Not so important
    d. Not important
    e. Don't know

57. What is the highest degree you plan to earn?
    a. Less than high school
    b. High school
    c. High school plus vocational school
    d. Associate's degree (community college)
    e. Bachelor's degree (four-year college/university)
    f. Graduate or professional degree (master's, Ph.D., law degree, MD, etc.)
    g. Don't know

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58. Which of the following statements best describes your situation?
    a. I am not planning on applying to college
    b. I am planning on applying to college
    c. I have applied to a 2-year college
    d. I have applied to a 4-year college

59. What do you plan to do when you leave high school?
    a. Attend a four year university
    b. Attend a community/junior college
    c. Go to work
    d. Enter military service
    e. Attend a vocational school
    f. Other
    g. Don't know

60. Do you have a job?
    a. Yes
    b. No

61. If you do have a job, how many hours a week do you work?
    a. I do not have a job
    b. 10 hours or less
    c. 10-19 hours
    d. 20-29 hours
    e. 30-39 hours
    f. More than 40 hours

62. How do you think of yourself?
    a. African-American
    b. Asian
    c. Latino/Hispanic/Mexican-American
    d. White
    e. Other

63. Which school do you attend?
    a. Robstown High School
    b. United South High School
    c. Martin High School
    d. Miller High School
    e. Alice High School
    f. Hebbronville High School
    g. Lyndon Baines Johnson (LBJ) High School

64. What grade are you in?
    a. 9^{th}
    b. 10^{th}
    c. 11^{th}
    d. 12th

65. What is your gender?
    a. Female
    b. Male

THANK YOU FOR COMPLETING THIS SURVEY.

Appendix F: Teacher Survey

Texans Getting Academically Prepared (TGAP) – 2004 Teacher Survey

This survey is part of the evaluation of the Texans Getting Academically Prepared (TGAP) project, also known as GEAR UP. The study is being conducted for the Texas Education Agency by the Texas Center for Educational Research and the Center for Public Policy at the University of Houston. ***Individual survey responses are confidential.***

Please return the survey in the postage-paid envelope by April 30, 2004.
If you have any questions, contact Amy Pieper at 800-580-8237 or amy.pieper@tasb.org.

General Information

1. School Name _____

2. What grades do you currently teach at this school? (Mark all that apply.)
   ❑ 6 ❑ 7 ❑ 8 ❑ 9 ❑ 10 ❑ 11 ❑ 12

3. What is your *primary* teaching assignment? (Mark all that apply.)
   ❑ Mathematics
   ❑ Science
   ❑ English/language arts
   ❑ Social studies/social science
   ❑ Self-contained (i.e., teach multiple subjects to the same group of students)
   ❑ Other (specify) _____

4. Including this school year, how many years have you been employed as a teacher? _____

5. Including this school year, how many years have you been teaching *at this school*? _____

6. What is your gender? ❑ Male ❑ Female

7. Which of the following best describes your race or ethnicity? (Choose only one.)
   ❑ White
   ❑ Hispanic
   ❑ Native American
   ❑ African American
   ❑ Asian or Pacific Islander
   ❑ Other (specify)_____

8. What is your highest educational attainment?
   ❑ Bachelor's degree
   ❑ Enrolled in master's coursework
   ❑ Master's degree
   ❑ Enrolled in doctoral coursework
   ❑ Doctorate
   ❑ Other (specify)_____

9. What was your certification route? (Select **one**.)
   ❑ College/university undergraduate certification program
   ❑ Alternative certification program (ACP)
   ❑ College/university post-bachelor certification program
   ❑ I am not certified

Student Preparation for Higher Education

10. Does your district provide EXPLORE or PLAN student assessment data to guide instructional decision making?
    ❑ Yes ❑ No ❑ Don't know

11. Do you use EXPLORE or PLAN student assessment data to address student needs?
    ❑ Yes ❑ No

12. How often do **you** give your students counseling or advice about the following:

	Often	Sometimes	Never
Recommended High School Program or Distinguished Achievement Program	❑	❑	❑
Post-secondary admissions requirements	❑	❑	❑
Post-secondary financial aid	❑	❑	❑
ACT/SAT preparation/testing	❑	❑	❑
Career counseling	❑	❑	❑
Other (specify) _____	❑	❑	❑

13. As a teacher, what are you doing to make your students more aware of post-secondary educational opportunities?

14. How good a job do you think **your school** is doing at making all students aware of:

	Excellent	Good	Fair	Needs Improvement
Recommended High School or Distinguished Achievement Programs	❑	❑	❑	❑
Post-secondary admissions requirements	❑	❑	❑	❑
Post-secondary financial aid	❑	❑	❑	❑
ACT/SAT preparation/testing	❑	❑	❑	❑
Career counseling	❑	❑	❑	❑
AP exam strategies	❑	❑	❑	❑
Other (specify)	❑	❑	❑	❑

Familiarity with TGAP/GEAR UP Programs

15. Indicate which of the following professional development activities you have attended **this school year** (June 2003-April 2004) and, if you attended, the extent to which you believe it has improved your classroom teaching.

	Attended		Improved my teaching			
Professional Development	**Yes**	**No**	**A lot**	**Moderately**	**Somewhat**	**Not at all**
AP Summer Institute	❑	❑	❑	❑	❑	❑
Building Success	❑	❑	❑	❑	❑	❑
Write for the Future	❑	❑	❑	❑	❑	❑
Cornerstones	❑	❑	❑	❑	❑	❑
Project CRISS	❑	❑	❑	❑	❑	❑
Psychology of Poverty (Ruby Payne)	❑	❑	❑	❑	❑	❑
Thinking Maps	❑	❑	❑	❑	❑	❑
Subject Area Vertical Teams Training	❑	❑	❑	❑	❑	❑
TGAP-funded university coursework	❑	❑	❑	❑	❑	❑
Sure Score	❑	❑	❑	❑	❑	❑
Other (specify) _____	❑	❑	❑	❑	❑	❑

16. How familiar are you with your school's TGAP/GEAR UP program?

❑ Very familiar ❑ Somewhat familiar ❑ Not at all familiar

17. In which of the following TGAP/GEAR UP sponsored events have you been involved **this school year?** (Mark all that apply.)

❑ Hosted a TGAP/GEAR UP presentation in my classroom
❑ Attended a Center for Successful Fathering activity
❑ Participated in Walk for Success
❑ Received TGAP/GEAR UP materials (e.g., brochures, videos, other products)
❑ Students in my class participated in a TGAP/GEAR UP sponsored campus tour
❑ Participated in curriculum writing/alignment
❑ Other (specify) _____
❑ None

18. How successful would you expect TGAP/GEAR UP to be in increasing the percentage of students taking academically demanding courses?

❑ Very successful ❑ Somewhat successful ❑ Not very successful ❑ Don't know

19. How successful would you expect TGAP/GEAR UP to be in increasing the percentage of students who continue their education after high school?

❑ Very successful ❑ Somewhat successful ❑ Not very successful ❑ Don't know

20. What suggestions would you offer to make the TGAP/GEAR UP program more effective?

Vertical Teams

TGAP/GEAR UP supports vertical teams of middle and high school teachers in the core content areas to develop an aligned middle-to-high school curriculum.

21. Have you ever had the opportunity to be a member of a vertical team at your school?

❑ Yes ❑ No ❑ Don't know

22. Are you currently a member of a vertical team?

❑ Yes, I am a member of a vertical team
❑ No, I am not a vertical team member→ **SKIP TO QUESTION # 29**
❑ I don't know if I'm a vertical team member→ **SKIP TO QUESTION # 29**

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

❑ Very successful ❑ Somewhat successful ❑ Not very successful ❑ Don't know

24. Did your school provide you with release or paid time for vertical team planning **this school year** (June 2003-April 2004)?

❑ Yes ❑ No

25. Did your school provide you with release or paid time for curriculum team writing **this school year**?

❑ Yes ❑ No

26. How frequently during **this school year** did your vertical team meet?

❑ 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
If you've never had a meeting, why?

27. 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
Time/scheduling constraints	❑	❑	❑	❑
Inadequate leadership or guidance	❑	❑	❑	❑
Insufficient teacher participation	❑	❑	❑	❑
Poor communication between teachers	❑	❑	❑	❑

28. What needs to be in place in your school to make vertical teaming effective?

Advanced Placement

29. Overall, how successful is the AP program in your school?

❑ Very successful ❑ Somewhat successful ❑ Not very successful ❑ Don't know

30. Including the current school year, how many years have you been teaching AP courses?

❑ 1 year ❑ 3 years ❑ 7 or more years
❑ 2 years ❑ 4-6 years ❑ I have never taught an AP course→ **SKIP TO QUESTION # 38**

31. Did you teach one or more AP course(s) this year?

❑ Yes ❑ No

32. Have you attended an AP institute?

❑ Yes ❑ No

33. Are your AP students required to take the AP exam?

❑ Yes ❑ No

34. Describe one instructional strategy learned in AP training that you have used successfully in your classroom(s).

35. Many students in TGAP/GEAR UP schools score below 3 on AP exams. In your opinion, why do some students in your school perform poorly on AP exams?

36. What changes would make the AP program at your school more effective?

Faculty Fellows

37. Did you attend a Faculty Fellows orientation meeting?

❑ Yes ❑ No→ **SKIP TO QUESTION #39**

38. If you attended a Faculty Fellows orientation, how might the orientation be improved?

39. Have you been partnered with a university faculty member through the Faculty Fellows program at Texas A&M University-Kingsville or Texas A&M International University?

❑ Yes ❑ No → **END SURVEY**

40. Have you been contacted by your Faculty Fellow?

❑ Yes ❑ No

41. In the table below, indicate the kinds of communication that were used with your Faculty Fellow and rate the relative effectiveness of each type of communication.

	Communication Used		How Effective?			
	Yes	No	Very	Moderately	Somewhat	Not at All
Email	❑	❑	❑	❑	❑	❑
Face-to-Face	❑	❑	❑	❑	❑	❑
Telephone	❑	❑	❑	❑	❑	❑
Other _____	❑	❑	❑	❑	❑	❑

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

❑ At least once a week
❑ At least once a month
❑ 1-2 times a semester
❑ Other_____
❑ We have never communicated → Please explain:

43. How useful is the interaction with your Faculty Fellow?

❑ Very useful ❑ Somewhat useful ❑ Not very useful

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

❑ Very useful ❑ Not very useful
❑ Somewhat useful ❑ My Faculty Fellow did not give a presentation/demonstration

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

46. How could the Faculty Fellows program be improved?

47. Would you like to see the Faculty Fellows program continued?

❑ Yes ❑ No ❑ Only if changes are made (please explain):

THANK YOU FOR YOUR PARTICIPATION
PLEASE RETURN THE SURVEY IN THE POSTAGE-PAID ENVELOPE BY APRIL 30, 2004

Appendix G: Parent/Guardian Surveys

Parent/Guardian Survey High School Version
Parent/Guardian Survey of TGAP Graduating Seniors
Parent/Guardian Survey Follow Up

Parent/Guardian Survey
High School Version
Version 7.0

Hello, my name is _____ and I am calling from the University of Houston's Center for Public Policy on behalf of the Texas Education Agency. May I speak to the parent or guardian of (STUDENT'S NAME)?

Hello. My name is _____ and I am calling to request your participation in a research project being conducted by Dr. Gregory Weiher at the University of Houston. The school that your child attends is participating in the Texans Getting Academically Prepared, or TGAP, program funded by the U. S. Department of Education. The program is also known as GEAR UP. The Texas Education Agency is required by the U.S. Dept of Education to evaluate the TGAP/GEAR UP program and we would like to ask you some questions to assess some of your experiences. Your child's school provided Dr. Weiher with school rosters and your child was selected based on a random sampling procedure. Your participation is voluntary and you may end this interview at any time without any penalty to you or your child. You can refuse any question that makes you uncomfortable. Our interview will take 20 minutes or less, and is not intended to cause any personal distress. This is not a sales call.

May I continue?

( ) Yes (continue)
( ) No (thank person and terminate call)

As I mentioned, we are conducting a survey of parents or guardians of TGAP/GEAR UP school children. Your responses are strictly confidential. A summary of the data we gather will be reported to the Texas Education Agency, the State Board of Education, and state legislators. The data may also be used in research reports that are published in professional journals. However at no time will individual subjects be identified. If you have any questions regarding this study, please contact Dr. Gregory Weiher, Senior Research Associate of the University of Houston's Center for Public Policy at 713.743.3970. If you have any questions regarding your participation as a subject you can contact the Committee for the Protection of Human Subjects at 713.743.9204. Would you like to participate in this interview?

( ) Yes (continue)
( ) No (don't continue)

Record school code: _____

Knowledge and effectiveness of TGAP/GEAR-UP outreach

1. Have you received any information from your child's school about the graduation plan called the Recommended High School Program in Texas?
   1) yes
   2) no
   3) don't know/refused

2. Do you know which of the following graduation plans your child 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

3. How familiar are you with the Texas Scholars program?
   1) very familiar
   2) somewhat familiar
   3) not too familiar
   4) not familiar at all

4. Aside from talking to a counselor, has anyone from your child's school or GEAR UP ever spoken with you about college entrance requirements or the courses that your child will need to take in high school in order to prepare for college?
   1) yes
   2) no
   3) don't know

5. Aside from talking to a counselor, has anyone from your child's school or GEAR UP ever spoken with you about the availability of financial aid to help pay for college?
   1) yes
   2) no
   3) don't know

6. Has your child's school counselor talked to you about college entrance requirements?
   1) yes
   2) no
   3) don't know/refused

7. Has your child's school counselor talked to you about college costs and financial aid?
   1) yes
   2) no
   3) don't know/refused

8. How familiar are you with the Texas Grant Program?
   1) very familiar
   2) somewhat familiar
   3) not too familiar
   4) not familiar at all

9. Do you know if your child is eligible for a Texas Grant?
   1) yes, my child is eligible
   2) no, my child is not eligible
   3) I don't know if my child is eligible for a Texas Grant

10. 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

10A. Do you know if your child 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 from
   3) I don't know

12. How do you feel about the information you have about the preparations your child needs to make for college? Do you feel that you
    1) have enough information?
    2) do not have enough information?
    3) don't know

13. Do you think you are familiar with the entrance requirements for a 2-year or community college?
    1) yes
    2) no

14. Do you think you are familiar with the entrance requirements for a 4-year college?
    1) yes
    2) no

15. Do you think you are familiar with the entrance requirements for a vocational or technical school?
    1) yes
    2) no

16. Suppose you were thinking about going to a public, four-year university in Texas after high school. How much do you think it would cost each year for tuition, fees, and books (Not living expenses, transportation, etc.)?
    0) less than $3,100
    1) $3,100 - $4,099
    2) $4,100 - $5,099
    3) $5,100 - $6,099
    4) more than $6,100
    5) don't know

17. Suppose you were thinking about going to a public, community college (two-year) in Texas. How much do you think it would cost each year for tuition, fees, and books (not living expenses, transportation, etc.)?
    0) less than $1,600
    1) $1,600 - $2,599
    2) $2,600 - $3,599
    3) $3,600 - $4,599
    4) more than $4,600
    5) don't know

18. How familiar are you with the TGAP/GEAR-UP Program at your child's school?
    1) very familiar
    2) somewhat familiar
    3) not very familiar
    4) not familiar at all

19. Did you attend or participate in any events or programs sponsored by the TGAP/GEAR-UP program in the last year?
    1) yes
    2) no
    3) don't know

Which of the following school-related activities have you participated in or attended in the last year?

20. Counseling/advising about college?	1) yes 2) no
21. Counseling concerning child's classes	1) yes 2) no
22. Workshop on college preparation	1) yes 2) no
23. Workshop on study skills	1) yes 2) no
24. Workshop on careers	1) yes 2) no
25. cultural event (band concert, play, etc.)	1) yes 2) no
26. TGAP/GEAR-UP family activity	1) yes 2) no
27. TGAP/GEAR-UP parent training	1) yes 2) no
28. TGAP/GEAR-UP neighborhood walk	1) yes 2) no

Which of the following school related activities or programs did your child participate in or attend in the last year?

29. Counseling/advising for college	1) yes 2) no 3) don't know
30. Counseling concerning classes	1) yes 2) no 3) don't know
31. Workshop on college preparation	1) yes 2) no 3) don't know
32. Workshop on study skills	1) yes 2) no 3) don't know
33. Workshop on careers	1) yes 2) no 3) don't know
35. TGAP/GEAR-UP family activity	1) yes 2) no 3) don't know
36. Tutoring for an academic subject	1) yes 2) no 3) don't know
37. Mentoring	1) yes 2) no 3) don't know
38. Class at a college, university, or similar institution	1) yes 2) no 3) don't know
39. Visit to a college, university, or similar institution	1) yes 2) no 3) don't know
40. Job shadowing	1) yes 2) no 3) don't know
41. College student shadowing	1) yes 2) no 3) don't know

Child's Future/Educational Aspirations

42. Where does your child get most of his/her information about options for continuing his/her education after high school?
    1) yourself
    2) teachers
    3) brothers/sisters
    4) other relatives
    5) school counselor
    6) principal or assistant principal
    7) religious leader (minister, priest, nun, rabbi, etc.)
    8) friends
    9) other/don't know

43. How often do you talk to your child about attending college?
    1) very often
    2) sometimes
    3) not very often
    4) never

44. Has your child expressed an interest in going to college?
    1) yes
    2) no
    3) don't know

45. To better prepare your child for college, have you ever taken him or her to visit a college or university campus?
    1) yes
    2) no

45A. If yes, which college did you visit?

45B. In which city and state is that?

46. How far do you expect that your child will go in terms of his or her education?
    1) less than high school
    2) high school
    3) high school plus vocational school
    4) some college, but no degree
    5) associate's degree (community college)
    6) bachelor's degree (four-year college/university)
    7) graduate or professional degree (master's, Ph.D., law degree, MD, etc.)
    8) don't know

47. Does your child have any older brothers or sisters who have applied for college or are attending college?
    1) yes
    2) no

48. If in the future your child 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

49. Do you think that you could afford to pay for a public 4-year university for your child using financial aid, scholarships, and your family's resources?
    1) definitly
    2) probably
    3) not sure
    4) probably can't afford it
    5) can't afford it

50. Do you think that you could afford to pay for a public community college (two-year) for your child using financial aid, scholarships, and your family's resources?
    1) definitely
    2) probably
    3) not sure
    4) probably can't afford it
    5) can't afford it

51. Have you started saving money for your child's college expenses?
    1) yes
    2) no
    3) don't know

52. If yes, how old was your child when you started saving?

53. How familiar are you with the Texas Tomorrow Fund?
    1) very familiar
    2) somewhat familiar
    3) not very familiar
    4) not familiar at all

54. IF RESPONSE TO #51 IS 1) OR 2), ASK: Are you putting money into the Texas Tomorrow Fund?
    1) yes
    2) no
    3) don't know

Educational Involvement

55. How often do you discuss school with your child?
    1) every day
    2) several times a week
    3) once a week
    4) a few times a month
    5) never

56. How often do you help your child with his/her homework?
    1) every day
    2) several times a week
    3) once a week
    4) a few times a month
    5) never

57. How many times a year do you visit your child's school?
    1) more than three times
    2) two or three times
    3) once
    4) never

58. Are you a member of the PTO/PTA at your child's school?
    1) yes
    2) no

59. How frequently do you attend meetings?
    1) more than once a month
    2) once a month
    3) a few times a year
    4) never

60. How often do you talk to other parents about your child's school?
    1) every day
    2) several times a week
    3) once a week
    4) a few times a month
    5) never

61. Do you volunteer to help at your child's school?
    1) yes
    2) no

61A. (If the answer to question 61 is yes) How often do you volunteer at your child's school?
    1) several times a week
    2) once a week
    3) a few times a month
    4) a few times a year

62. How many hours a week would you say your child spends on homework?
    1) more than 10 hours
    2) 7 hours or more, but less than 10
    3) 4 hours or more, but less than 7
    4) less than 4 hours
    5) none

63. What is the name of the principal of your child's school? Do you know?
    99) don't know

64. Are you familiar with the Texas Assessment of Academic Skills or TAAS test that is given in Texas public schools? About what percentage of the students in your child's school pass all of the TAAS test?
    1) 80-100%
    2) 70-79%
    3) 60-69%
    4) 50-59%
    5) 40-49%
    6) less than 40%
    7) don't know

65. Public schools in Texas are rated exemplary, recognized, acceptable, and low performing. Do you know which rating your child's school has? Is it
    1) exemplary
    2) recognized
    3) acceptable
    4) low performing
    5) don't know

Personal/Demographic Information

66. Name of child _____

67. Grade of child _____

68. Gender of child _____

69. Birthdate of child _____

70. How many children do you have still living at home?
    1) 0
    2) 1
    3) 2
    4) 3
    5) 4
    6) more than 4

71. What language do you speak at home?
    1) English
    2) Spanish
    3) Viet Namese
    4) Other

72. What is your marital status?
    1) single
    2) married
    3) divorced
    4) widowed
    5) single, living in marriage-like relationship?
    6) refused/don't know

73. How many years has your child attended his/her present school?
    1) less than 1 year
    2) 1 year
    3) 2 years
    4) 3 years
    5) more than 3 years
    6) don't know

74. Thinking about your family's financial situation over the past year, would you say your family's financial situation has gotten better, gotten worse, or stayed the same?
    1) gotten better
    2) gotten worse
    3) stayed the same
    4) don't know

75. What is your current work status?
    1) employed full-time
    2) employed part-time
    3) unemployed
    4) other
    5) refused/don't know

76. What is the current work status of the child's other parent, guardian, or another adult that you may be living with?
    1) employed full-time
    2) employed part-time
    3) unemployed
    4) other
    5) refused/don't know

77. What is your relationship to the child in the study?
    1) parent
    2) other relative
    3) legal guardian
    4) refused/don't know

78. Were you born in the United States?
    1) yes
    2) no
    3) don't know/refused

79. How do you think of yourself?
    1) Black, non-Hispanic
    2) Asian/Asian-American
    3) Latino/Hispanic
    4) White, non-Hispanic
    5) other _____
    6) refused/don't know

80. What is the highest level of education you have completed?
    1) less than high school
    2) high school diploma or GED
    3) some college
    4) college degree
    5) postgraduate degree
    6) refused/don't know

81. Aside from the PTO, do you belong to any other organizations? For instance, civic organizations such as the Rotary Club, neighborhood organizations, church affiliated organizations such as the Knights of Columbus, social clubs, or organizations connected to your work such as a Chamber of Commerce?
    1) yes
    2) no

82. IF THE ANSWER TO #78 IS "YES" ASK: What would you say was the organization you participate in most?

82A. What would you say was the organization you participate in second most?

83. What is your yearly household income?
    1) less than $15,000/year
    2) $15,000-24,999/year
    3) $25,000-34,999/year
    4) $35,0000-49,999/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 COOPERATION WILL HELP _____ ISD BETTER UNDERSTAND THE NEEDS OF ITS STUDENTS. THANK YOU FOR COMPLETING THIS SURVEY!

Parent/Guardian Survey of TGAP Graduating Seniors

Hello, my name is _____and I am calling from the University of Houston's Center for Public Policy on behalf of the Texas Education Agency. May I speak to the parent or guardian of (STUDENT'S NAME)?

Hello, my name is _____and I am calling to request your participation in a research project being conducted by Dr. Gregory Weiher at the University of Houston. The school that your child attended is participating in the Texans Getting Academically Prepared, or TGAP, program funded by the U.S. Department of Education. The program is also known as GEAR UP. The Texas Education Agency is required by the U.S. Department of Education to evaluate the TGAP/GEAR UP program and we would like to ask some questions to assess your child's plans after high school. Your child's school provided Dr. Weiher with school rosters and your child was selected based on the fact that he or she was an attending senior at that school within the past few years. Your participation is voluntary and you may end this interview at any time without penalty to your or your child. You can refuse to answer any question that makes you uncomfortable. Our interview will take 20 minutes or less, and is not intended to cause any personal distress. This is not a sales call.

May I continue?

( ) Yes (continue)
( ) No (thank person and terminate call)

As I mentioned, we are conducting a survey of parents or guardians of recent seniors at TGAP/GEAR UP schools. Your responses are strictly confidential. A summary of the data we gather will be reported to the Texas Education Agency and the Department of Education. The data may also be used in research reports that are published in professional journals. However, at no time will individual subjects be identified. If you have any questions regarding this study, please contact Dr. Gregory Weiher, Senior Research Associate of the University of Houston's Center for Public Policy at 713.743.3970. If you have any questions regarding your participation as a subject you can contact the Committee for the Protection of Human Subjects at 713.743.9204. Would you like to participate in this interview?

( ) Yes (continue)
( ) No (don't continue)

Record school code: _____

1) Did your child graduate from high school this year?
    1) Yes (continue)
    2) No (don't continue)

2) Has your child applied to a college, university, or vocational school?
    1) Yes (continue)
    2) No **(skip to question 14)**

3) Did your child apply to a four-year college or university?
    1) Yes
    2) No

4) Did your child apply to a two-year community or junior college?
    1) Yes
    2) No

5) Did your child apply to a vocational or technical school?
    1) Yes
    2) No

6) Was your child accepted to any of the schools he or she applied to?
    1) Yes (continue)
    2) No **(skip to question 14)**

7) Will your child be attending any of the schools he or she was accepted to?
    1) Yes (continue)
    2) No **(skip to question 14)**

8) Which school will your child be attending? _____

9) What is the most important reason your child chose the school he or she will be attending?
    1) Financial Aid Package
    2) Low tuition
    3) Campus tour
    4) Presentation by school representative
    5) Location – near to home
    6) Location – in an attractive city or place
    7) Particular Academic Program
    8) Relationship with someone who has attended, is attending, or will be attending that school
    9) Other

10) If your child has been given financial aid from the school that he or she will be attending, which kind of financial aid is that?
    1) Grants (no obligation to repay)
    2) Loans (have to be repaid)
    3) Academic Scholarship
    4) Athletic Scholarship
    5) Work Study Program

11) Do you know if your child will be receiving funding for college through the Texas Grant?
    1) Yes, my child will be receiving funding through the Texas Grants
    2) No, my child will not be receiving funding through the Texas Grants
    3) I don't know if my child will be receiving funding through the Texas Grants

Skip to question number 15

12) If your child was accepted to a college, university, or vocational school, but will not be attending any of those schools, what is the reason?
    1) Costs too much
    2) Needs/wants to work
    3) Not interested
    4) Not accepted at school of choice
    5) Going into military
    6) He/She wants to get married
    7) He/She has responsibilities to family
    8) Too far from home
    9) Other
    10) don't know

13) If your child was accepted to a college, university, or vocational school, but will not be attending any of those schools in the immediate future, does he/she have plans to continue his/her education at a later date?
    1) Yes
    2) No
    3) Don't know

14) If your child is not continuing his or her education, what will he or she be doing?
    1) Working full time
    2) Working part time
    3) Military service
    4) Volunteer service
    5) Fulfilling responsibilities to family
    6) Other/don't know

15) Does your child have any older brothers or sisters who have applied for college or are attending college?
    1) Yes
    2) No

16) Do you know which of the following graduation plans your child was in enrolled in at his or high school? Was it
    1) The minimum graduation program?
    2) The Recommended High School Program?
    3) The Distinguished Achievement Program?
    4) Don't know/refused

17) Did your child's high school counselor ever talk to you about college entrance requirements?
    1) Yes
    2) No

18) Did your child's school counselor ever talk to you about college costs and financial aid?
    1) Yes
    2) No

19) Aside from talking to a counselor, did you receive any information from your child's high school about college costs and financial assistance (grants, loans, etc.)?
    1) Yes
    2) No

20) Aside from talking to a counselor, did you receive any information from your child's high school about college admission requirements?
    1) Yes
    2) No

21) How do you feel about the information you received from your child's high school about the preparations your child needed to make for college?
    1) I received enough information
    2) I did not receive enough information
    3) Don't know

22) How familiar are you with the TGAP/GEAR-UP Program at your child's high school?
    1) Very familiar
    2) Somewhat familiar
    3) Not very familiar
    4) Not familiar at all

23) Did you participate in any events or programs sponsored by the TGAP/GEAR-UP program at your child's previous high school?
    1) Yes
    2) No
    3) Don't know

Which of the following school-related activities did you participate in while your child was a student in high school?

24) Counseling/advising about college	a) yes b) no
25) Counseling concerning child's classes	1) yes 2) no
26) Workshop on college preparation	1) yes 2) no
27) Workshop on study skills	1) yes 2) no
28) Cultural event (band concert, play, etc.)	1) yes 2) no
29) TGAP/GEAR-UP family activity	1) yes 2) no
30) TGAP/GEAR-UP parent training	1) yes 2) no
31) TGAP/GEAR-UP neighborhood walk	1) yes 2) no
32) Workshop on careers	1) yes 2) no

33) To better prepare you child for college did you ever take him or her to visit a college or university campus?
    1) Yes
    2) No
    If yes, which college did you visit?_____

34) While your child was still in high school, how often did you discuss school with your child?
    1) Every day
    2) Several times a week
    3) Once a week
    4) A few times a month
    5) Never

35) While your child was still in high school, how often did you help your child with his/her homework?
    1) Every day
    2) Several times a week
    3) Once a week
    4) A few times a month
    5) Never

36) While your child was still in high school, how many times a year did you visit your child's school?
    1) More than three times
    2) Two or three times
    3) Once
    4) Never

37) Were you a member of the PTO/PTA or other parent organization at your child's school?
    1) Yes
    2) No

38) If yes, how frequently did you attend meetings?
    1) More than once a month
    2) Once a month
    3) A few times a year
    4) Never

39) What was the name of the principal at your child's high school?
    Record name _____.
    99) Don't know

40) Public schools in Texas receive accountability ratings that include exemplary, recognized, acceptable, and low-performing. Do you know what the rating of your child's high school was? Was it
    1. Exemplary
    2. Recognized
    3. Acceptable
    4. Low-performing
    5. Don't know

Personal/Demographic Information

41) Name of child _____

42) Gender of child _____

43) Birthdate of child _____

44) How many children do you have still living at home?
    1) 0
    2) 1
    3) 2
    4) 3
    5) 4
    6) More than 4

45) What language do you speak in the home?
    1) English
    2) Spanish
    3) Viet Namese
    4) Other

46) What is your marital status?
    1) Single
    2) Married
    3) Divorced
    4) Widowed
    5) Single, living in marriage-like relationship
    6) Refused/don't know

47) What is your current work status?
    1) Employed full-time
    2) Employed part-time
    3) Unemployed
    4) Other
    5) Refused/ don't know

48) What is the current work status of the child's other parent, guardian, or another adult that you may be living with?
    1) Employed full-time
    2) Employed part-time
    3) Unemployed
    4) Other
    5) Refused/don't know

49) What is your relationship to the child in the study?
    1) Parent
    2) Other relative
    3) Legal guardian
    4) Refused/don't know

50) Where you born in the U.S.?
    1) Yes
    2) No

51) How do you think of yourself?

1) Black, non-Hispanic
2) Asian/Asian-American
3) Latino/Hispanic
4) White/non-Hispanic
5) Other _____
6) Refused/don't know

52) What is the highest level of education you have completed?

1) Less than high school
2) High school diploma or GED
3) Some college
4) College degree
5) Postgraduate degree
6) Refused/don't know

53) Do you belong to any organizations? For instance, service organizations such as the Rotary Club, neighborhood organization, church affiliated organizations such as the Knights of Columbus, social clubs, or organizations connected to your work such as a Chamber of Commerce?

7) Yes
8) No

54) IF THE ANSWER TO #53 IS "YES" ASK: What would you say were the 2 organizations you participate in most?

_____
_____

55) What is your 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

Thank you. Your participation has been very helpful for educators and for the Texas Education Agency.

Parent/Guardian Follow-up Survey

Hello, my name is _____and I am calling from the University of Houston's Center for Public Policy on behalf of the Texas Education Agency. May I speak to the parent or guardian of (STUDENT'S NAME)?

Hello, my name is _____. We have contacted you previously and you participated in a research project conducted by Dr. Gregory Weiher at the University of Houston. We are contacting you again because the last time we talked with you, you indicated that your child would be attending college last fall, and we would like to ask you some additional questions about how that has gone. As you know the high school that your child attended is participating in the Texans Getting Academically Prepared, or TGAP, program funded by the U.S. Department of Education. The program is also known as GEAR UP. The Texas Education Agency is required by the U.S. Department of Education to evaluate the TGAP/GEAR UP program. Your child's school provided Dr. Weiher with school rosters and your child was selected based on the fact that he or she was an attending senior at that school within the past few years. Your participation is voluntary and you may end this interview at any time without penalty to you or your child. You can refuse to answer any question that makes you uncomfortable. Our interview will take 5 minutes or less, and is not intended to cause any personal distress. This is not a sales call.

May I continue?

( ) Yes (continue)
( ) No (thank person and terminate call)

As I mentioned, we are conducting a survey of parents or guardians of recent seniors at TGAP/GEAR UP schools who indicated that their children would be attending college this academic year. Your responses are strictly confidential. A summary of the data we gather will be reported to the Texas Education Agency, the United States Department of Education, school district officials, and partners in the TGAP project such as the College Board and the Texas Business and Education Coalition. The data may also be used in research reports that are published in professional journals. However, at no time will individual subjects be identified. If you have any questions regarding this study, please contact Dr. Gregory Weiher, Senior Research Associate of the University of Houston's Center for Public Policy at 713.743.3970. If you have any questions regarding your participation as a subject you can contact the Committee for the Protection of Human Subjects at 713.743.9204. Would you like to participate in this interview?

( ) Yes (continue)
( ) No (don't continue)

Record school code: _____

1. Did your child actually enter college in the last academic year (fall 2002 or winter 2003)?

    1. no
    2. yes

If the answer to #2 is no, go on to #9

2. ***If yes***: What college was that?

_____

3. Is that a

    1. Community/2 year college in Texas?
    2. public 4 year college or university in Texas?
    3. private college or university in Texas?
    4. college or university outside of Texas?

4. Has your child stopped attending college, or does he/she intend to continue attending college and to complete a college degree – that is, an associate's degree or a bachelor's degree?

    1. stopped attending
    2. intends to continue

If answer to #4 is* "stopped attending" ***go on to question #10***

5. ***If still attending***: How familiar were you with the TGAP or GEAR UP activities in your child's high school?

    1. Not familiar at all
    2. Not very familiar
    3. Somewhat familiar
    4. Very familiar

6. Did your child participate in TGAP or GEAR UP activities when he/she was in high school?

    1. No
    2. Yes, sometimes
    3. Yes, frequently
    4. Don't know

7. Do you feel that your child was better prepared for college because of TGAP/GEAR UP?

    1. I don't think it made much difference
    2. I think it helped my child somewhat
    3. I think it helped my child quite a bit
    4. I don't know

8. What TGAP/GEAR UP Programs do you think were most beneficial?

    1. College field trips
    2. Advanced Placement Courses
    3. Counseling about college entrance requirements
    4. Counseling about financial aid
    5. Other
    6. Don't know

Thank your for participating in our survey. Your responses have been very helpful.

9. Why do you think your child is not attending college?

    1. It costs too much
    2. The academic work is too hard
    3. It is too far from home/getting used to living alone is too hard
    4. Other

Skip question #10, and go to question #11

10. Why do you think your child is not attending college?

    1. It costs too much
    2. The academic work is too hard
    3. It is too far from home/getting used to living alone is too hard
    4. My child did not study enough
    5. Other

11. Does your child intend to return to college at some time in the future?

    1. no
    2. yes
    3. don't know

12. What could your child's high school have done to better prepare him/her for college?

1. Courses with material more like college courses
2. More trips to college campuses
3. More discussions with students who had been to college before
4. More programs that talk about the challenges of college life
5. More information about academic requirements and financial aid
6. Nothing
7. other
8. don't know

Thank you for participating in our survey. Your responses have been very helpful.

Appendix H: Data Detail

Table H.1
TGAP Students Participating in Special Programs

Campus	Percent Special Education	Percent Bilingual/ESL	Percent Gifted/Talented	Percent Career and Technology
Junior High and Middle Schools				
Hebronville JH	17.6	0.0	11.5	0.0
Adams MS	11.1	2.1	9.7	13.1
Driscoll MS	19.1	5.6	0.0	24.7
Seale JH	16.6	2.8	20.1	32.6
Ortiz Intermediate	21.4	2.6	16.8	0.0
Christen MS	21.4	55.4	9.2	15.7
United South MS	14.8	25.2	17.0	12.7
Garcia MS	23.3	52.0	2.4	31.8
Group Ave.[a]	**18.2**	**18.2**	**10.8**	**16.3**
High Schools				
Hebronville HS	18.2	1.4	13.4	84.4
Alice HS	13.7	2.8	12.0	74.4
Miller HS	21.9	8.5	6.1	56.8
Robstown HS	17.5	2.8	15.1	72.5
Martin HS	18.5	35.3	8.4	84.3
United South HS	18.7	21.9	5.8	89.4
Lyndon B. Johnson	20.2	37.3	2.8	65.6
Group Ave.[a]	**18.4**	**15.7**	**9.1**	**75.3**
TGAP Ave.[a]	**18.3**	**17.1**	**10.2**	**43.9**
State Ave.[b]	**11.6**	**14.1**	**7.8**	**20.1**

Source: 2004 TEA AEIS reports.
[a]Simple Average.
[b]All School types combined. Data are from the 2003-04 State Performance Report.

Table H.2
TGAP Campus Expenditure and Revenue Information

Campus	Instructional Dollars per Student[a]	Percent Expenditures for Instruction[a]	District Wealth per Student (Standardized)	Total Tax Rate
Junior High and Middle Schools				
Hebronville JH	$5,064	70.6	$284,466	1.653
Adams MS	$3,577	74.2	$115,154	1.640
Driscoll MS	$3,738	68.2	$182,214	1.590
Seale JH	$3,901	68.9	$49,092	1.614
Ortiz Intermediate	$3,999	77.9	$49,092	1.614
Christen MS	$4,108	75.8	$58,470	1.503
United South MS	$3,615	71.5	$160,646	1.477
Garcia MS	$4,285	71.5	$160,646	1.477
Group Ave.[b]	**$4,036**	**72.3**	**$132,473**	**1.571**
High Schools				
Hebronville HS	$5,082	68.1	$284,466	1.653
Alice HS	$3,925	64.8	$115,154	1.640
Miller HS	$4,661	70.0	$182,214	1.590
Robstown HS	$5,080	74.7	$49,092	1.614
Martin HS	$4,841	73.6	$58,470	1.503
United South HS	$3,390	67.4	$160,646	1.477
Lyndon B. Johnson	$3,996	68.2	$160,646	1.477
Group Ave.[b]	**$4,425**	**69.5**	**$144,384**	**1.565**
TGAP Ave.[b]	**$4,217**	**71.0**	**$138,031**	**1.568**
State Ave.[c]	**$4,096**	**73.5**	**$249,207**	**1.552**

Source: 2004 TEA AEIS campus and district financial statistics files.
[a]Includes Instructional Leadership.
[b]Simple Average.
[c]All School types combined. Data for instructional dollars per student, district wealth per student, and total tax rate are from the 2003-04 State Performance Report. The percent expenditures for instruction (including instructional leadership) is from the 2003-04 campus financial statistics file.

Table H.3
TGAP Accountability Ratings by Campus

Campus Name	District	1999 Rating	2000 Rating	2001 Rating	2002 Rating	2004 Rating
Junior High and Middle Schools						
Adams MS	Alice ISD	Acceptable	Acceptable	Recognized	Acceptable	Acceptable
Driscoll MS	Corpus Christi ISD	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Hebbronville JH	Hebbronville ISD	Recognized	Recognized	Exemplary	Acceptable	Acceptable
Christen MS	Laredo ISD	Acceptable	Acceptable	Recognized	Recognized	Acceptable
Ortiz Intermediate	Robstown ISD	Recognized	Recognized	Exemplary	Recognized	Acceptable
Seale JH	Robstown ISD	Acceptable	Recognized	Acceptable	Acceptable	Acceptable
Garcia MS	United ISD	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
United South MS	United ISD	Acceptable	Recognized	Recognized	Acceptable	Acceptable
High Schools						
Alice HS	Alice ISD	Acceptable	Acceptable	Acceptable	Recognized	Acceptable
Miller HS	Corpus Christi ISD	Acceptable	Acceptable	Recognized	Recognized	Acceptable
Hebbronville HS	Hebbronville ISD	Acceptable	Exemplary	Exemplary	Exemplary	Acceptable
United LBJ[a]	United ISD	--	--	--	Acceptable	Acceptable
Martin HS	Laredo ISD	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Robstown HS	Robstown ISD	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
United South HS	United ISD	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

Source. 1999-2002 and 2004 AEIS Reports.

[a]United LBJ has grades 8-11 in 2003-04 and is in the process of becoming a high school.

Appendix I: Methodological Detail

Probit models of reported college attendance rates were estimated using Maximum Likelihood Estimation (MLE). Probit models are appropriate when the dependent variable has only two possible values, such as "attend college" and "not attend college."[1] Maximum Likelihood Estimation is required for probit models because coefficients are estimated using non-linear functions, a violation of the linearity assumption of Ordinary Least Squares estimation.[2] Table I.1 presents estimated coefficient values, standard errors, and *p* values for the model. Given that the number of respondents was 235, generating only moderate statistical power, variable coefficients with *p* values of 0.1 or less (two-tailed test) were considered statistically non-zero.

Table I.1
Maximum Likelihood Estimates of variable Probit coefficients, smaller data set

Variable	Coefficient	Std. Error	$P>\|z\|$
Respondent education	-0.05	0.10	0.60
Parent-to-parent discussion about school*	0.20	0.08	0.02
Sibling with college experience	-0.03	0.20	0.89
Two-parent household	0.30	0.21	0.15
Student event count*	0.09	0.05	0.08
Student attendance	0.01	0.01	0.18
Large ISD	0.09	0.38	0.81
Information about admissions	0.03	0.26	0.90
Information about costs and financial aid	0.29	0.27	0.28
Gender	-0.23	0.20	0.24
Children in the home	0.03	0.08	0.72
English spoken at home	0.06	0.22	0.80
Student grade point*	0.32	0.12	0.01
Advanced placement enrollment	0.14	0.24	0.57
Constant	-2.03	1.03	0.05

n = 143, Pseudo R^2 = 0.20, Prob > X^2 0.00, * coefficient significant at the 0.1 level or lower

Some discussion of the variables appearing in Table I.1 is necessary. **TGAP exposure** refers to counts of TGAP events in which individual students participate. The lowest observed value for TGAP exposure is zero – that is, there are students in the data set who do not appear on the sign-in sheets of any TGAP event.

Parent-to-parent discussion about school is based upon parent responses to the question "how often do you discuss school with other parents?" It varies from "never," through "not very often" and "sometimes" to "very frequently."

Student **grade-points** are taken from data reported by TGAP independent school districts. Different districts used different formats for reporting GPAs – percentages, letter grades, and numerical averages. In order to make reported GPAs comparable, letter

[1] Eric A. Hanushek and John E. Jackson, 1977, *Statistical Methods for Social Scientists*, Orlando, FL, Academic Press, Inc.
[2] Hanushek and Jackson, 1977.

grades were converted to numerical equivalents. Then scores in whatever format they were reported were standardized using the following formula:

GPA = [[GPA – (GPA mean)]/(GPA standard deviation)]]

The result is a single variable, *ZPGA*, measured in what are commonly called Z-scores.

Student **attendance** is measured by the number of days during the standard school year that a student was present in school.

If a student respondent reports that he has a **sibling in college**, this variable is coded one. It is coded zero otherwise.

If a student's parent indicates that she is married, **Two-parent household** is coded one. It is coded zero otherwise.

Parent education is measured by asking parents if they have less than a high school education, a high school degree, an associate's degree, some college, a college degree, or a postgraduate degree, and assigning values to responses in ascending order.

Dichotomous variables are entered into the model for "**large ISD"** which includes respondents from Corpus Christi, Laredo, and United school districts. Students from these districts are considered relatively advantaged since higher percentages of their parents report that their children will be attending a post-secondary institution. Evaluators believe these higher percentages result from the fact that students in these districts are geographically closer to such institutions than students in the smaller districts. In this regard, it is relevant to note that over 30% of parents who reported that their children would attend an institution of higher learning said that their children would attend Laredo Community College.

The **Information about admissions** and **Information about costs and financial aid** variables are coded one if parents indicate either that they have received information from schools or that they have been counseled in these areas.

Gender is a dichotomous variable that is coded one if the child of the respondent in question is male.

Children in the home is based on parent's indication of the number of children beside the graduating senior child in question who remain in the home.

English spoken at home is a dichotomous variable that is coded one if the respondent indicates that English is spoken in his or her home, zero otherwise.

Advanced placement enrollment is a dichotomous variable that is coded one if the student in question has enrolled in advanced placement course, zero otherwise.

This analysis of student attendance rates involves predictor variables at various levels of observation – the individual student level, and the school and school district level. That is, the probability that an individual student will attend college should be affected by characteristics of the student and his or her household, as well as by proxies for school effectiveness and social context. The preferred way to analyze such data is to use Hierarchical Linear Models (HLM).[3] The use of HLM in this case is prohibited by the fact that there are only six second-level units of observation, however. This paucity of second level observations makes estimation of hierarchical linear models impossible because of insufficient variance in the second level independent variables. Even if estimation were possible, it is doubtful that six observations provide sufficient statistical power to detect any effects of institutional and contextual influences, genuine though they may be.

As a next-best strategy, evaluators have estimated models that control for variations in district level factors by including a dichotomous variable for large school districts (Table I.1). The coefficients for these variables are then interpreted as differences between the three included districts and the two smaller, omitted cases (Robstown ISD and Jim Hogg County ISD). In this manner, the estimated model accounts for variations across the three districts which are include in the coding of the dichotomous school district variable and the two districts which are not.

[3] Stephen W. Raudenbush and Anthony S. Bryk, 2002, *Hierarchical Linear Models: Applications and Data Analysis Methods* (2nd ed.), Thousand Oaks, CA: Sage Publications.

Appendix J: TAKS Objective Scores

Tables J.1 through J.7 present average 2002-03 TGAP TAKS objective scores for science, social studies, writing, grades 6 to 8 mathematics, grades 10 and 11 mathematics, grades 6 to 8 reading, and grades 10 and 11 English language arts, respectively. To help interpret the tables, objective mastery scores (number of items correct) at or above 70% of the number of items measuring the objective are in bold, mastery scores from 51%-69% of the number of items measuring the objective correct are in regular type, and mastery scores 50% or less of the number of items measuring the objective correct are underlined. For grades 9, 10, and 11, mastery scores are computed separately for students who did and did not successfully complete at least one Pre-AP or AP course.

Table J1

Average 2002-03 TAKS Science Objective Scores of TGAP Grade 10 and Grade 11 (Exit Level) Students

		Number of Items Correct	
Science Objective	**Group**	**Grade 10**	**Grade 11 (Exit)**
Nature of Science (Gr. 10, 11 = 17)	AP/Pre-AP	10.8	9.2
	Not AP/Pre-AP	7.8	6.6
	Total	9.4	7.9
Organization of Living Systems (Gr. 10 = 11; Gr. 11 = 8)	AP/Pre-AP	6.1	3.5
	Not AP/Pre-AP	4.6	2.7
	Total	5.4	3.1
Interdependence of Organisms (Gr. 10 = 11; Gr. 11 = 8)	AP/Pre-AP	5.0	4.5
	Not AP/Pre-AP	3.6	3.7
	Total	4.3	4.1
Structures & Properties of Matter (Gr. 10 = 8; Gr. 11 = 11)	AP/Pre-AP	3.8	4.6
	Not AP/Pre-AP	2.6	3.0
	Total	3.2	3.8
Motion, Forces, & Energy (Gr. 10 = 8; Gr. 11 = 11)	AP/Pre-AP	5.0	6.1
	Not AP/Pre-AP	3.7	4.4
	Total	4.4	5.2

Notes. Number of items per objective is given in parentheses.
AP/Pre-AP indicates successful completion of at least one AP/Pre-AP course.
Average objective mastery scores are coded as follows: Bold is at or above 70% of the number of items measuring the objective correct, not bold and not underline is 51%-69% of the number of items measuring the objective correct, and underline is 50% or less of the number of items measuring the objective correct.

Table J.2

Average 2002-03 TAKS Social Studies Objective Scores of TGAP Grade 8, Grade 10, and Grade 11 (Exit Level) Students

Social Studies Objective	Group	Number of Items Correct		
		Grade 8	Grade 10	Grade 11 (Exit)
History	AP/Pre-AP	--	4.1	6.8
(Gr. 8, 11 = 13; Gr. 10 = 7)	Not AP/Pre-AP	--	2.8	5.2
	Total	7.0	3.4	6.0
Geography	AP/Pre-AP	--	**8.7**	5.7
(Gr. 8 = 6; Gr. 10 = 12;	Not AP/Pre-AP	--	6.2	4.6
Gr. 11 = 9)	Total	3.5	7.5	5.1
Economic & Social Influences	AP/Pre-AP	--	**5.3**	8.4
(Gr. 8 = 9; Gr. 10 = 7;	Not AP/Pre-AP	--	3.8	6.3
Gr. 11 = 13)	Total	5.3	4.5	7.3
Political Influences	AP/Pre-AP	--	7.1	5.5
(Gr. 8, 10 = 12; Gr. 11 = 9)	Not AP/Pre-AP	--	5.0	4.1
	Total	6.6	6.1	4.8
Social Studies Skills	AP/Pre-AP	--	**8.9**	7.4
(Gr. 8 = 8; Gr. 10 = 12;	Not AP/Pre-AP	--	6.4	5.4
Gr. 11 = 11)	Total	5.1	7.7	6.4

Notes. Number of items per objective is given in parentheses.
AP/Pre-AP indicates successful completion of at least one AP/Pre-AP course.
Average objective mastery scores are coded as follows: Bold is at or above 70% of the number of items measuring the objective correct, not bold and not underline is 51%-69% of the number of items measuring the objective correct, and underline is 50% or less of the number of items measuring the objective correct.

Table J.3

Average 2002-03 TAKS Writing Objective Scores of TGAP Grade 7 Students

Grade	Number of Items Correct			
	Organization (6)	**Sentence Structure (10)**	**Standard Usage/Word Choice (12)**	**Punctuation, Capitalization, Spelling (12)**
7	4.0	6.6	**9.0**	**8.6**

Notes. Number of items per objective is given in parentheses.
Average objective mastery scores are coded as follows: Bold is at or above 70% of the number of items measuring the objective correct, not bold and not underline is 51%-69% of the number of items measuring the objective correct, and underline is 50% or less of the number of items measuring the objective correct.

Table J.4

Average 2002-03 TAKS Mathematics Objective Scores of TGAP Grade 6, Grade 7, and Grade 8 Students

Mathematics Objective	Number of Items Correct		
	Grade 6	**Grade 7**	**Grade 8**
Numbers, Operations, & Quantitative Reasoning (Gr. 6, 7, 8 = 10)	5.8	5.2	<u>4.9</u>
Patterns, Relationships, & Algebraic Reasoning (Gr. 6 = 9; Gr. 7, 8 = 10)	<u>4.4</u>	<u>4.3</u>	5.1
Geometry & Spatial Reasoning (Gr. 6, 7, 8 = 7)	4.6	4.1	3.9
Measurement (Gr. 6, 7, 8 = 5)	2.7	<u>2.1</u>	<u>2.0</u>
Probability & Statistics (Gr. 6 = 6; Gr. 7 = 7; Gr. 8 = 8)	3.4	<u>3.2</u>	4.5
Mathematical Processes & Tools (Gr. 6, 7 = 9; Gr. 8 = 10)	5.3	5.2	5.1

Notes. Number of items per objective is given in parentheses.
Average objective mastery scores are coded as follows: Bold is at or above 70% of the number of items measuring the objective correct, not bold and not underline is 51%-69% of the number of items measuring the objective correct, and underline is 50% or less of the number of items measuring the objective correct.

Table J.5

Average 2002-03 TAKS Mathematics Objective Scores of TGAP Grade 9, Grade 10, and Grade 11 (Exit Level) Students

Mathematics Objective	Group	Number of Items Correct		
		Grade 9	Grade 10	Grade 11 (Exit)
Functional Relationships (Gr. 9, 10, 11 = 5)	AP/Pre-AP	2.9	3.4	3.1
	Not AP/Pre-AP	1.8	2.4	2.2
	Total	2.2	2.9	2.6
Properties & Attributes of Functions (Gr. 9, 10, 11 = 5)	AP/Pre-AP	3.1	2.7	2.7
	Not AP/Pre-AP	2.2	1.7	1.7
	Total	2.6	2.2	2.2
Linear Functions (Gr. 9, 10, 11 = 5)	AP/Pre-AP	2.8	3.2	2.8
	Not AP/Pre-AP	1.9	2.1	1.8
	Total	2.3	2.7	2.3
Linear Functions & Inequalities (Gr. 9, 10, 11 = 5)	AP/Pre-AP	3.0	3.1	2.9
	Not AP/Pre-AP	2.0	2.0	2.2
	Total	2.4	2.6	2.5
Quadratic & Other Nonlinear Functions (Gr. 9 = 4; Gr. 10, 11 = 5)	AP/Pre-AP	2.7	2.9	2.9
	Not AP/Pre-AP	1.6	1.9	2.1
	Total	2.1	2.4	2.5
Geometric Relationships & Spatial Reasoning (Gr. 9 = 4; Gr. 10 = 5; Gr. 11 = 7)	AP/Pre-AP	2.5	2.6	2.9
	Not AP/Pre-AP	1.8	1.8	1.9
	Total	2.1	2.2	2.4
2-D & 3-D Representations (Gr. 9 = 4; Gr. 10 = 5; Gr. 11 = 7)	AP/Pre-AP	2.3	3.2	4.2
	Not AP/Pre-AP	1.8	2.4	3.2
	Total	2.0	2.8	3.7
Measurement (Gr. 9 = 6; Gr. 10, 11 = 7)	AP/Pre-AP	3.0	3.1	3.1
	Not AP/Pre-AP	2.2	2.2	2.2
	Total	2.5	2.6	2.6
Percents, Proportions, Probability, & Statistics (Gr. 9, 10, 11 = 5)	AP/Pre-AP	2.9	2.7	2.7
	Not AP/Pre-AP	2.2	2.0	1.9
	Total	2.5	2.3	2.3
Mathematical Processes & Tools (Gr. 9, 10, 11 = 9)	AP/Pre-AP	5.1	5.7	3.9
	Not AP/Pre-AP	3.6	4.4	2.7
	Total	4.2	5.0	3.3

Notes. Number of items per objective is given in parentheses.
AP/Pre-AP indicates successful completion of at least one AP/Pre-AP course.
Average objective mastery scores are coded as follows: Bold is at or above 70% of the number of items measuring the objective correct, not bold and not underline is 51%-69% of the number of items measuring the objective correct, and underline is 50% or less of the number of items measuring the objective correct.

Table J.6

Average 2002-03 TAKS Reading Objective Scores of TGAP Grade 6, Grade 7, and Grade 8 Students

Reading Objective	Number of Items Correct		
	Grade	Grade 7	Grade 8
Basic Understanding (Gr. 6 = 13; Gr. 7 & 8 = 12)	8.9	**9.2**	**9.1**
Literary Elements (Gr. 6 = 8; Gr. 7 & 8 = 10)	5.4	**7.7**	**7.0**
Analysis Using Reading Strategies (Gr. 6 = 8; Gr. 7 & 8 = 10)	5.0	6.9	**7.1**
Analysis Using Critical Thinking Skills (Gr. 6 = 13; Gr. 7 & 8 = 16)	7.2	9.4	**11.6**

Notes. Number of items per objective is given in parentheses.
Average objective mastery scores are coded as follows: Bold is at or above 70% of the number of items measuring the objective correct, not bold and not underline is 51%-69% of the number of items measuring the objective correct, and underline is 50% or less of the number of items measuring the objective correct.

Table J.7

Average 2002-03 TAKS English Language Arts Objective Scores of TGAP Grade 9, Grade 10, and Grade 11 (Exit) Students

Reading Objective	Group	Number of Items Correct		
		Grade 9	Grade 10	Grade 11 (Exit)
Basic Understanding (Gr. 9 = 9; Gr. 10, 11 = 8)	AP/Pre-AP	**7.9**	**7.1**	**5.8**
	Not AP/Pre-AP	6.2	**6.0**	4.3
	Total	**6.9**	**6.5**	5.1
Literary Elements & Techniques (Gr. 9 = 15; Gr. 10, 11 = 11)	AP/Pre-AP	**10.7**	**8.0**	6.9
	Not AP/Pre-AP	8.6	6.5	5.2
	Total	9.5	7.3	6.1
Analysis & Critical Evaluation (Gr. 9, 10, 11 = 18)	AP/Pre-AP	11.7	12.0	10.3
	Not AP/Pre-AP	8.4	9.3	7.7
	Total	9.8	10.7	9.0
Revising & Editing (Gr. 9 = none; Gr. 10, 11 = 20)	AP/Pre-AP	--	**16.6**	**15.3**
	Not AP/Pre-AP	--	12.7	12.0
	Total	--	**14.7**	13.6

Notes. Number of items per objective is given in parentheses.
AP/Pre-AP indicates successful completion of at least one AP/Pre-AP course.
Average objective mastery scores are coded as follows: Bold is at or above 70% of the number of items measuring the objective correct, not bold and not underline is 51%-69% of the number of items measuring the objective correct, and underline is 50% or less of the number of items measuring the objective correct.