TEXANS GETTING ACADEMICALLY PREPARED (TGAP)

Year Six Evaluation Report

September 2004 – August 2005

March 2006

Prepared for Texas Education Agency
By
Texas Center for Educational Research
Center for Public Policy at the University of Houston

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Texans Getting Academically Prepared (TGAP)
Year Six

Appendices

EXECUTIVE SUMMARY

TEXANS GETTING ACADEMICALLY PREPARED (TGAP)

The Texas Education Agency's (TEA's) state GEAR UP project—Texans Getting Academically Prepared (TGAP)—has provided interconnected activities supporting early awareness of and preparation for higher education among low-income and minority students, their families, and schools in six South Texas school districts. Over its six years, the state grant was guided by three goals for (a) building educator and student capacity for successful participation in challenging college preparatory programs, (b) increasing student and family awareness of opportunities for college and financial aid assistance, and (c) providing meaningful incentives and support for high student achievement from the business community.

TGAP represents an orchestrated partnership of the TEA, Texas A&M Precollege Outreach Centers, Project GRAD (Graduation Really Achieves Dreams), AMS Production Group, and the six school districts. TEA coordinated the partnership and provided fiscal oversight while also ensuring the program goals were met. University outreach centers developed new college awareness programs for TGAP school districts. Project GRAD developed and implemented programs designed to enable students to achieve higher educational standards. AMS collaborated with TGAP staff to design products, such as inspirational and informative videotapes in order to disseminate GEAR UP information statewide. The participating school districts, all with concentrations of low-income, Hispanic students, are Alice, Corpus Christi, Jim Hogg County, Laredo, Robstown, and United ISDs. Nearly 16,000 students representing 15 campuses participated in TGAP.

Evaluation Design

The TGAP evaluation assessed progress toward the three overarching TGAP goals. Researchers explored (a) how TGAP influenced the capacity of districts, schools, educators, parents, and students to support students' participation in higher education; (b) the extent to which student and parent awareness of college opportunities, including financial aid and assistance, increased; and (c) the academic outcomes for schools and their students. The findings also offer insight into program implementation and sustainability.

Researchers combined qualitative and quantitative data collection approaches with rich and varied sources of data. These included annual, on-site interviews (with teachers, students, counselors, and university faculty fellows), classroom observations in Advanced Placement (AP) and Pre-AP classrooms, document and product reviews, interviews with project partners, teacher and student surveys, and demographic and performance data (e.g, Texas Assessment of Knowledge and Skills (TAKS), AP exam, ACT, and SAT scores; attendance rates; and course grades). The methodological approach relied on triangulation to examine patterns in both project implementation and academic outcomes.

Major Findings

Evaluation findings are organized around the following core themes: building capacity, advanced placement programming, the Faculty Fellows program, student and parent services, school and student performance, and institutionalization and sustainability.

Building Capacity in TGAP Districts

TGAP supported programs to build the capacity of participating schools, educators, students, and parents. These capacity building efforts were guided by district plans and supported by Precollege Outreach Centers (POCs) as well as the development of products for educators, parents, and students. For teachers, student preparation for higher education involved professional development on advanced academics and curricular alignment.

The emphasis on TGAP-sponsored professional development for teachers decreased over time. Although most teachers reported that participation in TGAP-sponsored professional development activities impacted their teaching, across years, there was a persistent decline in the number of teachers participating in professional development and a narrowing in the variety of offerings. In particular, teachers perceived strongest effects on instructional practice from events such as AP Summer Institutes and Building Success. Teachers expressed their appreciation for TGAP-sponsored professional development and shared a deep concern that ongoing training was vital to the institutionalization of TGAP goals.

Across grant years, the College Board provided training on AP vertical teaming and coursework. Even though many teachers attended AP training in year 6, there were only 43 *new* AP teachers trained (most represented two districts). During the six grant years, 513 teachers participated in TGAP-sponsored AP and AP vertical team training. Unfortunately, only about half of AP-trained teachers remained in the districts during the final project year. High teacher turnover, without ongoing professional development for new teachers, threatens the viability and continuation of AP and Pre-AP programs established in the districts through the TGAP grant. The available pool of teachers for advanced classes will continue to diminish over time unless districts train new teachers in AP strategies each year and/or implement strategies to retain AP-trained teachers.

The priority of the AP Vertical Team concept declined over time. The AP Vertical Team concept is central to ensuring that more students are able to access and succeed in AP programs. While TGAP aimed to build a cadre of teachers who would align the curriculum from grades 6 through 12, during the final two grant years, only one small district sustained vertical team training for teachers in core subject areas. While teachers on TGAP campuses perceive vertical teaming as valuable and at least somewhat successful despite challenges related to scheduling, lack of effective leadership, and insufficient or poor communication, vertical team meetings were infrequent.

TGAP teachers seldom used EXPLORE and PLAN assessment data for diagnostic purposes. While most teachers reported that they gave students advice (about careers, the Recommended High School Program, Distinguished Achievement Program, college admission, SAT/ACT, and financial aid), across years, most teachers either chose not to use data from these assessments or were unfamiliar with them. Instead, teachers frequently saw their role as one of encouraging

students to consider higher education, facilitating activities to raise awareness, talking about career paths, or referring students to outside sources of information.

Although Precollege Outreach Centers provided important support for districts, personnel turnover diminished services, especially in the last year. Across grant years, the POCs supported TGAP districts through activities such as arranging campus visits to colleges and universities, facilitating professional development for educators, making classroom presentations on financial aid and college admissions, and assisting with parent involvement programs. However, personnel turnover, especially in the final year, curtailed program continuity. The Alice POC discontinued operation toward the end of the school year, and at the Laredo POC, staffing changes disrupted services. Despite personnel issues, the outreach centers provided a reduced level of services in year 6.

Advanced Placement Program

Increased student participation in advanced coursework is believed to be a potent method for reducing the ethnic and socioeconomic disparity of access to higher education. Research on first-generation college students highlights the vital role of rigorous high school courses. TGAP-sponsored professional development was designed to enable districts to assemble a cadre of teachers trained in AP methods, expand AP course offerings, and encourage more underrepresented students to participate in AP and Pre-AP coursework, as well as the AP examinations.

TGAP enabled districts to serve underrepresented students in Advanced Placement programs. Across program years, while TGAP campuses expanded AP programs by offering a wider array of Pre-AP courses, AP course offerings decreased. Student-level data for 2002 through 2004, however, 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.

Both participation and performance in AP examinations decreased toward the end of TGAP funding. Between 2000 and 2005, there was an 86% increase in the number of students taking AP exams in Texas, a 60% increase nationally, and an 83% increase on TGAP campuses. But, relative performance on the AP examinations at TGAP schools was consistently below state and national averages. For example, in 2005 the percentage of AP examinations with scores of 3 or higher was 59% nationally, 49% across the state of Texas, and 21% at TGAP campuses. Excluding the AP Spanish Language Examination, the percentage of AP exams with scores of 3 or higher was only 5% at TGAP campuses.

Also of concern were trends from the final two program years. Between 2003 and 2005, the percentage of students taking AP exams decreased by 20% at TGAP schools. Moreover, students who took AP exams completed fewer AP exams (19% less). During that period, the percentage of examinations with scores of 3 or higher fell from 30% to 21%. While declining performance may be expected with increased participation, it is unlikely with decreased participation. It appears that TGAP promotion of open-enrollment policies for AP courses and financial support for examinations enhanced student access through 2003. Students' AP examination performance

trends raise concerns about the academic preparation of TGAP students who are enrolled in AP coursework and the academic rigor of the AP and Pre-AP classes offered.

Greater intellectual challenge is needed in AP and Pre-AP classes. Although TGAP's investment in teacher professional development on AP and other advanced academic strategies appears to have positively influenced teachers' classroom practice to some extent, observations of core-content area AP and Pre-AP classes in TGAP schools revealed primarily teacher-centered instruction. Across years, teacher activities most frequently involved directing the whole group or monitoring students working independently. Likewise, students most often listened to a teacher presentation or completed worksheets. Students less commonly had assignments that involved problem solving, investigation, or written communication.

Comparisons over time did reveal slight increases in teachers' use of higher order questioning and AP learning strategies. During the final two project years, teachers were observed using higher order questioning strategies a small extent (a notable increase from little or none). In ratings of core-content classes on students' use of AP learning strategies, greater increases across years were observed in mathematics and social studies classes. Results for subject-specific indictors suggest that TGAP teachers use a small number of instructional strategies that were promoted through professional development.

Overall, classroom observations underscore the need for increased intellectual challenge of instruction and stronger student engagement in learning. Students in advanced classes spent substantial portions of class time passively listening to a teacher presentation rather than being actively engaged in meaningful and challenging learning experiences.

Teachers expressed concerns about academic standards in AP courses. While across years TGAP teachers were optimistic about their schools' AP programs and believed the AP program in their school was at least somewhat successful, teachers contended that opening AP enrollment to all students precipitated a diluted curriculum, which, in turn, contributed to poor performance on examinations. Teachers believed the AP program would be strengthened by implementing a more stringent enrollment policy, increasing course rigor, diversifying the curriculum, and meeting their professional development needs.

Faculty Fellows Program

The Faculty Fellows program, a collaborative effort of the TEA, two universities (Texas A&M International University and Texas A&M University—Kingsville), and the six districts, aims to develop local capacity by supporting AP professional development through subject-area pairings of high school teachers and university faculty. The program also set out to increase student awareness and preparation for college by allowing students to have regular access to college professors and college-level instruction.

The Faculty Fellows program has fostered stronger connections between the universities and high schools. The teacher-professor relationships established through the Faculty Fellows program have helped form stronger links between TGAP high schools and neighboring universities. AP students and their teachers have had the chance to see the university and professors in a new and more realistic light.

Faculty Fellows believed they had limited influence on AP exam success. While most participating Faculty Fellows believed that increased academic rigor could be achieved, they contended that it was unrealistic to expect their brief time spent in AP classrooms to have a substantial impact on students' AP exam scores. Faculty Fellows advocated for more stringent student AP admission criteria and stronger curricular alignment between middle and high school.

The Faculty Fellows program is unlikely to continue without external funding sources. While Faculty Fellows and teachers said they wanted to continue participating in the program, university program coordinators indicated that, without additional external funding, universities would not be able to sustain the investment in Faculty Fellows provided by the grant.

Student and Parent Services

In cooperation with Precollege Outreach Centers, TGAP schools hosted activities and events for students and parents. Each year, student activities included presentations on college and financial aid opportunities, preparation for higher education, and career exploration. Parent services, such as informational mailings and workshops, were designed to help parents encourage and aid students in their educational endeavors.

More than a quarter of TGAP students visited a higher education institution in the final grant year—but, the provision of student services decreased over time. About half of students at TGAP schools received at least one TGAP–related service in the final project year, representing a substantial decrease from previous years. In addition, 27% of students visited a university, college, or technical school during the final TGAP year, which is also a decrease from previous years. The decrease in student services in the final grant year may reflect the cancellation of campus visits for students, as well as the diversion of funds by some districts from college visits to salaries.

TGAP raised parent and student awareness of post-secondary education opportunities. Surveys indicated increases in the percentages of TGAP students who said they were familiar with community and four-year colleges. There also was an increase in students who said they received counseling about college costs and financial aid. In addition, more parents said that they received information about college entrance requirements and about finances. However, for information on both college requirements and financial aid, percentages of parents reporting they received information peaked in fourth year of TGAP and subsequently showed marked declines.

TGAP had limited success in increasing parent involvement and raising student aspirations to attend college. Parents in the final year were no more likely to help their children with homework or to talk to them about school compared to previous years. Furthermore, the percentage of students who believed it is very important to have a college degree did not increase.

Involvement in TGAP activities is associated with the likelihood that parents will report that their children are going to attend a post-secondary institution. Various forms of TGAP involvement, such as parent counseling about entrance requirements and financial aid or student participation in a college trip, predict a higher probability of surveyed parents reporting that their children will attend college. This impact is independent of student achievement, household composition, household socioeconomic status, and other variables. The greatest impact is experienced by disadvantaged students.

School and Student Performance

TGAP schools performed well on indicators of student preparation for post-secondary education. These improvements, however, usually reflect increased participation rather than academic performance. The following list shows progress toward providing experiences that support student access to post-secondary education.

- Participation on college entrance examinations increased by 13% at TGAP campuses since 1999, compared to an increase of 6% at peer comparison campuses and to no increase at the state level.
- Performance on the SAT increased by 15 points between 1999 and 2003, compared to a 15 point decrease at peer campuses.
- Completion of the Recommended High School Program was greater compared to state averages between 1998 and 2003.
- Completion of advanced courses was higher than peer campuses and the state.
- Graduation from high school remained above peer campuses and the state average.
- Completion of GED increased slightly since 1999 while the state average and peer campus rates decreased slightly.
- Dropout was lower, with the rate for TGAP campuses in 2003 below the dropout rates for peer campuses and the state.

TGAP campuses performed less well on key student academic indicators. The following list suggests that, although student awareness of and access to higher education may be improved, their insufficient academic preparation undermines prospects for succeeding academically.

- Performance on AP examinations trails the state average by 28 percentage points and national average by 38 points in the final project year. When the Spanish Language Exam is excluded, TGAP performance trails Texas by about 44 percentage points and national by about 54 points.
- Participation and performance on AP examinations decreased since 2003.

- Performance on the SAT and ACT remains weak. Small percentages of TGAP students scored at or above the criterion on these tests in any year, and the percentage decreased from 6% in 2002 to 4% in 2003.
- Performance on the TAKS trails peer campus and state averages. In 2004, TAKS passing rates for TGAP campuses were lower than comparison groups (an average of 5 points lower that peer campuses and an average of 13 points lower than the state average).

While districts improved student participation in advanced programs, courses, and examinations, student academic performance did not improve. Districts must increase their efforts to improve conditions that support student performance on achievement measures such as the TAKS, AP examinations, and the SAT and ACT.

The percentage of TGAP graduates entering higher education decreased. Contrary to project goals, data from the Texas Higher Education Coordinating Board show a 1.3 percentage point increase in TGAP graduates entering four-year universities in Texas between 2000 and 2004. During the same period, the percentage entering a community college or technical school declined sharply. The slight increased enrollment in four-year universities does not offset the drop in students entering community colleges or technical schools. Thus, the overall percentage of TGAP graduates entering higher education decreased over program years. In 2004, less than half of TGAP students (48%) entered a higher education institution in Texas.

Institutionalization and Sustainability

If project activities are expected to be sustained after the grant funding cycle, the degree to which reform efforts' are internalized and institutionalized must be examined. Researchers examined districts' plans for future years and strides toward program sustainability after TGAP funding ends.

Teachers' familiarity with TGAP decreased. While teacher familiarity with the TGAP program increased from years one through five, it decreased substantially in the final program year. This trend corresponds with decreased levels of participation, since during the final two years, the percentage of teachers reporting participation in at least one TGAP event (e.g., attended professional development) also decreased.

Student awareness of higher education may not be sustained. With decreasing participation and familiarity, student awareness is unlikely to be sustained. Some teachers believed TGAP services help in encouraging students to enroll in academically challenging courses and participate in higher education. Other teachers, however, felt that TGAP was much less effective than it had been in previous years or that the program had no discernable impact.

Testing and admission fees may not be sustained. School counselors and TGAP coordinators cited successes relative to the provision of TGAP funds for college admission and AP tests, college application, dual-credit course enrollment fees, and college field trips. Without continued grant funding, however, TGAP districts did not have plans for covering these costs beyond the program.

GO Centers may help sustain TGAP ideals. Three districts established GO Centers (collaborations with local universities and high schools) in which a nucleus of students is trained and then disseminates information to other students about post-secondary education. GO Centers were funded, in part, with TGAP funds. The three districts using GO Centers planned to sustain them after the end of TGAP. The GO Centers represent the continuation of many of the purposes and activities of GEAR UP, particularly student outreach.

Precollege Outreach Centers may not be sustained. POCs provided services for TGAP districts across program years. In 2004-05 as the grant neared its conclusion, there was great turnover in POC staffing. According to teachers, the greatest effect was on classroom presentations and professional development. Without GEAR UP funds, it is unlikely that POCs will continue to provide support for TGAP districts.

GEAR UP toolkits produced through grant funds offer a sustainable resource. Over the course of the grant, TGAP produced informational toolkits. In year 6, all TGAP districts reported that they had received the toolkits. These toolkits provide informational resources that may be useful beyond the grant period in raising student and parent awareness of post-secondary education not only for TGAP districts but for districts statewide.

TGAP sustainability is associated with cost. In general, programs that do not require large out-of-pocket expenditures for the districts are expected to continue. Districts that held Walks-for-Success, for instance, are optimistic that those walks will continue. Additionally, in some districts, GEAR UP funding was used to train a cadre of Thinking Maps trainers—thus, training on Thinking Maps is self-sustaining. Programs with higher costs, such as college visits, professional development, Faculty Fellows, and fee subsidies for tests and concurrent course enrollment programs may be ended when grant funding ends. Many TGAP participants fear that the loss of GEAR UP funds also will jeopardize the programs that they view as most productive (e.g., college visits and funding for SAT, PSAT, ACT, THEA, and AP tests).

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 has now been reduced, AP support will continue through the 2005-06 biennium. Support includes fee subsidies, equipment grants, teacher training reimbursement, teacher bonuses, 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 have to 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. The TEXAS grant, which provides financial aid for two-year institutions, was renamed during the 79th Legislature as the Texas Educational Opportunity Grant and $9 million was appropriated for student tuition and fees.

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 6, 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 6, districts also submitted plans for sustaining TGAP activities beyond the grant period.

SECTION 2
EVALUATION DESIGN

Evaluation Purpose

This evaluation examines the sixth and final year of the TGAP project, which began in 1999-00 and concludes in 2004-05. 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 2005. During visits to campuses, CPP evaluators interviewed each district's TGAP coordinator and middle- and high-school counselors. Questions addressing project implementation and sustainability 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. 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 spring 2005. Researchers conducted two interviews at TAMUK and nine 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 and facilitated focus groups on six high school campuses (i.e., with students who were a part of the program).

Informal 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 2005. 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, 10,916 students returned surveys for a 71% response rate. Campus-level response rates ranged from 41% to 93%.

Teacher. In April 2005, 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). A total of 747 teachers returned surveys for a 65% response rate, with campus-level rates ranging from 40% to 100%.

Parent. In spring 2005, the University of Houston Survey Research Center conducted telephone interviews with 822 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, 357 parents of seniors who graduated in spring 2005 were interviewed in summer 2005 to determine their children's post-graduation plans. In 2004-2005, a follow-up survey was conducted of parent respondents to the senior parent survey of 2003-2004. Specifically, 149 parents who had responded to the fourth year senior parent survey were re-interviewed in the sixth year to determine how many students actually did enter college in the fall of 2004, and of those how many were continuing to attend college.

Faculty Fellows. TCER also conducted an email survey of the Faculty Fellows; 10 faculty members returned surveys for a 50% response rate. 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, 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 8 to 11, and 6 high schools. The grades 8-11 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)	848	Alice (9-12)	1,615
Corpus Christi	Driscoll (6-8)	752	Miller (9-12)	1,514
Jim Hogg County	Hebbronville (6-8)	244	Hebbronville (9-12)	352
Laredo	Christen (6-8)	1,526	Martin (9-12)	1,866
Robstown	Ortiz (5-6)	570	Robstown (9-12)	965
	Seale (7-8)	543		
United	Garcia (6-8)	636	United South (9-12)	1,892
	Lyndon B. Johnson (7-8)	179	Lyndon B. Johnson (9-10)	1,264
	United South (6-8)	907		
Group Average[a]		753		1,367
Total		**6,205**		**9,468**

Note. Student enrollment (15,673) based on TEA AEIS 2004.
[a]Group average excludes Lyndon B. Johnson.

Student enrollment in TGAP schools varies widely. On average, middle schools have fewer students (753 students) than high schools (1,367 students). Hebbronville Junior High has the lowest mid-level school enrollment, with 244 students, while Christen Middle School has the highest enrollment, with 1,526 students. The smallest high schools are Hebbronville (352 students) and Robstown (965 students), while United South High School (1,892 students) and Martin High School (1,866 students) are the largest. Longitudinal enrollment jumped from 15,305 in 1999-00 to 17,382 in 2000-01 with the addition of United LBJ. Since 2000-01, enrollment has consistently remained in the 15,500 range (15,563 in 2001-02, 15,610 in 2002-03, and 15,673 in 2003-04).

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 34% Hispanic, 13% African American, and 49% White. The percentage of Hispanic students in TGAP schools ranges from 85% at Driscoll Middle School and 86% at Miller High School (Corpus Christi ISD) to over 98% at Garcia Middle School, United South High School, Lyndon B. Johnson, and United South High School (United ISD); at Christen Middle School and Martin High School (Laredo ISD); and at Oritz Intermediate School and Seale Junior High School (Robstown ISD).

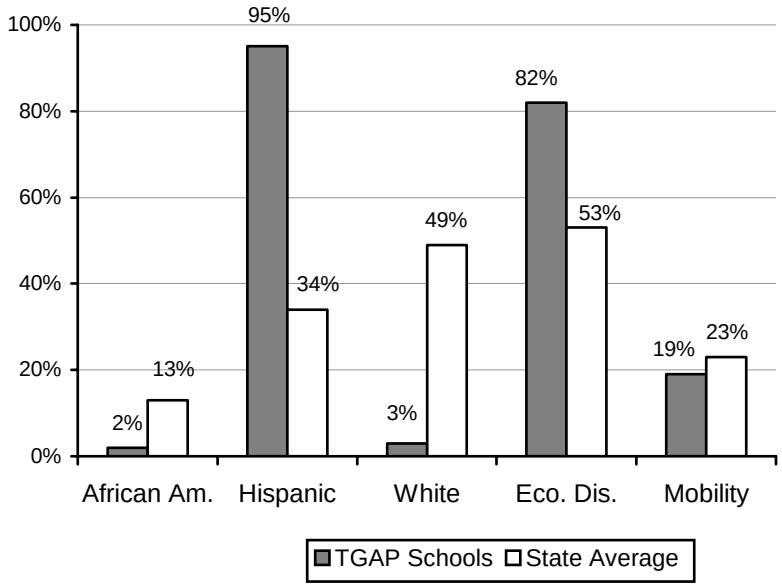

Figure 2.1. TGAP student characteristics, 2004.

Overall, 82% of TGAP students are economically disadvantaged, compared with the state average of 53%. There are somewhat higher percentages of disadvantaged students in TGAP middle schools (88%) compared to high schools (81%). Student economic disadvantage also varies by campus, with percentages ranging from 67% (Alice High School) to 94% (Christen and Garcia Middle Schools). No TGAP campus had less economically disadvantaged students than the state average of 53%. When compared to the state average, mobility rates at TGAP schools (19%) are somewhat lower than the state (23%). TGAP high school students are slightly more mobile than middle school students (22% compared to 16%). Mobility rates among the middle

schools range from 7% at Hebbronville Junior High to 30% at Driscoll Middle School, and among the high schools, from 11% at Hebbronville High School to 35% 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 18%, somewhat higher than the state average of 12%. About 18% of TGAP middle and high school students receive special education services. A slightly larger percentage of TGAP students (17%) 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 57% at Miller High School to 89% at United South High School. Table H.1, Appendix H, provides details on educational programs.

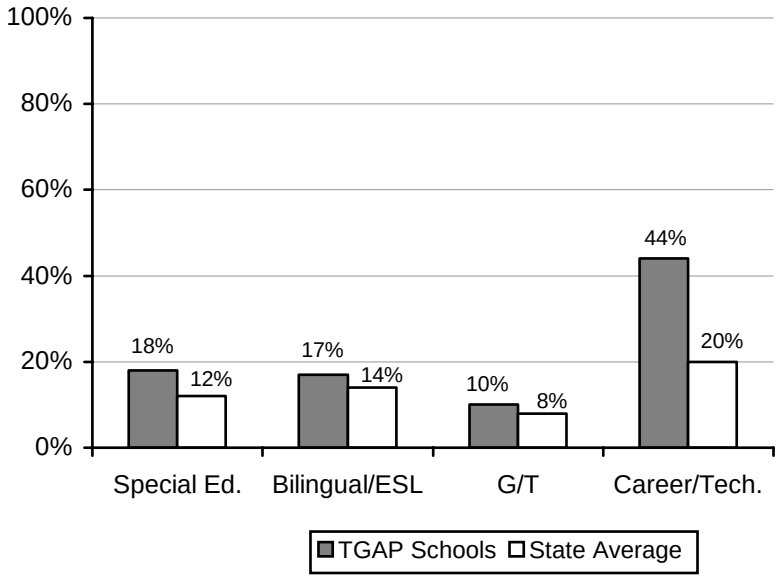

Figure 2.2. TGAP students participating in special programs, 2004.

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 8 to 16 years by campus. Approximately 5% of TGAP teachers, compared to 7% across the state, are in their first teaching year. Two TGAP campuses, however, employ more than 10% first-year teachers (United South High School and LBJ). TGAP teachers are much more likely to belong to a minority group compared to state average. While approximately 29% 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 (16%) compared to the percentage of aides in TGAP high schools (12%) and the state as a whole (10%). District-level teacher turnover rates at 12% are below the

state average of 20%. Turnover rates vary slightly from 11% at Jim Hogg CISD, United ISD, Robstown ISD, and Laredo ISD to 15% at Alice ISD.

Table 2.2
TGAP Teacher Characteristics, 2004

Campus	N	Average Years Teacher Experience	Percent Beginning Teachers	Percent Minority Teachers[a]	Percent Instructional Aides[a]
Junior High and Middle Schools					
Adams MS	61	10.2	1.3%	64.7%	9.9%
Driscoll MS	46	14.0	2.2%	56.1%	18.4%
Hebbronville JH	19	15.1	5.2%	94.8%	15.2%
Christen MS	100	14.0	5.9%	94.0%	11.5%
Seale JH	37	12.0	2.7%	74.6%	11.8%
Ortiz Int.	40	14.9	0.0%	77.3%	21.9%
United South MS	55	7.7	7.3%	83.6%	21.4%
Garcia MS	40	8.4	2.5%	82.4%	18.7%
Group Average	**49.8**	**12.0**	**3.4%**	**78.4%**	**16.1%**
High Schools					
Alice HS	110	11.2	7.3%	64.5%	8.5%
Miller HS	103	14.1	1.9%	53.3%	10.3%
Hebbronville HS	29	14.1	4.4%	79.7%	15.5%
Martin HS	132	15.8	6.3%	87.3%	10.5%
Robstown HS	72	14.5	2.4%	63.3%	12.4%
United South HS	127	9.2	11.1%	89.9%	18.3%
LBJ[b]	104	5.4	10.5%	94.5%	8.3%
Group Average	**96.7**	**12.0**	**6.3%**	**76.1%**	**12.0%**
TGAP Average	**71.7**	**12.0**	**4.7%**	**77.3%**	**14.2%**
State Average[c]	**37.0**	**11.8**	**7.0%**	**28.9%**	**10.2%**

Source: 2004 TEA AEIS campus-level data files.
[a]Minority includes all non-White groups.
[b]LBJ has grades 8 through 11. It is grouped with the high schools because there are more students in grades 9-11 (1,264) than in grade 8 (179).
[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 more instructional dollars per student ($4,217) than the state average ($4,096). TGAP campuses spend about 71% of their revenue for instruction, which is slightly below the state average of 74%. The district wealth per student is considerably lower for TGAP schools ($138,031) than the state average ($249,207). More importantly, the district wealth for five TGAP campuses (three in Robstown ISD and two in Laredo ISD) is less than $60,000 per student, and for two others (Jim Hogg County ISD), district wealth is over $280,000 per student. The average tax rate for TGAP campuses is $1.57, slightly higher than the state average of $1.55. 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.

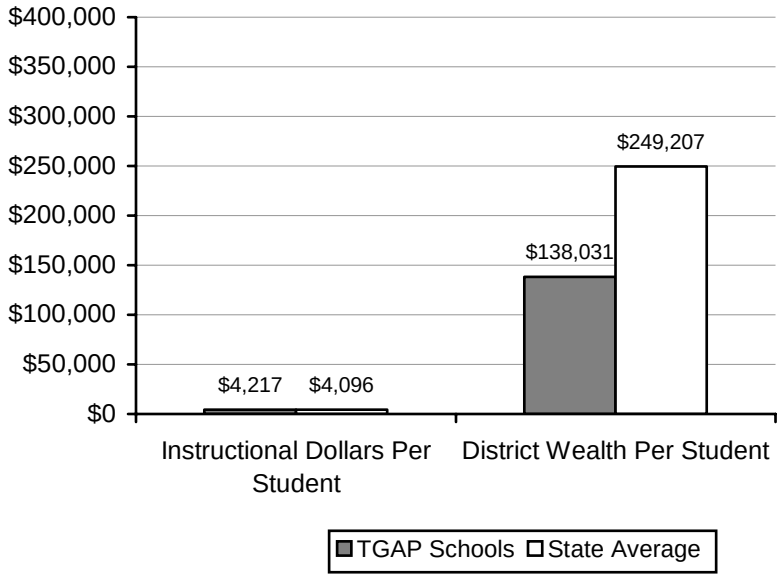

Figure 2.3. Campus expenditure and revenue information, 2004.

SECTION 3

BUILDING EDUCATOR AND STUDENT CAPACITY

Texans Getting Academically Prepared was designed to support capacity-building efforts for schools, educators, counselors, students, and parents to prepare minority and economically disadvantaged students for successful participation in challenging higher education preparatory programs. The capacity-building components of TGAP described and examined in this section are organized as follows:

- Creation of district plans to guide capacity-building efforts,
- TGAP product development,
- Support for capacity building provided by Precollege Outreach Centers,
- Teachers' opportunities for professional development, and
- Findings on educator capacity building.

Findings on educator capacity building examine professional development, vertical teaming and curriculum alignment, availability and use of assessment data, and counseling and advising by teachers. Information comes from a survey of TGAP teachers and data collected during site visits to the six participating districts.

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 6, 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, ongoing professional development for teachers, and the use of appropriate and relevant data to inform curriculum, instruction, and assessment decisions.

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 6. 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 facilitated by the Southwestern Regional Office of the College Board and the Precollege Outreach Centers (POCs). 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 6. 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 POCs and individual districts. In year 6, professional development initiatives included topics such as Thinking Maps, Write for the Future, and Project CRISS.

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 6 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. Two additional toolkits were developed and became available for use in years 5 and 6. *Transitions* was designed to help educators encourage economically disadvantaged students to prepare for higher education. The toolkit includes videos with training materials on four topics: *State of Transition, Transitioning from Middle to High School, Transitioning from High School to College, and Financial Aid: Opportunities for a Lifetime.* An additional toolkit, *Ready for College,* stresses the importance of early planning and preparation for any student who wants to pursue higher education. It was designed for use by middle school and high school counselors in meetings with students and parents. The toolkit includes videos, discussion guides, PowerPoint presentations, and resource materials on three topics: *Planning Ahead for College, Financial Aid: Opportunities of a Lifetime,* and *Becoming a Well-Rounded Student*. Information from interviews with district representatives and counselors revealed that all TGAP districts and campuses received the toolkits and most sent representatives for training facilitated by the TEA. Nearly all schools (12 of 15 campuses) have used the toolkits in various ways for a variety of audiences.

Precollege Outreach Centers

As it has throughout the grant period, TGAP funded Precollege Outreach Centers 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, POCs assists in coordinating the Faculty Fellows program and, at the request of participating districts, conduct classroom observations and walkthroughs. During the first five years of the grant, the Alice POC served Corpus Christi, Robstown, and Alice ISDs, and the Laredo POC served Jim Hogg County, Laredo, and United ISDs. However, in year 6, personnel turnover led to changes in POC operations. The Alice POC discontinued operation toward the end of the 2005-06 school year.

Additionally, the professional staff at the Laredo POC resigned and a period of time passed before there was a new director. To gauge the level of POC services in year 6, evaluators collected data through interviews during site visits with district representatives about POC activities and from sign-in forms documenting POC services.

Despite personnel turnover, in the sixth year, POCs supported training for teachers, counselors, and administrators. Professional development included sessions on Thinking Maps, Write for the Future, and Project CRISS. Altogether, it is estimated that 259 teachers participated in POC-sponsored professional development (based on sign-in forms, see Table 3.2). Thinking Map training was well attended by teachers in almost all districts (166 teachers). Additionally, a number of teachers across districts attended sessions on Write for the Future (29), Project CRISS (21), and Dr. Ruby Payne's Learning Structures (43). In some cases, counselors and administrators attended POC-sponsored events. Information on POC services for students and parents is included in sections 6 and 7 of this report.

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. Thus, substantial TGAP resources have supported teacher professional development on research-based practices linked to academically rigorous coursework and instruction. During the 2004-05 school year, TGAP training was facilitated by the College Board, the 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 training on strategies for science, reading, and technology. Additionally, TGAP districts used grant funds to send teachers, counselors, and administrators to a variety of conferences.

Advanced Placement 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 AP 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 and the TEA, evaluators determined the number of unique teachers trained each year and the number of teachers remaining in the districts. Table 3.1 shows that across the six grant years, 513 teachers (unduplicated count) have participated in AP and AP vertical team training sponsored by TGAP. Slightly more than half of trained teachers (54%) remained in the districts during the 2004-05 school year (year 6).

The number of teachers trained in each district varies considerably due to district size and the emphasis placed on training in years 5 and 6. The teacher retention rate has declined across years because few *new* AP teachers received training after the fourth year of the grant. In year 6, however, Laredo and United ISDs trained a substantial number of teachers in AP strategies (27 and 12 teachers, respectively). Because Laredo ISD trained a large number of teachers in 2004-05, the district had the highest teacher retention rate (73%). Robstown ISD had the next highest retention rate (61%). The remaining TGAP districts retained less than half of their AP-trained

teachers: Jim Hogg County (42%), United (44%), Corpus Christi (46%), and Alice (48%). In general, teacher turnover threatens the viability of AP programs in the TGAP schools.

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	Yr 6 04-05	Total Trained	Retained in District[a]	Retention (Turnover) Rates
Alice	NA[b]	27	31	29	1	3	91	44	48% (52%)
Corpus Christi	28	20	19	16	0	0	83	38	46% (54%)
Jim Hogg Cty	24	8	0	25	3	0	60	25	42% (58%)
Laredo	33	20	29	0	0	27	109	80	73% (27%)
Robstown	22	21	22	22	0	1	88	54	61% (39%)
United	35	17	18	0	0	12	82	36	44% (56%)
TGAP Total	142	113	119	92	4	43	513	277	54% (46%)

[a] Number of teachers remaining in the district in year 6 (2004-05).
[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 2004-05. Table 3.2 presents teacher participation data as reflected on these forms (numbers represent a duplicated count). Altogether, 730 teachers attended TGAP-sponsored professional development in year 6. Teachers across most districts attended training events on topics such as Thinking Maps, Ruby Payne's Learning Structures, Write for the Future, and Project CRISS. The number of teachers attending AP Summer Institutes increased to 95 in year 6 (up from 15 teachers in year 5). Still, more than half of Summer Institute participants had attended an institute in a previous grant year. In year 6 (similar to year 5), participation in vertical team training was limited to teachers in Robstown ISD, and curriculum writing was not reported for teachers in any district.

Some professional development events were sponsored by individual districts. In Alice ISD, 29 teachers participated in training on rubrics and 37 teachers received training on other topics, such as multimedia technology, the Plato Learning system, and open-ended reading strategies. In Laredo ISD, 12 teachers participated in Sure Score training and 122 teachers attended training sessions on topics such as brain research, effective capacity in the classroom, and SMART conference on reading. A total of 33 teachers in Robstown ISD attended professional development sessions on topics including CAST: Sail into Science, explore and experimental science, and Kagan Cooperative Learning. A number of teachers in United ISD (42) received training on Sure Score.

Table 3.2
Number of Teachers Attending Professional Development Events Sponsored or Funded by TGAP/GEAR UP, 2004-05

Event	Alice	Corpus Christi	Jim Hogg County	Laredo	Robs-town	United	Total
Thinking Maps*	35	0	3	73	26	29	166
AP Summer Institute	12	0	0	64	7	12	95
Sure Score	0	0	0	12	0	42	54
Payne-Learning Structures*	11	14	5	10	1	2	43
Write for the Future*	19	1	4	0	5	0	29
Rubrics	29	0	0	0	0	0	29
Project CRISS*	18	0	0	0	3	0	21
TAKS-related	0	0	0	4	0	0	4
Other	37	0	0	122	33	1	193
AP Vertical Team Training							
English/Language Arts	0	0	0	0	21	0	21
Mathematics	0	0	0	0	18	0	18
Social Studies	0	0	0	0	17	0	17
Science	0	0	0	0	15	0	15
Other	0	0	0	25	0	0	25
Total	**161**	**15**	**12**	**310**	**146**	**86**	**730**

* 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.

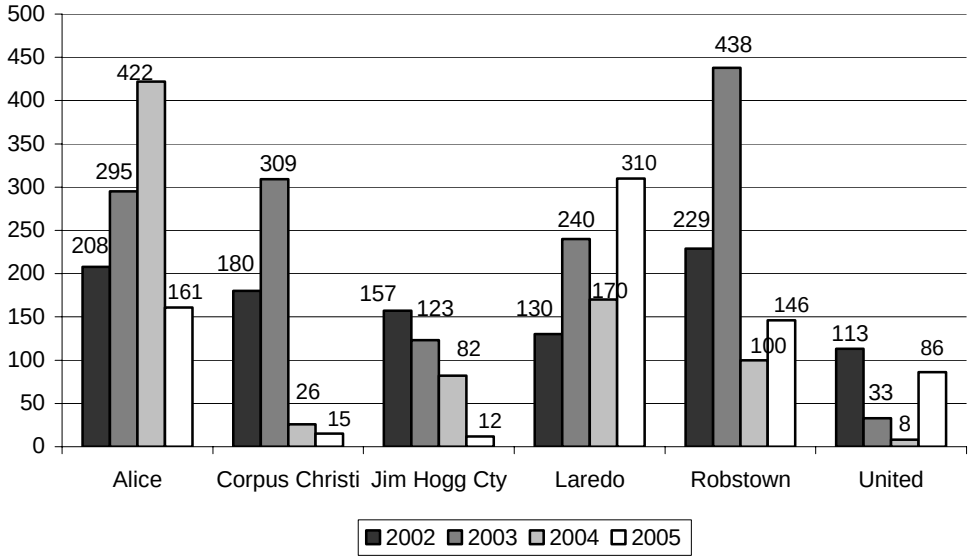

Figure 3.1. Number of teachers participating in TGAP/GEAR UP professional development by district and year (duplicated count).

In general, the emphasis on professional development was greater in the earlier years of the grant (2002 and 2003). In two of the six districts (Alice and Jim Hogg County ISDs), teacher participation in professional development declined substantially between years 5 and 6. In contrast, greater numbers of teachers participated in professional development during the last year of the grant in Laredo, Robstown, and United ISDs. Variance in the provision of professional development across years may reflect discontinuity caused by personnel turnover (i.e., district coordinators and POC staff) as well as district decisions regarding funding priorities.

Findings on Educator Capacity Building

The following sections present evaluation findings on TGAP capacity-building activities that supported teacher professional development and efforts to develop rigorous, coherent academic curricula in the six school districts. Described first is the methodological approach used in data collection through site visits and the teacher survey. The next sections present teachers' perceptions and reflections on TGAP-sponsored professional development, efforts in curriculum alignment and vertical teaming, the use of assessments for determining student needs and strengths (i.e., EXPLORE and PLAN), and student counseling and advising for higher education.

Methodology

Site visits. Teams of three to four researchers from the Texas Center for Educational Research conducted one-day site visits to each TGAP campus during the spring of 2005. During site visits, evaluators held focus groups with AP and Pre-AP teachers and students. In addition, they conducted classroom observations in Pre-AP and AP core content area classrooms. Researchers selected teachers for participation in interviews and observations based on their level of TGAP involvement, as well as demographic characteristics (e.g., gender, ethnicity). During site visits, researchers conducted 24 teacher focus groups and observed 69 classrooms. We used a purposive sample of teachers in order to reflect campus faculty size and, to the extent possible, a proportional representation of teachers across core-subject areas. Additionally, researchers conducted 15 student focus groups at the middle and high school levels.

Table 3.3
Interview and Observation Participants

Event	Number Completed
Middle school classroom observations	35
High school classroom observations	34
Middle school teacher focus groups	15
High school teacher focus groups	9
AP student focus groups	9
Pre-AP student focus groups	6

Teacher survey. Researchers administered teacher surveys at the six school districts in April 2005 in order to elicit teachers' awareness and attitudes regarding TGAP initiatives and objectives. TGAP coordinators distributed the survey and postage-paid envelope to each regular, full-time teacher in schools participating in TGAP. Follow-up reminders were sent to TGAP coordinators to encourage teacher participation and improve survey response rates. Although

researchers tracked teacher surveys by name and assigned number, the names were removed before data analysis began to maintain respondent confidentiality.

Distribution of respondents. Table 3.4 shows the distribution of teacher survey respondents across schools. Altogether, 747 teachers completed surveys for a 65% response rate. This is slightly higher than the response rate obtained in the previous year (62%). Since the survey response rates varied by district, the responses are not equally representative of all districts. For example, while nearly all (98%) of teachers in Jim Hogg County ISD responded, just over half (54%) of teachers in Robstown ISD responded. Response rates also vary by school level, with a slightly higher concentration of high school teachers (68%) compared to middle school teachers (61%). Thus, results represent only the views of the teachers who responded.

Table 3.4
Number of Teacher Respondents by School

District/School	Number Sent	Number Received	Response Rate
Alice ISD	**194**	**123**	**63%**
Adams Middle School	57	42	74%
Alice High School	137	81	59%
Corpus Christi ISD	**154**	**88**	**57%**
Driscoll Middle School	46	20	43%
Miller High School	108	68	63%
Jim Hogg County ISD	**54**	**53**	**98%**
Hebbronville Junior High	21	21	100%
Hebbronville High School	34	32	94%
Laredo ISD	**262**	**193**	**74%**
Christen Middle School	103	77	75%
Martin High School	159	116	73%
Robstown ISD	**158**	**85**	**54%**
Ortiz Intermediate School	35	12	34%
Seale Junior High	36	25	69%
Robstown High School	87	48	55%
United ISD	**328**	**205**	**63%**
LBJ Middle School	111	52	47%
Garcia Middle School	38	33	87%
United South Middle School	57	27	47%
United South High School	122	93	76%
Total	**1150**	**747**	**65%**

Characteristics of survey respondents. Survey respondents' demographic characteristics are largely consistent with teacher characteristics reported in campus AEIS reports (see Table 2.2). Teachers are predominately Hispanic (73%) and female (66%). Most 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 11 years, meaning that half the teachers

have 11 or fewer years of teaching experience and half have been teaching more than 11 years. Table 3.5 presents the distribution of teaching experience by percentiles.

Table 3.5
Distribution of Teaching Experience

	Percentage of Teachers						
	5%	10%	25%	50%	75%	90%	95%
Years as a teacher	1	2	4	11	20	28	31
Years teaching at current school	1	1	3	5	10	18	24

Note. For example, 25% of teachers have 4 or fewer years of teaching experience and have been at their present school for 3 or fewer years; 50% of teachers have 11 or fewer years of teaching experience and have been at their present school 5 or fewer years.

Table 3.6 provides the distribution of teachers by grade level and subject area. Because respondents may teach multiple grade levels and subject areas, the percentages may not equal 100%. As expected, with the slight overrepresentation of high school teachers in the sample, twice as many teachers report teaching grades 9 through 12. Overall, 21% of respondents teach English, 17% math, 13% social studies, and 13% science. About 44% of survey respondents teach classes in other subject areas. Two-thirds of respondents (63%) report teaching at least one section of a core-subject course.

Table 3.6
Grade Level and Subject Area of Teachers (Percent)

Grade Level		Subject Area	
Sixth	14.1	English	21.1
Seventh	19.9	Math	17.4
Eighth	19.7	Social studies	13.0
Ninth	47.2	Science	12.6
Tenth	49.1	Other	43.5
Eleventh	49.5		
Twelfth	45.6	Core subject area	62.5

Note. 745 of 747 teachers responded to these items.

Teacher Perceptions of Professional Development

Since substantial TGAP resources have been allocated to professional development for teachers at the six districts, questions on the teacher survey and teacher focus group protocols addressed teachers' views on the quality of professional development and the effect on their teaching. This section describes teacher participation in and perceived impact of TGAP-sponsored professional development.

Teacher survey. One section of the teacher survey inquired about participation in various training events and solicited perspectives on the extent to which participation had improved their teaching. Because many TGAP activities were targeted to core-subject teachers, Table 3.7 compares the professional development activities attended by core-content teachers and non-core content (other) teachers. In general, training choices are similar for the two groups, except for AP Summer Institutes, Sure Score, and Write for the Future. Core-subject teachers are more than

twice as likely to have attended these training events. In addition, core-content teachers were nearly four times more likely to have attended the AP Summer Institutes. These findings were to be expected, given TGAP's professional development approach. Thinking Maps had the highest teacher participation rate of all professional development activities (56%).

Table 3.7
Type of Professional Development Attended, by Teaching Assignment (Percent)

Topic	Teaching Assignment		All Teachers *N*=716
	Core Subject *n*=454	Other *n*=262	
Thinking Maps	57.4	53.4	55.9
AP Summer Institute	23.6	6.5	17.3
Sure Score	17.8	8.8	14.5
Payne-Psychology of Poverty	12.6	7.7	10.8
Project CRISS	10.4	6.9	9.1
Write for the Future	10.8	4.2	8.4
Other	9.3	13.0	10.6

Note. 716 of 747 teachers responded to professional development items.

To gauge the effectiveness of TGAP training, teachers rated the training sessions' impact on their teaching. Using a 4-point scale, teachers rated the impact on teaching as *not at all, somewhat, moderately,* and *a lot.* Figure 3.2 provides a graphic representation of teacher responses.

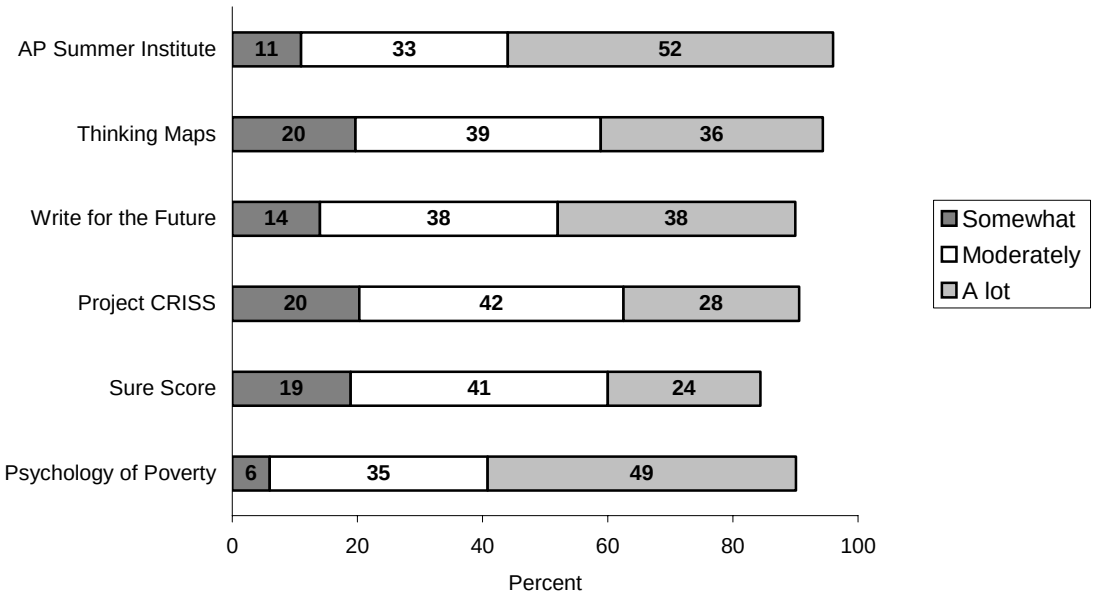

Figure 3.2. Percent of teachers reporting professional development activities impacted their teaching *somewhat, moderately*, or *a lot* (*N*=685).

Each bar on the chart represents those respondents indicating a factor had at least some level of impact. Overall, teachers attending the AP Summer Institutes and Ruby Payne's Psychology of Poverty found their training the most helpful; half of the teachers reported this training improved their teaching *a lot*. About a third of teachers also indicated that Thinking Maps and Write for the Future training helped improve their teaching *a lot*.

Teacher focus groups. Teachers' descriptions of professional development activities provided in focus groups helps in interpreting their views about TGAP training. Overall, although opportunities for professional development continued through year 6, teachers representing all participating TGAP schools lamented the decline in access to training. One commented, "Three years ago, I had a lot more training and I learned a lot more strategies to use in my classroom and it has dwindled greatly. I haven't had but one real training this past year." Most teachers were uncertain why their districts had deemphasized professional development. As one speculated, "Maybe they [the district] didn't think it was necessary that we have all the training anymore." Although many teachers had not recently attended any training, their comments reflected their appreciation for previous opportunities to participate in professional development activities and said they received ideas they continue to use in their classes.

Most teachers, regardless of campus size or level, wanted to see an increase in training opportunities. Teachers particularly urged for an expansion of AP and Pre-AP training so that it would be available to or be mandatory for all teachers. One said:

> I think that even though they're not teaching AP or Pre-AP courses, taking that training is beneficial to all teachers because they said even when you have regular classes you notice that you have that high level of instruction for them as well and they will meet your expectations.

Larger districts. In the three large districts (Laredo, Corpus Christi and United ISDs), teachers indicated that training had decreased or had been discontinued altogether, which they perceived as a major blow to TGAP's sustainability and success. Many of these teachers said that they had not completed any TGAP training for two or three years. Several grieved the loss of vertical teaming and vertical alignment training over the past several years. Some said that TEKS and/or district-developed curricula had replaced the need to actively align the AP curriculum.

Notably, teachers were concerned about teacher turnover as a threat to AP's sustainability unless training was provided to new teachers. For instance, one Corpus Christi teacher said that three-fourths of the faculty is new to the district. Another teacher commented:

> You're going to have teacher turnover, and because of that, GEAR UP should have a training that is basically a permanent fixture. If this grant was focused on helping a community that doesn't have the resources that other communities do, that isn't going to change ever. You can't do it once and then walk away. People are going to come and go. The community needs that resource permanently.

A teacher from United ISD commented:

> That's the only negative thing about teaching. It works if you can keep your same teachers and you can collaborate with those same teachers. When you get new teachers every two years or teachers leave elsewhere, some marry and leave to another city.

Professional development also supports campus and inter-campus networks and keeps teachers up to date. Teachers said that without ongoing training, collaboration between those teachers who stay declines. They also believed that ongoing AP training was critical in order to keep teachers up-to-date with AP strategies. The following comment from a United ISD science teacher illustrates:

> I think I would want more training as a Pre-AP, AP teacher. I got out of the university back in '94 and there's a lot of things that's changed. I remember being in a college class and we were doing electrophoresis, but since they are so expensive, the professor would be, "I'll do it. You watch." So if I've never done it myself as a teacher, so how can I teach my kids?

Some teachers said that the quality and focus of training had shifted considerably since years 1 to 4. While previous training focused on AP-specific strategies and vertical teaming, more recent training focus on test preparation and working with "at risk" students. Other teachers in these larger districts found training, while less frequent, to be of value. A science teacher from United ISD reflected:

> When it comes to the science team, the only thing I can say is that the investment in us going to trainings has impacted the kids. There's a lot of curriculum that's being presented that will eventually be objectives that the kids need to learn for their advanced placement tests. As far as my standpoint as a science teacher, that is something that has benefited the kids for the last couple of years. I utilize any information.

In addition, given its universal focus in TGAP during year 6, it is not surprising that teachers mentioned thinking maps. A teacher who provided on-campus training said:

> I was one of the first ones who was sent to be a teacher trainer for thinking maps. When we first got in the strategy, we had a lot of teachers who were closed-minded about it and I've seen a change now where it has worked for organization or whatever X number of reasons for teachers. But I see that the faculty has made a turnaround when it comes to using new strategies that will help the students. What we did 20 years ago just doesn't cut it now.

Smaller districts. Teachers representing smaller districts (Alice, Hebbronville, and Robstown ISDs) described a number of professional development activities in which they had participated. Importantly, unlike the larger districts, smaller districts continued a degree of professional development activities. Like teachers in larger districts, many had participated in Thinking Map training—although many said they did not use thinking maps in class. Meanwhile, a number of teachers described the critical importance of the Summer Institute and Advanced Placement training. Some mentioned the building of common networks which enabled collaborative work and others described the importance of guided grade-level planning. While they had made strides

to acquire the strategies and skills to work with AP students, a number of teachers were concerned about their ability to put them into practice in the classroom and felt that additional training should focus specifically on implementation.

Many teachers said that they appreciated training on best practices, as well as that focused on working with economically disadvantaged students (i.e., Ruby Payne). Teachers participating in focus groups said they were able to put most strategies into action right away and were particularly content with the resources provided in their workshops.

Teachers at smaller campuses also listed several effects of professional development. For instance, some teachers talked about how training made them feel like professionals. One commented:

> We've been able to travel. And, in traveling, we've been able to get ideas from different people and implement them . . . I think GEAR UP made us, as teachers, feel important, feel professional. They spent money at the beginning, and its dwindled, but it made us feel like we were worth something. You actually felt like a professional and you came back more enthused.

Several teachers shared concerns tied to professional development. In addition to the need for more training in AP and Pre-AP strategies and implementing them, teachers at smaller campuses were interested in training on vertical alignment and vertical teaming extending to the elementary level. Interestingly, a few teachers felt that too much focus on the AP Program had a negative impact on "struggling" students. For instance, one teacher said, "The district didn't consider the lower level students that we have because we kept being told, "You can teach them with the same books. Those lower ones will eventually get caught up."

Vertical Teams and Curriculum Alignment

TGAP promoted curriculum alignment efforts centered on ongoing curriculum development through vertical teams as a means to enhance student opportunities to participate in Pre-AP and AP programs beginning in middle school. In the sixth and final year of TGAP, most districts curbed curriculum alignment efforts tied to TGAP, however. Teacher survey questions and focus groups with teachers during site visits inquired about vertical alignment and vertical teaming.

Vertical teams. Curricular alignment through vertical teaming is a core element of TGAP's initiative to build school capacity to support student preparation for higher education. Teams of middle and high school teachers were expected to work as teams in order to align their curricula in the four core subject areas of mathematics, science, social studies, and English language arts. The intended result is a scope and sequence guiding a seamless path of knowledge for students as they progress from grades 6 through 12. The following section examines vertical team membership and activity, accomplishments, challenges, and perceived impacts.

Of 705 teachers who responded to this question on the teacher survey, 187 (25%) reported being a member of a vertical team. Vertical team members included 164 core-content area teachers and 23 non-core content teachers. Of the 446 respondents indicating they teach a core subject, 37% indicate vertical team membership. Teaching assignments by vertical team membership are shown in Table 3.8. Of the 187 teachers reporting vertical team membership, 33% teach English

language arts, 18% teach math, 20% teach sciences, and 18% teach social studies. The majority of teachers who are not on a vertical team (53%) teach a non-core subject area.

Table 3.8
Teachers' Subject-Area Assignments, by Vertical Team Membership (Percent of Respondents)[a]

Subject	On a Vertical Team *n*=187	Not on a Vertical Team *n*=518	All Teachers *N*=705[b]
English language arts	33.2	16.0	20.4
Mathematics	18.2	17.3	17.5
Science	20.3	10.3	12.9
Social Studies	18.2	10.7	12.7
Non-core areas	18.7	52.6	43.8

[a] Does not total to 100% as teachers can have multiple assignments.
[b] Total does not equal total respondents (747) due to missing data.

Further analysis of the responses from 280 core-subject teachers who did not participate on a vertical team revealed that less than half (44%) had the opportunity to be part of a vertical team. Vertical team opportunity for non-members varied across the six districts, ranging from 43% in United ISD to 93% in Robstown ISD.

Vertical team meetings. On one survey item, teachers reported on the frequency of vertical team meetings. Figure 3.3 shows that, compared to the previous year, vertical team meetings occurred slightly more frequently in year 6 (37% of teachers reported meeting once or twice per semester and 26% reported that their vertical team met more frequently). Overall, however, from the 2002 to 2005 surveys, the frequency of vertical team meetings did not shift dramatically. Infrequent vertical team meetings may be due to a number of factors. The teacher survey and focus groups indicate that compensation, release time, and scheduling difficulties may present obstacles to vertical team meetings. In addition, most districts, especially the larger ones, deemphasized vertical teams in favor of externally-created aligned curricula. One coordinator said, "Teachers used to meet, but it was not very effective because they didn't accomplish anything." Two large districts developed district-wide K-12 aligned curricula, which made TGAP vertical teams redundant.

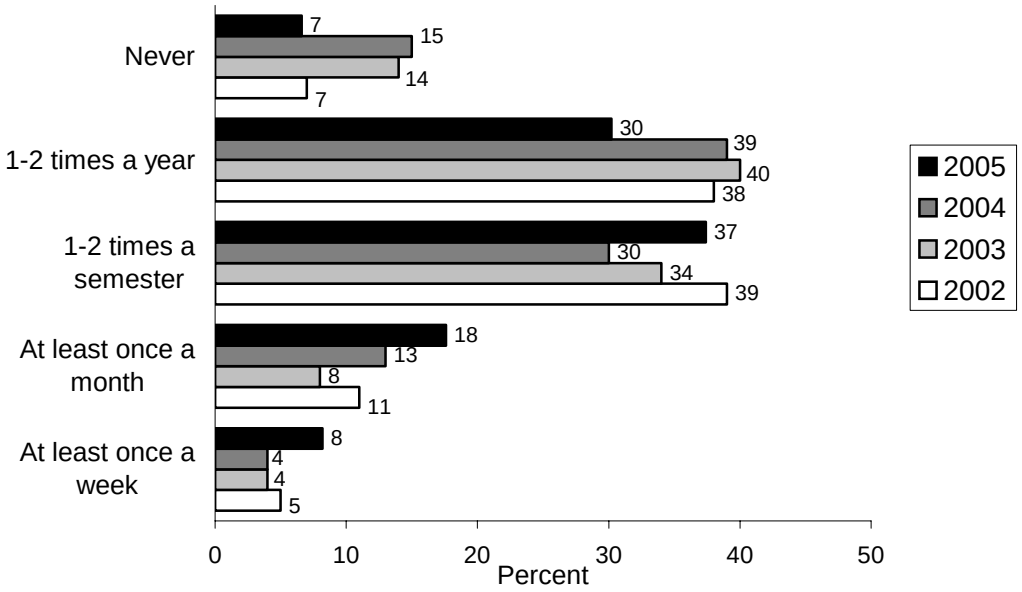

Figure 3.3. Frequency of vertical team meetings, n = 187 vertical team teachers.

Vertical team success. Compared to the previous three years' surveys, a slightly increasing percentage of vertical team teachers (29%) indicated that the vertical team approach in their school was *very successful*. The percentage of teachers rating the vertical team approach as *not very successful* remained somewhat consistent across survey years (Table 3.9).

Table 3.9
Teacher Attitude Concerning the Success of the Vertical Team Approach

Response	2001	2002	2003	2004	2005
Very successful	12.4	20.5	20.6	21.7	29.5
Somewhat successful	57.4	56.4	61.4	60.9	55.2
Not very successful	18.2	15.9	17.3	15.9	14.8
Don't know	12.0	7.2	0.7	1.4	0.5

Figure 3.4 illustrates, however, that teachers' opinions of vertical team success vary by district. Teachers in Alice, Jim Hogg County, and United ISDs had the most positive opinion of the vertical team approach, with 48% rating it as *very successful*. In contrast, 24% of Laredo ISD teachers rated the vertical team approach as *not very successful*.

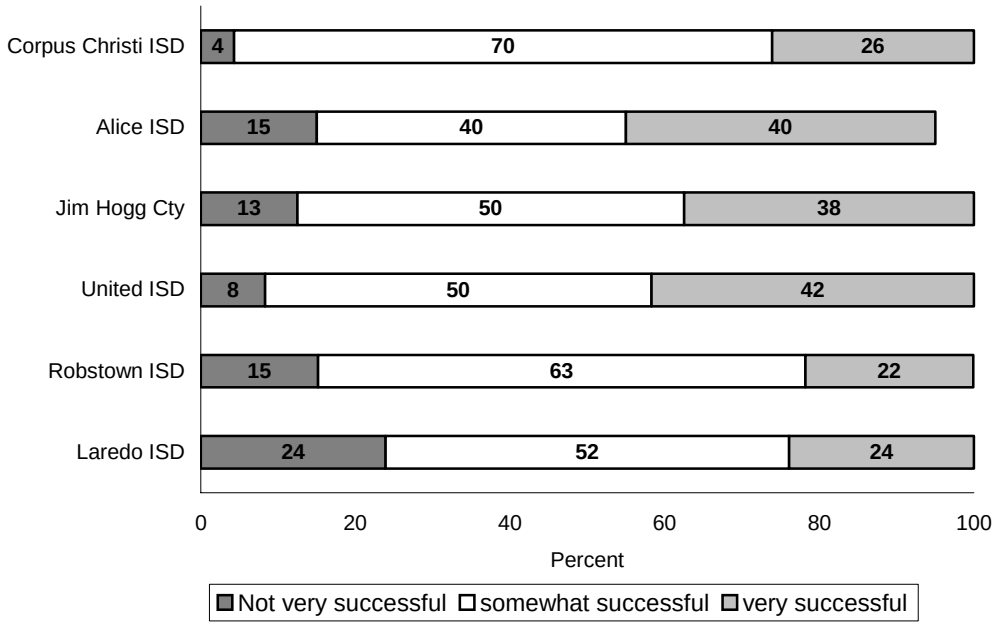

Figure 3.4. Success of the vertical team approach, by district.

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 sufficient time for all team members to meet was the greatest challenge (76% regarded time as a *moderate* to *large* challenge). In contrast, insufficient teacher preparation and poor communication between teachers were viewed as a challenge to a moderate of large extent by only 37% to 40% of the surveyed teachers.

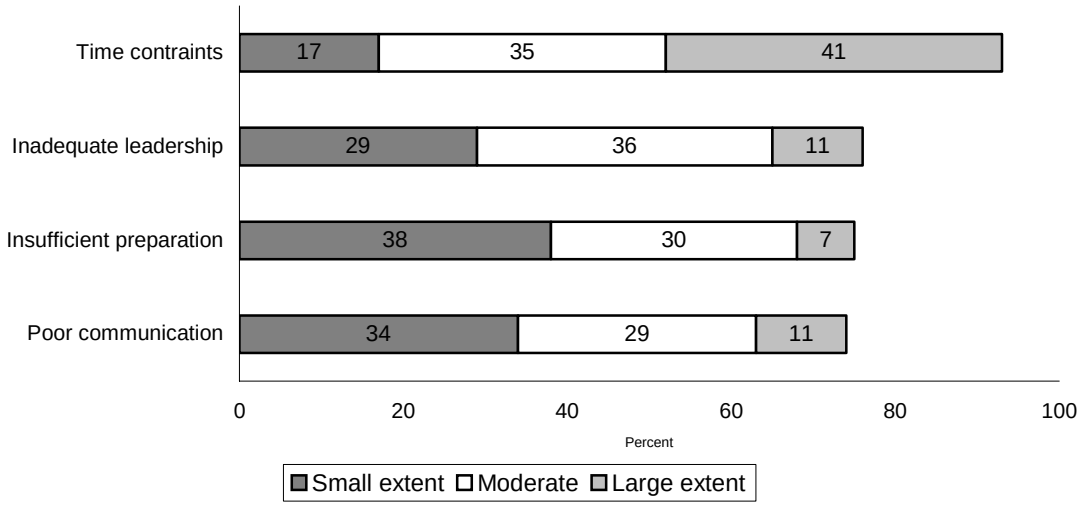

Figure 3.5. Challenges in implementing vertical teams.

Focus groups and an open-ended survey item provided additional information about challenges and potential solutions for vertical teaming. Teachers described three main barriers to vertical teaming including scheduling difficulties, lack of effective leadership, and insufficient or poor communication. Teachers also provided prospective solutions to these barriers.

Scheduling difficulties. Teachers mentioned scheduling difficulties as a major challenge to vertical teaming. In total, nearly two-thirds (61%) of teachers responding to this item on the survey wrote about scheduling and timing. Teachers reported that vertical teams could seldom find times when all team members could meet. This was especially true for team meetings that included teachers from different departments in large schools or teachers from more than one campus. Most teachers who responded to this questions proposed potential solutions to these barriers. First, several teachers recommended that incentives be provided, including financial incentives, the provision of substitute teachers, and early release time for planning. Others suggested revising the school schedule to enable common conference and team planning periods so that teachers could meet formally and informally with vertical team members. Several teachers suggested creating and sharing an annual plan for meetings early in the school year to realize more frequent, structured, and regularly scheduled meetings. A few teachers suggested holding vertical team meetings during the summer. It is evident that teachers are cognizant of the fact that effective vertical teaming is not possible without becoming an integral part of the campus schedule and calendar.

Lack of effective leadership for vertical teaming. Teachers also indicated lack of effective leadership as an obstruction to vertical team activity. About one-fourth (26%) of teachers said that strong leadership, from department chairs, TGAP coordinators, and campus administrators, was essential for providing vision and sustaining commitment in curriculum development. Many teachers were particularly concerned about the expertise and commitment of their campus TGAP coordinator. For instance, one said, "We need a coordinator who knows what they are doing!" Others said that leadership could serve several important roles including overseeing progress, providing strategic planning and oversight, facilitating meetings, providing vision and structure, and providing instructional leadership. Teachers from several campuses pointed out a key challenge in getting effective leadership is turnover. For instance, in one focus group, teachers listed five different TGAP coordinators in less than five years. Interestingly, however, some teachers were happy that vertical teams did not always include administrators since it gave teachers an opportunity to work together. When asked how administrators had been involved in the process, one teacher commented, "We don't see them, they don't interrupt us, and it's a wonderful way to meet some of these other teachers without the administration there giving guidance or input."

***Insufficient or poor communication*.** Teachers also mentioned ineffective and low levels of communication as a barrier to vertical team meetings. Nearly one-fifth (18%) of teachers responding to this item on the survey said that their teams lacked ongoing communication about upcoming events, clear goals and objectives for the vertical team, and responsibilities of team members. A number of teachers also described breakdown in communication between grade levels or school levels. For instance, in one group, a middle school teacher, when asked what has been the least successful element of TGAP, commented:

> Least successful? Really, honestly, I think it's the vertical teaming because we haven't had enough. I don't think we've met often enough with the AP teachers. We started off very well the first couple of years, but then that has been toned down as far as the vertical teams. I really don't know exactly what the AP teachers expect, and I don't think the AP teachers know what we are doing to prepare the students for the AP, which is the goal of having the GEAR UP-is getting more students to take AP exams and getting them interested in going to college. It's that communication problem.

In summary, teachers on TGAP campuses generally perceive vertical teaming as valuable and at least somewhat successful despite several challenges related to scheduling, leadership, and communication. Of course, these categories are not mutually exclusive. In fact, there is tremendous important overlap between them.

Availability and use of EXPLORE and PLAN Data

In addition to enhancing instructional strategies and curricular alignment, TGAP funds were used to support the use of ACT's EXPLORE and PLAN assessments for identifying student needs and strengths. Designed for 8th and 9th graders, EXPLORE 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 teacher survey items addressed teacher access to and use of both EXPLORE and PLAN data. Overall, 41% of teachers indicate their districts provide this assessment data, although a greater percentage responded that they *don't know* if their district provides EXPLORE and PLAN data. Only about one-third of teachers reported that they use the information to address student needs (Figure 3.6). Survey results varied among districts. Between 26% and 51% of teachers indicate their districts provide assessment data, and 21% to 38% report using the assessment data to meet students' needs. Additionally, there was a slight decrease in the use of EXPLORE and PLAN data between survey years (36% of teachers to 33%).

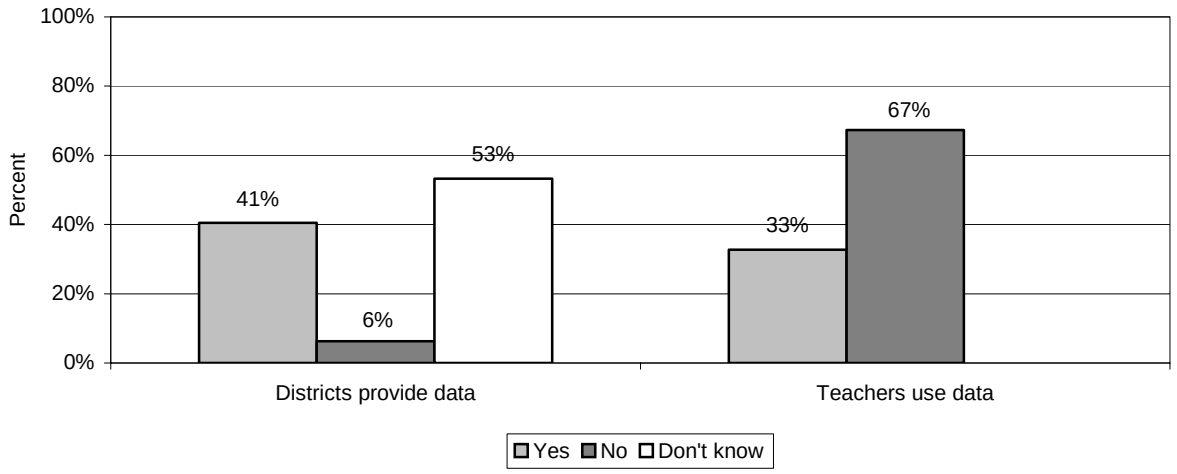

Figure 3.6. Teachers' access to and use of EXPLORE and PLAN data (*N* = 655).

Counseling and Advising by Teachers

TGAP also encouraged teachers to advise students about higher education. 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 whether they counsel or advise students 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 illustrates, most teachers discuss factors directly or indirectly contributing to post-secondary education success with students. More than three-quarters of teachers report they advise students *sometimes* or *often* on all the topics listed. Teachers are less likely to provide guidance about the ACT/SAT and financial aid (26% and 22% *never* provide this type of advice, respectively), and are most likely to give advice about careers and diploma plan (38% and 35% provided this type of advice *often*, respectively). Three-fourths 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, and goals for the future. Teachers also talked with students about careers (e.g., salaries, requirements, job visits, job placement) 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 life-changing choices, keys to success, and life decisions.

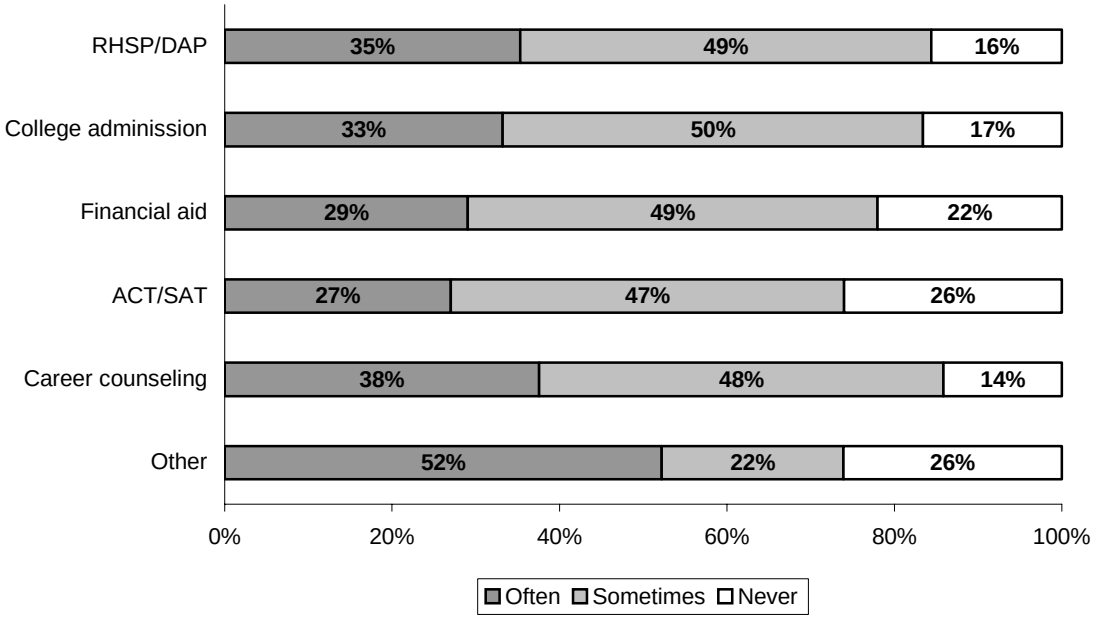

Figure 3.7. Types and frequency of advice given to students (*N* = 730).

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 529 teacher responses, nearly one-third (30%) indicated they used class time to actively make students aware of educational opportunities by facilitating in-class activities. In addition, another 9% said they provide college related materials in their classroom (see Table 3.10). Teachers saw their role as one of encouraging students to attend higher education (42%), or talking with them about the relationship between post-secondary education and career opportunities (23%). 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 sharing their own personal experience in college or talking about the benefits of higher education. Several focused on raising student self-esteem and making them aware of their potential for success. Some teachers said they talked to students regularly regarding the importance of education. Others stressed ties between post-secondary education and an increase in earning potential, as well as gaining access to a meaningful career. A number of teachers in this category (nearly 9%) said they hosted outside speakers including counselors, former students, university speakers, and representatives from the community.

Nearly one fourth of teachers responding (23%) said that they used class time to *discuss careers and their relationship to post-secondary education*. A number of teachers used various assessments and career-interest surveys to determine student career strengths. Others invited guest speakers representing the course subject to talk about careers. For instance, a foreign language teacher wrote: "We show films and discuss varied opportunities available with student's knowledge of a language other than English." Some teachers had students complete research on careers of interest. One teacher wrote: "We work on a career based research paper that helps students look at the requirement for that specific job."

A substantial percentage of teachers (30%) *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," discuss entrance requirements and applications, discuss different degree plans, and talk about different universities. Many teachers had students' research post-secondary institutions on the Internet. Other teachers helped students complete college applications and financial aid forms. Surprisingly, only a handful (4%) guided students into the advanced placement program, provided college-like strategies (such as note taking), helped students prepare for exams (SAT, ACT, AP), or provided other college preparatory academic assistance.

A number of teachers (13%) said they referred students to *outside information sources* to serve as additional sources of post-secondary awareness. Among these activities were field trips to college campuses, visits with the counselors, and career selection workshops.

Table 3.10
Role of Teacher in Raising Students' Post-Secondary Awareness

Response Category	*Percent
Encourages students to attend higher education	41.5
Facilitates in-class activities to raise post-secondary awareness	29.7
Talks about higher education as it relates to career paths	23.2
Refers students to outside sources of information	12.9
Provides resources in class for students to utilize	8.6

* Refers to percent of responses, not individuals responding.

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 60% 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 (77%), college admission requirements (70%), and career counseling (66%).

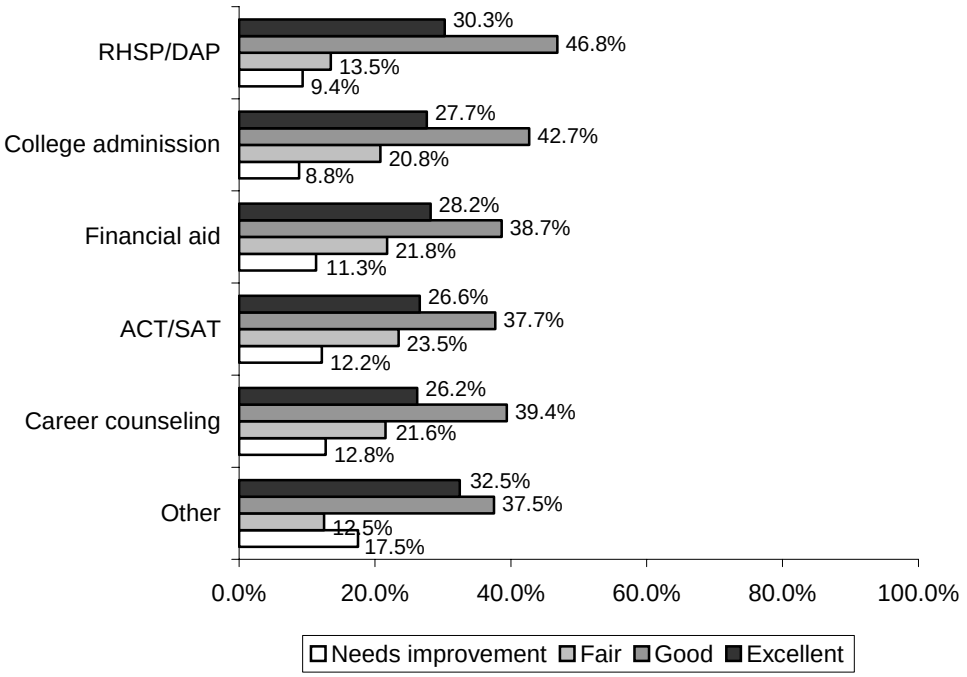

Figure 3.8 How good a job is your school doing in making students aware of opportunities?

Table 3.11 provides comparative information on teachers' perceptions of their school's TGAP-related outreach efforts across survey years. For almost 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 decreased in 2005 compared to 2002. Furthermore, over the four years there are no dramatic shifts in any of the indicators.

Table 3.11
How good a job is your school doing in making students aware of post-secondary opportunities? (Percent)

	2002	2003	2004	2005	
	Good or Excellent	Good or Excellent	Good or Excellent	Good or Excellent	Change
RHSP/DAP	75	78	81	77	+2
College admission	72	75	75	70	-2
Financial aid	67	73	72	67	0
ACT/SAT	66	71	73	64	-2
Career Counseling	67	68	72	66	-1

Summary

Across six project years, TGAP has supported programs to build the capacity of participating schools, educators, students, and parents. Capacity building efforts have been guided by district plans and supported by Precollege Outreach Centers (POCs) and the development of products for educators, parents, and students. For educators, the preparation of students for higher education involved professional development on advanced academics and curricular alignment.

Initiatives supporting a more rigorous academic curriculum in the sixth and final year of the grant centered on teacher professional development 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, 259 teachers benefited from POC-sponsored professional development sessions, with workshops on Thinking Maps the most widely attended across districts (166 teachers). Additionally, a number of teachers attended sessions on Write for the Future, Project CRISS, and Dr. Ruby Payne's Learning Structures.

Overall, 730 teachers (duplicated count) attended TGAP-sponsored professional development in year 6. In addition to training facilitated by POCs and the College Board, individual districts also provided training sessions tailored for their particular needs. Teacher survey responses indicate that the majority of teachers regarded most training sessions as helpful, with nearly half of teachers saying that AP Summer Institutes and Ruby Payne's Psychology of Poverty (i.e., Learning Structures) improved their teaching *a lot*. In general, participation in professional development declined in the last two grant years. Decreased participation probably reflects personnel instability at the POCs as well as individual district decisions regarding funding priorities.

Across grant years, the College Board has provided training on AP vertical teaming and coursework. Even though many teachers attended AP training in year 6, there were only 43 *new* AP teachers trained and most of these teachers were in Laredo and United ISDs. During the six grant years, 513 teachers (unduplicated count) have participated in AP and AP vertical team training sponsored by TGAP. Unfortunately, only about half of AP-trained teachers (54%) remained in the districts during the 2004-05 school year. Thus, high teacher turnover threatens the viability of AP and Pre-AP programs established in the districts through the TGAP grant.

The priority given to the AP vertical team concept has also diminished over time. During the final two grant years, Robstown ISD was the only district that sustained vertical team training for teachers in the core subjects. In year 6, only 25% of surveyed teachers (compared to 36% in year 5) reported being a member of an AP Vertical Team for curricular alignment. Vertical team meetings in year 6, similar to previous years, were infrequent, with 37% of vertical team teachers indicating they meet as a team only one to two times per year. In general, teachers on TGAP campuses perceive vertical teaming as valuable and at least somewhat successful despite challenges related to scheduling, lack of effective leadership, and insufficient or poor communication.

EXPLORE and PLAN assessment data has seldom been used for diagnostic purposes by TGAP teachers. In year 6, similar to previous years, most teachers either do not use data from the assessments or do not know about its availability. On the other hand, more than three-quarters of teachers report that they are 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 (42%), facilitating in-class activities to raise awareness (30%), talking about higher education as it relates to career paths (23%), or referring students to outside sources of information (13%). The majority of teachers also believe that their school is doing a *good* or *excellent* job in making students aware of post-secondary opportunities; however, there was little change in teachers' opinions between 2002 and 2005.

SECTION 4
BUILDING CAPACITY THROUGH THE ADVANCED PLACEMENT PROGRAM

Participation in Advanced Placement (AP) coursework is viewed as a powerful tool to reduce the ethnic and socioeconomic disparity of access to higher education among student groups. Various studies have identified strategies that hold promise for increasing underrepresented students' access to and success in higher education. Research on low-income and first-generation college students highlights the vital role of academically rigorous high school courses.[1] Such inquiry has raised the possibility of using advanced programs as a means to boost college enrollment among underrepresented students. Students participating in advanced programs are well-prepared for upper-level college courses and tend to perform better, on average, than peers who do not participate in upper-level college courses.[2]

Many states, districts, and schools 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 6, funds continued to support teacher participation through AP training offered by the College Board. TGAP-sponsored training was intended to enable districts to incrementally build a cadre of teachers trained in AP methods, to expand AP course offerings, and to enable and encourage more underrepresented students to participate in 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, 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 focus groups with AP teachers, observations in AP and Pre-AP classrooms, and focus groups with AP students during spring 2005 site visits. In addition, the teacher survey conducted in April 2005 included items gauging teachers' views on the AP program.

Findings on Advanced Placement Program

Sections to follow provide information on the 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

[1] Federman, M. and Pachón, H. P. (2005). *Addressing Institutional Inequities in Education: The Case of Advanced Placement Courses in California*. In Petrovich, J and Stuart Wells, A (eds) Bringing Equity Back: Research for a New Era in American Educational Policy. Teachers College Press: New York.

[2] Klopfenstein, K. (2004). Advanced Placement: Do Minorities have Equal Opportunity? Economics of Education.

[3] College Board (2003). Collegeboard.org. Retrieved from http://www.collegeboard.org/ap/research.

with students statewide and nationally. Finally, teacher perceptions of their campuses' AP programs are presented.

Advanced Placement Teachers

Characteristics. AP teachers (*n*=73) in TGAP schools, according to 2005 teacher survey results, differ from non-AP teachers (*n*=674) in important ways. AP teachers, on average, have more years teaching experience, with an average of 14.7 years teaching experience compared to 12.6 years for non-AP teachers. AP teachers' median years of teaching experience is 12, meaning that 50% of AP teachers have more than 12 years of experience, whereas the median years of 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 (1% compared to 8% for non-AP teachers). At the other end of the experience continuum, 56% of AP teachers have 10 or more years teaching experience compared to 50% of non-AP teachers. AP teachers are also more likely to have advanced degrees, with 34% of AP teachers having a master's degree compared to 25% of non-AP teachers. In general, the differences between AP and non-AP teacher qualifications have remained relatively consistent across four 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)	2005 (N=73)	2002 (N=769)	2003 (N=674)	2004 (N=519)	2005 (N=674)
Avg. yrs. experience	15.4	14.4	15.1	14.7	11.5	12.8	12.5	12.6
Median yrs. experience	13.5	12.5	13.0	12.0	9.0	10.0	10.0	10.0
First-year teachers	2.2	1.0	2.6	1.4	10.8	7.7	5.0	8.4
Ten or more yrs. experience	67.7	60.4	57.7	55.7	47.5	53.3	46.2	50.3
Advanced degrees	38.9	29.9	39.7	34.2	22.2	25.6	25.7	25.0

In TGAP districts, AP teachers are largely concentrated in English language arts, with 40% of AP teachers teaching English. Substantially lower percentages teach mathematics (12%), science (11%), or social studies (20%).

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, Alice, and Martin high schools had notable increases in Pre-AP course offerings. However, AP course offerings, on average, decreased across years. Although Hebbronville and Miller high schools showed increases, other high schools had decreases in AP courses offered (especially United South High School) compared with the first project year (1999-00).

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

Campus	Year 1[a] 1999-00	Year 2[a] 2000-01	Year 3[b] 2001-02	Year 4[b] 2002-03	Year 5[b] 2003-04	Change
Pre-AP Courses						
Alice HS	0	7	12	12	11	+11
Hebbronville HS	4	7	7	10	10	+6
Martin HS	7	7	17	15	17	+10
Miller HS	9	10	22	25	25	+16
Robstown HS	11	12	9	9	9	-2
United South HS	9	6	9	6	6	-3
United LBJ HS[c]	--	--	--	6	7	--
Total	**40**	**49**	**76**	**83**	**85**	**+38**
Average number	**6.7**	**8.2**	**12.7**	**11.9**	**12.1**	**+5.4**
AP Courses						
Alice HS	11	12	11	8	9	-2
Hebbronville HS	5	8	8	5	7	+2
Martin HS	10	9	10	8	8	-2
Miller HS	13	15	11	15	14	+1
Robstown HS	10	10	10	10	8	-2
United South HS	14	4	9	3	3	-11
United LBJ HS[c]	--	--	--	--	2	--
Total	**63**	**58**	**59**	**49**	**51**	**-12**
Average number	**10.5**	**9.7**	**9.8**	**8.2**	**7.3**	**-3.2**

Note. Change= year 5 - year 1.
[a] Numbers self-reported by districts.
[b] Numbers based on 2001-02, 2002-03, and 2003-04 student-level enrollment data.
[c] United LBJ High School joined the project in 2002-03.

Student enrollment. As Table 4.3 shows, more than one-quarter of all students were enrolled in at least one Pre-AP course during the three-year period (29% and 2,591 students in 2001-02, 29% and 2,604 students in 2002-03, and 26% and 2,421 students in 2003-04). In addition, 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, 27% and 968 students in 2002-03, and 28% and 1,025 students in 2003-04). 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, 2002-03, and 2003-04

	Year 3, 2001-02		Year 4, 2002-03		Year 5, 2003-04	
High School	N	Percent	N	Percent	N	Percent
Enrolled in Pre-AP[a]						
Alice HS	392	24.4	454	28.2	424	28.8
Miller HS	487	24.3	428	22.0	413	21.2
Hebbronville HS	88	24.5	113	31.9	120	34.1
Martin HS	881	53.1	741	45.9	671	44.3
Robstown HS	274	24.4	300	31.4	295	26.4
United South HS	469	21.1	425	25.0	233	13.7
United LBJ HS	--	--	143	19.5	265	21.0
TGAP Average	**2,591**	**28.9**	**2,604**	**29.2**	**2,421**	**25.7**
Enrolled in AP[b]						
Alice HS	165	24.3	189	29.3	194	31.9
Miller HS	137	17.4	126	16.2	136	18.5
Hebbronville HS	49	26.6	38	21.7	38	23.5
Martin HS	254	34.0	331	48.3	311	52.4
Robstown HS	127	28.0	103	28.0	124	28.9
United South HS	351	33.9	181	18.6	102	12.2
United LBJ HS	--	--	--	--	120	35.3
TGAP Average	**1,083**	**27.9**	**968**	**26.7**	**1,025**	**27.6**

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

Student characteristics. The characteristics of students enrolled in AP or Pre-AP courses in 2001-02, 2002-03, and 2003-04 are compared in Table 4.4. Overall, higher percentages of White students than Hispanic students are taking at least one AP or Pre-AP course (in 2004, 39% versus 27% for AP courses, and 31% versus 26% for Pre-AP courses). The percentage of Hispanic students taking AP and Pre-AP courses declined between years 4 and 5. Economic disadvantage is somewhat associated with AP program participation, with slightly higher percentages of students who do not qualify for free or reduced-price lunches participating in AP or Pre-AP courses each year. There are also 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. In general, student enrollment in at least one AP or Pre-AP course declined in year 5 (2003-04) compared to year 4 (2002-03).

Table 4.4
Number and Percentage of AP and Pre-AP Students by Demographic Category, 2001-02, 2002-03, and 2003-04

	2001-02		2002-03		2003-04	
Category	N	Percent	N	Percent	N	Percent
Pre-AP[a]						
Hispanic	2,389	29	2,405	30	2,239	26
White	122	28	123	31	111	31
Other	80	29	68	26	71	30
Female	1,489	34	1,494	34	1,385	30
Male	1,102	24	1,102	25	1,036	22
Free or reduced-price lunch	1,959	29	1,942	29	1,803	25
No free or reduced-price lunch	616	28	654	31	618	28
AP[b]						
Hispanic	1,003	28	1,099	33	935	27
White	59	30	66	38	61	39
Other	21	18	36	35	29	28
Female	661	34	718	39	599	32
Male	422	22	483	27	426	23
Free or reduced-price lunch	771	27	866	32	730	27
No free or reduced-price lunch	310	30	336	34	295	31

[a] Percentages based on all students enrolled in high schools.
[b] Percentages based on number of grades 11 and 12 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 6 of TGAP (2004-05), 1,030 students took 1,513 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).

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

	Year					
Group	2000	2001	2002	2003	2004	2005
Number of Students Taking AP Examinations						
TGAP Average	564	878	954	1,291	1,043	1,030
Texas	60,405	69,569	80,240	90,880	101,115	112,263
National	747,922	820,880	913,251	998,329	1,081,102	1,197,439
Number of AP Examinations Taken						
TGAP Average	894	1,343	1,487	1,869	1,523	1,513
Texas	107,640	125,785	144,060	164,804	183,130	204,403
National	1,242,324	1,380,146	1,548,999	1,705,207	1,852,700	2,065,045

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

In both Texas and the nation, increasing numbers of students are taking a growing number of AP examinations. Since 2000, 69% more AP Examinations were taken at TGAP campuses (Figure 4.1). This compares to a 90% increase across the state of Texas and a 66% increase nationally. Also since 2000, 83% more TGAP students took AP Examinations (Figure 4.1). This compares to an 86% increase in Texas and a 60% 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 and again in 2005. In 2005, the 1,030 students participating and the 1,513 examinations taken represent decreases of 20% and 19%, respectively, compared to 2003.

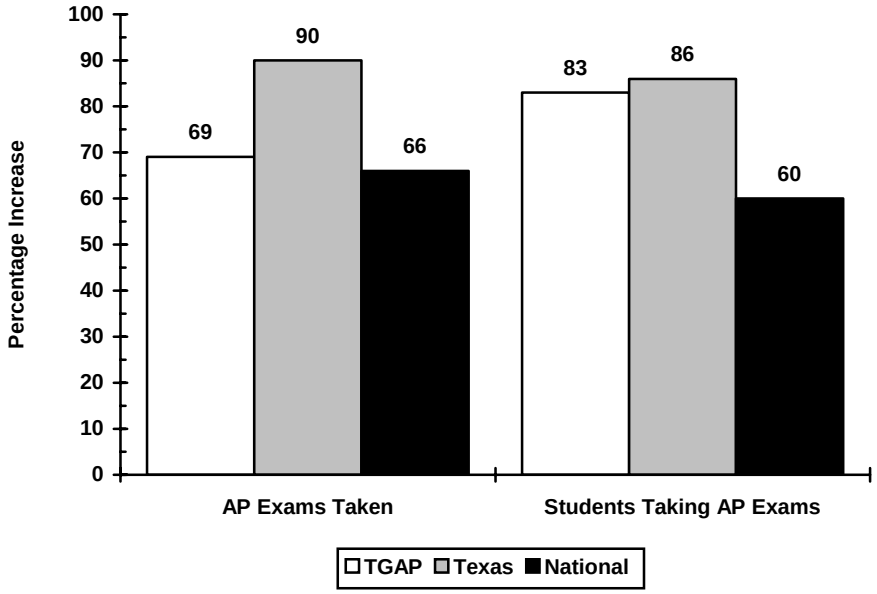

Figure 4.1. Percentage increases in AP Examination participation since 2000.

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 2005 AP examination score for TGAP high schools, 1.77, is well below the national average of 2.89 and the state average of 2.58. In addition, it is also below the 2003 and 2004 TGAP averages of 2.05 and 1.95, respectively. Similarly, higher percentages of AP Examinations had scores of 3 or above nationally (59.4%), in Texas (48.6%), and in TGAP high schools in 2004 (27.1), compared to TGAP high schools in 2005 (21.3%).

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

	Year					
Group	2000	2001	2002	2003	2004	2005
Mean AP Examination Score						
TGAP Average	2.17	2.12	2.02	2.05	1.95	1.77
Texas	2.77	2.69	2.72	2.69	2.66	2.58
National	3.01	2.95	2.99	2.95	2.95	2.89
Percentage With Scores of 3 or Above						
TGAP Average	32.0	31.3	29.0	29.5	27.1	21.3
Texas	54.8	51.0	53.3	51.9	51.0	48.6
National	63.7	61.3	63.1	61.5	61.4	59.4

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 4.2 through 4.11. Over the six years from 2000 through 2005, the following observations can be made.

- Participation in English language examinations increased by 72%, but the percentage with scores of 3 or above has decreased from 5% to 4%.
- Participation in mathematics examinations increased by 246%, but the percentage with scores of 3 or above has decreased from 16% to 5%.
- Participation in science examinations peaked in 2002, but has fallen back to 2000 levels in 2005, and the percentage with scores of 3 or above has increased from 0% to only 3%.
- Participation in social studies examinations increased by 101%, but the percentage with scores of 3 or above has decreased from 9% to 5%.
- Participation in foreign language (primarily Spanish) examinations increased by 47%, and the percentage with scores of 3 or above has decreased from 82% to 64%.

Overall, participation in AP Examinations has increased by 69% since 2000, but the percentage of examinations with scores of 3 or above has fallen from 32% to 21%. In 2005, 356 fewer AP Examinations were taken than in 2003 (a 19% decrease), and 261 fewer students participated (a 20% decrease). There were decreases in the number of AP Examinations taken in foreign language, science, and social studies (compared to 2003). The only increases were in English language and mathematics. In addition, the percentage scoring 3 or higher decreased from 29.5% in 2003 to 21.3% in 2005. Furthermore, except for the foreign language (primarily Spanish) examinations, performance in other content areas has been very far below state standards (49% to 55% scoring 3 or above) and national standards (59% to 64% scoring 3 or above). In 2005, the percentage of foreign language AP Examination with scores of 3 or higher was 63.9%. On all of the other AP Examinations, the percentage with scores of 3 or higher was only 4.6%.

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

Content Area	Year											
	2000		2001		2002		2003		2004		2005	
	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	TGAP N Exams	% 3 or Above
English Language	309	5.2	451	7.3	483	5.6	509	6.7	462	6.3	530	4.3
Mathematics	37	16.2	49	18.4	103	15.5	111	5.4	118	6.8	128	4.7
Science	64	0.0	104	1.9	141	0.7	120	4.2	88	5.7	67	3.0
Social Studies	173	8.7	271	2.6	259	3.5	492	5.1	415	7.7	347	4.6
Foreign Language	290	82.4	456	79.6	492	75.4	632	75.8	428	78.0	427	63.9
Fine Arts	18	50.0	8	75.0	8	75.0	5	60.0	11	45.5	13	23.1
Computer Science	3	0.0	4	25.0	1	100.0	0	--	1	0.0	1	0.0
Totals	**894**	**32.0**	**1343**	**31.3**	**1,487**	**29.0**	**1,869**	**29.5**	**1,523**	**27.1**	**1,513**	**21.3**

The figures to follow illustrate the increases in the numbers of AP Examinations taken by TGAP students in English language and mathematics. They also illustrate the decreases in the number of examinations taken in science, social studies, and foreign language (primarily Spanish) since 2003. 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.

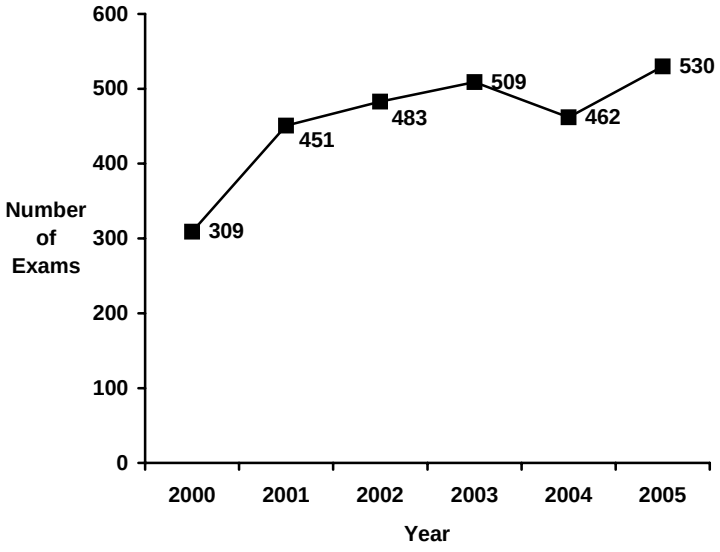

Figure 4.2. Number of English language AP Examinations taken in TGAP schools, 2000 to 2005.

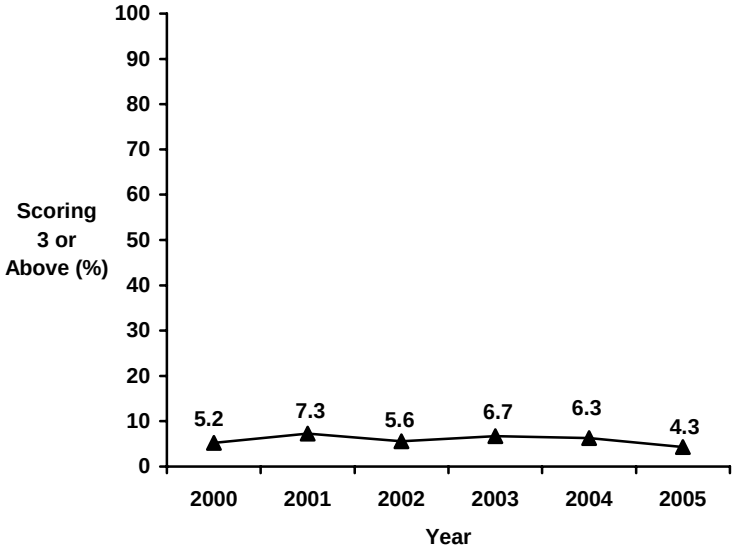

Figure 4.3. Percent scoring 3 or above on the English language AP Examinations in TGAP schools, 2000 to 2005.

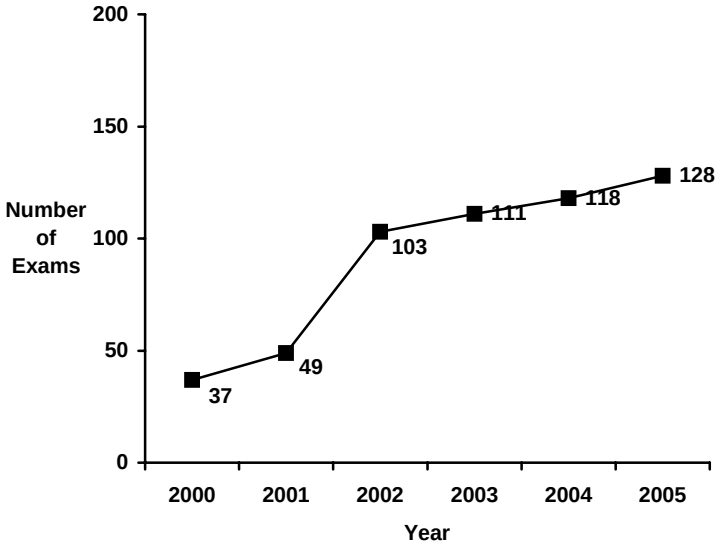

Figure 4.4. Number of mathematics AP Examinations taken in TGAP schools, 2000 to 2005.

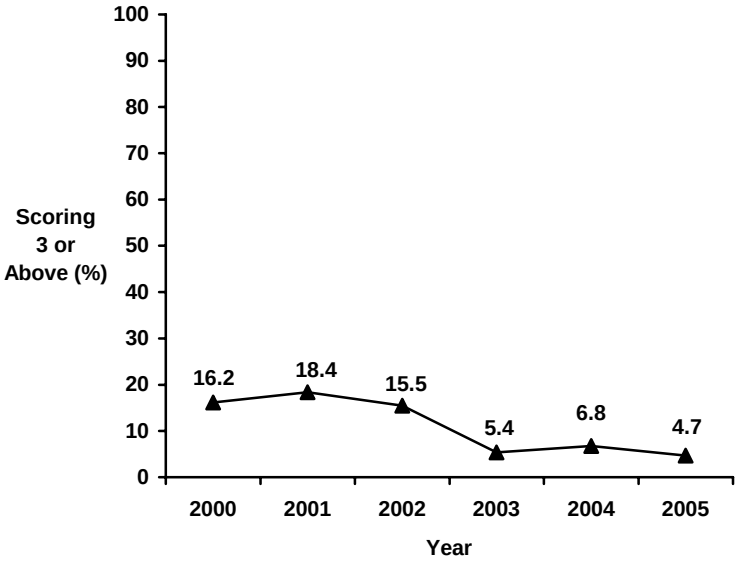

Figure 4.5. Percent scoring 3 or above on the mathematics AP Examinations in TGAP schools, 2000 to 2005.

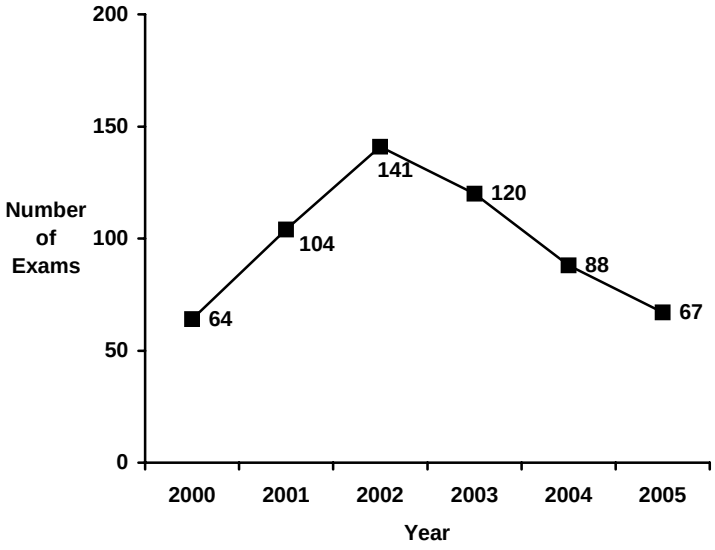

Figure 4.6. Number of science AP Examinations taken in TGAP schools, 2000 to 2005.

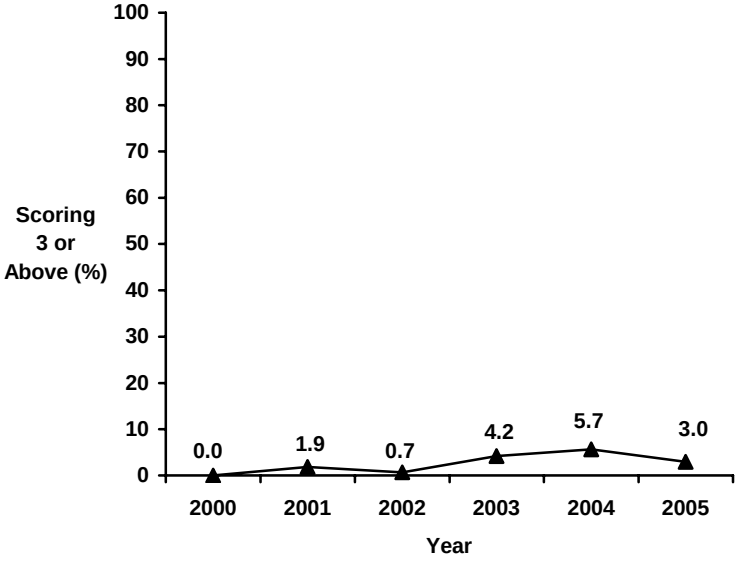

Figure 4.7. Percent scoring 3 or above on the science AP Examinations in TGAP schools, 2000 to 2005.

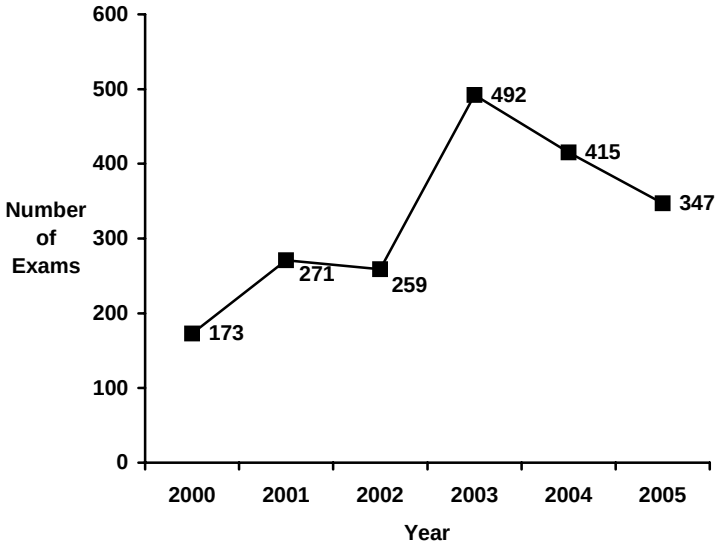

Figure 4.8. Number of social studies AP Examinations taken in TGAP schools, 2000 to 2005.

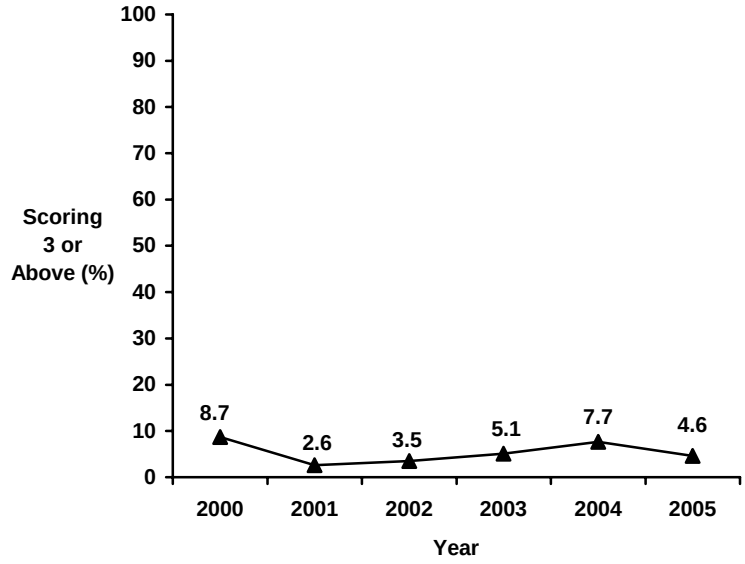

Figure 4.9. Percent scoring 3 or above on the social studies AP Examinations in TGAP schools, 2000 to 2005.

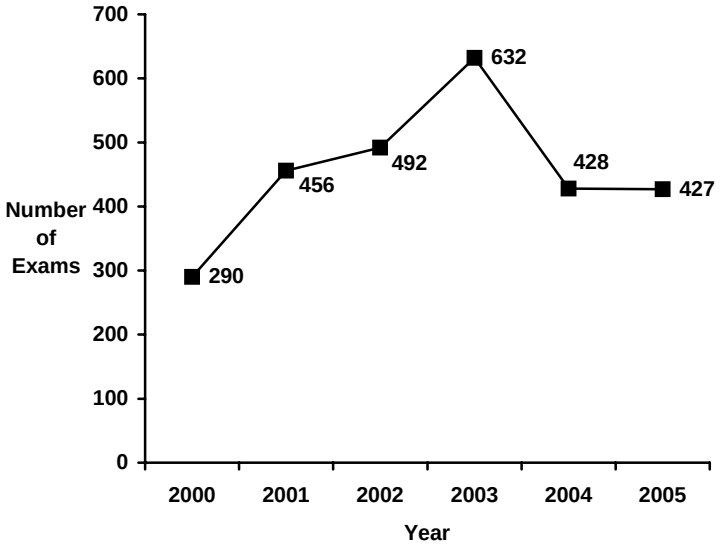

Figure 4.10. Number of foreign language AP Examinations taken in TGAP schools, 2000 to 2005.

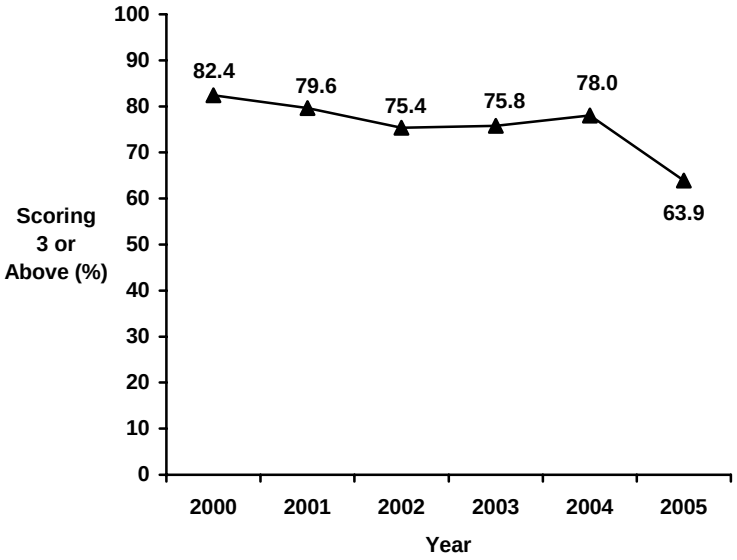

Figure 4.11. Percent scoring 3 or above on the foreign language AP Examination in TGAP schools, 2000 to 2005.

Opportunity to Learn in TGAP Classrooms

Across the six project years, the TGAP program has supported the implementation of a rigorous curriculum for all students. TGAP schools have strengthened their AP and Pre-AP programs to allow students to begin experiencing college preparatory courses and more rigorous instructional strategies as early as middle school. All students, not just those typically considered good AP candidates, have been encouraged to take advanced courses. Moreover, TGAP initiatives promoted the formation of vertical teams of teachers as a mechanism to link middle and high school teachers and help them align the curriculum. Vertical alignment in turn, is assumed to more adequately prepare students for higher-level courses. Professional development for teachers also has concentrated on the improvement of instructional practices.

As a way to gauge the extent to which instructional strategies and methods introduced through teacher professional development have been 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 four school years: 2001-02 through 2004-05. Almost all observed classes were designated 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 and subject area. In 2004-05, evaluators conducted a total of 69 observations, 2 more than the previous year. Across the four years, observations have included a mix of middle school (grades 6-8) and high school classrooms (grades 9-12) and, for the most part, core-subject area courses (English language arts, mathematics, science, and social studies).

Table 4.8
Number of TGAP Classrooms Observed, by School Level and Subject Area

	2002	2003	2004	2005
School Level				
Middle school (grades 6-8)	13	21	36	35
High school (grades 9-12)	18	27	31	34
Total	**31**	**48**	**67**	**69**
Subject Area				
Reading/English language arts	8	14	15	20
Mathematics	4	12	15	17
Science	8	11	18	16
Social studies	8	10	17	15
Other	3	1	2	1
Total	**31**	**48**	**67**	**69**

Adequacy of the physical environment. Table 4.9 provides information on the physical environment observed in classrooms (i.e., space, resources, arrangement, and displays). In general, the environmental conditions in TGAP classrooms changed little across the four project years. About 80% or more of classrooms had adequate or nearly adequate *classroom space* (ratings of 3 or 4 on the 4-point scale). Mean ratings of space ranged from 3.1 (2003) to 3.4 (2002). In contrast, *classroom resources* in the majority of classes were usually regarded as marginally sufficient (ratings of 2 or 3 on the 4-point scale). Across years, observers considered less than a quarter of classrooms as *rich in resources* (e.g., computers, calculators, science equipment, math manipulatives). Mean ratings of resources ranged from 2.6 (2002) to 2.8 (2003).

Table 4.9
Adequacy of Physical Environment

Category	Rating 1	2	3	4	Mean Rating
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
2005	2.9	16.2	39.7	41.2	3.2
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
2005	1.5	39.7	50.0	8.8	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
2005	13.2	33.8	33.8	19.1	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
2005	44.1	22.1	14.7	19.1	2.1

Observers also rated the extent to which room arrangements either *facilitated or inhibited interactions* 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 all classes observed, one-quarter or less (19% to 26%) had arrangements that *facilitated* student interactions, and arrangements in a large percentage of classrooms *inhibited* interaction (13% to 37%). Overall, mean ratings for room arrangements indicated that classrooms in 2005 (2.6) were not arranged substantially different from classrooms in 2002 (2.5).

Evaluators also scanned classrooms for student-created products on bulletin boards or other display areas. Prior to 2005, the majority of observed classes (55% to 62%) had *no* student work displayed, and less than 5% had student work displayed *to a great extent*. However, there was a marked increase in the display of student work in classrooms during the 2004-05 school year. Mean ratings, which had remained relatively stable between 2002 and 2004 (1.7, 1.5, 1.6) increased to 2.1 in 2005. In 2005, more than half of teachers displayed student work products to at least some extent.

Class organization. For each classroom observation, evaluators recorded information during the first 5 minutes, then every 10 minutes throughout the class period. One indicator, as Table 4.10 shows, documented class organization (i.e., students working alone, in pairs, in small groups, or whole class). Results in the table specify the percentages of classrooms in which the organizational arrangements occurred, and the mean percentage of observed time that the arrangement persisted. Across years, most classrooms (83% to 93%) were organized as a whole class for half or more of the time observed (50% to 66%). Students also worked frequently as individuals (45% to 50% of classrooms). Consistent with ratings for the classroom environment, only a small proportion of classrooms were organized for small-group work (12% to 27%), and small-group interactions persisted for a brief period of observed time (19% or less). Students also rarely worked in pairs. Findings for the four years indicate some movement away from whole-class instruction toward more small groups or pairs of students working together. Still in 2005, teachers used whole-class instruction for a large proportion of the observed time in the majority of classrooms observed.

Table 4.10
Classroom Organization

	Percent of Classrooms Observed				Mean Percent Of Observed Time			
	2002	2003	2004	2005	2002	2003	2004	2005
Whole class	90	90	93	83	66	56	54	50
Individual students working alone	45	50	49	48	22	22	24	25
Small groups (3+ students)	19	27	12	15	8	19	8	6
Pairs of students	13	4	12	17	8	2	4	10
Combination of any of the above	--	--	25	13	--	--	10	8

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 teacher activities occurred, and the mean percentage of observed time that the activity persisted. Consistent with the prevalent whole-class or individual-student organization cited above, teacher activities across the four years most frequently involved directing whole-group activities (69% to 88% of classes for up to half of class time) or monitoring student independent work (43% to 65% of classes for up to one-third of class time). Other activities occurred infrequently (usually in less than 10% of the observed classrooms and for less than 5% of total time observed).

Table 4.11
Teacher Activities in Classrooms

The teacher is…	Percent of Classrooms Observed				Mean Percent of Observed Time			
	2002	2003	2004	2005	2002	2003	2004	2005
Directing whole group	74	69	88	83	43	37	50	43
Monitoring student work	45	44	43	65	20	21	18	31
Facilitating/coaching	19	23	18	10	10	11	8	4
Guiding interactive discussion with whole group	26	13	19	7	14	5	6	2
Managing behavior or materials	13	13	6	13	6	3	2	4
Modeling for whole group (demonstrates a strategy)	3	6	6	4	1	2	2	1
Providing one-on-one instruction	0	6	9	7	0	5	3	2
Giving test	10	2	6	9	6	0	2	5
Showing a video	--	8	8	3	--	3	3	1
Checking/grading student work	--	4	2	6	--	3	0	2
Sitting at desk	0	2	5	4	0	0	2	1

In the final project year, there was a greater emphasis on directing the whole group and monitoring student independent work and less emphasis on teacher facilitation or coaching and guiding interactive discussions. Overall teacher-directed, whole-class instruction remained the predominant instructional approach in TGAP classrooms in 2005.

Student activities. Student activities, as Table 4.12 illustrates, reflected the teachers' whole-class instructional orientation. Across the four years, students most frequently listened to a presentation or discussion (up to half of the time in 60% or more classrooms). Students also were commonly involved in completing short-answer exercises or worksheets (about a fifth of the time in 33% to 42% of classrooms). Students less frequently had assignments that involved more advanced thinking, such as problem solving or investigation, written communication, or note-taking related to the lessons. Student activities observed in 2005 were generally consistent with those seen in previous years.

Across the four years, the emphasis on student activities varied across classrooms. Still, increases that occurred between the 2002 and 2005 observation years suggest an increasing classroom emphasis on students listening to teacher presentations, completing an exercise or short-answer worksheet, using technology or audio-visual resources, and taking tests.

Table 4.12
Student Activities in the Classroom

The students are…	Percent of Classrooms Observed				Mean Percent of Observed Time			
	2002	2003	2004	2005	2002	2003	2004	2005
Listening to a presentation (majority)	65	63	87	81	37	24	47	47
Listening to discussion (majority)	32	35	--	--	16	19	--	--
Listening to a student presentation	--	19	5	7	--	9	1	3
Giving a presentation	--	6	3	7	--	3	1	4
Completing an exercise or short answer worksheet	--	33	37	42	--	14	15	24
Engaged in problem solving, investigation	26	21	24	26	13	15	13	16
Taking notes	19	13	8	19	9	6	4	10
Writing communication related to lesson	23	27	16	15	9	12	8	8
Engaged in interactive discussion	29	10	25	19	12	4	8	8
Engaged in focused discussion	7	0	--	--	3	0	--	--
Engaged in reading and reflection	7	0	16	13	1	0	8	6
Using graphic organizers/thinking maps	7	13	13	7	3	6	5	3
Using technology or audio-visual resource	3	17	11	10	1	10	5	6
Viewing a video	--	8	6	7	--	3	3	3
Taking a test	--	2	11	17	--	0	5	9
Other	52	29	34	26	33	12	14	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 in 2005 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 students to explain key concepts, definitions, and attributes in their own words). Results coincide with teacher and student activities described previously. In most classrooms, students more often gave only brief responses to teachers'

primarily factual questions. Comparisons across four years of classroom observations, however, indicate slight increases in teachers' use of some higher order questioning strategies. The greatest increases between 2002 and 2005 were noted in the mean ratings for teachers' asking students to explain concepts, definitions, and attributes in their own words (2.0 to 2.4), having students justify ideas and explain their thoughts (1.9 to 2.2), and having students relate examples from their own experience (1.5 to 1.8).

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

The teacher…	2002	2003	2004	2005
Asks open-ended questions with multiple answers	2.1	2.5	2.4	2.3
Asks questions that require reasoning	1.8	2.1	2.2	2.0
Asks students to justify ideas and explain their thoughts	1.9	2.1	2.1	2.2
Asks students to explain key concepts, definitions, and attributes in their own words	2.0	2.0	2.3	2.4
Has students think about and relate examples from their own experience	1.5	1.6	1.8	1.8
Relates subject matter to other contexts or to everyday life	2.1	1.9	2.0	2.1

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). Mean ratings for subject-specific indicators 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 2002 and 2005 occurred in mathematics classes (mean rating change from 1.6 to 2.0) and social studies classes (mean rating change from 1.7 to 2.2). Slight increases in overall mean ratings also occurred in science classes (1.7 to 1.9), while the mean rating was relatively stable across years for English/language arts classes (2.2, 1.9, 2.1, 2.2). An examination of the mean rating differences between 2002 and 2005 for individual items revealed the greatest change in the following areas.

In English/language arts classes, there was a notable increase in student opportunities to:

- Use graphic organizers, summarizing, note-taking, etc. (+1.1 points), and
- Produce compositions for a specific purpose (+0.9 points).

The most noteworthy increase in student strategy use in mathematics included chances to:

- Use manipulatives as a model for the mathematical situation (+1.1 points), and
- Summarize mathematical ideas from the lesson (+0.8 points).

In science classrooms, students over time had more extensive opportunities to:

- Use written communication to describe their solution strategies (+0.8 points), and
- Discuss the scientific situation, problem, or discoveries (+0.7 points).

In social studies classrooms, students across years increasingly had chances to:

- Use written communication to analyze, make judgments, etc. (+1.0 points),
- Use graphic organizers, summarizing, note-taking, etc. (+0.8 points), and
- Explore cause and effect relationships (+0.7 points).

Table 4.14
Subject-Specific Indicators for Student Activities

	Mean Rating			
	2002	2003	2004	2005
In English/language arts classrooms, students are…	**2.2**	**1.9**	**2.1**	**2.2**
Analyzing written texts	3.6	2.2	--	--
Using critical thinking/problem solving skills	2.9	2.1	2.3	2.4
Using graphic organizers, summarizing, notetaking, etc.	1.1	2.0	1.9	2.2
Applying knowledge of literary elements to understand written texts	3.0	1.9	2.5	2.3
Producing compositions for a specific purpose	1.0	1.9	1.9	1.9
Recognizing appropriate organization of ideas in written text	1.9	1.6	2.4	1.9
Acquiring vocabulary through reading and systematic word study	2.1	1.5	2.4	2.1
In mathematics classrooms, students are…	**1.6**	**1.7**	**2.0**	**2.0**
Discussing the mathematical situation, the problem solving process	2.5	2.2	2.3	2.7
Using calculators to explore mathematical situation	2.0	1.8	1.9	1.9
Are asking mathematical questions of the teacher and each other	1.5	1.8	2.1	2.0
Linking mathematics in this lesson to other mathematical ideas	2.3	1.7	1.5	1.5
Using writing to describe their solution strategies	1.3	1.4	1.8	1.8
Using manipulatives as a model for the mathematical situation	1.0	1.4	2.0	2.1
Summarizing mathematical ideas from this lesson	1.0	1.3	1.8	1.8
In science classrooms, students are…	**1.7**	**1.9**	**2.1**	**1.9**
Participating in experiments/demonstrations	2.7	2.7	1.9	2.3
Using scientific tools to model the scientific situation	1.6	2.3	1.9	1.9
Asking scientific questions of the teacher and each other	1.7	2.0	2.0	1.8
Summarizing scientific ideas from this lesson	1.9	1.7	2.1	1.9
Linking the science in this lesson to other scientific ideas	1.6	1.7	1.8	2.0
Using calculators/computers to explore a scientific situation	1.3	1.7	1.2	1.6
Using written communication to describe their solution strategies	1.2	1.4	2.1	2.0
Discussing the scientific situation, problem, or discoveries	1.6	1.3	1.9	2.3
In social studies classrooms, students are…	**1.7**	**1.8**	**1.6**	**2.2**
Linking the social studies lesson to other ideas	2.1	2.8	2.2	2.6
Exploring cause and effect relationships	1.9	2.6	1.6	2.6
Making connections between the past and present events	2.3	2.4	1.8	2.1
Using graphic organizers, summarizing, notetaking, etc.	1.8	2.3	2.1	2.6
Examining trends, themes, and interactions	1.4	1.6	1.6	1.8
Evaluating the validity of various types of evidence	1.3	1.4	1.4	1.7
Using written communication to analyze, make judgments, etc.	1.5	1.2	1.7	2.5
Using maps, charts, globe to interpret events	1.6	1.1	1.6	1.9
Conducting research (gather, analyze, interpret, synthesize)	1.4	1.1	1.2	1.5

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

As a whole, results for the subject-specific indicators suggest that TGAP teachers appear to be using some of the instructional strategies that have been promoted through professional development. For example, teachers are more often using graphic organizers such as Thinking Maps to foster student conceptual understanding. Additionally, professional development focused on the writing process (e.g., Write for the Future) appears to have influenced teachers' use of writing to help students express their understanding of solution strategies in science and mathematics, ability to analyze and make judgments in social studies, and production of compositions for English language arts.

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 strategies for English/Language Arts, mathematics, science, and social studies. Although all indicators have increased between 2002 and 2005, higher order questioning strategies and subject-specific activities are utilized to only a small extent. Still, there has been important progress toward more extensive teacher use of higher order questioning strategies and more intellectual demanding learning activities for students.

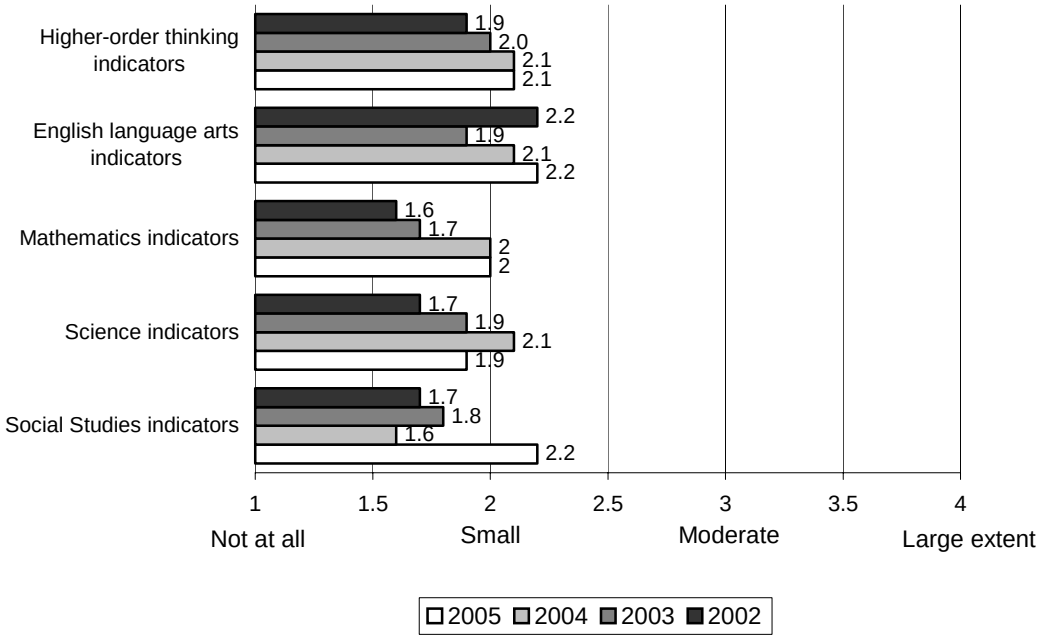

Figure. 4.12. Higher order thinking and subject-specific learning indicators by year

Teachers' Perceptions of the AP Program

Overall program success. When asked in 2005 about the overall success of their campus' AP program, teachers were generally positive. Across all surveyed teachers, more than 80% believed that the AP program in their school was at least *somewhat successful*. However, as shown in Table 4.15, the previous years' trend of AP teachers being more critical than non-AP teachers is reversed in 2005. AP teachers are more likely to view their campus' AP program as *very successful* or *somewhat successful* and less likely to consider the AP program as *not very successful* compared to non-AP teachers.

Table 4.15
Teacher Perceptions of Advanced Placement Program Success (Percent)

	2002	2003	2004	2005	Change
AP Teachers					
Very successful	14	14	14	18	+4
Somewhat successful	67	63	66	69	+2
Not very successful	19	23	20	13	-6
Non-AP Teachers					
Very successful	26	26	18	18	-8
Somewhat successful	63	66	72	65	+2
Not very successful	11	8	10	18	+7

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*. Change from 2002 to 2005.

Teachers' rationales 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 4.16 shows, about one-fourth of teachers suggested implementation of more stringent entry requirements for advanced classes. Teacher comments indicated a strong interest in creating selective screening processes for admitting students into AP and Pre-AP classes. Teachers recommended that admission criteria include evaluation, student interest, and teacher reference. For evaluations, teachers provided a number of ideas including passing the TAKS, PSAT scores, specific grade point average (GPA), Pre-AP coursework as a prerequisite, and pretests for AP courses. Teachers also believe that it is important for students to freely choose AP course participation and they oppose involuntary placement. Other teachers felt that open-enrollment reduced the quality of the AP program. One wrote: "Basically, it's a joke. For it to look good, we have open enrollment. How can this be effective?"

Table 4.16
Teacher Recommendations for Making the AP Program More Effective

Recommendation	Percent
Student qualifications	
More stringent entry requirements	25.8
Organizational factors	
Increase course offerings, align curriculum	21.7
Address scheduling, reduce class size	15.8
Personnel hiring and training	11.7
Increase awareness of program	7.5
Support and oversight	5.0
Other	12.5

Teachers also suggested organizational improvements related to the AP program. More than one fifth of teachers commented on the importance of strengthening the AP course curriculum through better curriculum alignment, additional AP and Pre-AP courses, and more rigorous instruction. Several teachers indicated a strong interest in extending curriculum alignment to the elementary grades. Teachers also expressed concerns with scheduling and class size issues that impede AP success. Suggestions included extending AP courses for the full year and providing

Saturday workshops, while also reducing class size. A few teachers commented about the perceived need for support and oversight to help coordinate communication and planning for the AP program. Several teachers recommended improvement in hiring and training practices. Some suggested that only teachers with at least a Masters degree be permitted to teach AP.

Student performance on AP examinations. Considering that many students in TGAP schools score below the criterion (a score of 3 or above) on Advanced Placement examinations, researchers asked AP teachers to express their opinions on the following question: "Why do some students in your school perform poorly on AP exams?" On the teacher survey, 120 teachers offered a written response to the question about student performance on AP exams. In addition, a number of teachers addressed the issue in focus groups. The following figure illustrates teachers' explanations of student performance with bolder arrows representing greater frequencies of teachers expressing these explanations. For instance, many teachers described a strong association between their school's lack of qualified or well-prepared prospective AP students and underpreparation for the exam, whereas only a few teachers described a direct link between student background and low exam scores.

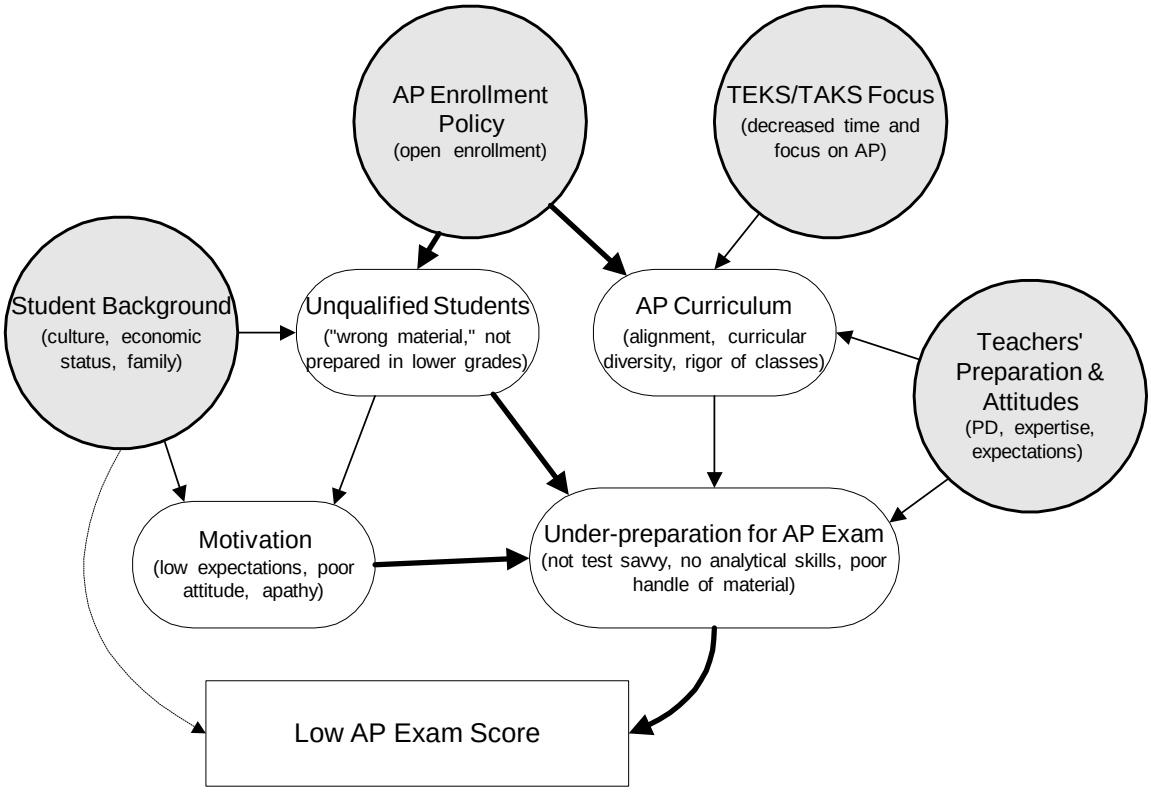

Figure 4.13. Teacher explanations of student poor performance on AP Exams.

Teachers identified four largely independent predictors of student scores on AP exams, including student cultural and socioeconomic background, teacher preparedness and attitude, the school district's policies regarding admission to advanced courses, and schools' and districts' degree of focus on the TEKS and TAKS. The other ovals (e.g., under-preparation for AP Exam) were conceived as mediating factors that ultimately led to lower AP exam performance.

Student background. Many teachers believed that students' performance on the AP exam was a reflection of their social background. More specifically, teachers felt that "at risk" students did not have home support, that many were not fluent in English, and that they represented a culture of poverty in which skills conducive to academic success were not highly valued. Some teachers commented that because students did not have access to a supportive home environment, they were nervous about unfamiliar practices such as test-taking. In turn, teachers believed that a student's background led to lowered motivation and apathy toward schooling and to their under-preparation for the exam. A few teachers thought that student's background, alone, explained their low performance on the AP exam, since they believed the test was culturally biased.

Teacher preparation and attitude. Teachers commented that teacher preparedness influenced student scores on the AP exam. This included teacher beliefs about student capabilities, as well as teacher lack of training (it should be noted that, in fact, all comments in this section are teacher perceptions). One teacher commented, "Some teachers here don't believe in our students' abilities." Teachers were particularly concerned with their own inability to implement some of the AP strategies they had learned in workshops and wanted coaches or additional training to focus on putting what they had learned into action. They also believed that all teachers should receive AP training. One commented, "In my opinion, not all teachers are trained to teach Pre-AP and AP. In order for us to be successful, all teachers should be trained." Since teachers helped shape the AP curriculum, several commented on the effects of teacher preparation and beliefs on the AP curriculum's degree of alignment, rigor of courses, and diversity of class offerings.

Enrollment policy. Many teachers believed that open-enrollment policies led to overcrowding of AP classes with unqualified students. Several teachers also looked to extra credit and enrollment of athletes as problematic, since many were not in AP for the "right reasons." As expected, these teachers urged for a more restrictive system that "includes only the students who truly want to work hard."

TAKS/TEKS. Teachers shared comments about the effects of TAKS and TEKS on the AP curriculum. Teachers said they spent a considerable portion of the school year on TAKS preparation and tutorials, even in AP classes. A few teachers said that the testing and writing style associated with the TAKS test ran counter to the analytical skills needed to perform well on AP exams. Teachers said that the TEKS and TAKS preparation had refocused their curriculum alignment pursuits begun in earlier years of TGAP.

Mediating factors. As illustrated in Figure 4.13, teachers identified and described four factors that mediated between the predictors and low AP exam scores. These include unqualified students in AP classes, the AP curriculum, student motivation, and underpreparation for the AP exam.

Unqualified students. Teachers commented that students were not adequately prepared in lower grade levels and/or held the belief that the students permitted to enter AP or Pre-AP classes were simply "not the right material." One teacher reflected, "We are asked to squeeze water from rocks here." These teachers believed that the student background and the district AP enrollment

policies led to unqualified students in AP, which, in turn, led some students to have lowered expectations of themselves when faced with academic material that seemed unobtainable.

AP curriculum. Teachers commented that the way the school and district had designed and implemented the AP curriculum had a major impact on student success in AP. Many were concerned with open enrollment policies, which, they felt, required them to "water down" the curriculum. Several teachers echoed the comment that "students should be challenged, not babied." Others were concerned about the lack of vertical alignment and the need to begin preparing students for advanced coursework before they entered AP. For instance, teachers said that students should complete Pre-AP coursework before taking AP classes.

Motivation. Teachers pointed to student beliefs about themselves and the degree of student internal motivation as a key explanation for students' lack of preparation for the AP exam. Teachers commented that students "are not dedicated," "are uncommitted," "do not take it seriously," and are "careless in their AP exam." A few teachers pointed out that students "are not paying for the test" and simply take it because it is free. Teachers tied this to student backgrounds with the belief that some cultures and families do not value education. Other teachers linked this to poor quality instruction in lower grades.

Under-preparation for the AP exam. The culminating factor for the flowchart is the effect of students being underprepared for the AP exam. Teachers pointed to the AP curriculum, teacher preparation and attitude, unqualified students enrolled in AP classes, and student motivation as leading to this factor.

Summary

Over the six project years, TGAP funding was used to establish a cadre of teachers trained in AP methods, expand advanced course offerings, encourage more students to enroll in AP and Pre-AP coursework, and encourage more students to participate in the AP exam. Capacity building through the Advanced Placement program was guided by district plans and policies.

Data for five program years suggest that TGAP enabled districts to serve traditionally under-represented students in stronger Advanced Placement programs, although this trend appears to be leveling out. TGAP districts expanded their Advanced Placement programs primarily by offering more Pre-AP courses. Specifically, in 2003-04, 85 Pre-AP courses were offered compared to 40 in the 1999-00 school year. AP course offerings have decreased, however, with an average of 7 courses per high school (from an average of 11 per high school in year 1).

Across four years of TGAP teacher surveys, AP teachers are more experienced and more likely to have advanced degrees than non-AP teachers. Similar to previous years, in 2004-05, AP teachers in TGAP districts are largely concentrated in English language arts courses, with 40% teaching AP English. Substantially lower percentages of teachers teach social studies (20%), mathematics (12%), or science (11%) courses.

During the six grant years, 513 teachers participated in Advanced Placement program training sponsored by TGAP. By year 6, only half of trained teachers remained in participating schools. It appears that much of the teacher retention challenge is explained by a lack of new AP teachers

receiving training after the fourth year of the grant. In general, teacher attrition threatens the viability of Advanced Placement programs in the TGAP schools. The available pool of teachers for advanced classes will continue to diminish over time unless districts train new teachers in AP strategies each year and/or implement strategies to retain AP-trained teachers.

Student-level data available for 2002 through 2004 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 larger percentages of Hispanic and economically advantaged students. Another trend is that of female students being more likely than males to enroll in AP or Pre-AP courses in TGAP schools. Approximately one-third of females participate in AP program courses compared to only one-fourth of males.

AP exam-taking shifted over the six years. Since 2000, there has been an 86% increase in the number of students taking AP exams in Texas, a 60% increase nationally, and an 83% increase on TGAP campuses. Participation in AP examinations peaked in 2003 (year 4). But, they declined in 2004 and 2005, with fewer students taking fewer AP examinations at TGAP schools. It appears that open-enrollment policies for AP courses and financial support for examinations enhanced student access through 2003.

AP exam scores also shifted. In 2004-05, relative performance on the AP examinations at TGAP schools was well below state and national averages. For example, in 2005 the percentage of AP examinations above criterion was 59% nationally, 49% across the state of Texas, and 21% (falling from 30% the previous year) at TGAP campuses. Excluding the AP Spanish Language Examination, the percentage of AP examinations with scores of 3 or higher was only 5% at TGAP campuses. Declining performance can be expected with increased participation, but not with decreased participation. The decreased participation and poor performance since 2003 are discouraging and raise concerns about the academic preparation of students who are enrolled in AP coursework.

Between spring 2002 and 2005, evaluators conducted annual observations of core-content area classes (primarily AP or Pre-AP) in TGAP middle and high schools. The observations revealed primarily teacher-centered instruction, although some teachers have moved away from whole-class activities toward more student-centered environments with small groups or pairs of students working together. Across the four years, teacher activities most frequently involved directing the whole group or monitoring students working independently. Related, students across the four years most often listened to a teacher presentation or discussion or completed short-answer exercises or worksheets. Students less commonly had assignments that involved more advanced thinking, such as problem solving, investigation, or written communication.

The intellectual challenge of instruction and learning in advanced courses remains an area of concern in the final grant year despite some improvement over time. Comparisons across four years indicate slight increases in teachers' use of higher order questions (1.9 to 2.1, on average, on a 4-point scale), with observed teachers still using higher order questioning strategies to only a *small extent*. Evaluators also rated core-content classes on students' use of recommended AP learning strategies. The greatest increases across years for recommended strategies were in mathematics classes (mean rating change from 1.6 to 2.0 on a 4-point scale) and social studies

classes (mean rating change from 1.7 to 2.2). As a whole, results for subject-specific indictors suggest that TGAP teachers are using some of the instructional strategies that have been promoted through professional development (e.g., Thinking Maps, Write for the Future).

Across TGAP years, teachers were optimistic about their schools' AP programs. In year 6, most AP and non-AP teachers (87% and 83%) indicated the AP program in their school is at least *somewhat successful*. Teachers suggested improving the AP program by implementing more stringent student entry requirements for AP classes and by making organizational changes, such as increasing course offerings, aligning the curriculum, addressing scheduling issues, and improving personnel hiring and training practices.

Considering that many students in TGAP schools score below the criterion (a score of 3 or above) on Advanced Placement examinations, researchers asked AP teachers to express their opinions on the following question: "Why do some students in your school perform poorly on AP exams?" On the teacher survey, 120 teachers offered a written response to the question about student performance on AP exams. In addition, a number of teachers addressed the issue in focus groups. AP teachers contend that opening AP enrollment to *all* students dilutes the curriculum and contributes to poor performance on examinations. Teachers believe the AP program could be strengthened by implementing more stringent enrollment policy, increasing course rigor, diversifying the curriculum, and addressing teacher training needs.

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. The 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). During year 6, while TAMUK's program continued to serve schools in the Corpus Christi cluster, the collaboration between Faculty Fellows and teachers were more predominately targeted in Alice and Robstown ISDs. TAMIU's collaboration with the Laredo cluster schools continued as it had in previous years.

The program objectives in year 6 did not change from previous years. These are to:

- Enhance partnerships between secondary schools and higher education institutions;
- Enhance the professional development of high school, vertical team AP teachers in mathematics, English, social studies, and the sciences;
- Deepen the subject-area content knowledge of vertical team AP teachers in core-subject areas;
- Enhance student success on AP exams; and
- Increase student awareness of post-secondary opportunities.

Methodology

The evaluation examines the extent to which the Faculty Fellows program strengthens relations between secondary schools and higher education and enhances AP teacher development. We also consider the effect of partnering university faculty with teachers on AP students' learning experiences. Another important consideration for the last year of the evaluation was to assess if, and how, the program has been institutionalized. Institutionalization refers to the degree to which the program will continue or stay in place once external funding ends. Thus, we examined activities taking place to ensure program continuation.

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 also were 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. Interview protocols and surveys are found in Appendix D.

Procedures. During spring 2005, teams of evaluators from the Texas Center for Educational Research (TCER) conducted site visits to participating schools and universities. Selected Faculty Fellows (n = 2 at Texas A & M Kingsville, n = 9 at Texas A & M International) and teachers partnered with faculty (n = 4) were interviewed, either individually or as part of a focus group.

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). Following site visits, evaluators conducted a survey of all teachers in TGAP schools, including those participating in the Faculty Fellows program (24 of 33 teachers, 73%, who partnered with a faculty fellow responded to the survey). Evaluators also conducted a survey of Faculty Fellows. Ten faculty members returned the survey for a response rate of 50%.

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. According to university records, 33 AP teachers in the six TGAP school districts participated in the Faculty Fellows program in year 6 (2004-05). For most districts, teachers from all four core content areas participated, as shown in Table 5.1. Overall, the number of teachers participating in the Faculty Fellows program has decreased every year, from 51 in 2002 to 33 in 2005 (see Figure 5.1). The largest decrease occurred in TAMUK, where there was an over 50% decline, from 26 teachers in 2003 to 13 in 2005. In TAMIU, the decline in the number of teachers participating was less extreme. The number of teachers decreased from 25 in 2002 to 20 in 2005 (20%). At TAMUK, the decrease was most notable in science, social studies, and Spanish, while at TAMIU, the greater decrease was in social studies and English.

Closely related to the decrease in the number of teachers participating in the program is the number of Faculty Fellows. The number of Faculty Fellows also declined from 26 in 2002 to 20 in 2005 (23%). Of these 20 Faculty Fellows in 2005, 17 had also participated the year before.

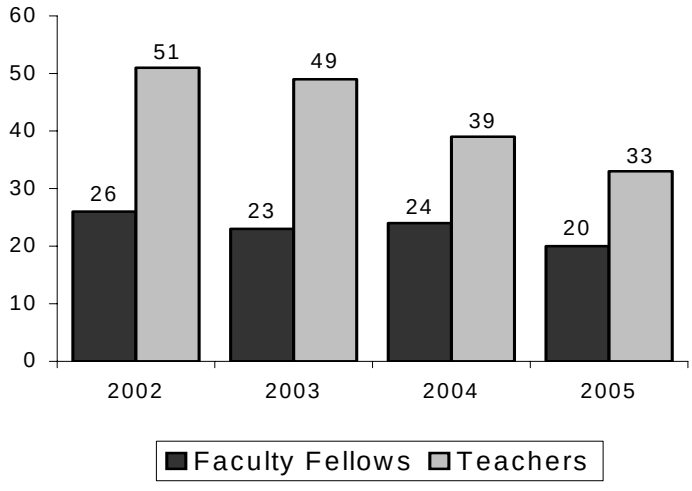

Figure 5.1. Number of Faculty Fellow and teacher participants by year, as indicated by university records, TAMUI and TAMUK

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

District	Math				Science				Social Studies				English				Spanish				Total			
	'02	'03	'04	'05	'02	'03	'04	'05	'02	'03	'04	'05	'02	'03	'04	'05	'02	'03	'04	'05	'02	'03	'04	'05
TAMUK (4 Faculty Fellows- 2005)																								
Alice	3	1	2	2	3	3	0	0	1	3	2	1	1	3	3	3	--	2	2	0	8	12	9	6
Robstown	2	1	2	2	3	4	1	1	2	1	1	0	2	2	1	0	--	0	0	0	9	8	5	3
Corpus Christi	2	1	2	2	3	4	2	2	2	2	2	0	2	2	1	0	--	2	1	0	9	11	8	4
TAMUK Total	**7**	**3**	**6**	**6**	**9**	**11**	**3**	**3**	**5**	**6**	**5**	**1**	**5**	**7**	**5**	**3**	**--**	**4**	**3**	**0**	**26**	**31**	**22**	**13**
TAMIU (16 Faculty Fellows - 2005)																								
Jim Hogg County	--	1	1	1	1	2	2	2	--	1	1	1	2	1	1	1	--	0	0	1	3	5	5	6
Laredo	2	1	1	1	1	1	1	1	3	3	2	1	4	1	1	2	1	1	1	0	11	7	6	5
United	1	1	1	1	--	0	0	0	4	1	1	2	2	2	3	3	4	2	1	3	11	6	6	9
TAMIU Total	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**7**	**5**	**4**	**4**	**8**	**4**	**5**	**6**	**5**	**3**	**2**	**4**	**25**	**18**	**17**	**20**
Total	**10**	**6**	**9**	**9**	**11**	**14**	**6**	**6**	**12**	**11**	**9**	**5**	**13**	**11**	**10**	**9**	**5**	**7**	**5**	**4**	**51**	**49**	**39**	**33**

Similar to teachers, the largest decreases in faculty occurred at TAMUK, where the number of Faculty Fellows fell from 7 in 2004 to 4 in 2005. At TAMIU, there was one more Faculty Fellow in 2005 (16) compared to 2004 (15). All of the Faculty Fellows at TAMUK had participated in the program the year before. Figure 5.1 shows that the number of Faculty Fellows remained relatively constant over three years, but then decreased from 2004 to 2005, while teacher participation has declined consistently every year. Several reasons were noted for the decrease in the number of teachers and Faculty Fellows participating in the program, including scheduling and demands on teachers' time. (See the *Barriers/Challenges* section on page 83 for a full description of these issues.)

While university staff in both programs were supportive of the program and enthusiastic about the collaboration with schools established over six years, building capacity and sustainability has been a challenge for both universities. Sections to follow summarize program activities and teacher and Faculty Fellow perceptions for year 6.

Faculty Fellows Program Description

The Faculty Fellows program paired high school AP teachers and university faculty members according to subject area. Subject areas include English, social studies, science, mathematics, physics, and Spanish. 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, and English language arts). The topic(s) were to 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 the two previous years, teachers in year 6 participated in the program on a voluntary basis.

Orientation and Training

Orientation. Since the first year of program implementation, 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. In year 6, nearly all Faculty Fellows who responded to the survey (9 out 10) indicated that they had attended an orientation session conducted in previous years. Most participants indicated that the orientation provided them with a good introduction to the program. One Faculty Fellow explained that had it not been for the orientation, "I would have had no idea how to approach the high school or the students." Several Faculty Fellows also explained that the orientation sessions prepared them to better understand the goals and objectives expected from this program.

Because the majority of Faculty Fellows had been part of the program for several years, a formal orientation session was not conducted in year 6 as in previous years. Faculty Fellows and teachers indicated that a formal orientation was no longer needed. However, because the orientations sessions were generally productive in previous years, program participants (Faculty Fellows and teachers) met at the beginning of the year and used the orientation session for planning. One Faculty Fellow noted that "the orientation has morphed into planning periods with teachers." Looking back several years, one Faculty Fellow said, "This last orientation was the best for me. The first one really didn't prepare me for what I was to do. After being in the program for a couple of years, I was better able to determine how I could help the teachers and so we used it as a planning session."

As in previous years, some Faculty Fellows offered suggestions for ways to improve orientation sessions. While previous suggestions focused primarily on providing more specific guidance on implementing the tasks expected of a Faculty Fellow, the recommendations in year 6 focused on ways to transform orientation sessions to make them more useful for faculty and teachers that had already been part of the program for several years. One Faculty Fellow noted that the orientation sessions do not directly address some of the on-going challenges experienced by professors. She noted, "My main challenge is not addressed…these involve coordination of schedules, and these mainly require developing communication channels with the partner teachers." Another Faculty Fellow noted that professors already know the basics of the program and the orientation sessions could be used to explore ways by which the school/university relationship can be expanded beyond just teaching AP classes. This Faculty Fellow explained:

> The orientation is too limited. Faculty Fellows bring a broad range of activities to ensure college enrollment of our students. Although the partnership between Faculty Fellow and high school AP teacher is paramount, it isn't just about teaching AP classes.

Another Faculty noted:

> I would like to see some sort of meeting/orientation scheduled with both the fellows and the high school faculty together…That would be helpful for spelling out expectations on both sides to both groups simultaneously.

Training. As in previous years, and in addition to orientation meetings, all new Faculty Fellows not previously attending AP training 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. Of the 10 surveys returned, 9 Faculty Fellows had been trained in previous years, and one new Faculty Fellow was not able to attend the training sessions due to a lengthy waiting list. Faculty Fellows again commented on the high quality and usefulness of this training, even though several years have passed since they were initially trained. One faculty member stated, "The training was very encouraging and extremely helpful." Overall, Faculty Fellows said that the best part of the training was the teaching techniques that were presented and the explanations of what specific AP courses "should look like." An important lesson learned through the training was information about high schools. A Faculty Fellow said, "I had no real idea of what high school teachers actually do and what is possible to do in a high school setting." One Faculty Fellow who attended the training four years ago said: "It was very effective. After four years that I attended that training, the knowledge and input received in it has served me…All of the materials concerning the techniques on teaching, Spanish has been of great help to me."

Most training sessions took place in cities across the state, primarily in San Antonio. The training sessions also helped Faculty Fellows compare the performance of the students they are serving with students in other areas of the state. A Faculty Fellow explained:

> I attended an AP conference in San Antonio. This was a real eye-opener to me, as I saw how our kids, who cannot even take their books home at night, have to compete with schools of apparently unlimited funds. Sessions were useful, but it was especially important for me to see that a major challenge we face in Laredo is not just developing skills, but creating an awareness of how far out of step our program is with some other schools in the state."

Regarding this same issue, another Faculty Fellow said that while the sessions were helpful, these served primarily to "fire my determination to try to do something for our kids, who have little idea of how far behind they are."

Communication between Faculty and Teachers

Communication between Faculty Fellows and teachers is a critical component of effective collaboration. Over the last few years, several of the Faculty Fellows have developed strong bonds and effective communications with many teachers, and in some cases, with other school staff. Some Faculty Fellows also have established communication with other teachers that may not be specifically identified as a Faculty Fellow teacher.

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. Teachers and Faculty Fellows also were interviewed during site visits, and a total of 10 faculty and 24 teacher participants responded to surveys.

Overall, faculty and teacher participants in 2005 have similar opinions regarding their preferred means of communication (Table 5.2). Although large percentages of both groups use all three types of communication, telephone and face-to-face communication was used most often, followed by email.

Table 5.2
Types of Communication Used

Type Used	Faculty Fellow	Teacher
Telephone		
2002	66.7	--
2003	100.0	72.7
2004	100.0	82.8
2005	100.0	100.0
Face-to-Face		
2002	84.6	--
2003	100.0	92.1
2004	100.0	100.0
2005	100.0	85.7
Email		
2002	72.7	--
2003	75.0	94.6
2004	90.0	87.5
2005	85.0	80.6

Note. Number of respondents varies by item.

Not surprisingly, telephone and face-to-face communication were also viewed as most effective by both faculty members and teachers. Faculty Fellows rated email communication as somewhat less effective than teachers. This is not surprising given the technical problems associated with some districts' email systems were noted by several participants. These findings are generally consistent with previous 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.

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 schedules in order to establish productive relationships. Some Faculty Fellows indicted that, over the years of the program, communication has become a lot easier and more solid. After

establishing rapport and understanding each other's roles, Faculty Fellows seem more comfortable communicating and visiting classrooms. One Faculty Fellow said, "I just pick up the phone and call. If a teacher needs some assistance, she will call me." Another Faculty Fellow said that he felt he "could come and go as he pleased," as long as he coordinated his schedule with the teacher.

Table 5.3
Effectiveness of Communication

	Faculty Fellow			Teacher		
	Very	Moderately /Somewhat	Not at All	Very	Moderately /Somewhat	Not at All
Telephone						
2002	42.9	57.2	0.0	--	--	--
2003	50.0	50.0	0.0	75.0	20.0	5.0
2004	50.0	50.0	0.0	76.2	19.0	4.8
2005	40.0	60.0	--	64.7	35.3	0.0
Face-to-Face						
2002	80.0	20.0	0.0	--	--	--
2003	100.0	0.0	0.0	82.8	17.2	0.0
2004	90.0	10.0	0.0	90.0	10.0	0.0
2005	80.0	20.0	0.0	77.2	22.7	0.0
Email						
2002	22.2	55.5	22.2	--	--	--
2003	50.0	50.0	0.0	67.9	25.0	7.1
2004	11.1	88.9	0.0	69.2	26.9	3.8
2005	50.0	10.0	10.0	70.5	29.3	0.0

Note. Number of respondents varies by item.

Improved communication is also a result of teachers and Faculty Fellows getting to know each other. At the beginning of the program, one teacher said that she felt intimidated by the presence of the Faculty Fellow in her classroom. After she got to know the Faulty Fellow and they began to work towards the same goal of helping students succeed, she stopped feeling intimidated and began reaching out to the Faculty Fellow for assistance. This teacher explained:

> The first year I was a little intimidated because I was having a professor in my class. I was afraid I was going to say something wrong. But as the semester went on and as the years went on, I was a lot more comfortable because I learned to ask questions on behalf of my students. He was so helpful and would get me an answer right away. The first year I felt like I was being observed; the second year, he became a partner."

Another Faculty Fellow said:

> We've really developed a very close relationship. In fact, we are in constant contact. She asks me for books, and we discuss content. I've see her enthusiasm for the subject go up and I can see it in the students.

Faculty Fellows also reported the number of times they visited their partner teacher's high school and the number of students from their partner teacher's classes that visited their university in a

typical quarter. Combined, the Faculty Fellows in the two partner universities made 133 classroom visits and served 832 students in one quarter (December through February 2005). The number of visits for individual faculty members varied widely (from 1 to14). Table 5.4 shows the number of visits and the number of students served by school district.

Table 5.4
Number of Faculty Fellow Classroom Visits and Number of Students Served by School District 2004-05

School District	Total Number of Classroom Visits	Number of AP Students Served
Alice ISD	18[a]	300
Corpus Christi		58
Robstown ISD		108
Jim Hogg ISD	43	81
Laredo ISD	28	115
United ISD	44	170
Total	**133**	**832**

[a] Only the combined number available.

Encouragingly, while the number of Faculty Fellows and teachers participating in the program decreased, the average number of high school visits per semester by Faculty Fellows has continued to increase, and stayed almost same in 2005 as in 2004. Current faculty members averaged 15.7 visits, compared to 15.5 in 2003-04, 14.4 visits in 2002-03, and 7.9 in 2001-02 (Figure 5.2).

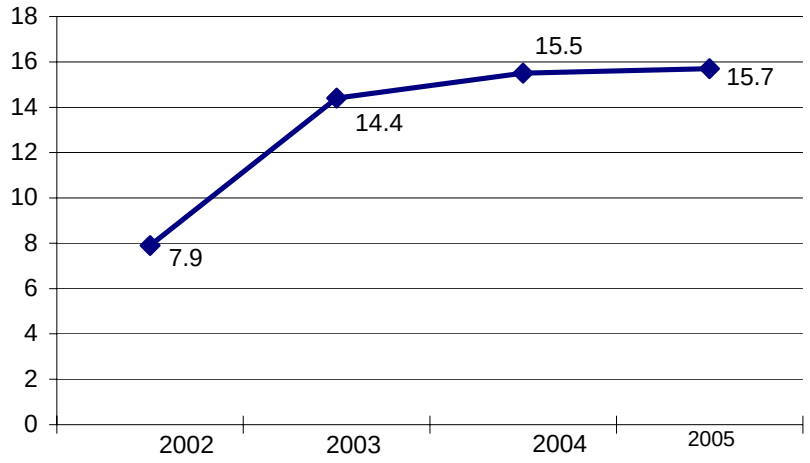

Figure 5.2. Average number of high school visits by Faculty Fellows (2002-05).

While the number of classroom visits provides important information, one Faculty Fellow argued for the importance of other measures: This faculty member believed that the evaluation of TGAP should:

> "Limit the use of number of visits to each campus as a performance measure, something the TGAP evaluators have made central to their analysis...While TEA

> certainly wants 'bang for their buck,' and the quantity of visits has dramatically increased over the past several years, sheer numbers do not of themselves guarantee anything. Requiring fellows to lecture a certain number of times over the course of a quarter assists in quality control, but it by no means assures it. Grant requirements are not the same as performance measures. The latter should provide usable data. The former is simply a checklist

Teachers and Faculty Fellows also reported on the frequency of their contacts. Table 5.5 shows that faculty who responded to the survey tended to report more frequent communication compared to teacher respondents. In 2005, the majority of Faculty Fellows (60%) report communicating with their partner teachers at least once a week, whereas only a third of teachers (33%) report this level of frequency. Teachers were more likely to report communicating with their Faculty Fellow once or twice per semester. The percentage of teachers who reported never having communicated with his/her Faculty Fellow increased from 2.9% in 2004 to 4.2% in 2005. This difference in responses between Faculty Fellows and teachers may be due to several factors. Faculty participants and teachers may not be counting "communication" 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 5.5
Frequency of Contact Reported by Faculty and Teachers

	Faculty Fellow				Teacher			
Frequency	'02	'03	'04	'05	'02	'03	'04	'05
At least once a week	69.2	62.5	50.0	60.0	16.7	23.1	23.5	33.3
At least once a month	23.1	37.5	40.0	40.0	28.6	35.9	29.4	37.5
1-2 times a semester	7.7	0.0	0.0	0.0	50.0	38.5	23.5	12.5
Other	--	--	10.0	0.0	--	--	20.6	12.5
We have never communicated	0.0	0.0	0.0		4.8	2.6	2.9	4.2

Note. N=10 Faculty Fellows and N=24 Teachers responding to survey.

Over the years of the program, faculty established better communication with some schools than with others. Poor communication was identified by a few Faculty Fellows as one of the reasons they discontinued going to one school district. In one instance, a Faculty Fellow believed that school staff was working with another area university that was closer to the school and believed that teachers in that school preferred to establish a relationship with the other university. This Faculty Fellow noted that he had met with school staff at the beginning of the year, and waited for the school staff and teachers to communicate with him, but they never did. This Faculty Fellow said, "The school staff dropped the ball."

During interviews, teachers reported that, over the years, they established better communication with Faculty Fellows who were persistent in coming to their schools. At least two teachers explained that at the beginning of this program they were busy and did not understand how to fit the Faculty Fellows into their classroom or schedule. Also, teachers said that they were usually too busy to call and take the initiative to communicate with the Faculty Fellow. One teacher said,

"If it hadn't been for the persistence of the professor, we probably would have never had anything started." A teacher that has participated in the program for five yeas explained:

> The first Faculty Fellow was excellent, but the communication was not there…With the new professor, it is more proactive. She will communicate, whether the teacher communicates or not. The first Faculty Fellow was not taking the initiative.

Faculty Fellows Activities

Faculty members participated in a variety of activities in TGAP schools. For the most part, activities in the last year of the funding cycle did not substantially change from previous years. In one university, however, while the level of commitment by participating faculty stayed the same, the number of Faculty Fellows declined significantly. Changes in funding and uncertainty regarding the future of the grant were the primary reasons cited for this decline. Regardless of these changes, Faculty Fellows continued to be enthusiastic about their involvement. 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 distributing a new book (read also by students in the professor's university class) and discussing it with an AP English class or teaching a specific lecture on metaphysical poets. As in previous years, 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, and in preparing students for document-based questions. Mathematics and science fellows often incorporated various problem-solving activities into their presentations. Faculty Fellows also supplemented their lectures with labs, videos, handouts, and textbooks.

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 focused 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. While faculty members in previous years hosted practice test-taking days at the university, faculty reported that they did not host any of these activities in year 6, primarily because of cost and low student turnout.

Campus visits. Student visits to Faculty Fellows' universities were uncommon in previous years, but exceptionally rare in year 6. Only one faculty member compared to three in year 5 reported students visiting campus "at least once." Nine of the ten faculty members responding to this item, reported that students had never visited their university. One Faculty Fellow noted that the school that he works with is 65 miles away and the distance makes it difficult for students to travel. Another Faculty Fellow noted that the lack of student visits was "unfortunate." These counts, however, do not include the students who participated in the College for a Day program.

Although campus visits were much less common than in previous years, some individual Faculty Fellows arranged for AP students to visit their classrooms or labs at the university. Professors said 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 in 2003-04 known as College for a Day. She worked with other professors on campus and with 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 for a Day continued successfully in year 6. Because of the planning involved, this Faculty Fellow learned in year 5 that she could not partner with a teacher, visit classrooms, and coordinate the program as well. In year 6, this Faculty Fellow coordinated College for a Day but she did not partner with a teacher. She did, however, visit classrooms and schools to plan and talk to students about attending the College for a Day program.

At TAMIU, college visits for TGAP students are primarily coordinated through the Precollege Outreach Center. While Faculty Fellows are not directly involved in planning the college visits, they participate in other ways. One Faculty Fellow said that, in the past, the admissions office coordinated out-reach activities without any involvement from professors; now, at a minimum, college professors are getting involved. Some Faculty Fellows, for instance, volunteer to have students come to their class or make a point of stopping by the cafeteria when high school students are visiting.

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. While several professors have developed sessions devoted solely to this topic in previous years, they said that this activity in year 6 was conducted more on an informal basis. None of the Faculty Fellows interviewed in year 6 had conducted formal meetings regarding college. However, the majority said that part of their role is to talk to students about college life and to inspire student self-belief that they can attend college.

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 also were 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. Faculty Fellows also noted that many of the economically disadvantaged students have few opportunities to purchase materials with their own money.

Faculty Fellows also cited problems with limited student access to AP textbooks. Faculty said that not allowing students to take their AP textbooks home was detrimental to learning. They believed that AP students needed to take their books home and spend time doing homework. One professor said that there were two AP textbooks available for check-out in the library, which was not enough for all of the students. In lieu of textbooks, one Faculty Fellow prepared a "reader" for students to take home. The reader included a collection or articles related to the specific lesson, so that students could "have some ownership" over the material. The professor further explained that he "wanted the students to be able to take materials home and read for further quiet reflection."

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 said they used their time at the high schools to brainstorm with their partner teachers about the best approach to a topic or future ways to collaborate.

Tutoring. In year 6, one professor said that, while he still lectured "every now and then," he primarily spends his time tutoring small groups of students or working with students on a one-on-one basis. One teacher said that she and her students benefited from having the Faculty Fellow spend individual time with students.

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 5.6). Overall, in 2005, teachers regard support by Faculty Fellows as helpful. Approximately 70% of teachers in 2005 compared to about half in 2002 reported that interactions with and presentations by Faculty Fellows were *very useful*. The percentage of teachers who did not find interactions helpful decreased from 2004 to 2005. The percentage of teachers indicating their Faculty Fellow did not give a presentation or demonstration decreased across years and only a small percentage of teachers found presentations *not very useful.*

Table 5.6
Teachers' Perception of Usefulness of Faculty Fellow Interactions and Presentations

	Number				Percent			
	'02	'03	'04	'05	'02	'03	'04	'05
Usefulness of Interaction								
Very useful	18	25	25	17	43.9	65.8	73.5	73.9
Somewhat useful	14	9	7	5	34.1	23.7	20.6	21.7
Not very useful	6	4	2	1	14.6	10.5	5.9	4.3
No interaction/presentation	3	--	--	--	7.3	--	--	--
Usefulness of Presentations								
Very useful	21	25	23	16	52.5	67.6	71.9	69.6
Somewhat useful	8	4	7	4	20.0	10.8	21.9	17.4
Not very useful	0	3	1	3	0.0	8.1	3.1	13.0
No interaction/presentation	11	5	1	--	27.5	13.5	3.1	--

Impact on teaching. Consistently over the course of the grant, on surveys and during interviews, respondents described the impact of the Faculty Fellows program on teaching as overall positive. While both teachers and Faculty Fellows identified some challenges, the large majority agreed that the partnership is beneficial to teachers. Again in year 6, teachers and faculty members noted a number of positive impacts of their partnerships. Findings, which are similar to previous years, are described below.

Feedback and support on teaching. 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 that 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 said working with the Faculty Fellow has "given me an insight on what I should be doing…What we should be doing for seniors in transitioning them into college." Another teacher said, "Participating in GEAR UP is one of the best things I've gained in my educational career." One Faculty Fellow explained that teachers benefited from having:

> Someone else helping them assign and evaluate more writing. They know that their students need to write more than they currently do, but they are overwhelmed by paperwork – administrative and instructional – and so having someone help them teach students how to write more effectively about literature and shoulder the grading load is something of a blessing for them.

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 for both content knowledge and information on organization and pacing of a college-level course. A few teachers, however, said that they did not feel comfortable teaching AP courses. One teacher interviewed had never taught AP calculus and, though intimidated at first, eventually was "ecstatic" to get the support from a college professor. An English teacher

said that while she feels confident overall, she relies on her Faculty Fellow to introduce new literature and new, up-to-date perspectives on literary topics. This Faculty Fellow explained:

> My teacher is voracious for new information about literature, and we often had email discussions regarding texts that she was considering teaching. We also enjoyed discussing how to work with material in ways that would be most effective in helping the students.

Survey respondents also noted that the Faculty Fellows helped them strengthen content knowledge. In one open-ended comment a teacher said, "He helped with concepts in which I had no idea how to begin teaching."

Served as understanding colleagues. While many Faculty Fellows feel they have positively impacted AP classrooms, they also believe 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. One Faculty Fellow noted: "Teachers have told me that they enjoy visiting with me because we commiserate about similar problems and student expectations." Another faculty explained, "I think my teachers feel like they have an advocate in me, and someone who supports them as they vent their frustrations with administration and students."

Impact on other teachers in the school. Teachers said that they have been able to share the knowledge that they have acquired from Faculty Fellows with other colleague in their schools. Teachers shared teaching strategies, materials, information, and booklets with other teachers. One teacher also said that she shared the Faculty Fellow. She explained that one colleague did not have a Faculty Fellow but was looking for someone to provide a specific lesson. She was able to coordinate with her Faculty Fellow to assist the other teacher.

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. Faculty Fellows also described lessons learned through this collaboration, and these are described in the section titled *Successes and Lessons Learned* (page 86).

Survey respondents were asked to identify the most useful or effective activities involving their Faculty Fellow. Respondents offered a variety of responses, including help with content areas, and exposure to college life and to a college professor. Other important benefits that Faculty Fellows provided included the following:

- College-level lectures and presentations,
- Reading suggestions,
- Content-area expertise,
- Alternative viewpoints,
- Information about college careers and college life,
- High academic expectations,
- Tutorials,
- Alternative teaching strategies and approaches,

- AP and SAT tutoring, and
- Exposure to other cultures (several faculty are from other parts of the United States and other parts of the world such as Nigeria, Paraguay, or Europe).

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. Findings in year 6 are consistent with findings obtained in previous years of this evaluation study.

Prepared students to attend college. Students, teachers and Faculty Fellows all indicated that inviting college professors into the school and into the classrooms helps high school students 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 teacher said, "It gets them to think about college. What more could I ask for?" Both Faculty Fellows and teachers agreed that bringing college professors to the school eased student apprehension about going to college. One Faculty Fellow said, "The impact on students is simple but profound…There is a large amount of uncertainty and fear that is eased by our presence in the high school classroom."

AP teachers involved in the program voiced similar sentiments, commenting that Faculty Fellows visits to their classrooms really opened their students' eyes. "Faculty Fellows teach in ways that really surprise many students. While some may feel intimidated, they also feel inspired to try to make it themselves to go to college."

Broadened students' academic experience. Those involved in the program also believe that Faculty Fellows help broaden students' general perspective and content area knowledge. Teachers and students noted that the professors often bring a new or more in-depth approach to material that is very beneficial. In year 6, for example, one Faculty Fellow brought a book to English class that was used in the professor's college class. The teacher said that students were impressed by knowing that they were reading the same book, and students were learning "things that I could have not taught them myself."

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, "We are ambassadors or missionaries from our college. We go out there and tell students that they, too, can attend college."

Teachers and Faculty Fellows recognize that many students served by the TGAP grant come from families whose parents did not attend college. One professor said that at his university almost 40% of students enrolled in the university are first in their families to attend college. Furthermore, poverty also plays a role in overall exposure to the possibility of what a college education might offer. In light of these issues, Faculty Fellows and teachers expressed strong support for the partnership and the out-reach efforts. For some students, the college visits

arranged through the TGAP program were the only times that these students had been on a university campus. When asked to identify what he liked best about this program, a Faculty Fellow said, “The belief that I can influence someone’s decision to attend college is the primary reason for my involvement.”

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. In year 6, Faculty Fellows again stressed that it would be unproductive to use scores on AP exams to evaluate the effectiveness of the Faculty Fellow program. As outside college professors, Faculty Fellows believe they have very little, if any, control over what goes on in the school and in the classroom. While they have observed many situations that they would like to change, their role is solely to serve and support the teachers, given current classroom conditions.

Despite these observations, Faculty Fellows 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, the lack of a coherent AP program in some schools, as well as issues related to some students’ lack of preparation for AP courses. Although Faculty Fellows continued to express concerns with these issues in year 6, they were less prevalent than comments in previous years. It seems that Faculty Fellows may have become more accustomed to these challenges, have gained a deeper understanding and respect for high school teachers, and understand that 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 believe the program has lasting benefits, especially in terms of college preparation and awareness, even if student performance on AP exams does not improve substantially. One Faculty Fellow believed that while the overall scores may not yet be improving, the lower end of the scores has increased. With over five years as a program participant, he has observed that there are more students who score a “two” on the exams compared to a “one” in the first years of the program.

Cultural diversity awareness. Faculty Fellows and teachers noted, particularly in rural schools, that the majority of students served by the TGAP grant do not have the opportunity to travel and meet people from other cultures so interacting with Faculty Fellows has broadened their experience. Several Faculty Fellows are originally from different parts of the United States or from other countries in the Middle East and Africa. One faculty member enjoyed talking to students about his own culture saying, “I try to tie my experiences in Africa and make these relevant when I teach a government lesson.” Students said that while it was difficult to understand some faculty members’ accents at the beginning, they enjoyed meeting people from other cultures and countries. Likewise, being exposed to professors from other states in the United States has also been beneficial. Faculty Fellows believe that students enjoy listening to professors from other areas of the country and obtaining other regional perspectives regarding important national issues.

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. Like the impact on teachers and students, the large majority of Faculty Fellows reported that the overall impact for them and for the university was very positive.

Enhanced understanding of students. As in previous years, 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. One Faculty Fellow said:

> It has given me a better insight into my own students and has made me ever more aware of what techniques do and do not work, especially with freshman students. It has challenged me to be a better lecturer and a better discussion leader.

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, "I knew they [teachers] were the most sacrificial folks around, but I was not prepared for their devotion to the success of their students." Another professor explained:

> Essentially, we have the same job. To teach a classroom full of people a certain set of information. Anytime you get together with someone doing the same job and chat about how to present information to your students, there is always a lot of give and take. I do this, and he does that, and maybe I will try it that way next time. This bartering of ideas is not easily measured.

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.

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. One Faculty Fellow had to learn to modify his instruction to ensure that the high school students could understand his lecture. One teacher explained that during the first year, her students could not understand the Faculty Fellow lectures. By the second year, the professor modified his teaching strategies and became very successful with the students.

For many professors, it has prompted them to look for ways in their own classes to help ease the academic transition from high school to college. One professor explained:

> As a result of interacting with these students I am more aware of what goes on in the high school classroom and how mathematical concepts are being taught. I have begun to see that the lack of preparation students bring to the university is not necessarily a result of not being exposed to the concepts in high school, but

> that the concepts have not "stuck." I now try to teach my own classes in such a way so that the concepts are retained.

Strengthened university-high school linkages. More than in previous years, in year 6, Faculty Fellows expresses clear and strong benefits regarding the bond that has been established between the university and the school. One professor said that the Faculty Fellows program "has broken the ice." He explained:

> Because of the program, there has been a lot more discussion about a lot of issues that were not discussed in the past. This has to be considered one of the hallmark achievements of TGAP—when the university and the schools start to talk to each other in positive constructive ways. It has helped us both think about out reach.

Faculty Fellows explained that in the past, it was easy to blame schools by saying, "Those schools don't know what they are doing." Now, one Faculty Fellow noted, "The blame game has dissipated…We are now part of a larger frame, so that we can be part of solutions as well."

The College for a Day program continues in year 6 to be an especially strong step in building this relationship since in involves a wider range of faculty members and students. The program coordinator explained, in a previous year, 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 TGAP 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.

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 below, limited the level of interaction between faculty and teachers in some cases. Some of the barriers that were seen as significant challenges in previous years, by year 6, have either been overcome or are no longer considered a barrier. However a few new barriers were identified in the final year.

Scheduling. In previous years 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. While this was identified as a challenge, all Faculty Fellows interviewed said that over the course of their participation, they have learned to be flexible, and by year 6, did not view the scheduling conflict as a major barrier in building a successful relationship with a teacher.

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. In previous years, some Faculty Fellows voiced concerns that they are just another added burden to teachers already overwhelmed with tasks. While this feeling was not prevalent among all Faculty Fellows, some did express concerns that their partner teachers did not view them as a resource or a support but as an added responsibility. By year 6, however, none of the Faculty Fellows interviewed said that they felt they were a burden on the teachers.

Demands on teacher time, however, may have resulted in some Faculty Fellows leaving some of the schools. Teachers indicated that they simply could not find the time at the beginning of the program to fit in the Faculty Fellows. Faculty Fellows said that they met with the schools at the beginning of the year, but in some cases, did not hear back from the schools. However, one teacher noted that the persistent professors are the ones who end up in her class.

High school environment. Some Faculty Fellows faced 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. Faculty Fellows were unfamiliar with the various customary interruptions that take place in a high school (pep rallies, bake sales, senior activities, science fairs, school plays, and so forth).

Although challenges remain, the majority of Faculty Fellows believe a number of the difficulties they experienced earlier in the project, especially related to communication, have significantly improved since the first year. 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 said they are willing to contend with the challenges because of the importance of the program and its potential positive benefits for students.

Vertical curriculum alignment and planning. Although Faculty Fellows were expected to be a part of vertical team planning, their participation was largely non-existent according for faculty members. One Faculty Fellow explained that over the last five years he had attended only one vertical planning meeting. He did not know if meetings were being held or not. Related, teachers in some schools indicated that vertical alignment had taken place to some extent during the first years of the grant. Curricular alignment had involved junior and high school staff but not university staff.

Faculty Fellows said they would like to have participated in curriculum alignment but did not think they should assume the lead role. Likewise, teachers said it would be beneficial to have a through understanding of college-level curriculum expectations and have a process in place to vertically align the curriculum with higher education.

Quality of AP Courses. While Faculty Fellows have learned to work effectively with each partner teacher, they had several comments and observations regarding the overall quality of AP instruction. In general, Faculty Fellows said that most, if not all, of the schools do not have a comprehensive AP program. On professor said, “Schools should push for greater programmatic

consistency. Many of these AP programs are little more than a conglomeration of courses without a vision or research agenda." Also, Faculty Fellows noted that teachers have a myriad of obligations and AP usually gets put on the "back burner." Professors noted that there is, in general, an overall misconception about what an AP class is. Some teachers think that AP is a "sort of honors" course, and they don't understand how difficult an AP class and exam is." One Faculty Fellow explained, "There are students who are not and refuse to be motivated to care about preparing for the AP test (in part because they are not required to take it, and in part because there is a lack of rigorous screening of who should be in AP classes)." In many schools, Faculty Fellows noted, particularly in rural schools, there are some students that are taking up to five, six, or more AP courses. Faculty Fellows indicated that in some schools students have to choose between taking a remedial or AP class. This choice results in many students taking an AP class because they do not want a low-level class, but the students are not necessarily academically motivated or prepared to take an AP class.

To help boost the AP program, a few Faculty Fellows recommended that teachers be awarded a stipend for teaching AP courses. One Faculty Fellow explained that the grant should include:

> …small stipends for teachers who participate in the program. There are several reasons for doing this. First, AP teachers receive very little compensation for the work they must do if they are to have a successful course. The college-level materials require additional preparation time, and they must be firmly connected to the AP goals the College Board outlines. Moreover, if the AP Faculty Fellows provided the stipends, not only would the program have a measure of control over the curriculum (which I feel is vital, if we are to use the elevation of AP scores as a performance measure), but it would necessarily entail more dialogue and interaction among assigned fellow and (volunteer) teacher.

Fewer Faculty Fellows. While the number of classroom visits did not decrease from previous years, the number of Faculty Fellows declined, particularly in TAMUK. Noted reasons were funding as well as leadership and administrative changes. The decrease resulted in fewer Faculty Fellows available in specific content areas like Spanish and science.

Sustainability. Sustainability was the single largest challenge in year 6, reducing the number of Faculty Fellows in one university and putting the future of the entire program "up in the air." The vast majority of teachers and faculty members involved in the Faculty Fellows program indicated they would like to see the program continue and they hoped to remain involved. All Faculty Fellows said they would continue to serve as fellows if the program continued. On the teacher survey, nearly 90% of participating teachers said the program should continue in the future. While the percentage decreased from previous years, most participants still felt strongly that the program is mutually beneficial to all involved, especially to students.

Unlike previous years, however, Faculty Fellows in charge of coordinating grant activities indicated that it is unlikely that the program will continue without additional funding. In year 6, TAMUK experienced a change in program funding that was, in part, the reason the university recruited fewer Faculty Fellows[1]. In previous years, most participants were unsure how the

[1] The program coordinator noted that certain expenditures were not accepted as in-kind contributions in year 6, as they had been in the five previous years. This resulted in less funds available to recruit Faculty Fellows.

program would continue once the TGAP grant ends. In year 6, program coordinators noted that the program would not continue without additional external funding. One Faculty Fellow explained that it costs approximately $200,000 per year to run the program. He noted:

> We just don't have that kind of money to keep the program going, and I can't and won't ask people to do this kind of work without being remunerated. We can't do it for free. We have proved the worth of this program. If they want out reach, they are going to have to pay.

Faculty Fellows identified few creative ways to fund the program. When asked if reduced teaching time would be a viable alternative, all Faculty Fellows interviewed noted that it was unrealistic to expect that Faculty Fellows would receive a reduced teaching load. One professor noted that in his department, a new masters program is getting started, and they currently do not have enough professors to teacher in-coming freshmen.

While Faculty Fellows in both universities are strongly committed to this program and believe that it has been very successful, neither university program coordinator indicated that the program will continue next school year. At the time of the site visits, staff in both universities were anxiously waiting to hear news about possible extended funding.

Successes and Lessons Learned

In place for five years, the Faculty Fellow program has evolved and improved every year. In this last year, several successful successful program outcomes are identified as well as important lessons learned by teachers and Faculty Fellows.

Partnership versus mentoring. Over the years, the role of the Faculty Fellow had been more clearly defined. In the first years of the program, Faculty Fellows learned that a successful partnership begins with the professor becoming a partner with the teacher rather than a mentor. Faculty Fellows stressed that moving from mentor to partner gave professors more flexibility. Instead of having to evaluate or observe, they were better able to respond to the specific needs of teachers. One Faculty Fellow said, "Some teachers had a lot of experience, but some had none. We've been in a class with a teacher that had never taught calculus." But even in these situations, the partnership worked best when professors were viewed as an additional resource, rather than an evaluator on a mentor. One Faculty Fellow noted:

> Initially we called it a mentoring program, and we fairly quickly moved into calling it a partnership program because there was a lot or resentment (rightfully so). We can't go out there and tell them how to do their job.

Volunteer versus assigned teachers. In the first years of the program, most teachers were required by school principals to participate in the program. Some teachers said that because they did not have a choice in participating, they felt intimidation and resentment towards the Faculty Fellows. Over time, school staff has moved away from requiring teachers to participate to finding teacher volunteers. Volunteer teachers are more eager to establish a partnership and as awareness of the role of the Faculty Fellow grew, more and more teachers were willing to participate. Teachers and Faculty Fellows said that when teachers have the choice to participate, they have more investment and are more positive about establishing a successful relationship.

Faculty Fellow flexibility. Faculty Fellows noted that successful partnerships require that professors maintain a flexible attitude. Faculty Fellows noted that the high school work environment presents specific challenges, and to some, frustrations not commonly experienced in a university setting. One Faculty Fellow explained that a successful partner will be flexible to the many interruptions and working environments that may be encountered.

Flexibility also involves learning how best to serve the teacher and students. While some professors spent most of their time lecturing, others found it more beneficial to work with small groups of students or one-on-one tutoring. One Faculty Fellow explained:

> My teacher was a seasoned veteran near retirement age. He was already conducting a vigorous course. Hence, I suggested that my tutoring sessions would only reinforce and supplement his own work. I think he enjoyed this as a relationship marked by mutual respect.

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. Participants have learned that it takes time to build a strong relationship, but as long as there is commitment form both the university and the school, the students, staff, the community, and the university will benefit. As one faculty participant commented, "The most successful aspect…is the direct contact with high school students and the interaction with the teacher partners. As a result of working for this collaborative program, all of our efforts will impact in the future achievement of the student at the university level."

Working with students. Several Faculty Fellows mentioned that working hands-on with the students also has been one of the more successful and gratifying aspects of the program. As one faculty member explained in a previous year, "The hands-on, in-class time that we spend with the students 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. An additional rewarding experience for Faculty Fellows and teachers was exposing students to college life and to instilling the belief that a college education can be obtained by all students. One Faculty Fellow noted, "There is anecdotal evidence that suggests students more seriously consider college and TAMIU in particular because of our presence in their schools."

College preparation. Clearly, Faculty Fellows feel the program serves as an excellent way to introduce and prepare students for college. More specifically, faculty members believe that the 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.'"

Summary and Conclusions

The Faculty Fellows program has helped to increase student awareness and preparation for college. Unlike traditional college awareness activities, such as college tours, the Faculty Fellows program has allowed students to have regular access to college professors and college-level instruction. All of those involved believe the Faculty Fellows program 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 for students to experience life on a college campus.

Faculty Fellows have developed bonds with teacher partners as well as other high school teachers. As the program has matured, both teachers and Faculty Fellows have found creative ways to extend the benefits of the Faculty Fellows program to more teachers in the schools. In some cases, informal relationships were established with teachers who were not officially identified as a Faculty Fellow teacher. Some teachers proposed that Faculty Fellows should be partnered for a two-year period and then be re-assigned to a new teacher. This would enable more teachers to partner with a limited number of available Faculty Fellows.

The Faculty Fellows program has fostered stronger connections between the universities and high schools. 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 continued partnerships across several years. AP students and teachers have had the chance to see the university and professors in a new and more realistic light.

Faculty Fellows have limited influence on AP exam success. Faculty Fellows believe that it is unrealistic to expect their brief time spent in AP classrooms to substantially impact students' performance on AP examinations. However, the majority of Faculty Fellows believe that student academic performance could be improved by the development of a comprehensive AP program that incorporates more rigor, more stringent student AP admission criteria, and stronger curricular alignment between middle and high school.

The most successful, long lasting relationships between Faculty Fellows and teachers resulted when the association was viewed as a partnership. Over the course of the six years, program participants have learned from each other. Faculty Fellows have gained respect and a deeper understanding for the day-to-day work that is accomplished by a high school teacher. In turn, high school teachers learned about university professors, and about the issues that they face in teaching college students. While initially the Faculty Fellow was conceived as a "mentor," faculty soon learned that the best relationships involved partnerships with teachers, with each participant (Faculty Fellow and teacher) learning from each other.

Over time, Faculty Fellows adapted to the challenges of working in the high school environment. Scheduling proved to be a tremendous challenge in planning collaborative activities between the high schools and the universities. However, most Faculty Fellows were eventually successful in visiting high school campuses and classrooms on a regular basis. While student visits to the university and Faculty Fellow classes have been limited due to scheduling

and monetary constraints, the development of the College for a Day program at TAMUK provided a means to introduce some students to a "real world" college experience.

Schools did not involve Faculty Fellows in curriculum alignment. One important component of TGAP was the vertical alignment of middle and high school curricula. Initially, several schools made significant efforts towards this goal. However, most efforts have not been sustained. Another important goal was to include universities in an effort to vertically align high school curricula with college freshman-level courses. Over the course of the six years, there was little, if any, faculty involvement in curriculum alignment. Faculty Fellows, however, believe vertical alignment is an important component that should be a priority for future school-university collaboratives.

The Faculty Fellows program, as implemented over the last years, is unlikely to continue without external funding sources. While Faculty Fellows and teachers would like to continue participating in the Faculty Fellows program, the university program coordinators indicated that, without additional external funding, the universities will not be able to sustain the investment in Faculty Fellows provided by the grant. Furthermore, Faculty Fellows stressed that the time commitment requires that professors continue to be compensated for their work. In fact, some Faculty Fellows also recommended that partner teachers should also be paid for participating in the program.

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 six, 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 48% of students at participating schools (7,394 students) received at least one TGAP–related service, a decrease of 29.1 percentage points from year five. The figures for previous years are as follows: 11,483 students (71%) received services in year four, 10,196 students (59%) received services in year three, and 7,889 students (51%) received services in year two. The average number of services received per student in year six was 2.0, down from 2.53 services in year five and 2.97 services in year four. The median services received was one, down from two in year five. The maximum number of services received by any one student was 47. Table 6.1 presents data on GEAR UP services for students.

Table 6.1
Number of Students Participating in a TGAP/GEARUP Event

District	Number Served	Percent of TGAP Students
Alice	1,747	71.5
Corpus Christi	715	33.6
Jim Hogg County	585	95.4
Laredo	1,904	56.4
Robstown	1,248	65.3
United	1,195	24.2
Total	**7,394**	**48.0**

College-Related Services

The most common type of student service offered through TGAP was the dissemination of information on college and financial aid. This service came in such forms as individual and group counseling by school counselors, financial aid workshops and fairs, visits to colleges, and classroom presentations given by POC staff. The dramatic drop in students receiving services in year six is likely due to the fact that the POC's were not fully staffed for the entire year. Those districts that relied the heaviest on POC sponsored activities saw the most dramatic decreases in number of students receiving services.

[1] Student services discussed in this section do not include academic support provided for large numbers of students through teachers' involvement in vertical team training and vertical teaching.

In spite of the loss of the support provided by the POCs, 41.1% of students enrolled in TGAP schools (6,329 students) participated in at least one TGAP/GEAR UP activity related to college entrance and financial aid. The average number of services received per student was 1.47, the median was one, and the maximum number of services received by any one student was seven. Table 6.2 includes all college related GEARUP 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.

Table 6.2
Total College Related Services by District

District	Number Served	Percent of TGAP Students
Alice	1,419	58.1
Corpus Christi	686	32.2
Jim Hogg County	542	88.4
Laredo	1,296	38.4
Robstown	1,228	64.3
United	1,158	23.5
Total	**6,359**	**41.1**

It may also be useful to look at college activities independent of campus tours. 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 24%. This is down from 62% in year five, 49.9% in year four, 38.9% in year three, and 27.8% in year two. Again, the decrease in students receiving college counseling reflects the loss of POC services for part of year six.

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

Grade	Alice	Corpus Christi	Jim Hogg County	Laredo	Robstown	United	Total
6	0	0	84	0	153	0	237
7	30	0	77	0	5	0	112
8	89	0	83	369	1	132	674
9	237	89	0	19	218	0	563
10	174	0	1	111	211	0	497
11	215	7	67	199	158	122	768
12	239	149	61	254	176	0	879
Total	**984**	**245**	**373**	**952**	**922**	**254**	**3730**
Percent	**40.2**	**11.5**	**60.8**	**28.2**	**48.3**	**5.1**	**24.2**

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 15,398 students targeted by TGAP, 4,119 (27%) visited a four-year university, a two-year college, or a technical school during year six (Table 6.4). This is down from 4,890 (32%) in year five and 4,927

(30.8%) in year four; and up from 15.3% in year three and 9.0% in year two. The average number of trips per student was one, the median number of trips was one, 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 County	Laredo	Robstown	United	Total
6	0	115	0	0	161	0	1246
7	220	21	0	0	77	28	560
8	231	179	72	431	135	387	1335
9	11	17	44	15	39	2	223
10	43	41	83	163	74	405	326
11	132	53	95	61	45	108	670
12	107	84	76	167	63	134	530
Total	**744**	**510**	**370**	**837**	**594**	**1064**	**4119**
Percent	**30.5**	**23.9**	**60.3**	**24.8**	**31.1**	**21.6**	**26.7**

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 15,398 TGAP students, 717 (4.7%) 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 County	Laredo	Robstown	United	Total
6	0	0	0	0	0	1	1
7	0	0	78	0	1	33	112
8	1	0	0	0	0	29	30
9	75	0	66	0	3	0	144
10	97	0	73	0	9	0	179
11	144	0	1	0	11	0	156
12	83	0	0	0	12	0	95
Total	**400**	**0**	**218**	**0**	**36**	**63**	**717**
Percent	**16.4**	**0.0**	**35.6**	**0.0**	**1.9**	**1.3**	**4.7**

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 report making the RHSP 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 to the high school. 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 school districts in March 2004. Many survey items were drawn from the U.S. Department of Education (USDOE) GEAR UP student survey instrument. Survey questions addressed information requirements for the USDOE 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 (see appendix E). According to rosters submitted to the evaluation team by participating districts, TGAP schools enroll 15,398 students. Of these, 10,916 completed surveys were returned to the Center for Public Policy for a 70.9% response rate.[2]

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

Results of the sixth-year (2004-05) 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). 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 6.6 presents the number and percentage of student surveys returned by school. Response rates vary from 41.1% to 93.4%. 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 6.7 presents the number and percentage of student responses by grade and by school district. As is often the case, 9th graders comprise the largest grade group in the sample, probably due to the fact that students are more likely to be held back in the 9th grade.

[2] Though 10,916 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. As a result, student totals are considerably lower than 10,916 for particular survey items.

Table 6.6
Distribution of Student Survey Responses by School

District	School	Count	Response Rate
Alice	Alice High School	1,210	76.9
Alice	Adams Middle School	701	80.7
Corpus	Miller High School	578	41.9
Corpus	Driscoll Middle School	607	81.0
Jim Hogg County	Hebbronville High School	264	73.9
Jim Hogg County	Hebbronville Junior High	239	93.4
Laredo	Martin High School	1,382	75.4
Laredo	Christen Middle School	1,228	79.8
Robstown	Robstown High School	668	63.3
Robstown	Ortiz Intermediate School	208	79.1
Robstown	Seale Junior High School	456	77.2
United	United South High School	1,410	83.3
United	LBJ High School	670	41.1
United	United South Middle School	833	83.7
United	Salvador Garcia Middle School	462	75.4
Total		**10,916**	**70.9**

Table 6.7
Distribution of Student Respondents by District and Grade Level (Percentages)

Grade	Alice	Corpus Christi	Jim Hogg County	Laredo	Robstown	United	All
6th	0.0	14.7	16.3	18.3	15.9	11.6	12.3
7th	20.3	15.0	14.8	13.9	17.2	12.0	15.0
8th	16.7	19.4	15.2	14.9	15.6	13.7	15.4
9th	19.6	20.0	14.6	19.0	16.1	22.3	19.7
10th	18.6	12.5	14.4	13.4	15.1	17.8	15.9
11th	13.7	13.0	12.9	11.4	11.2	13.3	12.6
12th	11.1	5.4	11.7	9.1	8.9	9.2	9.2
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Responses	**1,808**	**1,087**	**479**	**2,552**	**1,253**	**3,262**	**10,441**

Table 6.8 presents the racial and ethnic characteristics of student respondents. In the sixth TGAP year, as in previous years, Hispanic students have been somewhat under-represented. Hispanic students comprise about 95% of the students attending TGAP schools according to AEIS data, whereas only 86.4% of survey respondents are Hispanic.

Table 6.8
Student Responses by Race/Ethnicity (Percentages)

Race/Ethnicity	Count	Percent
African-American	462	4.4
Asian-American	209	2.0
Latino/Hispanic	9,085	86.4
White	388	3.7
Other	365	3.5
Total	**10,509**	**100.0**

Student Expectations and Awareness

A central goal of the TGAP program is to raise student educational expectations and aspirations. Table 6.9 presents data for the second-year student survey and the sixth-year (2004-05) 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 was 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 7.7).

Table 6.9
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? (Percentages)

Response	Year 2	Year 6	Change
Very important	80.6	81.4	+0.8
Somewhat important	10.1	10.4	+0.3
Not so important	2.7	2.2	-0.5
Not important	1.8	1.3	-0.5
Don't know	4.8	4.8	+0.8
Total	**100.0**	**100.0**	
Total responses	**9,810**	**10,555**	

In all six years of the grant period, students were asked what they planned to do upon leaving high school (Table 6.10). A substantial majority (69.5%) 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.

Similarly, students were asked what the highest degree was that they planned to earn (Table 6.11). 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 6.10, the patterns of responses in Table 6.11 indicate that by their senior year, over two-thirds of TGAP students (70.5%) 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 school careers so that they might begin making the choices that will prepare them for success in higher education.

Table 6.10
What do you plan to do when you leave high school? (Percentages)

Response	Year 1	Year 6	Change
Attend a four-year university	48.3	47.9	-0.4
Attend a community/junior college	16.0	20.1	+4.1
Work	8.2	8.2	0.0
Enter the military	7.3	4.3	-3.0
Attend a vocational school	1.6	1.5	-0.1
Other/don't know	18.5	18.1	-0.4
Total	**100.0**	**100.0**	
Total responses	**4,081**	**10,563**	

Table 6.11
Student Degree Expectation by Grade (Percentages)

	Grade Level							
Degree Expectation	6	7	8	9	10	11	12	All
Less than HS	3.9	3.7	2.0	2.7	2.3	1.9	2.1	2.7
High School	11.2	9.1	6.5	8.3	8.1	5.3	5.8	7.8
HS + Vocational	4.6	5.4	3.2	3.6	2.7	4.0	3.8	3.9
Associate's Degree	7.2	6.7	5.9	6.0	7.7	8.2	11.4	7.3
Bachelor's Degree	15.3	19.0	26.1	25.7	30.5	35.3	35.3	26.3
Graduate Degree	36.3	35.3	35.7	31.5	31.0	30.5	30.6	33.0
Don't Know	21.5	20.9	20.6	22.3	17.6	14.7	11.1	19.0
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total responses	**1,272**	**1,557**	**1,602**	**2,050**	**1,649**	**1,310**	**956**	**10,396**

The data in Tables 6.9-6.11 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 their children about college elevate children's educational expectations. Nearly 43% of students say that their parents help them with homework at least once a week (Table 6.12), and 85% say that their parents talk to them about school *sometimes* or *very frequently* (Table 6.13). 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 6.12
How frequently do your parents help you with homework?

Response	Count	Percent
Every day	1,156	10.9
Several times a week	2,236	21.1
Once a week	1,131	10.7
One or two times a month	1,669	15.7
Never	4,424	41.7
Total	**10,616**	**100.0**

Table 6.13
How frequently do your parents talk to you about school?

Response	Count	Percent
Very often	5,533	52.2
Sometimes	3,422	32.3
Not very often	1,043	9.8
Never	592	5.6
Total	**10,590**	**100.0**

Most TGAP students (66.7%) indicate that parents talk to them at least sometimes about college (Table 6.14). 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 to them about college. The patterns by grade for the sixth-year survey are not meaningfully different from those for the previous years (not shown). 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 6.14
Frequency of Parent-Student Discussion about College by Grade (Percent)

Frequency of Discussion	Grade Level							
	6	7	8	9	10	11	12	All
Very often	19.9	20.1	23.4	22.8	24.0	30.8	36.6	24.6
Sometimes	42.6	42.9	41.2	39.9	44.3	43.6	40.4	42.1
Not very often	22.2	21.4	20.6	21.6	19.3	17.3	15.0	20.0
Never	15.3	15.6	14.8	15.7	12.3	8.3	8.1	13.3
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total responses	**1,268**	**1,556**	**1,593**	**2,041**	**1,651**	**1,313**	**954**	**10,376**

Table 6.15 presents information about students' sources of information about post-secondary educational opportunities. About three-fifths of respondents (63.2) say they get most of their information from relatives or friends. This is almost 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 (24.8%) 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 6.15
From whom do you get most of your information about possibilities for continuing your education after high school?

Response	Count	Percent
Parents or guardian	4,769	45.2
Brothers/sisters	1,397	13.2
School counselor	1,278	12.1
Teachers	1,189	11.3
No One	672	6.4
Others	607	5.7
Friends	505	4.8
Principal/asst. principal	144	1.4
Total	**10,561**	**100.0**

Students were asked about the kinds of activities they participated in at school (Table 6.16a, Table 6.16b). 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. There has also been a marked increase over five years in the percentages of students who say they attended a cultural event. This may reflect the use of GEAR UP funds in several districts to provide student field trips to plays or to arrange programs with authors. 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 sixth-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 6.16a
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 6	Change
Visiting a college	46.3	71.4	+25.1
Tutoring for an academic subject	33.7	36.3	+2.6
Accompanying an adult to work	36.3	30.3	-6.0
Attending a cultural event	24.9	39.2	+14.3
Workshop on careers	26.8	22.1	-4.7
TGAP/GEAR UP family activity	9.5	10.6	+1.1
Workshop on study skills	15.2	13.5	-1.7
Mentoring by an adult	21.6	20.4	-1.2
Counseling about classes	33.1	20.8	-12.3
Workshop on college preparation	14.8	14.6	-0.2
Attending a class at a college	13.5	12.7	-0.8
Counseling/advising about college	34.4	48.1	+13.7
Tutoring for ACT/SAT	11.9	13.6	+1.7

Table 6.16b
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 6	Change
Visiting a college	53.7	75.7	+22.0
Tutoring for an academic subject	43.6	41.7	-1.9
Accompanying an adult to work	37.5	32.4	-5.1
Attending a cultural event	29.6	45.3	+15.7
Workshop on careers	25.5	25.9	+0.4
TGAP/GEAR UP family activity	18.9	17.2	-1.7
Workshop on study skills	20.1	21.0	+0.9
Mentoring by an adult	23.4	26.7	+3.3
Counseling about classes	26.5	20.0	-6.5
Workshop on college preparation	15.4	14.2	-1.2
Attending a class at a college	14.7	15.5	+0.8
Counseling/advising about college	16.9	24.4	+7.5

From the second year of the grant to the sixth, there has not been much of an increase in the percentage of students who say that participating in various school activities has changed their plans about attending college (Table 6.17). This may reflect the fact that, over the years, four-fifths of TGAP students have said it was very important to attend college, and two-thirds have expressed their intention to get some kind of post-secondary education. About two-fifths of students believe that participating in school activities has had little effect on the quality of their schoolwork. A little over a quarter believe that their schoolwork has improved because of such participation. In years three and four, there was an increase in percentages of students who felt

that their schoolwork actually suffered because of participating in school activities, and corresponding decreases in the percentages who perceived an improvement in their schoolwork(Table 6.18). It is not clear why these changes occurred.

Table 6.17
Has participating in any of these activities changed your plans about attending college? (Percentages)

Response	Year 2	Year 6	Change
Yes	17.1	19.4	+2.3
Maybe	40.7	41.3	+0.6
No	42.2	39.3	-2.9
Total	**100.0**	**100.0**	
Total responses	**9,980**	**10,608**	

Table 6.18
Since you participated in these activities, what do you think the effect has been on your schoolwork? (Percentages)

Response	Year 2	Year 3	Year 4	Year 5	Year 6	Change
Better	26.5	22.8	15.9	27.1	27.4	+0.9
About the same	40.7	40.2	37.8	40.7	39.6	-1.1
Worse	3.3	17.8	14.4	3.6	3.3	0.0
Not sure	29.6	19.2	31.9	28.5	29.6	0.0
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	
Total responses	**10,015**	**9,376**	**10,181**	**10,467**	**10,659**	

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 and four-year universities (Table 6.19). There are increases among students at all grade levels in the percentages who say that they are *very familiar* or *somewhat familiar* with these institutions. The increases are not as great for community colleges, possibly reflecting the fact that the percentages of students who said they were familiar with community colleges were already considerably higher at the beginning of the grant than those who said they were familiar with universities (Table 6.20).

Table 6.19
How familiar would you say you are with public, four-year universities and what they do? (Percentages answering *very familiar* or *somewhat familiar*.)

Grade	Year 2	Year 6	Change
6th	53.2	61.3	+8.1
7th	61.6	64.7	+3.1
8th	68.7	72.3	+3.6
9th	66.1	74.4	+8.3
10th	70.5	77.6	+7.1
11th	73.0	81.9	+8.9
12th	82.3	89.9	+7.6
All	67.8	73.9	+6.1
Total responses	**9,363**	**10,405**	

Table 6.20
How familiar would you say you are with community colleges and what they do? (Percentages answering *very familiar* or *somewhat familiar*.)

Grade	Year 2	Year 6	Change
6th	71.8	74.9	+3.1
7th	75.0	80.0	+5.0
8th	77.9	81.4	+3.5
9th	73.8	79.6	+5.8
10th	77.9	83.3	+5.4
11th	79.9	87.6	+7.7
12th	86.7	89.8	+3.1
All	77.1	81.9	+4.8
Total responses	**9,380**	**10,407**	

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. 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. Finally, in 2004-05, the THECB estimate of annual costs of attending a public, four-year university rose to about $5,300, and the estimate of annual costs of attending a community college rose to about $2,500. In asking about costs, evaluators provided several dollar ranges from which students could choose. Table 6.21 addresses four-year

universities, and presents the percentages of students choosing each alternative in the second year and the sixth year. The correct cost range in the table is shaded. Table 6.22 presents the same data for community colleges. Table 6.23 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 two to year six. There is no indication in these data of a trend among students toward greater knowledge of actual college costs. The percentage of students who say they don't know enough about college costs to have an opinion remains high.

Table 6.21
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] (Percentages)

Response	Year 2	Year 6
Less than $3,800	3.0	5.6
$3,800-$4,799	13.3	17.0
$4,800-$5,799	18.0	19.4
$5,800-$6,799	16.8	13.7
More than $6,800	18.2	13.3
Don't know	30.8	31.1
Total	**100.0**	**100.0**
Total responses	**10,179**	**10,825**

Table 6.22
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 6
Less than $2,000	5.5	7.1
$2,000-$2,999	24.5	24.0
$3,000-$3,999	23.1	21.3
$4,000-$4,999	11.8	11.0
More than $5,000	5.4	6.5
Don't know	29.7	30.2
Total	**100.0**	**100.0**
Total responses	**10,169**	**10,818**

[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.

Table 6.23
Percentage of Students Correctly Estimating, Overestimating, and Underestimating College Costs

Cost Estimate	University		Community College	
	Percent	2005-2001	Percent	2005-2001
Correct within $500	19.4	+1.4	24.0	-0.5
Overestimate	27.0	-8.0	38.8	-1.5
Underestimate	22.6	+6.3	7.1	+1.6
Don't know	31.1	+0.3	30.2	+0.5

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. 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 6.24). The percentages of students choosing each of the alternative answers to these questions has not changed appreciably since these questions were asked in the second year of the grant, indicating that there has been no meaningful increase in the tendency for students to say they will take these exams over that period.

Table 6.24
How likely are you to take the ACT/ASVAB/PSAT/SAT? (Percentages)

Response	ACT	ASVAB	PSAT	SAT
Very likely	22.3	11.8	39.4	24.9
Somewhat likely	28.3	20.0	22.6	31.8
Very unlikely	15.6	20.6	10.2	14.8
Don't know	33.7	47.7	27.8	28.5
Total	**100.0**	**100.0**	**100.0**	**100.0**
Total responses	**6,116**	**6,118**	**6,108**	**6,127**

The figures in Table 6.25 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 28.8 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 27.7 points. Students in higher grades are more likely to say that they will take the SAT. Only 43.8% of ninth graders say that they are at least somewhat likely to take the SAT, but 65.2% of twelfth graders say that they are at least somewhat likely to do so.[5]

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

Table 6.25
Likelihood of Taking the SAT by Grade (Percentages)

	Grade Level				
Response	9	10	11	12	All
Very Likely	14.8	21.2	31.6	43.6	24.9
Somewhat likely	29.0	37.5	36.8	21.6	31.9
Very unlikely	13.1	14.5	14.0	19.3	14.7
Don't know	43.2	26.8	17.6	15.4	28.5
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total responses	**2,046**	**1,648**	**1,313**	**958**	**5,965**

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 sixth year of the grant period than they were in the second year (Table 6.26).

Table 6.26
How likely are you to take AP or pre-AP courses? (Percentages)

Response	Year 2	Year 6	Change
Very likely	39.6	38.0	-1.6
Somewhat likely	16.7	21.7	+5.0
Very unlikely	17.3	13.7	-3.6
Don't know	26.4	26.7	+0.3
Total	**100.0**	**100.0**	
Total responses	**5,554**	**10,740**	

The percentage of students who say that they have visited a college or university has more than doubled since the first year of the grant (Table 6.27). 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 6.28). The results in this table are consistent with the increases in the percentages of students who report that they received counseling about college in Table 6.16a and Table 6.16b.

Table 6.27
Have you visited any colleges or universities to learn more about how you can prepare for college? (Percentages)

Response	Year 1	Year 6	Change
Yes	35.3	73.3	+38.0
Total responses	**4,162**	**10,746**	

Table 6.28
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? (Percentages answering "yes".)

Response	Year 3	Year 6	Change[6]
Internet	38.6	45.7	+7.1
Finances and aid	23.6	28.7	+5.1
Entrance requirements	26.8	29.1	+2.3

Student Perceptions of Financial Ability

For the year-five evaluation, the Department of Education mandated different wording for the answer options for questions that asked 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 five 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 years five and six results with the results from years two through four. In this report, both the tables for years two through four and for years five and six are presented to permit the reader to make his or her own determinations.

If one takes the first two responses in tables 6.29b and 6.30b to correspond to the first two response categories in tables 6.29a and 6.30a, then it appears that the fifth and sixth years continue the trend of declining confidence on the part of students that they can afford to attend public post-secondary institutions in Texas. The percentages of students who are very sure they could afford post-secondary education are as high in years five and six as in year two, but the percentages of students who are somewhat sure have declined. 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 and six data do not appear to offer clear 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 6 responses with year 2 because of changes in question wording between years 2 and 3.

Table 6.29a
If you decided to attend a public, four-year university in Texas, how sure are you that you could afford it? (percentages, 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**	**9353**	**10,070**	

Table 6.29b
If you decided to attend a public, four-year university in Texas, how sure are you that you could afford it? (percentages, years five and six)

Response	Year 5	Year 6	Change
Definitely	22.3	24.7	+2.4
Probably	41.8	42.4	+0.6
Not sure	22.8	23.1	+0.3
Probably can't afford it	7.0	6.1	-0.9
Can't afford it	6.1	3.8	-2.3
Total	**100.0**	**100.0**	
Total responses	**10,473**	**10,696**	

Table 6.30a
If you decided to attend a public community college (two-year), how sure are you that you could afford it? (percentages, 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	**9960**	**9293**	**10,105**	

Table 6.30b
If you decided to attend a public community college (two-year), how sure are you that you could afford it? (percentages, years five and six)

Response	Year 5	Year 6	Change
Definitely	35.1	35.3	+0.2
Probably	39.6	38.9	-0.7
Not sure	18.2	19.0	+0.8
Probably can't afford it	4.0	4.1	+0.1
Can't afford it	3.0	2.7	-0.3
Total	**100.0**	**100.0**	
Total responses	**10,423**	**10,664**	

In previous years, when responses about the perceived affordability of a four-year university were broken down by grade (Table 6.31b), two patterns emerged. As students reached higher grade levels, they were less sure they would be able to afford to attend a four-year university. Correspondingly, the percentage of students indicating that they *probably can't afford* or *can't afford* to attend a four-year university nearly doubled from the sixth grade to the twelfth grade. These patterns do not emerge in the sixth year data (Table 6.31a); in fact, the highest levels of confidence are displayed by students in the highest grades. The data do not permit us to conclude that TGAP has caused this reversal in the earlier trend, but they are consistent with that possibility, particularly in light of the evidence that increased percentages of students say that they have received counseling about college finances over the period of the grant.

Table 6.31a
"How sure are you that you could afford to attend a four-year university" by grade, 2004-05 (Percentages)

	Grade Level							
Response	6	7	8	9	10	11	12	All
Definitely	24.9	24.6	24.8	21.8	23.8	26.7	28.9	24.7
Probably	40.9	44.2	43.7	42.0	42.1	43.2	40.0	42.4
Not sure	24.2	22.3	22.4	25.7	24.3	20.2	19.7	23.0
Probably can't afford it	5.9	5.1	5.2	6.8	6.2	6.8	7.4	6.2
Can't afford it	4.1	3.7	3.9	3.7	3.6	3.1	3.9	3.7
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total responses	**1,280**	**1,558**	**1,608**	**2,052**	**1,649**	**1,316**	**957**	**10,420**

Table 6.31b
"How sure are you that you could afford to attend a four-year university" by grade, 2001-02 (Percentages)

Response	6	7	8	9	10	11	12	All[a]
Very sure	24.4	23.0	18.3	16.4	15.4	14.2	13.3	17.6
Somewhat sure	50.1	50.1	49.9	47.4	48.1	46.6	43.6	48.0
Probably can't	18.9	19.4	23.7	27.4	26.6	28.9	30.1	25.3
Can't	6.6	7.6	8.1	8.5	9.9	10.3	13.0	9.1
Number	1,145	1,006	1,038	1,681	1,533	1,248	1,044	8,695

[a] A large number of students failed to code their grade in school. Consequently, a number of responses are lost, and percentages of students choosing each response change slightly.

When asked about the most likely obstacle that might keep them from attending college, the largest percentage of students respond *don't know* (Table 6.32). 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 indicates that their grades are not good enough. The order and importance of obstacles as seen by students is about the same in the sixth year as it was in previous years. The largest percentage of parents indicates that costs are the greatest obstacle to their children attending college, but the percentage choosing this alternative is much greater for parents than for students (see Section 7).

Table 6.32
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? (Percentages)

Response	Year 2 Percent	Year 6 Percent	Change
Costs too much/can't afford it	25.0	29.5	+4.5
College is too far from home	4.3	5.4	+1.1
I need/want to work	9.0	8.7	-0.3
My grades are not good enough	13.0	11.8	-1.2
I am not interested in college	2.2	2.0	-0.2
I have a disability	1.1	1.3	+0.2
I want to go into the military	7.7	5.5	-2.2
I want to get married	1.8	1.4	-0.4
I have responsibilities to family	3.2	4.0	+0.8
Other/don't know	32.7	30.5	-2.2
Total	**100.0**	**100.0**	
Total responses	**1,709**	**10,607**	

Impact of Family College Experience

In previous reports, evaluators from 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 with 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 6.33 presents the percentages of TGAP students who say that a parent or sibling attended or graduated from a college.

Table 6.33
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	10,440	40.1
Mother or father attended college	10,578	37.6
Mother or father graduated from college	10,527	26.9

The impact of having a family member with college experience is evident in Table 6.34. These data are drawn from the sixth-year survey of TGAP students, but they are very similar to the same data for previous years. 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 6.35). The patterns in these data are similar to those appearing in earlier years.

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 his or her 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" that pulls along her brothers and sisters, as well as her own children.

Table 6.34
Student Preparation for Higher Education by Family College Experience
(Percentages)

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	21.9
Somewhat familiar	55.4	56.1
Not familiar	31.3	22.0
How likely are you to take the SAT test?		
Very likely	21.5	27.7
Somewhat likely	28.9	33.8
Not likely	14.5	14.8
Don't know	35.0	23.7
How likely are you to take AP or pre-AP courses?		
Very likely	31.1	43.6
Somewhat likely	20.8	21.7
Not likely	15.3	12.9
Don't know	32.8	21.9

Table 6.35
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	2.7	3.1
High school	11.1	6.7
High school + vocational school	5.1	3.4
Associate's Degree	8.5	6.8
Bachelor's Degree	24.0	28.7
Graduate Degree	28.7	35.4
Don't know	19.9	15.8
Total	**100.0**	**100.0**
Total responses	**3,043**	**6,642**

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 TGAP/GEAR UP capacity building involves helping parents to encourage and aid students in their educational endeavors. This section presents information about parent services based upon data included in sign-in forms forwarded to the Center for Public Policy by TGAP districts, and by the Precollege Outreach Centers (POCs). It also examines the results of a survey of TGAP parents (822) 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 gauge progress in building parents' capacity across the years of the TGAP program.

Parent Services

TGAP districts provided a variety of parental support programs in year six. These included everything from mass mailings of GEAR UP information to workshops strengthening father-child relationships hosted by Fathers Active in Community Education (FACE). Table 7.1 presents the total number of parents served by each district excluding information on mass mailings. The total number of parents who received a TGAP-related service in year six was 2,437 (15.8% of district households). This compares to previous years as follows: 2,037 (13.1%) in year five, 2,738 (16.9%) in year four, 2,659 (15.0%) in year three, and 2,076 (13.4%) in year two. The average number of services received per parent was 2, the median was 1, and the maximum number of services received by any one parent was 49. The high maximum services number is a result of the English as Second Language (ESL) and computer courses offered in Laredo and United ISDs.

Table 7.1
Total Parents Served by District

District	Parents Served	Percent of District Households
Alice	1,307	53.5
Corpus Christi	0	0.0
Jim Hogg County	165	27.0
Laredo	942	28.0
Robstown	7	0.3
United	16	0.3
Total	**2,437**	**15.8**

Again, TGAP districts provided a variety of parental support programs. Both Alice and Robstown ISDs continued their fathering program (FACE). Alice greatly expanded its FACE program to include all Alice ISD schools. In addition, the Alice High School principal held

GEAR UP information meetings at all elementary and intermediate schools. Alice also continued to offer after-hours counseling for students and parents (Monday Matters). Laredo ISD hosted ESL and computer classes offered at Martin High School. The POC also sponsored parent ESL courses in United ISD. Table 7.2 presents parent events by district.

Table 7.2
Parent Support Events by District

	FACE	College Counseling	College Workshop	Materials Disseminated	Parent Education	Academic Counseling
Alice						
N	518	379	640	267	0	0
%	21.2	15.5	26.1	10.0	0.0	0.0
Corpus Christi						
N	0	0	0	0	0	0
%	0.0	0.0	0.0	0.0	0.0	0.0
Jim Hogg County						
N	0	0	0	252	0	0
%	0.0	0.0	0.0	41.1	0.0	0.0
Laredo						
N	0	12	27	0	54	908
%	0.0	0.3	0.8	0.0	1.6	26.9
Robstown						
N	7	0	0	0	0	0
%	0.3	0.0	0.0	0.0	0.0	0.0
United						
N	0	0	0	0	16	0
%	0.0	0.0	0.0	0.0	0.3	0.0
Total						
N	**525**	**391**	**667**	**519**	**70**	**908**
%	**3.4**	**2.5**	**4.3**	**3.4**	**0.5**	**5.9**

Findings from the Parent Survey

Parent attitudes toward 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 surveys of parents. This section presents the results of a survey taken during 2004-05 of parents whose children attend TGAP/GEAR UP schools (see appendix G). 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, sixth-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.[1] Also, comparisons for different years are sometimes included to show that there has been little change during the period of the grant. The tables presented in this section often include one or more columns labeled "change." These columns present the percentage point change in values from the second-year parent survey to the sixth-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 so labeled, or footnoted.

The sixth-year parent survey was conducted by the Survey Research Center at the University of Houston in spring 2005. A total of 822 parents of students in grades 6 through 12 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 to participate in the survey from school rosters.

Tables 7.3 and 7.4 show the distribution of completed surveys by grade and by school district, respectively.

Table 7.3
Parent Responses by Grade of Child

Grade	Number of Responses	Percent
Six	91	11.1
Seven	112	13.6
Eight	110	13.4
Nine	172	20.9
Ten	128	15.6
Eleven	110	13.4
Twelve	99	12.0
Total	**822**	**100.0**

Table 7.4
Parent Responses by School District

School District	Number of Responses	Percent
Alice	136	16.5
Corpus Christi	111	13.5
Jim Hogg County	47	5.7
Laredo	176	21.4
Robstown	108	13.1
United	244	29.7
Total	**822**	**100.0**

[1] 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 first year and later years difficult. Where appropriate, evaluators do compare responses between parents interviewed in later years and parents interviewed in the first year.

When respondents were 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 (AEIS) 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 Responses by Race/Ethnicity

Race/Ethnicity	Number of Responses	Percent
African American	18	2.2
Asian/Asian American	2	0.2
Latino/Hispanic	750	91.5
White	44	5.4
Other	6	0.7
Total	**820**	**100.0**

Table 7.6 presents the household income of respondents in the sixth-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 (51.5%) of respondents have household incomes below $25,000, and two-thirds (68.1%) have household incomes below $35,000. One other item of note is that about 20% of respondents refused to divulge their annual household income. This is not unusual in survey research as respondents are often reluctant to share what they view as personal information.

Table 7.6
Parent Responses by Income

Income	Number of Responses	Percent
Less than $15,000/year	190	29.2
$15,000 - $24,999/year	145	22.3
$25,000 - $34,999/year	108	16.6
$35,000 - $49,999/year	75	11.5
$50,000 - $75,000/year	86	13.2
More than $75,000/year	46	7.1
Total	**650**	**100.0**

The reported educational achievement of respondents in the sixth-year survey is low (Table 7.7). Over one-quarter (28.0%) of parents we interviewed indicated that they had less than a high school education. A third (33.2%) indicated that they had received a high school diploma or GED. Finally, a little more than a third (38.8%) reported having some college, a college degree, or a graduate or professional degree.

Table 7.7
Parent Responses by Educational Achievement

Education Level	Number of Responses	Percent
Less than high school	229	28.0
High school diploma or GED	271	33.2
Some college	192	23.5
College degree	108	13.2
Postgraduate degree	17	2.1
Total	**817**	**100.0**

For nearly two-thirds of respondents (66.1%), English is the primary language spoken at home (Table 7.8). The percentages of respondents speaking English or Spanish at home is considerably different than it has been in previous years. It is not clear why this change has occurred. Respondents are selected at random from school rosters, and those who identify themselves as Spanish speakers are interviewed by bilingual surveyors.

Table 7.8
Respondents' Primary Language Spoken in Home[2]

Language	Year 3 Percent	Year 4 Percent	Year 5 Percent	Year 6 Percent
English	58.3	55.2	55.5	66.1
Spanish	40.1	40.0	41.7	30.1
Vietnamese	--	0.1	0.0	0.0
Other	1.6	4.7	2.8	3.8
Total	**100.00**	**100.0**	**100.0**	**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 all years, a large percentage of sixth-year TGAP parents expect their children to go pretty far in the education system. The percentage of parents expecting their children to earn a bachelor's degree or higher (63.5%) has declined slightly since the second year (68.8%). Most of this decline has occurred in the percentage of parents who expect their children to earn a graduate or professional degree. The percentage of parents expecting their children to get an associate's degree has actually increased from year two to year six.

[2] This question was not asked on the second year survey.

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

Response	Year 2	Year 6	Change
Less than high school	0.2	0.6	+0.4
High school	5.7	4.0	-1.7
High school +vocational school	2.4	2.8	+0.4
Some college	3.5	4.5	+1.0
Associate's degree	8.3	11.8	+3.5
Bachelor's degree	41.4	42.8	+1.4
Graduate/professional degree	27.4	20.7	-6.7
Don't know	11.0	12.8	+1.8
Total	**100.0**	**100.0**	
Total responses	**963**	**822**	

Consistent with their high expectations for their children's educational achievement, about 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?

Response	Year 2	Year 6	Change
Yes	87.2	87.5	+0.3
No	11.1	9.1	-2.0
Don't know	1.7	3.4	+1.7
Total	**100.0**	**100.0**	
Total responses	**963**	**822**	

Also consistent with the high percentage of parents who expect their children to go to college is the high percentage (88.2%) that says they talk to their children about college at least *sometimes* (Table 7.11). A moderate increase has taken place in the percentage of parents who say they talk to their children about attending college *very frequently*. There has been some yearly fluctuation in the percentage of parents who say they visit their child's school three or more times a year (Table 7.12), but not much change has occurred over the entire period of the grant. Parents also have been asked how frequently they help their children with homework since year two. The greatest change in responses has been over a 10 point increase in the percentage of parents who say they never help their children with homework (Table 7.13).

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

Response	Year 2	Year 6	Change
Very frequently	55.3	62.9	+7.6
Sometimes	28.7	25.3	-3.4
Not very often	13.2	9.0	-4.2
Never	2.8	2.8	0.0
Total	**100.0**	**100.0**	
Total responses	**963**	**822**	

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

Response	Year 1	Year 6	Change
More than three times	71.6	68.2	-3.4
Two or three times	22.3	22.1	-0.2
Once	3.9	5.3	+1.4
Never	2.3	4.4	+2.1
Total	**100.0**	**100.0**	
Total responses	**749**	**818**	

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

Response	Year 2	Year 6	Change
Every day	14.0	16.7	+2.7
Several times a week	26.6	21.6	-5.0
Once a week	13.1	7.7	-5.4
A few times a month	22.8	19.5	-3.3
Never	23.5	34.4	+10.9
Total	**100.0**	**100.0**	
Total responses	**963**	**819**	

In the sixth year, parents still believe that their children get most of their information about options for college from school counselors (Table 7.14), though the percentage is down from the year five figure (37.7%). There has been a gradual increase in the percentage of parents who believe that children get most of this information from the parents themselves. This brings parents more in line with students who, when asked this question, choose parents as the source of this information more than any other alternative (45.2%, see Section 6).

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

Response	Year 2	Year 6	Change
From parents	22.9	27.8	+4.9
Teachers	20.2	19.4	-0.8
Brothers/sisters	7.5	7.1	-0.4
Other relatives	5.7	4.6	-1.1
School counselor	33.8	31.7	-2.1
Principal/assistant principal	0.4	1.1	+0.7
Friends	2.2	1.8	-0.4
Other/don't know	7.4	6.6	-0.8
Total	**100.0**	**100.0**	
Total Responses	**962**	**821**	

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 declined over the period of the grant, then rebounded – though not completely – in the sixth year (Table 7.15). The percentages of parents who said that they were familiar with two- and four-year colleges fluctuated from year to year. In the absence of clear trends of improvement, it is hard to reach firm conclusions about the extent to which TGAP programs may have been effective in increasing parent familiarity with opportunities for post-secondary education 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 college? (Percentage answering yes.)

Response	Year 2 Percent	Year 3 Percent	Year 4 Percent	Year 5 Percent	Year 6 Percent	Year 2-6 Change
About preparation	26.8	19.3	17.9	17.7	24.5	-2.3
About 2-year college	35.0	30.0	39.3	34.9	40.4	+5.4
About 4-year college	28.6	29.0	32.2	28.7	31.4	+2.8

Parents were asked to estimate the costs of attending a public, four-year university in Texas (Table 7.16), as well as the costs of attending a community college (Table 7.17). They were 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 to within plus or minus $500. 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 7.16
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?

Response	Year 2	Year 6
Less than $3,800	2.8	5.0
$3,800-$4,799	11.5	15.0
$4,800-$5,799	12.7	10.5
$5,800-$6,799	10.6	8.3
More than $6,800	35.0	26.2
Don't know	27.4	35.2
Total	**100.0**	**100.0**
Total responses	**963**	**822**

Note. The correct range is shaded.

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?

Response	Year 2	Year 6
Less than $2,000	5.1	9.6
$2,000-$2,999	15.6	18.5
$3,000-$3,999	20.0	13.8
$4,000-$4,999	13.0	8.8
More than $5,000	15.0	10.7
Don't know	31.4	38.6
Total	**100.0**	**100.0**
Total responses	**963**	**821**

Note. The correct range is shaded.

Table 7.18
Percentage of parents correctly estimating college costs, overestimating college costs, and underestimating college costs

	University		Community College	
Cost Estimate	Percent	2001-2005	Percent	2001-2005
Correct within $500	10.5	-2.2	18.5	+2.9
Overestimate	34.5	-11.1	33.3	-14.7
Underestimate	20.0	+5.7	9.6	+4.5
Don't know	35.2	+7.8	38.6	+7.2

Outreach and Parent Familiarity with TGAP

The results presented in the tables in this section of the evaluation report show a fairly consistent pattern of increases in parent exposure to outreach, and in familiarity with TGAP and its goals. There have been increases in the percentages of parents who say that they received information from their children's schools about college entrance requirements and about finances, but in both cases the peak year was year four (Table 7.19). After year four, these percentages show marked declines. The percentages of parents who say they've received counseling on entrance requirements and financial aid, however, increase pretty consistently over the grant period. Still, less than a quarter of parents indicate that they have received information on these topics through one channel or another.

Table 7.19
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? (Percentage answering yes).

Response	Years 1 and 2	Year 3	Year 4	Year 5	Year 6	Change
Entrance requirements information	19.4	25.7	33.3	21.7	23.0	+3.6
Finances and aid information	15.1	24.3	29.5	20.2	23.0	+7.9
Entrance requirement counseling	11.7[a]	20.3	21.0	21.4	23.5	+11.8
Financial aid counseling	9.3[a]	18.4	19.6	17.4	21.7	+12.4

[a] 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.

In terms of familiarity with the TGAP program (Table 7.20), again, the peak year was year four of the grant. During this year, percentages of parents who said they were *very familiar* or *somewhat familiar* with TGAP were at their highest, and the percentage who said they were *not familiar at all* with the program was at its minimum. Years five and six show some retrenchment in this area, though parent familiarity did increase from year two to year six.

Table 7.20
How familiar are you with the TGAP/GEAR UP Program at your child's school?

Response	Year 2	Year 3	Year 4	Year 5	Year 6	Change
Very familiar	2.9	7.2	9.3	8.7	7.2	+4.3
Somewhat familiar	8.8	12.5	24.1	19.0	20.0	+11.2
Not very familiar	16.8	17.2	25.3	18.0	17.2	+0.4
Not familiar at all	71.4	61.8	41.4	54.3	55.7	-15.7
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	
Total responses	**963**	**865**	**875**	**854**	**822**	

Again, with respect to participation in TGAP programs, the peak year was year four (Table 7.21). If year four gains had been maintained, the increase in parents who participated in TGAP activities would have been 9.1 points instead of 4.1. There is some consolation in the fact that, even though the percentage of parents who did not participate increased over the grant period, the percentage of parents who did not know if they had participated declined. This decline seems to indicate that at least more parents were aware of the program and knew, therefore, if they had participated or not. Here again, however, the best year was year two – not year six.

Table 7.21
Did you attend or participate in any events or programs sponsored by the TGAP/GEAR UP program in the last year?

Response	Year 2	Year 3	Year 4	Year 5	Year 6	Change
Yes	7.5	12.6	16.6	13.4	11.6	+4.1
No	75.5	84.6	76.9	79.8	82.3	+6.8
Don't know	17.0	2.8	6.5	6.8	6.1	-10.9
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	
Total responses	**963**	**857**	**876**	**857**	**821**	

Parents were asked about their participation in a number of school-related activities (Table 7.22). The percentages who said they participated in these activities declined, for the most part. This includes declines in the percentage of parents who said they received counseling about college (the best year was year four), the percentage who said they participated in a college prep workshop (the best year was year four), and the percentage who said they participated in a workshop on careers (the best year was year five). The predominant pattern in these data is for participation to peak in the middle years of the grant and then decline.

Table 7.22
Which of the following school-related activities have you participated in or attended in the last year?

Activity	Year 2	Year 3	Year 4	Year 5	Year 6	Change
Counseling about college	20.5	20.1	23.4	19.6	20.0	-0.5
Counseling about classes	53.5	35.8	40.6	39.5	34.6	-18.9
College Prep Workshop	12.6	12.1	15.7	14.4	12.0	-0.6
Workshop on study skills	18.2	12.1	17.0	16.9	11.7	-6.5
Workshop on careers	15.8	13.0	16.0	16.5	11.7	-4.1
Cultural event	40.6	34.7	34.9	39.6	36.5	-4.1
Family activity	8.6	10.2	13.5	13.5	9.8	+1.2
Parent training	5.6	7.9	8.9	7.8	6.1	+0.5
Neighborhood walk	4.8	6.7	6.7	6.3	7.1	+2.3
English Class[a]	--	---	---	---	10.5	
Adult Computer Class[b]	--	---	---	---	17.3	

[a.] The question about ESL courses was asked only in year six.
[b.] The question about adult computer classes was asked only in year six.

Table 7.23 presents parent responses regarding the school activities in which they believe their children participated. There are increases in the percentage of parents who report their children participated in workshops for college preparation, academic tutoring, tutoring for the SAT or ACT tests, mentoring, and visiting a university. Many of these are areas emphasized by TGAP. Again, however, in many areas there are not consistent gains over the years of the grant. The best year for counseling about college and for TGAP family activities was year four. The best year for workshops on college preparation, visiting a university, and for workshops on careers was year five. The best year for tutoring for the SAT and ACT was year two. The best year for attending a class at a university was year three. Percentages of parents reporting that their children participated in academic tutoring and mentoring reached their highest values in year six, but for other activities the pattern is retrenchment in later years of the grant.

Table 7.23
Which of the following school-related activities did your child participate in or attend in the last year?

Activity	Year 2	Year 3	Year 4	Year 5	Year 6	Change
Counseling about college	31.7	35.1	38.1	37.3	33.0	+1.3
Counseling about classes	54.3	51.5	50.5	56.4	48.3	-6.0
Workshop on college prep	21.2	26.3	28.8	28.9	25.4	+4.2
Workshop on study skills	31.0	23.7	27.7	29.8	25.4	-5.6
Workshop on careers	31.7	25.5	31.6	35.5	29.1	-2.6
TGAP family activity	10.4	10.7	17.8	14.1	11.1	+0.7
Academic Tutoring	36.0	36.4	26.1	34.7	42.5	+6.5
Tutoring for SAT or ACT	16.4	31.1	28.5	27.5	30.7	+14.3
Mentoring	16.9	15.0	16.3	22.5	22.6	+5.7
Class at a university	9.8	16.5	13.1	14.0	10.6	+0.8
Visit a university	38.4	45.2	47.9	52.9	49.5	+11.1
Job shadowing	19.3	16.1	15.5	15.6	12.3	-7.0
College student shadowing	10.1	10.8	9.9	12.1	8.9	-1.2

Parent Perception of Financial Capacity

Evaluators asked parents about their ability to afford to send their children to Texas four-year public universities and community colleges using the same question wording for years two through four. For the fifth year, however, the Department of Education mandated a different set 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 five, the respondent options were changed to *definitely*, *probably*, *not sure*, *probably can't afford it*, and *can't afford it*. Consequently, the year five 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 in year four. This report includes tables for years two through four (Table 7.24a, Table 7.25a) and tables for years five and six (Table 7.24b, Table 7.25b) so that readers can see both sets of results.

Table 7.24a 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 years five and six. 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% in year five and 70.9% in year six).

Table 7.24a
If your child decided to go to a public, four-year university in Texas, how sure are you that you could afford it? (years two through four)

Response	Year 2 Percent	Year 3 Percent	Year 4 Percent	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 7.24b
If your child decided to go to a public, four-year university in Texas, how sure are you that you could afford it? (years five and six)

Response	Year 5	Year 6	Change
Definitely	32.6	33.5	+0.9
Probably	35.6	37.4	+1.8
Not sure	16.4	13.8	-2.6
Probably can't afford it	6.2	7.1	+0.9
Can't afford it	9.2	8.2	-1.0
Total	**100.0**	**100.0**	
Total responses	**855**	**820**	

The increases in percentages of parents who report confidence that they could afford to send their children to Texas community colleges (Table 7.25a) 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 and sixth year results to those for years two through four, a seemingly high percentage of parents (76.8% for year five and 81.2% for year six) think it at least *probable* that they could afford to send their children to community college.

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

Response	Year 2 Percent	Year 3 Percent	Year 4 Percent	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 7.25b
If your child decided to go to a public community college in Texas, how sure are you that you could afford it? (years five and six)

Response	Year 5	Year 6	Change
Definitely	41.6	44.5	+2.9
Probably	35.2	36.7	+1.5
Not sure	15.0	11.2	-3.8
Probably can't afford it	3.5	3.8	+0.3
Can't afford it	4.7	3.8	-0.9
Total	**100.0**	**100.0**	
Total responses	**855**	**818**	

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't 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 four-fifths think it possible that they could send their children to community college.

Parents were asked about potential obstacles to sending their children to some kind of post-secondary institution from year two through year six (Table 7.26). In each year, the majority of parents cited cost as the greatest potential obstacle, with their children's desire to work as a distant second. There has been some fluctuation in these percentages over the years, but no trend.

Table 7.26
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?

Response	Year 2	Year 6	Change
It costs too much/can't afford it	56.4	56.1	-0.3
He/she needs/wants to work	10.5	10.7	+0.2
His/her grades are not good enough	4.7	7.4	+2.7
He/she is not interested in college	9.7	8.7	-1.0
He/she has a disability	6.7	3.6	-3.1
He/she wants to go into the military	4.7	7.1	+2.4
He/she wants to get married	5.4	3.7	-1.7
He/she has responsibilities to family	1.6	0.3	-1.3
He/she has children	0.2	2.3	+2.1
Total	**100.0**	**100.0**	
Total responses	**802**	**618**	

Interview of Parents of 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, by the report of their parents, decided to attend college can be compared to those who did not on various dimensions, including TGAP participation.

In the summer of 2005, 357 parents of seniors who graduated at the end of the 2004-05 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 (see appendix G).

Characteristics of Respondents

Table 7.27 shows the distribution of respondents across TGAP districts.

Table 7.27
Distribution by School District

School District	Number	Percent
Alice	52	14.6
Corpus Christi	52	14.6
Jim Hogg County	20	5.6
Laredo	72	20.2
Robstown	43	12.0
United	118	33.1
Total	**357**	**100.0**

In terms of race and ethnicity, the senior parent sample is fairly representative of the parents and students in participating TGAP schools (Table 7.28). Hispanics are slightly under-represented in our sample of respondents, but only by a couple of percentage points.

Table 7.28
Race and Ethnicity of Respondents

Race/Ethnicity	Number	Percent
African-American	8	2.2
Asian/Asian-American	1	0.3
Latino/Hispanic	328	92.1
White	16	4.5
Other	3	0.8
Total	**356**	**100.0**

Respondents to the senior parent survey (Table 7.29) have educational achievement similar to parent respondents in general (Table 7.7).

Table 7.29
Respondent Education

Education Level	Number	Percent
Less than high school	117	33.1
High school diploma or GED	103	29.1
Some college	81	22.9
College degree	47	13.3
Postgraduate degree	6	1.7
Total	**354**	**100.0**

Senior parents are somewhat more likely to fall in the two lowest income categories (Table 7.30) than parent respondents in general (Table 7.6).

Table 7.30
Respondent Income

Income	Number	Percent
Less than $15,000/year	92	30.1
$15,000 - $24,999/year	81	26.5
$25,000 - $34,999/year	43	14.1
$35,000 - $49,999/year	43	14.1
$50,000 - $75,000/year	35	11.4
More than $75,000/year	12	3.9
Total	**306**	**100.0**

Table 7.31 indicates that the percentage of the senior parent sample that speaks Spanish at home is somewhat higher than the general parent sample (Table 7.8), and is more in keeping with percentages recorded in earlier years.

Table 7.31
What language do you speak at home?

Language	Number	Percent
English	214	59.9
Spanish	133	37.3
Vietnamese	0	0.0
Other	10	2.8
Total	**357**	**100.0**

The percentage of parents who said that their children had applied to college was lower in year six than it had been in preceding years (Tables 7.32a, 7.32b, 7.32c, and 7.32d). The percentage of parents who said their children had applied to college peaked in year five, then fell off by four percentage points. Also, in years five and six, parents who said their children had applied were less likely than in year three to say that they were accepted by a college. In year five, only 89% of parents said their children who had applied to college were accepted, and the corresponding figure for year six was 89.4%. This is the greatest single cause for the decline in the fifth-year and sixth-year percentages of parents who say their children will attend college (67% in year five and 61.6% in year six versus 68.9% in year four). The percentage who said their children would actually attend college peaked in year four and was off by 8.3 points by year six.

Table 7.32a
Students Applying, Accepted To, and Attending College, Year 3

	Number	Percent	Number	Percent	Number	Percent
Applied	159	75.4				
Did not apply	52	24.6				
Accepted			144	90.6		
Not accepted			15	9.4		
Attending	130	61.6			130	90.3
Not attending	81	38.4			14	9.7
Total	**211**	**100.0**	**159**	**100.0**	**144**	**100.0**

Table 7.32b
Students Applying, Accepted To, and Attending College, Year 4

	Number	Percent	Number	Percent	Number	Percent
Applied	256	74.4				
Did not apply	88	25.6				
Accepted			242	94.2		
Not accepted			15	5.8		
Attending	237	68.9			237	97.5
Not attending	107	31.1			6	2.5
Total	**344**	**100.0**	**257**	**100.0**	**243**	**100.0**

Table 7.32c
Students Applying, Accepted To, and Attending College, Year 5

	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**

Table 7.32d
Students Applying, Accepted To, and Attending College, Year 6

	Number	Percent	Number	Percent	Number	Percent
Applied	264	73.9				
Did not apply	93	26.1				
Accepted			236	89.4		
Not accepted			28	10.6		
Attending	220	61.6			220	93.2
Not attending	137	38.4			16	6.8
Total	**357**	**100.0**	**264**	**100.0**	**236**	**100.0**

Parents were asked to identify the colleges, universities, or vocational-technical schools their children would be attending (Table 7.33). Four parents said that their children would be attending universities and technical schools out of state, compared to nine in year five. In year six, 52.1% of parent respondents said that their children would attend a community college (47.5% in year five, 48.5% in year four), 43.7% said they would attend a four-year college or university (48.0% in year five, 41.8% in year four) and 3.7% reported that they would attend a technical school (4.5% in year five, 3.8% in year four). Two community colleges – Laredo Community College and Del Mar College – account for 47% of those who responded that their children would attend some kind of institution of post-secondary education. Five 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 7.33
College Destinations of 2004 Graduates

College/University	Number
Texas Institutions	
Laredo Community College	69
Texas A&M International University	33
Del Mar College	32
Texas A&M University – Kingsville	15
Texas A&M University – Corpus Christi	10
University of Texas – San Antonio	10
Coastal Bend College	8
University of Texas – Austin	8
Southern Careers Institute	2
Texas A&M University – College Station	2
Texas Careers	2
Texas State Technical College	2
Texas Tech University	2
University of Texas – Pan American	2
Austin Community College	1
Baylor University	1
Central Texas College (4Year)	1
Northwest Vista College (Community)	1
Our Lady of the Lake University	1
Prairie View A&M University	1
Saint Mary's University	1
Sam Houston State University	1
San Antonio College (Community)	1
Texas Lutheran University	1
Texas Southern University	1
Texas State University	1
Universal Technical Institute	1
University of Texas – Tyler	1
Total	**211**
Out of State	
California State University – Sacramento	1
ITT Technical Institute – Phoenix	1
University of Arizona	1
University of Norte Dame	1
Total	**4**

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 with reported college attendance persist and how prominent they are in the presence of statistical controls for the remaining relationships.

Tables 7.34 and 7.35 indicate, not surprisingly, that among the sample of sixth-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 increase. It would have been gratifying to see this pattern diminish over the years, indicating that the influence of socioeconomic status on college attendance might have been somewhat lessened by TGAP outreach programs. Unfortunately, these patterns remained pretty consistent over the period of the grant.

Table 7.34
College Attendance by Parent Education (Percentages)

	Parent Education					
College Attendance	Less than HS	High School	Some College	College	Post-graduate	All
Attending (yr 6)	58.1	51.5	64.2	83.0	100.0	61.6
Total responses	**117**	**103**	**81**	**47**	**6**	**354**

Table 7.35
College Attendance by Household Income

	Household Income						
College Attendance	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 (year 6)	57.6	56.8	55.8	60.5	80.0	91.7	61.4
Total responses	**92**	**81**	**43**	**43**	**35**	**12**	**306**

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 7.36 indicates that the percentage of children reported to be attending college from households in which English is spoken is over 10 points higher than the percentage reported to be attending college from households in which Spanish is spoken in both later years. In the sixth year, however, the difference between those who speak Spanish at home and those who report speaking English again narrowed sharply.

Table 7.36
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**
Attending (year 6)	63.6	58.6	60.0	61.6
Total responses	**214**	**133**	**10**	**357**

Table 7.37 indicates that respondents who were born in the United States were more likely to say that their children would be attending a college or vocational school in years four and five. In the sixth year, however, this difference disappeared entirely. It would be gratifying to say that differences based on language and place of birth had disappeared over the period of the grant, but inspection of the data indicate that the gap narrowed because the advantage accruing from United States birth disappeared, not because those born outside the U. S. were brought up to a higher level.

Table 7.37
College Attendance by Place of Birth

College Attendance	Born in U.S.	Born outside U.S.	All
Attending (year 4)	71.2	63.9	69.1
Total responses	**243**	**97**	**340**
Attending (year 5)	69.3	61.2	67.0
Total responses	**251**	**98**	**349**
Attending (year 6)	60.8	63.8	61.8
Total responses	**240**	**116**	**356**

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 continuing on to post-secondary education. Table 7.38 in this section indicates that the impact of family college experience carries over to reported student attendance rates, but an interesting pattern emerges over the four years under consideration. The effect was not as great in the fourth year as it was the third year, and the effect in the fifth year was not as great as it was in the fourth year. In the sixth year, however, the difference between students with family members with college experience and students from families with such experience re-emerged.

Table 7.38
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**
Attending (year 6)	73.7	56.0	61.6
Total responses	**114**	**243**	**357**

Table 7.39 presents additional results concerning the relationship between family college experience and college attendance rates for the fourth, fifth, and sixth years. Attendance rates were 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. Over the last three years of the grant, however, the percentage of parents who report their children will attend some kind of post-secondary institution has decreased, brought on by decreases in reported attendance in both the percentages of students with no family college experience and the percentages with siblings and parents who attended college.

Table 7.39
College Attendance by Family College Experience

	Family Experience			
	None	Sibling or Parent	Sibling and Parent	All Responses
Child will attend college (year 4)	61.3	71.7	84.6	69.1
Total responses	**150**	**138**	**52**	**340**
Child will attend college (year 5)	61.7	70.5	78.4	67.4
Total responses	**167**	**129**	**51**	**347**
Child will attend college (year 6)	46.7	72.2	74.4	61.7
Total responses	**150**	**162**	**43**	**355**

In the sociology of education literature, 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, but the patterns are not so clear for later years (Table 7.40).

Table 7.40
College Attendance by Marital Status of Parent

College Attendance	Single	Married	Divorced	All
Attending (year 3)	35.7	68.0	57.9	62.4
Total responses	**28**	**150**	**19**	**197**
Attending (year 4)	64.5	71.0	68.9	69.0
Total responses	**31**	**248**	**45**	**324**
Attending (year 5)	71.1	68.1	55.6	67.1
Total responses	**38**	**251**	**36**	**325**
Attending (year 6)	56.3	61.6	63.0	61.3
Total responses	**32**	**258**	**54**	**344**

Parent Support

TGAP encourages parents to support their children's educational efforts through various programs including the Center for Successful Fathering 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 7.41 presents the relationship between parents helping their children with homework and attendance rates. There does not appear to be any predictable relationship between homework help and reported college attendance in these data.

Table 7.41
College Attendance by Parental Help with Homework

	Frequency of Help					
College Attend.	Every Day	Several Times/Wk	Once a Week	Few Times/Mo	Never	All
Attending (year 3)	56.3	62.5	62.5	64.2	58.9	61.2
Total responses	**16**	**40**	**24**	**53**	**73**	**206**
Attending (year 4)	73.9	61.9	61.3	63.2	75.5	69.1
Total responses	**23**	**63**	**31**	**68**	**155**	**340**
Attending (year 5)	74.3	77.0	76.3	59.8	62.5	67.0
Total responses	**35**	**61**	**38**	**87**	**128**	**349**
Attending (year 6)	42.3	73.5	58.3	59.8	63.1	61.8
Total responses	**26**	**49**	**24**	**97**	**160**	**356**

Parents who say they are members of a school parent organization are also more likely to say that their children will attend college, though the effect is not consistent across years (Table 7.42). As with a number of other indices, the advantage accruing to PTO membership is greatest in intermediate years, and slight in years three and six.

Table 7.42
College Attendance by Parent PTO/PTA Membership

College Attendance	PTO Member	Not a Member	All
Attending (year 3)	62.9	60.6	61.4
Total responses	**70**	**137**	**207**
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**
Attending (year 6)	63.6	61.0	61.6
Total responses	**88**	**269**	**357**

There is a consistent tendency for parents who report their children made a college visit to also report that they will be attending college (Table 7.43). Furthermore, the increase in the likelihood of reported attendance among parents of students who made a field trip grows over the period during which these questions were asked – from 8.9 points, to 16.1 points, to 21.4 points, to 28.8 points.

Table 7.43
College Attendance by College Visit

College Attendance	Made a Visit	No Visit	All
Attending (year 3)	66.3	57.4	61.4
Total responses	**92**	**115**	**207**
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**
Attending (year 6)	77.5	48.7	61.6
Total responses	**160**	**197**	**357**

Exposure to TGAP

Hopefully, the TGAP program enhances 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 7.44 through 7.48 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 7.44 through 7.47 present the associations between parent answers to these questions and college attendance rates.

Table 7.44
College Attendance by Counseling about Entrance Requirements

College Attendance	Received Counseling	No Counseling	All
Attending (year 3)	64.8	58.4	61.7
Total responses	**105**	**101**	**206**
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**
Attending (year 6)	68.2	57.4	61.9
Total responses	**148**	**204**	**352**

Table 7.45
College Attendance by Counseling about Costs and Financial Aid

College Attendance	Received Counseling	No Counseling	All
Attending (year 3)	67.6	55.4	61.7
Total responses	**105**	**101**	**206**
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**
Attending (year 6)	69.2	56.0	62.0
Total responses	**159**	**191**	**350**

Table 7.46
College Attendance by Information about Entrance Requirements

College Attendance	Received Information	No Information	All
Attending (year 3)	65.6	55.6	61.7
Total responses	**125**	**81**	**206**
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**
Attending (year 6)	73.3	58.1	62.1
Total responses	**90**	**258**	**348**

Table 7.47
College Attendance by Information about Costs and Financial Aid

College Attendance	Received Information	No Information	All
Attending (year 3)	64.8	58.4	61.7
Total responses	**105**	**101**	**206**
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**
Attending (year 6)	68.4	59.3	61.8
Total responses	**98**	**253**	**351**

Parents who receive information and counseling about college entrance requirements and finances are consistently more likely to report that their children will attend college. The causal import of these relationships is clouded somewhat by the fact that receiving such information and counseling is often a function of parent volition. Parents who are more interested in their children's post-secondary education opportunities are more likely to attend counseling sessions and seek out information. The multivariate analysis may help to sort these relationships out. To the extent that TGAP schools carried out active programs of parent outreach, however, they may have also counseled parents who otherwise would not have been contacted, thus increasing student college attendance rates. The patterns in Tables 7.44, 7.45, and 7.47 show the curvilinear patterns that emerge in other tables – the greatest increases in reported attendance rates of parents who received counseling over parents who did not occur in years four and five, with a return to levels similar to year three in the sixth year.

Parents were also asked directly if they had participated in or attended events or programs sponsored by TGAP/GEAR UP program. There is a consistent tendency for parents who say they attended a TGAP event or participated in a TGAP activity to also report that their children will attend a post-secondary institution. Again, the causal direction of this relationship is in question. Parents who attend TGAP events may also be the parents who are more interested in and supportive of their children's education. The multivariate analysis may provide additional insight here.

Table 7.48
College Attendance by TGAP Exposure

College Attendance	TGAP Exposure	No TGAP Exposure	Don't Know	All
Attending (year 3)	78.3	59.1	56.3	61.1
Total responses	**23**	**164**	**16**	**203**
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**
Attending (year 6)	76.9	59.7	46.7	61.6
Total responses	**52**	**290**	**15**	**357**

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 or parent educational expectations. 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 school 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 7.34); and
- that reported attendance rates are also substantially higher for children who have siblings who are attending college or have attended college (Tables 7.38 and 7.39)

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. 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 socioeconomic 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.

In order to address this issue, multivariate regression analyses of college attendance were conducted using data from 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 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 7.49.

Table 7.49
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
- The language spoken in the home

These predictor variables control for four 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 makes it less likely that it is simply because some parents are more active and more involved in their children's education.

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 educational commitment rather than achievement. Controlling for achievement and motivation decreases the likelihood that a possible positive association between college attendance and TGAP participation is due to good students self-selecting into TGAP events and programs.

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

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.[3]

The analysis is based on 185 observations drawn from years four, five, and six. The number of observations is limited by several factors. Most importantly, there were few complete student records that included both grade point and attendance data in years four and six. In year six, this situation arose from the fact that only two districts provided such data.[4] It was to maximize the number of observations that the data for years four, five, and six were aggregated.

As with the analyses for individual years, student TGAP exposure emerges in this analysis 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, student attendance, and, not surprisingly, parent education. Variables that come close to achieving conventional levels of statistical significance are student GPA and whether the respondent reports that he or she has other children who have attended college. In previous years, the student GPA variable has been a significant and positive predictor of reported college attendance, as has the marriage variable (student comes from a household with married parents, as opposed to a single-parent household).

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 7.49, 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.

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[3] 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.

[4] Student-level data were requested from all six TGAP districts in May, 2005, and repeated requests were sent to districts that did not provide data.

Changes in probability are calculated for two kinds of students – advantaged students and disadvantaged students. Advantaged students have the following characteristics:[5]

- 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,
- 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,
- 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,
- 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.

Changes in the probability of reported college attendance are presented in Table 7.50. 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 0.66, 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 (33 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 1.00, 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 0.34 for a hypothetical disadvantaged student.

[5] 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.

In order to assess the impact of TGAP participation, results for other statistically significant variables – parents talking with other parents about school, student attendance, and parent education – are presented in this table also.

Table 7.50
Changes in Probability of Attending College Corresponding to Changes in TGAP Exposure, in Parent Education, in Student Attendance, and in Parent-to-Parent Discussion[6]

Variable	Minimum Value Probability	Maximum Value Probability	Change in Probability
Disadvantaged Student			
Student TGAP Exposure	0.66	1.00	0.34
Parent Education	0.70	0.95	0.25
Student Attendance	0.26	0.86	0.60
Parent-to-Parent	0.71	0.92	0.21
Advantaged Student			
Student TGAP exposure	0.92	1.00	0.08
Parent Education	0.93	0.99	0.06
Student Attendance	0.63	0.98	0.35
Parent-to-Parent	0.93	0.99	0.06

In passing, it is useful to note that for a disadvantaged student, exposure to TGAP has a larger impact on the probability of reported college attendance than parent SES as measured by education, a variable that is commonly accepted as one of the most important predictors of student academic achievement.

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.

[6] As noted above, parent education and student attendance are held constant at their mean levels for purposes of defining a generic "advantaged student" and a generic "disadvantaged" student. When assessing the impact of changes in parent education, however, other variables are held at their specified levels while the value of parent education is varied from low to high. The same is true when assessing the impact of changes in student attendance.

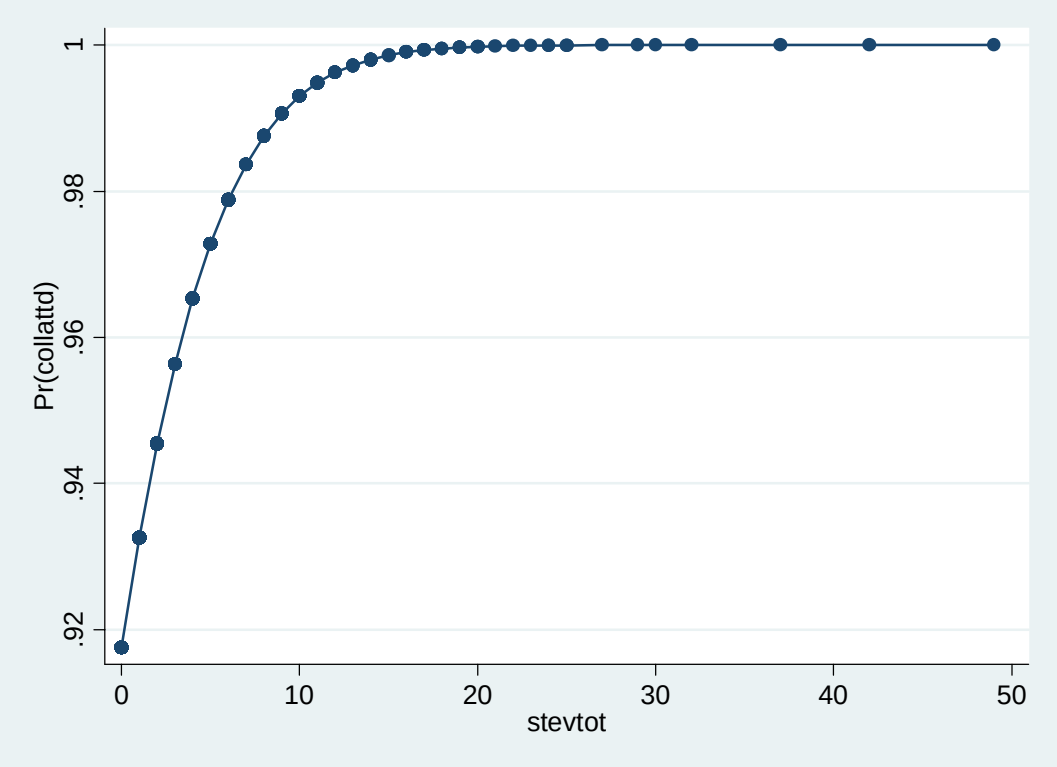

Figure 7.1. Probability of an advantaged student attending college as a function of student TGAP exposure.

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, say, 10 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.

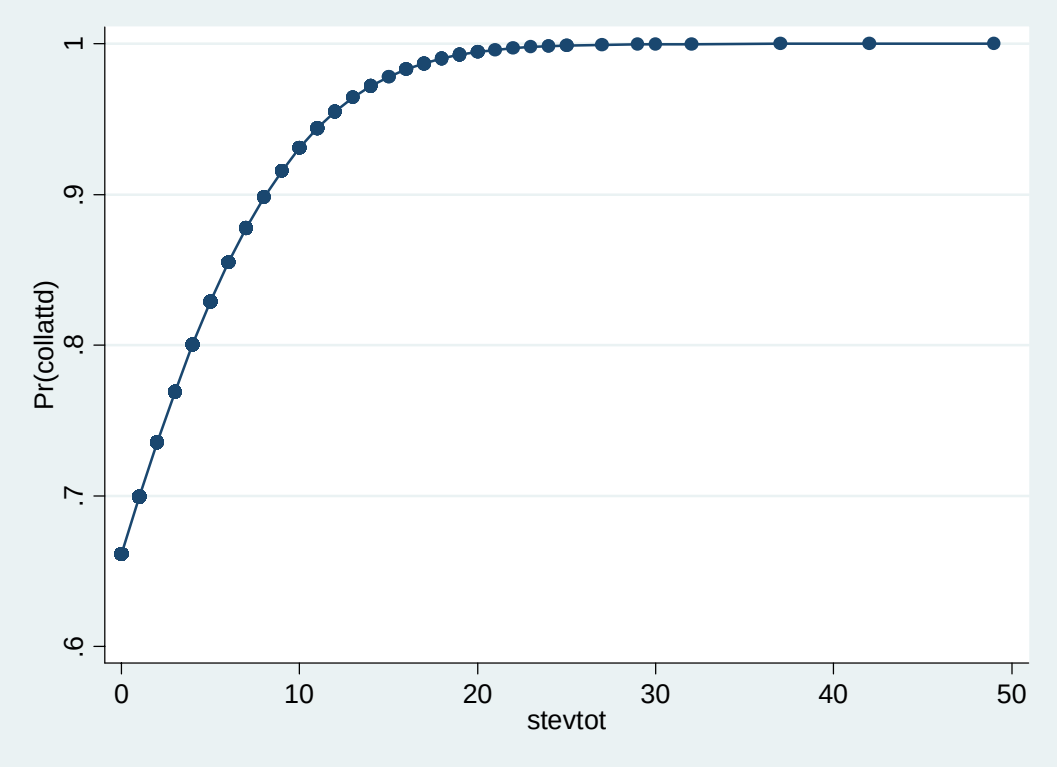

Figure 7.2. Probability of a disadvantaged student attending college as a function of student TGAP exposure.

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 (0.66 to 0.92).

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 10 TGAP events. At the same level of TGAP exposure, disadvantaged students have a lower probability of attendance – about 0.92 for 10 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-year TGAP report and the 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 2004-05, a follow-up survey was conducted of parent respondents to the senior parent survey of 2003-04. In other words, 149 parents who had responded to the fourth-year senior parent survey were re-interviewed in the sixth year. The purpose of the follow-up survey was to determine how many students actually did enter college in the fall of 2004, and of those how many were continuing to attend college. The follow-up survey was conducted in the spring 2005 by the Survey Research Center of the University of Houston (see appendix G).

Entering and Attending College

Parents were asked, "Did your child actually enter college in the last academic year (2004-05)?" The distribution of responses is presented in Table 7.51. 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 7.51
Did your child actually enter college in the last academic year?

Response	Year 4 Percent	Year 5 Percent	Year 6 Percent
Yes	91.1	88.6	87.2
No	8.9	11.4	12.8
Total	**100.0**	**100.0**	**100.0**
Count	**101**	**202**	**149**

Parents were also asked about the kinds of colleges their children entered (Table 7.52). The majority of parents in year six indicated that their children entered a four-year university in Texas. This result differs from the previous year's survey in which the proportions were almost exactly reversed – 38.5% said that their children would attend a community college, and 54.7% said that their children would attend a public, four-year university – but is very similar to the year-four results. As in previous years, the numbers of students attending private institutions or colleges outside of Texas were small.

Table 7.52
What type of college did your child enter?

Type of college	Year 4 Percent	Year 5 Percent	Year 6 Percent
Texas community college	40.2	54.7	41.7
Texas public university	53.3	38.5	52.0
Private college in Texas	3.3	2.2	3.1
College outside of Texas	3.3	4.5	3.1
Total	**100.0**	**100.0**	**100.0**
Count	**92**	**179**	**127**

If parents indicated that their child did *not* enter an institution of higher education in the fall of 2004, they were asked why (Table 7.53). 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 all years was that college cost too much, but the percentage choosing this option was smallest in year six. 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 7.53
Why do you think your child is not attending college?

Response	Year 4 Percent	Year 5 Percent	Year 6 Percent
It costs too much	33.3	43.5	26.1
Material is too hard	0.0	4.3	8.7
Difficulty adjusting	0.0	4.3	0.0
Other	66.7	47.8	65.2
Total	**100.0**	**100.0**	**100.0**
Count	**9**	**23**	**23**

Next, the 130 parents who said that their children entered a college in the fall of 2004 were asked if they were continuing on to earn a degree, or if they had quit attending college (Table 7.54). A very large majority of parents indicated that their children would continue and complete a degree.

Table 7.54
Has your child stopped attending college, or is he/she continuing to attend college to complete a degree?

Response	Year 4 Percent	Year 5 Percent	Year 6 Percent
Continuing	93.5	98.9	96.9
Stopped attending	6.5	1.1	3.1
Total	**100.0**	**100.0**	**100.0**
Count	**92**	**179**	**130**

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 7.55). 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 five, that percentage increased markedly (69.4%). In year six, 49.2% of parents said that they were at least somewhat familiar with TGAP activities – an increase over both previous years.

Table 7.55
How familiar were you with the TGAP or GEAR UP activities in your child's high school?

Response	Year 4 Percent	Year 5 Percent	Year 6 Percent
Not familiar at all	44.2	50.8	35.7
Not very familiar	12.8	18.6	15.1
Somewhat familiar	32.6	17.5	35.7
Very familiar	10.5	13.0	13.5
Total	**100.0**	**100.0**	**100.0**
Count	**86**	**177**	**126**

Parents were asked if their children ever participated in TGAP activities (Table 7.56). There has been a substantial decline in the percentage of parents who say they don't know if their children participated. A corresponding large increase has occurred in the percentage of parents who say their children did not participate. The percentage of parents who say their children did participate – either sometimes or frequently – has remained remarkably constant over the three-year period (44.2%, 43.5%, 43.7%).

Table 7.56
Did your child participate in TGAP or GEAR UP activities when he/she was in high school?

Response	Year 4 Percent	Year 5 Percent	Year 6 Percent
No	18.6	31.1	31.0
Yes, sometimes	29.1	33.3	27.8
Yes, frequently	15.1	10.2	15.9
Don't know	37.2	25.4	25.4
Total	**100.0**	**100.0**	**100.0**
Count	**86**	**177**	**126**

In the same vein, parents were asked to identify the type of TGAP activity that they thought was most beneficial to their children (Table 7.57). As in years four and five, 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 percentage of parents who said they didn't know which of the GEAR UP programs was most beneficial to their children increased dramatically in year five. Though it declined in year six, it was still twice as large as in year four.

Table 7.57
What TGAP/GEAR UP programs do you think were most beneficial for your child?

Response	Year 4 Percent	Year 5 Percent	Year 6 Percent
College field trips	22.1	7.9	15.1
Advanced Placement courses	17.5	7.9	15.1
Counseling about entrance	12.8	3.4	13.5
Counseling about financial aid	24.4	15.3	16.7
Other	3.5	7.9	1.6
Don't know	19.8	57.6	38.1
Total	**100.0**	**100.0**	**100.0**
Count	**86**	**177**	**126**

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 7.58). In year four, 57% of respondents said either that they didn't know if their children were better prepared because of TGAP, or that TGAP didn't make much difference. In year five, a slightly higher percentage (60.5%) chose one of these two responses, though they were much more evenly divided between them. In year six, only half of respondents said that they didn't know or that TGAP didn't make much difference, leaving half that said that the TGAP program helped at least somewhat – the best result for the three years of the follow-up survey.

Table 7.58
Do you feel that your child was better prepared for college because of GEAR UP?

Response	Year 4 Percent	Year 5 Percent	Year 6 Percent
Not much difference	7.0	26.6	15.9
It helped somewhat	22.1	20.3	29.4
It helped quite a bit	20.9	19.2	20.6
Don't know	50.0	33.9	34.1
Total	**100.0**	**100.0**	**100.0**
Count	**86**	**177**	**126**

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 7.59). No pattern emerges over the three years during which this question was asked. This volatility may be a product of the relatively small number of respondents who said either that their children did not go to college in the fall after all, or that they had decided not to continue in college.

Table 7.59
What could your child's high school have done to better prepare him/her for college?

Response	Year 4 Percent	Year 5 Percent	Year 6 Percent
Courses with material more like college courses	6.7	12.0	6.7
More trips to college campuses	13.3	0.0	4.3
More programs about the challenges of college life	6.7	0.0	8.7
More information about academics and finances	40.0	0.0	8.7
Nothing	6.7	24.0	30.4
Don't know	26.7	64.0	21.7
Total	**100.0**	**100.0**	**100.0**
Count	**15**	**25**	**23**

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. 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), 2003 (fourth year), and 2004 (fifth year). PEIMS and AEIS data files for 2005 (sixth project year) were unavailable at this time, and TAKS data are reported for 2003 and 2004 only.

Campus-Level Performance

Campus-level performance measures include school accountability ratings, 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).

Accountability Ratings

The state accountability system was fundamentally changed for the 2003-04 school year. Under the new system, campuses are assigned the same rating labels: *Exemplary*, *Recognized*, *Academically Acceptable*, and *Academically Unacceptable*. However, more indicators are used to determine accountability ratings. In 2002, the TAAS percentage passing and the annual dropout rate in grades 7-12 determined the rating. The 2004 accountability rating, in contrast, is determined by the percentage of students meeting the TAKS standard, the State-Developed Alternative Assessment (SDAA) ARD expectations, the completion rate in grades 9-12, and the

annual dropout rate in grades 7-8. The maximum number of performance measures that could be used in determining a campus or district rating increased from 21 to 36.

A summary of the 2003-04 (and 2004-05) performance standards for the four ratings categories follows. Each standard must be met by each of five student groups: all students, African American, Hispanic, White, and economically disadvantaged. The standards are

- Exemplary—90% or more passing TAKS and SDAA, class of 2003 (class of 2004 in 2004-05) completion rate of 95% or higher, 2002-03 (2003-04 in 2004-05) dropout rate of 0.2% or less;
- Recognized—70% or more passing TAKS and SDAA, class of 2003 (class of 2004 in 2004-05) completion rate of 85% or higher, 2002-03 (2003-04 completion rate in 2004-05) dropout rate of 0.7% or less;
- Acceptable—50% or more passing TAKS Reading/ELA, Writing, and Social Studies; 35% or more passing TAKS Mathematics, 25% or more passing TAKS Science, 50% or more passing SDAA; class of 2003 (class of 2004 in 2004-05) completion rate of 75% or higher, 2002-03 dropout rate of 2.0% or less (2003-04 dropout rate of 1.0% or less for 2004-05); and
- Academically Unacceptable—Below 50% passing TAKS Reading/ELA, Writing, and Social Studies; below 35% passing TAKS Mathematics, below 25% passing TAKS Science, below 50% passing SDAA; class of 2003 (2004 in 2004-05) completion rate below 75%; 2002-03 dropout rate above 2.0% (2003-04 dropout rate above 1.0% for 2004-05).

Table 8.1 shows accountability ratings for TGAP middle and high schools for six school years (1999 through 2005). Campus-specific information is presented in Table H.3 in Appendix H. Results for all schools reveal declining performance under the new and more rigorous accountability system. Comparisons among middle schools reveal that four schools became Academically Unacceptable in 2005. These middle schools were Driscoll (Corpus Christi), Christen (Laredo), Seale Junior High (Robstown), and United South (United). All of the high schools have maintained Acceptable ratings with the advent of the new accountability system in 2003-04.

Table 8.1
TGAP Accountability Ratings, 1999 Through 2005

	Middle Schools						High Schools					
Rating	99	00	01	02	04	05	99	00	01	02	04	05
Exemplary	0	0	2	0	0	0	0	1	1	1	0	0
Recognized	2	4	3	2	0	0	0	0	1	2	0	0
Acceptable	6	4	3	7	8	4	6	5	4	3	7	7
Acad. Unaccept.	0	0	0	0	0	4	0	0	0	0	0	0

Source. AEIS Reports.

Figure 8.1 illustrates TGAP accountability ratings over time. As a group, the trend has been toward lower ratings since 2001. In 2001, half of the campuses received Exemplary or Recognized ratings. That decreased to 33% in 2002. In 2004, all campuses were Acceptable, while in 2005, 11 (73%) were Acceptable and 4 (27%) were Academically Unacceptable).

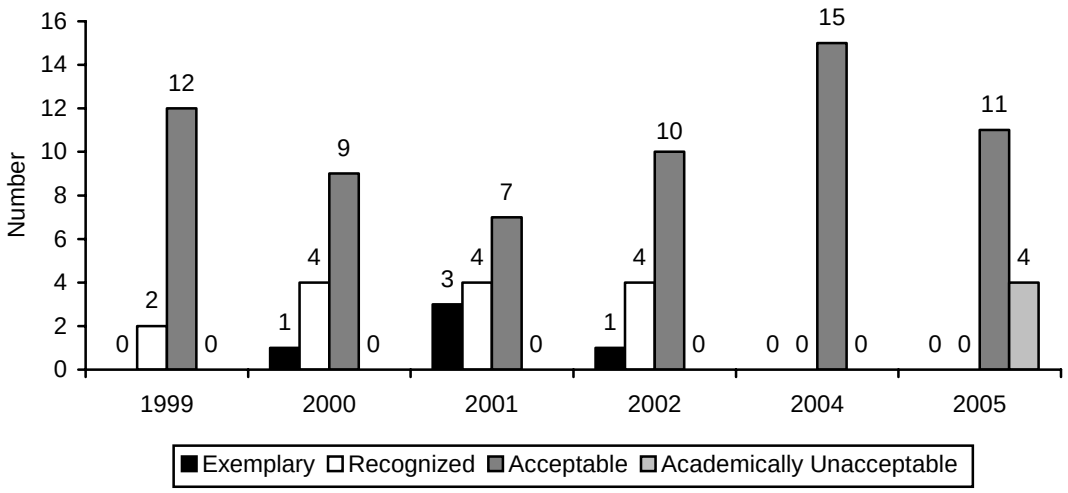

Figure 8.1. Accountability ratings for TGAP campuses, 1999 through 2005.

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 8.2 shows the percentage of students in TGAP and peer comparison campuses that completed the 2004 TAKS and were included in the accountability system. Compared to peer campuses, an approximately equal percentage of TGAP students completed the TAKS and had scores included in the accountability system ratings (86.2% versus 86.3%). Compared to the state, a slightly higher percentage of TGAP students completed the TAKS and had scores included in the accountability system ratings (86.2% versus 85.1%).

Some TGAP campuses had higher percentages of students included in the accountability system 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, Hebbronville Junior High School from Jim Hogg County ISD, Seale Junior High School and Ortiz Intermediate School from the Robstown ISD, and United South Middle School from United ISD. One TGAP campus, Lyndon B. Johnson High School from United ISD, had a percentage of students included in the accountability subset 9 percentage points lower than their peer comparison campus and 12 percentage points lower than the state average.

Table 8.2
Percentage of Students Included in the TEA 2003-04 Accountability Subset for TGAP and Peer Comparison Campuses

TGAP Campus	TGAP District	TGAP	Peer	State
Adams Middle School	Alice ISD	95.0	92.7	--
Alice High School	Alice ISD	86.5	85.1	--
Christen Middle School	Laredo ISD	87.3	88.0	--
Driscoll Middle School	Corpus Christi ISD	85.4	89.2	--
Hebbronville High School	Jim Hogg CISD	81.7	82.7	--
Hebbronville Junior High School	Jim Hogg CISD	96.4	90.1	--
Lyndon B. Johnson High School	United ISD	72.8	81.8	--
Martin High School	Laredo ISD	87.3	81.8	--
Miller High School	Corpus Christi ISD	77.2	83.3	--
Robstown High School	Robstown ISD	82.7	82.1	--
Salvador Garcia Middle School	United ISD	87.1	87.6	--
Seale Junior High School	Robstown ISD	89.7	89.3	--
Ortiz Intermediate School	Robstown ISD	95.1	89.2	--
United South High School	United ISD	77.6	81.9	--
United South Middle School	United ISD	91.4	89.2	--
Group Average[a]		**86.2**	**86.3**	**85.1**

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

Overall TAKS performance. Information in Table 8.3 compares 2003 and 2004 TAKS outcomes for grades 7 through 11 for TGAP and peer campuses, as well as state averages. Each year, TGAP TAKS passing rates are uniformly lower than peer campuses and the state. In 2004, TGAP campuses trail peer campuses by as little as 0.4 percentage points in grade 11 English/language arts and by as much as 8.2 percentage points in grade 8 social studies. TGAP campuses are below state averages in 2004 by as little as 0.6 percentage points in grade 11 social studies and by as much as 22.7 percentage points in grade 10 science. Compared to peer campuses, TGAP campuses had larger gains from 2003 to 2004 in 12 of 21 comparisons.

Table 8.3
Percent Passing TAKS by Subject-Area

	TGAP Campuses			Peer Campuses			State		
Grade	2003	2004	Change	2003	2004	Change	2003	2004	Change
Reading/English Language Arts									
7	72.1	72.7	0.6	72.9	76.4	3.5	81.4	82.9	1.5
8	72.8	80.3	7.5	78.1	84.1	6.0	82.9	88.7	5.8
9	58.0	69.7	11.7	65.0	77.3	12.3	74.5	83.5	9.0
10	54.3	62.9	8.6	61.0	66.9	5.9	67.2	73.7	6.5
11	58.7	81.7	23.0	64.1	82.1	18.0	65.3	83.3	18.0
Mathematics									
7	40.8	55.6	14.8	49.9	61.5	11.6	61.5	71.0	9.5
8	40.6	49.1	8.5	48.5	55.5	7.0	60.9	66.7	5.8
9	34.4	36.9	2.5	37.7	44.4	6.7	52.6	58.4	5.8
10	42.3	43.3	1.0	46.6	50.3	3.7	56.7	61.5	4.8
11	48.8	78.3	29.5	55.3	79.7	24.4	63.6	80.3	16.7
Science									
10	30.6	39.9	9.3	36.3	46.9	10.6	52.8	62.6	9.8
11	47.0	69.9	22.9	52.9	75.1	22.2	62.9	81.2	18.3
Social Studies									
8	78.5	76.3	-2.2	82.4	84.5	2.1	84.5	86.2	1.7
10	63.3	75.1	11.8	70.1	80.6	10.5	76.0	84.7	8.7
11	82.0	93.9	11.9	85.1	96.0	10.9	85.4	94.5	9.1
Writing									
7	72.9	87.1	14.2	76.1	90.4	14.3	81.1	90.3	9.2
All Tests Taken									
7	37.3	49.6	12.3	44.6	54.3	9.7	56.4	65.9	9.5
8	36.6	45.3	8.7	44.5	52.0	7.5	57.1	63.6	6.5
9	31.0	35.9	4.9	35.0	42.6	7.6	49.4	57.3	7.9
10	21.9	25.7	3.8	25.7	32.0	6.3	39.1	47.4	8.3
11	30.5	57.7	27.2	37.6	60.1	22.5	45.0	68.3	23.3

Source. Data are from AEIS campus data files. Numbers represent campuses.
Notes. Percentages are averages of campus averages. State averages are campus averages and exclude TGAP schools. In 2003-04, grades 7 to 10 passing based on 1 standard error of measurement below panel recommended criteria. In 2003-04, grade11 passing based on 2 standard errors of measurement below panel recommended criteria. Change refers to the difference between 2003 and 2004. Shaded cells denote TGAP gains that exceed peers.

TAKS Grade 7. Overall, TGAP 7th graders' TAKS passing rates were lower than the passing rates at peer comparison campuses in both 2003 and 2004. In 2004, TGAP 7th graders trailed peer comparison 7th graders by 4 percentage points in reading, 6 percentage points in math, 3 percentage points in writing, and 5 percentage points in all tests taken. However, selected TGAP schools had higher 2004 7th-grade TAKS passing rates than their comparison campuses. These included Hebbronville Junior High School and United South Middle School in reading and United South Middle School in writing. Absolute performance in 2004 was highest at Adams Middle School (61.0 percent passed all tests taken) and lowest at Seale Junior High (only 34.0 percent passed all tests taken). TAKS passing rate gains were higher at TGAP campuses than peer comparison campuses in math and all tests taken, but lower in reading, and essentially the

same in writing. Selected TGAP campuses had higher passing rate gains than their peer comparison campuses. These were United South and Garcia middle schools in reading, Hebbronville Junior High, United South Middle School, and Garcia Middle School in math, Driscoll Middle School, United South Middle School, and Garcia Middle School in writing, and Hebbronville Junior High, Adams Middle School, Garcia Middle School, and United South Middle School in all tests taken.

Table 8.4
Campus-Level Performance—Grade 7 Percent Passing TAKS Tests

	TGAP Campuses			Peer Campuses		
Campus	2003	2004	Change	2003	2004	Change
Reading						
Hebbronville JH	84.0	80.0	-4.0	73.0	77.0	4.0
Adams MS	76.0	79.0	3.0	78.0	83.0	5.0
Driscoll MS	72.0	61.0	-11.0	75.0	77.0	2.0
Seale JH	72.0	72.0	0.0	73.0	75.0	2.0
Christen MS	70.0	68.0	-2.0	70.0	74.0	4.0
United South MS	73.0	79.0	6.0	72.0	75.0	3.0
Garcia MS	64.0	70.0	6.0	70.0	75.0	5.0
Group Average[a]	**72.1**	**72.7**	**0.6**	**73.0**	**76.6**	**3.6**
Mathematics						
Hebbronville JH	40.0	58.0	18.0	50.0	60.0	10.0
Adams MS	50.0	66.0	16.0	55.0	71.0	16.0
Driscoll MS	47.0	58.0	11.0	47.0	61.0	14.0
Seale JH	38.0	38.0	0.0	54.0	59.0	5.0
Christen MS	51.0	58.0	7.0	42.0	60.0	18.0
United South MS	38.0	57.0	19.0	52.0	61.0	9.0
Garcia MS	26.0	54.0	28.0	47.0	60.0	13.0
Group Average[a]	**40.8**	**55.6**	**14.8**	**49.6**	**61.7**	**12.1**
Writing						
Hebbronville JH	82.0	88.0	6.0	78.0	90.0	12.0
Adams MS	79.0	90.0	11.0	81.0	93.0	12.0
Driscoll MS	66.0	81.0	15.0	76.0	90.0	14.0
Seale JH	75.0	81.0	6.0	77.0	90.0	13.0
Christen MS	81.0	87.0	6.0	71.0	90.0	19.0
United South MS	76.0	96.0	20.0	76.0	90.0	14.0
Garcia MS	58.0	87.0	29.0	74.0	90.0	16.0
Group Average[a]	**72.9**	**87.1**	**14.2**	**76.1**	**90.4**	**14.3**
All Tests Taken						
Hebbronville JH	41.0	53.0	12.0	45.0	54.0	9.0
Adams MS	46.0	61.0	15.0	51.0	64.0	13.0
Driscoll MS	39.0	45.0	6.0	42.0	53.0	11.0
Seale JH	35.0	34.0	-1.0	47.0	52.0	5.0
Christen MS	47.0	51.0	4.0	38.0	53.0	15.0
United South MS	34.0	52.0	18.0	46.0	53.0	7.0
Garcia MS	25.0	51.0	26.0	42.0	52.0	10.0
Group Average[a]	**37.3**	**49.6**	**12.3**	**44.4**	**54.4**	**10.0**

Source. Data are from AEIS campus data files. Numbers represent campuses.
Notes. Passing based on 1 standard error of measurement below panel recommended criteria. Shaded cells denote 2004 passing rates 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 in both 2003 and 2004. In 2004, TGAP 8th-grade students trailed peer comparison 8th graders by 4 percentage points in reading, 7 percentage points in math, 8 percentage points in social studies, and 7 percentage points in all tests taken. However, United South Middle School in reading, Hebbronville Junior High and Driscoll Middle School in social studies, and Hebbronville Junior High in all tests taken had higher 2004 TAKS passing rates than their comparison campuses. At this grade level, the highest 2004 TAKS passing rates were achieved by Hebbronville Junior High and the lowest by Seale Junior High. Passing rate gains from 2003 to 2004 were higher at TGAP campuses than peer comparison campuses in reading, math, and all tests taken, but lower in social studies. Driscoll Middle School had higher passing rate gains than its peer comparison campus in all tested areas and in all tests taken. Seale Junior High had higher passing rate gains than its peer comparison campus in reading, math, and all tests taken.

TAKS Grade 9. TGAP 9th graders' TAKS passing rates were lower than the passing rates at peer comparison campuses in both 2003 and 2004. In 2004, TGAP campuses trailed by 8 percentage points in reading and math and by 7 percentage points in all tests taken. Bright spots were the performances of Hebbronville and United South high schools with all passing rates higher than peer comparison campuses. Both of these high schools also recorded the highest absolute 2004 passing rates. However, LBJ and Martin high schools had poor absolute and relative performances. In 2004, they trailed their respective comparison campus by 10 or more percentage points in all tested areas, and passing rates for all tests taken were below 30 percent. TAKS grade 9 passing rate gains were lower at TGAP campuses than peer comparison campuses. However, United South High School and Miller High School had higher passing rate gains than their peer comparison campuses in reading, math, and all tests taken.

Table 8.5
Campus-Level Performance—Grade 8 Percent Passing TAKS Tests

	TGAP Campuses			Peer Campuses		
Campus	2003	2004	Change	2003	2004	Change
Reading						
Hebbronville JH	79.0	80.0	1.0	79.0	84.0	5.0
Adams MS	79.0	82.0	3.0	84.0	89.0	5.0
Driscoll MS	64.0	87.0	23.0	77.0	87.0	10.0
Seale JH	73.0	80.0	7.0	80.0	84.0	4.0
Christen MS	64.0	74.0	10.0	73.0	82.0	9.0
United LBJ	70.0	78.0	8.0	--	--	--
United South MS	84.0	86.0	2.0	78.0	83.0	5.0
Garcia MS	69.0	75.0	6.0	76.0	81.0	5.0
Group Average[a]	**72.8**	**80.3**	**7.5**	**78.1**	**84.3**	**6.2**
Mathematics						
Hebbronville JH	47.0	53.0	6.0	50.0	54.0	4.0
Adams MS	45.0	49.0	4.0	55.0	63.0	8.0
Driscoll MS	35.0	49.0	14.0	46.0	55.0	9.0
Seale JH	35.0	40.0	5.0	50.0	54.0	4.0
Christen MS	45.0	50.0	5.0	44.0	54.0	10.0
United LBJ	34.0	52.0	18.0	--	--	--
United South MS	45.0	51.0	6.0	49.0	56.0	7.0
Garcia MS	39.0	49.0	10.0	46.0	53.0	7.0
Group Average[a]	**40.6**	**49.1**	**8.5**	**48.6**	**55.6**	**7.0**
Social Studies						
Hebbronville JH	89.0	90.0	1.0	82.0	84.0	2.0
Adams MS	85.0	80.0	-5.0	87.0	89.0	2.0
Driscoll MS	77.0	89.0	12.0	82.0	86.0	4.0
Seale JH	82.0	80.0	-2.0	83.0	83.0	0.0
Christen MS	71.0	66.0	-5.0	79.0	82.0	3.0
United LBJ	69.0	68.0	-1.0	--	--	--
United South MS	78.0	72.0	-6.0	83.0	84.0	1.0
Garcia MS	77.0	65.0	-12.0	81.0	83.0	2.0
Group Average[a]	**78.5**	**76.3**	**-2.2**	**82.4**	**84.4**	**2.0**
All Tests Taken						
Hebbronville JH	45.0	52.0	7.0	47.0	50.0	3.0
Adams MS	41.0	45.0	4.0	52.0	60.0	8.0
Driscoll MS	28.0	47.0	19.0	41.0	52.0	11.0
Seale JH	31.0	39.0	8.0	46.0	50.0	4.0
Christen MS	40.0	43.0	3.0	40.0	50.0	10.0
United LBJ	29.0	48.0	19.0	--	--	--
United South MS	42.0	46.0	4.0	44.0	53.0	9.0
Garcia MS	37.0	42.0	5.0	42.0	49.0	7.0
Group Average[a]	**36.6**	**45.3**	**8.7**	**44.6**	**52.0**	**7.4**

Source. Data are from AEIS campus data files. Numbers represent campuses.
Notes. Passing based on 1 standard error of measurement below panel recommended criteria. Shaded cells denote TGAP 2004 passing rates that exceed peers.
[a]Simple average.

Table 8.6
Campus-Level Performance—Grade 9 Percent Passing TAKS Tests

	TGAP Campuses			Peer Campuses		
Campus	2003	2004	Change	2003	2004	Change
Reading						
Hebbronville H S	58.0	79.0	21.0	67.0	78.0	11.0
Alice H S	60.0	74.0	14.0	72.0	84.0	12.0
Miller H S	55.0	69.0	14.0	69.0	80.0	11.0
Robstown H S	70.0	76.0	6.0	62.0	77.0	15.0
Martin H S	47.0	47.0	0.0	62.0	74.0	12.0
United South H S	63.0	79.0	16.0	61.0	74.0	13.0
United LBJ	53.0	64.0	11.0	62.0	74.0	12.0
Group Average[a]	**58.0**	**69.7**	**11.7**	**65.0**	**77.3**	**12.3**
Mathematics						
Hebbronville H S	54.0	53.0	-1.0	38.0	47.0	9.0
Alice H S	38.0	35.0	-3.0	46.0	52.0	6.0
Miller H S	30.0	36.0	6.0	40.0	45.0	5.0
Robstown H S	39.0	32.0	-7.0	35.0	43.0	8.0
Martin H S	30.0	31.0	1.0	35.0	41.0	6.0
United South H S	30.0	43.0	13.0	35.0	42.0	7.0
United LBJ	20.0	28.0	8.0	35.0	41.0	6.0
Group Average[a]	**34.4**	**36.9**	**2.5**	**37.7**	**44.4**	**6.7**
All Tests Taken						
Hebbronville H S	44.0	52.0	8.0	36.0	45.0	9.0
Alice H S	35.0	35.0	0.0	42.0	51.0	9.0
Miller H S	27.0	36.0	9.0	39.0	44.0	5.0
Robstown H S	37.0	33.0	-4.0	32.0	42.0	10.0
Martin H S	25.0	26.0	1.0	32.0	38.0	6.0
United South H S	31.0	41.0	10.0	32.0	40.0	8.0
United LBJ	18.0	28.0	10.0	32.0	38.0	6.0
Group Average[a]	**31.0**	**35.9**	**4.9**	**35.0**	**42.6**	**7.6**

Source. Data are from AEIS campus data files. Numbers represent campuses.
Notes. Passing based on 1 standard error of measurement below panel recommended criteria. Shaded cells denote TGAP 2004 passing rates that exceed peers.
[a]Simple average.

TAKS Grade 10. Across all campuses, TGAP 10th graders' TAKS passing rates were lower than the passing rates at peer comparison campuses in both 2003 and 2004. In 2004, TGAP 10th graders trailed peer comparison 10th graders by 4 percentage point in English/language arts, 7 percentage points in math and science, 6 percentage points in social studies, and 6 percentage points in all tests taken. However, selected TGAP schools had higher 2004 10th-grade TAKS passing rates than their comparison campuses. These included Hebbronville High School in English/language arts, math, and social studies, and Alice High School in English/language arts and all tests taken. Absolute performance in 2004 was highest at Alice High School (36.0 percent passed all tests taken) and lowest at United LBJ (only 15.0 percent passed all tests taken). TAKS passing rate gains were larger at TGAP campuses than peer comparison campuses in English/language arts and social studies, but lower in math, science, and all tests taken. Some TGAP campuses had larger passing rate gains than their peer comparison campuses. Foremost among these were Alice High School which had larger gains than its peer campus in all tested areas and Hebbronville High School which had larger gains than its peer campus in all tested areas except math.

TAKS Grade 11. As at other grade levels, TGAP 11th graders' TAKS passing rates were lower (albeit only slightly lower in several cases) than the passing rates at peer comparison campuses in both 2003 and 2004. In 2004, TGAP 11th graders trailed peer comparison 11th graders by 0.4 percentage points in English/language arts, 1.4 percentage points in math, 5.2 percentage points in science, 2 percentage points in social studies, and 2 percentage points in all tests taken. However, United South High School had higher 2004 11th-grade TAKS passing rates than its comparison campus in all tested areas, and Hebbronville High School had higher 2004 11th-grade TAKS passing rates than its comparison campus in all tested areas except science. Overall 11th-grade performance in 2004 was highest at United South High School (71.0 percent passed all tests taken) and lowest at Martin High School (48.0 percent passed all tests taken). TGAP campuses had larger overall passing rate gains than peer comparison campuses in all tested areas. United South High School had larger 11th-grade passing rate gains than its peer campus in all tested areas. Martin High School had larger 11th-grade gains than its peer in all areas except English/language arts, and Hebbronville High School had larger 11th-grade gains than its peer in all areas except math and social studies.

Table 8.7
Campus-Level Performance—Grade 10 Percent Passing TAKS Tests

Campus	TGAP Campuses			Peer Campuses		
	2003	2004	Change	2003	2004	Change
English/Language Arts						
Hebbronville H S	56.0	74.0	18.0	66.0	68.0	2.0
Alice H S	51.0	74.0	23.0	70.0	70.0	0.0
Miller H S	49.0	61.0	12.0	62.0	67.0	5.0
Robstown H S	74.0	53.0	-21.0	61.0	66.0	5.0
Martin H S	53.0	49.0	-4.0	56.0	66.0	10.0
United South H S	49.0	62.0	13.0	56.0	66.0	10.0
United LBJ	48.0	67.0	19.0	56.0	65.0	9.0
Group Average[a]	**54.3**	**62.9**	**8.6**	**61.0**	**66.9**	**5.9**
Mathematics						
Hebbronville H S	60.0	60.0	0.0	48.0	53.0	5.0
Alice H S	38.0	49.0	11.0	56.0	55.0	-1.0
Miller H S	38.0	41.0	3.0	46.0	48.0	2.0
Robstown H S	45.0	42.0	-3.0	46.0	50.0	4.0
Martin H S	46.0	40.0	-6.0	43.0	49.0	6.0
United South H S	36.0	43.0	7.0	43.0	50.0	7.0
United LBJ	33.0	28.0	-5.0	44.0	47.0	3.0
Group Average[a]	**42.3**	**43.3**	**1.0**	**46.6**	**50.3**	**3.7**
Science						
Hebbronville H S	27.0	48.0	21.0	40.0	49.0	9.0
Alice H S	39.0	53.0	14.0	44.0	52.0	8.0
Miller H S	28.0	35.0	7.0	40.0	47.0	7.0
Robstown H S	44.0	42.0	-2.0	34.0	46.0	12.0
Martin H S	29.0	33.0	4.0	32.0	44.0	12.0
United South H S	33.0	42.0	9.0	32.0	46.0	14.0
United LBJ	14.0	26.0	12.0	32.0	44.0	12.0
Group Average[a]	**30.6**	**39.9**	**9.3**	**36.3**	**46.9**	**10.6**
Social Studies						
Hebbronville H S	66.0	86.0	20.0	74.0	82.0	8.0
Alice H S	64.0	75.0	11.0	73.0	83.0	10.0
Miller H S	56.0	72.0	16.0	72.0	81.0	9.0
Robstown H S	69.0	81.0	12.0	70.0	80.0	10.0
Martin H S	63.0	67.0	4.0	68.0	79.0	11.0
United South H S	63.0	75.0	12.0	67.0	80.0	13.0
United LBJ	62.0	70.0	8.0	67.0	79.0	12.0
Group Average[a]	**63.3**	**75.1**	**11.8**	**70.1**	**80.6**	**10.5**
All Tests Taken						
Hebbronville H S	26.0	34.0	8.0	30.0	35.0	5.0
Alice H S	24.0	36.0	12.0	31.0	35.0	4.0
Miller H S	22.0	23.0	1.0	27.0	32.0	5.0
Robstown H S	31.0	24.0	-7.0	24.0	31.0	7.0
Martin H S	22.0	23.0	1.0	23.0	30.0	7.0
United South H S	18.0	25.0	7.0	22.0	31.0	9.0
United LBJ	10.0	15.0	5.0	23.0	30.0	7.0
Group Average[a]	**21.9**	**25.7**	**3.8**	**25.7**	**32.0**	**6.3**

Source. Data are from AEIS campus data files. Numbers represent campuses.
Notes. Passing based on 1 standard error of measurement below panel recommended criteria. Shaded cells denote TGAP 2004 passing rates that exceed peers.
[a]Simple average.

Table 8.8
Campus-Level Performance—Grade 11 Percent Passing TAKS Tests

Campus	TGAP Campuses			Peer Campuses		
	2003	2004	Change	2003	2004	Change
English/Language Arts						
Hebbronville H S	65.0	91.0	26.0	68.0	85.0	17.0
Alice H S	52.0	83.0	31.0	68.0	84.0	16.0
Miller H S	58.0	78.0	20.0	64.0	81.0	17.0
Robstown H S	77.0	85.0	8.0	63.0	82.0	19.0
Martin H S	58.0	70.0	12.0	62.0	81.0	19.0
United South H S	42.0	87.0	45.0	62.0	81.0	19.0
United LBJ	--	78.0	--	62.0	81.0	19.0
Group Average[a]	**58.7**	**81.7**	**23.0**	**64.1**	**82.1**	**18.0**
Mathematics						
Hebbronville H S	64.0	86.0	22.0	55.0	82.0	27.0
Alice H S	52.0	61.0	9.0	62.0	80.0	18.0
Miller H S	41.0	73.0	32.0	53.0	78.0	25.0
Robstown H S	53.0	74.0	21.0	55.0	79.0	24.0
Martin H S	47.0	79.0	32.0	54.0	80.0	26.0
United South H S	36.0	89.0	53.0	55.0	80.0	25.0
United LBJ	--	86.0	--	53.0	79.0	26.0
Group Average[a]	**48.8**	**78.3**	**29.5**	**55.3**	**79.7**	**24.4**
Science						
Hebbronville H S	41.0	75.0	34.0	55.0	75.0	20.0
Alice H S	57.0	70.0	13.0	58.0	79.0	21.0
Miller H S	51.0	66.0	15.0	54.0	76.0	22.0
Robstown H S	57.0	72.0	15.0	51.0	75.0	24.0
Martin H S	35.0	60.0	25.0	51.0	74.0	23.0
United South H S	41.0	77.0	36.0	51.0	74.0	23.0
United LBJ	--	69.0	--	50.0	73.0	23.0
Group Average[a]	**47.0**	**69.9**	**22.9**	**52.9**	**75.1**	**22.2**
Social Studies						
Hebbronville H S	89.0	97.0	8.0	86.0	96.0	10.0
Alice H S	86.0	92.0	6.0	89.0	96.0	7.0
Miller H S	84.0	89.0	5.0	87.0	96.0	9.0
Robstown H S	86.0	94.0	8.0	85.0	96.0	11.0
Martin H S	73.0	91.0	18.0	83.0	96.0	13.0
United South H S	74.0	98.0	24.0	83.0	96.0	13.0
United LBJ	--	96.0	--	83.0	96.0	13.0
Group Average[a]	**82.0**	**93.9**	**11.9**	**85.1**	**96.0**	**10.9**
All Tests Taken						
Hebbronville H S	29.0	65.0	36.0	39.0	64.0	25.0
Alice H S	31.0	51.0	20.0	41.0	63.0	22.0
Miller H S	31.0	51.0	20.0	35.0	58.0	23.0
Robstown H S	44.0	60.0	16.0	37.0	59.0	22.0
Martin H S	25.0	48.0	23.0	37.0	59.0	22.0
United South H S	23.0	71.0	48.0	37.0	59.0	22.0
United LBJ	--	58.0	--	37.0	59.0	22.0
Group Average[a]	**30.5**	**57.7**	**27.2**	**37.6**	**60.1**	**22.5**

Source. Data are from AEIS campus data files. Numbers represent campuses.
Notes. Passing based on 1 standard error of measurement below panel recommended criteria. Shaded cells denote TGAP 2004 passing rates that exceed peers.
[a]Simple average.

Advanced Performance Measures

Pre-Advanced Placement courses. TGAP campuses also reported student enrollment and grades in Pre-Advanced Placement (Pre-AP) courses for 2003-04. Table 8.9 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 English 2 (600 students or 6%), English 1 (583 students or 6%), Geometry (517 students or 6%), Algebra 2 (483 students or 5%), Biology (471 students or 5%), World Geography (417 students or 4%), and Chemistry (394 students or 4%). Pre-AP courses with moderate enrollments include Physics (309 students or 3%), Pre-Calculus (249 students or 3%), World History (211 students or 2%), Integrated Physics and Chemistry (198 students or 2%), World History (156 students or 2%), Algebra 1 (144 students or 2%), and Humanities (111 students or 1%).

A number of Pre-AP course offerings were unique to a single high school. These included Advanced Reading/Research Writing, Humanities, Human Geography, U.S. History, Anatomy and Physiology, English 3, Economics, Calculus, Advanced Journalism, Social Studies Independent Study, Spanish 3, Spanish 4, Spanish 5, French, Computer Science, and Medical Microbiology. Some of these courses enrolled approximately 100 students (e.g., Advanced Reading/Research Writing, Humanities), whereas others enrolled less than 5 students (e.g., Spanish 5 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, 7, 9, and 10 courses, respectively. Alice High School offers 11 courses, Martin High School 17, 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 2 in Alice High School and United LBJ High School, English 1 in Hebbronville High School, Pre-Calculus in Martin High School, Biology in Miller High School, Geometry in Robstown High School, and Algebra 2 in United South High School.

There was a slight trend toward higher AP Exam scores in the high schools that offered more Pre-AP courses. Excluding performance on the Spanish Language AP Exam (taken to a greater extent in the Laredo and United high schools), the percentage of students scoring 3 or higher on AP Exams in 2005 was 8.5% at Alice and Martin High Schools, 2.8% at United South, Miller, and Robstown High Schools, and 0% at Hebbronville and LBJ High Schools. The average number of Pre-AP courses offered in 2004 was 14 at Alice and Martin High Schools, 13 at United South, Miller, and Robstown High Schools, and 9 at Hebbronville and LBJ High Schools.

Female students are more likely to be enrolled in Pre-AP courses. In all grades, 30% of female students, but only 22% of male students, are enrolled in at least one Pre-AP course. Students receiving free or reduced lunch are a little less likely to be enrolled in Pre-AP courses. Twenty-eight percent of students not on free or reduced lunch and 25% of students receiving free or reduced lunch are enrolled in at least one Pre-AP course. Proportionately, more tenth (33%) than eleventh (29%), ninth (26%), or twelfth (12%) graders are enrolled in Pre-AP courses. By ethnicity, 72% of Asians, 31% of Whites, 26% of Hispanics, and 25% of African-Americans are enrolled in Pre-AP courses. Note again, however, than the student population is predominantly Hispanic (93%). Finally, 25% of non-LEP students but only 10% of LEP students are enrolled in at least one Pre-AP course.

Table 8.9
Number and Percentage of Students Enrolled in Pre-AP Courses in 2003-04 by Course and High School

Pre-AP Course	Statistic	High school							All Districts
		Hebron-ville	Alice	CC Miller	Robs-town	Laredo Martin	United South	United LBJ	
English 2	N	37	148	73	77	163	41	61	600
	Percent	10.5	10.0	3.7	6.9	10.8	2.4	4.8	6.4
English 1	N	42	122	90	79	141	52	57	583
	Percent	11.9	8.3	4.6	7.1	9.3	3.1	4.5	6.2
Geometry	N	29	93	81	98	116	52	48	517
	Percent	8.2	6.3	4.2	8.8	7.7	3.1	3.8	5.5
Algebra 2	N	25	49	64	55	167	68	55	483
	Percent	7.1	3.3	3.3	4.9	11.0	4.0	4.4	5.1
Biology	N	0	145	95	80	151	0	0	471
	Percent	0.0	9.8	4.9	7.2	10.0	0.0	0.0	5.0
World Geography	N	39	92	62	70	154	0	0	417
	Percent	11.1	6.2	3.2	6.3	10.2	0.0	0.0	4.4
Chemistry	N	21	73	52	75	145	8	20	394
	Percent	6.0	5.0	2.7	6.7	9.6	.5	1.6	4.2
Physics	N	0	24	41	51	134	0	59	309
	Percent	0.0	1.6	2.1	4.6	8.9	0.0	4.7	3.3
Pre-Calculus	N	0	26	48	0	175	0	0	249
	Percent	0.0	1.8	2.5	0.0	11.6	0.0	0.0	2.6
World History	N	30	0	25	0	156	0	0	211
	Percent	8.5	0.0	1.3	0.0	10.3	0.0	0.0	2.2
Int. Physics/Chem.	N	30	106	62	0	0	0	0	198
	Percent	8.5	7.2	3.2	0.0	0.0	0.0	0.0	2.1
World History	N	0	0	0	0	156	0	0	156
	Percent	0.0	0.0	0.0	0.0	10.3	0.0	0.0	1.7
Algebra 1	N	0	41	0	32	0	23	48	144
	Percent	0.0	2.8	0.0	2.9	0.0	1.4	3.8	1.5
Humanities	N	0	0	0	0	111	0	0	111
	Percent	0.0	0.0	0.0	0.0	7.3	0.0	0.0	1.2
Adv. Rd./Res./Write.	N	0	0	94	0	0	0	0	94
	Percent	0.0	0.0	4.8	0.0	0.0	0.0	0.0	1.0
Literary Genre	N	0	0	0	0	61	0	0	61
	Percent	0.0	0.0	0.0	0.0	4.0	0.0	0.0	.6
Spanish 3	N	0	0	60	0	0	0	0	60
	Percent	0.0	0.0	3.1	0.0	0.0	0.0	0.0	0.6
US History	N	0	0	52	0	0	0	0	52
	Percent	0.0	0.0	2.7	0.0	0.0	0.0	0.0	0.6
Anat. & Physiology	N	0	0	0	0	49	0	0	49
	Percent	0.0	0.0	0.0	0.0	3.2	0.0	0.0	0.5
Economics	N	0	0	36	0	0	0	0	36
	Percent	0.0	0.0	1.8	0.0	0.0	0.0	0.0	0.4
Human Geography	N	0	0	33	0	0	0	0	33
	Percent	0.0	0.0	1.7	0.0	0.0	0.0	0.0	0.4
Calculus	N	0	0	27	0	0	0	0	27
	Percent	0.0	0.0	1.4	0.0	0.0	0.0	0.0	0.3
English 3	N	27	0	0	0	0	0	0	27
	Percent	7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.3

(table continues)

Table 8.9 (continued)
Number and Percentage of Students Enrolled in Pre-AP Courses in 2003-04
by Course and High School

Pre-AP Course	Statistic	High school							All Districts
		Hebron-ville	Alice	CC Miller	Robs-town	Laredo Martin	United South	United LBJ	
Spanish 2	N	26	0	0	0	0	0	0	26
	Percent	7.4	0.0	0.0	0.0	0.0	0.0	0.0	0.3
Adv. Journalism	N	0	0	21	0	0	0	0	21
	Percent	0.0	0.0	1.1	0.0	0.0	0.0	0.0	0.2
Soc. Studies In. Stu.	N	0	0	12	0	0	0	0	12
	Percent	0.0	0.0	0.6	0.0	0.0	0.0	0.0	0.1
French	N	0	0	11	0	0	0	0	11
	Percent	0.0	0.0	0.6	0.0	0.0	0.0	0.0	0.1
Spanish 4	N	0	0	9	0	0	0	0	9
	Percent	0.0	0.0	0.5	0.0	0.0	0.0	0.0	0.1
Computer Science	N	0	0	8	0	0	0	0	8
	Percent	0.0	0.0	0.4	0.0	0.0	0.0	0.0	0.1
Creative Writing	N	0	0	7	0	0	0	0	7
	Percent	0.0	0.0	0.4	0.0	0.0	0.0	0.0	0.1
Independent Study	N	0	0	0	0	4	0	0	4
	Percent	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0
Patho-Physiology	N	0	0	0	0	3	0	0	3
	Percent	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0
Accounting	N	0	0	2	0	0	0	0	2
	Percent	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Medical Micro.	N	0	0	0	0	2	0	0	2
	Percent	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Spanish 5	N	0	0	1	0	0	0	0	1
	Percent	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
At Least One Pre-AP Course	N	120	424	413	295	671	233	265	2,421
	Percent	34.1	28.8	21.2	26.4	44.3	13.7	21.0	25.7

Table 8.10 reports the average grades of students enrolled in Pre-AP courses. Eleven of the 13 Pre-AP courses with overall enrollments exceeding 100 were offered in at least three of the seven high schools. These courses were English 2, English 1, Geometry, Algebra 2, Biology, World Geography, Chemistry, Physics, Pre-Calculus, Integrated Physics and Chemistry, and Algebra 1. Across all schools, the average grade in these courses was 80. Individual average course grades ranged from 76 to 84 with a high of 84 in Integrated Physics and Chemistry and a low of 76 in Algebra 2.

Table 8.10
Average Grades of Students in Pre-AP Courses in 2003-04 by Course

	All Schools	
Pre-AP Course	N	Mean
English 2	600	81.6
English 1	583	81.2
Geometry	517	80.8
Algebra 2	483	75.5
Biology	471	77.0
World Geography	417	81.7
Chemistry	394	82.6
Physics	309	80.3
Pre-Calculus	249	76.7
World History	211	81.9
Integrated Physics and Chemistry	198	83.7
Algebra 1	144	80.8
Humanities	111	79.2
Advanced Reading/Research Writing	94	78.7
Literary Genre	61	78.6
Spanish 3	60	79.7
World History	55	81.7
US History	52	80.6
Anatomy and Physiology	49	82.6
Economics	36	86.9
Human Geography	33	83.4
Calculus	27	82.1
English 3	27	91.9
Spanish 2	26	90.1
Advanced Journalism	21	91.8
Social Studies Independent Study	12	97.4
French	11	87.7
Spanish 4	9	77.8
Computer Science	8	82.9
Creative Writing	7	100.0
Independent Study	4	80.5
Patho-Physiology	3	83.0
Accounting	2	96.0
Medical Microbiology	2	99.0
Spanish 5	1	94.0

Source. Individual TGAP school data.

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 2004, TGAP

campuses reported student enrollment and grades in AP courses. Table 8.11 reports the number and percentage of students in grades 11 and 12 who were enrolled in AP courses in each high school.

Table 8.11
Number and Percentage of Students in Grades 11 and 12 Enrolled in AP Courses in 2003-04 by Course and High School

AP Course	Statistic	High School							All Schools
		Hebbron-ville	Alice	CC Miller	Robs-town	Laredo Martin	United South	United LBJ	
English Language	N	0	94	53	97	145	75	68	532
	Percent	0.0	15.5	7.2	22.6	24.5	8.9	20.0	14.3
US History	N	0	41	52	43	143	0	109	388
	Percent	0.0	6.7	7.1	10.0	24.1	0.0	32.1	10.4
English Literature	N	28	87	53	0	120	0	0	288
	Percent	17.3	14.3	7.2	0.0	20.2	0.0	0.0	7.7
Government	N	26	20	29	43	139	0	0	257
	Percent	16.0	3.3	3.9	10.0	23.4	0.0	0.0	6.9
Calculus	N	13	18	27	18	37	23	0	136
	Percent	8.0	3.0	3.7	4.2	6.2	2.7	0.0	3.7
Economics	N	25	0	0	39	0	0	0	64
	Percent	15.4	0.0	0.0	9.1	0.0	0.0	0.0	1.7
Environmental Science	N	11	24	0	0	0	0	0	35
	Percent	6.8	3.9	0.0	0.0	0.0	0.0	0.0	.9
Statistics	N	0	29	6	0	0	0	0	35
	Percent	0.0	4.8	0.8	0.0	0.0	0.0	0.0	.9
Chemistry	N	0	12	6	10	5	0	0	33
	Percent	0.0	2.0	0.8	2.3	0.8	0.0	0.0	.9
Biology	N	10	0	0	8	7	0	0	25
	Percent	6.2	0.0	0.0	1.9	1.2	0.0	0.0	.7
World History	N	0	1	0	0	0	20	0	21
	Percent	0.0	0.2	0.0	0.0	0.0	2.4	0.0	0.6
Physics	N	0	0	5	11	0	0	0	16
	Percent	0.0	0.0	0.7	2.6	0.0	0.0	0.0	.4
Spanish Language	N	0	0	9	0	0	0	0	9
	Percent	0.0	0.0	1.2	0.0	0.0	0.0	0.0	0.2
Spanish Literature	N	1	0	1	0	7	0	0	9
	Percent	.6	0.0	0.1	0.0	1.2	0.0	0.0	0.2
Art Drawing	N	0	0	8	0	0	0	0	8
	Percent	0.0	0.0	1.1	0.0	0.0	0.0	0.0	0.2
French	N	0	0	3	0	0	0	0	3
	Percent	0.0	0.0	0.4	0.0	0.0	0.0	0.0	0.1
Art 3-D Design Portfolio	N	0	0	2	0	0	0	0	2
	Percent	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.1
Human Geography	N	0	0	1	0	0	0	0	1
	Percent	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
At Least One AP Course	N	38	194	136	124	311	102	120	1,025
	Percent	23.5	31.9	18.5	28.9	52.4	12.2	35.3	27.6

Source. Individual TGAP school data.

The AP courses with the largest enrollments are English Language (532 students or 14%) and U.S. History (388 students or 10%), followed by English Literature (288 students or 8%), Government (257 students or 7%), and Calculus (136 students or 4%). English Language and U.S. History were also the AP courses with the largest enrollments in 2002 and 2003. The AP courses attended by the smallest percentages of eleventh and twelfth graders include French (3 students or 0.1%), Art 3-Dimensional Design Portfolio (2 students or 0.1%), and Human Geography (1 student or 0.1%).

There are variations from school to school in course offerings. For example, English Literature and Government, not English and U.S. History, were the most popular AP courses of eleventh and twelfth graders in Hebbronville High School. Overall, 28% of students in grades 11 and 12 took at least one AP course. This compares to 28% in 2001-02 and 27% in 2002-03. The highest levels of participation were in Martin High School (52%) followed by United LBJ (35%), Alice High School (32%), Robstown High School (29%), Hebbronville High School (24%), Miller High School (19%), and United South High School (12%). Martin also had the highest levels of participation in 2001-02 and 2002-03. United South, however, saw a marked drop in participation, from 34% in 2002 to 19% in 2003 to 12% in 2004.

In TGAP districts, female students are more likely to be enrolled in AP courses. In grades 11 and 12, 32% of female students, but only 23% of male students, are enrolled in at least one AP course. These percentages are comparable to 2002-03 when 31% of females and 23% 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, 31% 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, eleventh (28%) and twelfth (27%) graders are enrolled in AP courses to a similar extent. By ethnicity, 62% of Asians, 39% of Whites, 27% of Hispanics, and 23% of African Americans are enrolled in AP courses in 2003-04. Note, however, than the districts are predominantly Hispanic, with 93% of the eleventh and twelfth graders Hispanic, 4% White, 2% African American, and only 0.3% Asian. Lastly, 25% of non-LEP eleventh and twelfth graders but only 8% of LEP eleventh and twelfth graders are enrolled in at least one AP course.

Table 8.12 reports the average grades of eleventh and twelfth graders enrolled in AP courses. The 12 AP courses with the highest enrollments were English Language, US History, English Literature, Government, Calculus, Economics, Environmental Science, Statistics, Chemistry, Biology, World History, and Physics. The average grade across these 12 AP courses was 85. Specifically, average grades in these courses ranged from 81 to 92 with a high of 92 in Environmental Science and lows of 81 in U.S. History and World History.

Table 8.12
Average Grades of Students in Grades 11 and 12 Enrolled in AP Courses in 2003-04 by Course

	All Schools	
AP Course	N	Mean
English Language	532	80.5
US History	388	81.3
English Literature	289	82.2
Government	257	83.0
Calculus	136	83.0
Economics	64	85.7
Environmental Science	35	91.6
Statistics	35	87.9
Chemistry	33	87.3
Biology	25	87.9
World History	21	80.6
Physics	16	89.1
Spanish Language	9	77.8
Spanish Literature	9	87.9
Art, Drawing	8	96.3
French	3	90.7
Art, 3-dimensional design portfolio	2	92.0
Human Geography	1	78.0

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 5-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. The number and percentage of students scoring 3 or above on specific Advanced Placement Examinations are listed in Table 8.13.

Table 8.13
AP Examination Scores by Examination Type, 2004-05

AP Examination	TGAP N Exams	TGAP AP Test Score						U.S. % 3 or Higher
		1		2		3 or Higher		
		N	%	N	%	N	%	
Spanish Language	419	46	11.0	101	24.1	272	64.9	72.7
English Lang. Comp.	268	176	65.7	79	29.5	13	4.8	56.4
English Lit. Comp.	262	186	71.0	66	25.2	10	3.8	61.9
U.S. History	107	91	85.0	14	13.1	2	1.9	50.4
Calculus AB	106	94	88.7	6	5.7	6	5.6	85.8
Gov. & Pol., U.S.	91	74	81.3	12	13.2	5	5.5	52.4
World History	85	64	75.3	16	18.8	5	5.9	52.6
Economics-Macro	47	42	89.4	2	4.3	3	6.4	59.1
Biology	33	30	90.9	3	9.1	0	0.0	61.2
Statistics	22	21	95.5	1	4.5	0	0.0	60.7
Environmental Science	14	14	100.0	0	0.0	0	0.0	51.6
Chemistry	12	10	83.3	0	0.0	2	16.7	56.0
Economics-Micro	8	6	75.0	1	12.5	1	12.5	58.5
Human Geography	8	8	100.0	0	0.0	0	0.0	58.7
Physics B	8	8	100.0	0	0.0	0	0.0	59.9
Studio Art-2D Design	6	1	16.7	4	66.7	1	16.7	66.4
Spanish Literature	5	4	80.0	0	0.0	1	20.0	63.1
French Language	3	2	66.7	1	33.3	0	0.0	54.4
Music Theory	3	3	100.0	0	0.0	0	0.0	63.4
Art History	2	0	0.0	1	50.0	1	50.0	69.5
Studio Art-Drawing	2	0	0.0	1	50.0	1	50.0	67.6
Computer Science A	1	1	100.0	0	0.0	0	0.0	56.1
Psychology	1	1	100.0	0	0.0	0	0.0	67.2
Totals	**1,513**	**882**	**58.3**	**308**	**20.4**	**323**	**21.3**	**59.4**

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

In 2005, 1,030 TGAP students took 1,513 AP Examinations or an average of 1.5 examinations per student. That represents a decrease in participation over 2004 of 1% (13 fewer students) and a decrease over 2003 of 20% (261 fewer students). In addition, the number of examinations taken decreased by 1% (10 fewer examinations) compared with 2004 and by 19% (356 fewer examinations) compared with 2003. Participation rates among grades 11 and 12 ranged from a low of 15% at United South High School to a high of 44% at Martin High School. Overall, 21% of the examinations (323 of the 1,513 examinations) received a score of 3 or higher, the lowest rate in the last six years.

Spanish Language was the most popular AP Examination. Overall, 419 TGAP students took the examination and 272 or 65% scored 3 or higher. This rate of 65% scoring 3 or higher was lower than the national rate of 73% and lower than the TGAP 2004 rate of 81%. Yet performance on this examination was much higher than on any other examination. In comparison, consider the English Language and Composition Examination. Two-hundred sixty-eight TGAP students attempted the examination, but only 13 or 5% scored 3 or higher, and the national rate scoring 3 or higher was 56%. Results for English Literature and Composition were similar. While 262 students took the examination, only 10 or 4% scored 3 or higher (62% scored 3 or higher nationally). In fact, 186 students or 71% received the lowest possible score, a 1. Performance on the U.S. History Examination was even worse. Of 107 students taking the examination, only 2 or 2% scored 3 or higher, and 91 or 85% received the lowest score of 1. Similar performance was recorded on the Calculus AB Examination, with 106 students taking the examination, 6 or 6% scoring 3 or higher, and 94 or 89% receiving the lowest score of 1. The low level of performance continues with the U.S. Government and Politics, World History, Macro Economics, Biology, Statistics, and Environmental Science Examinations. While no students scored 3 or higher on the Biology, Statistics, and Environmental Science Examinations, only 6% scored 3 or higher on the U.S. Government and Politics, World History, and Macro Economics Examinations. Thus, with the possible exception of the Spanish Language AP Examination, performance on the other AP Examinations was well below qualification standards and very far below national benchmarks.

Disturbingly, the performance of TGAP students may be declining. Table 8.14 shows that when the 2005 percentages of students scoring 3 or higher are compared with the 2003 percentages for the AP Examinations with 50 or more participants each year, 2005 percentages are lower on four examinations (Spanish Language, English Language, English Literature, and U.S. History) and higher on only two examinations (Calculus AB and U.S. Government and Politics). When the 2005 percentages of students scoring 3 or higher are compared with the 2004 percentages scoring 3 or higher, 2005 percentages are lower on all six examinations. Moreover, there was a slight tendency toward more 1's (lowest score) in 2005.

Table 8.14
AP Examination Scores for Examinations with the Largest Participation, 2003, 2004, and 2005

	TGAP AP Test Score								
	1			2			3 or Higher		
AP Examination	2003	2004	2005	2003	2004	2005	2003	2004	2005
Spanish Language	7.2	7.6	11.0	11.6	11.8	24.1	81.2	80.6	64.9
English Language	63.5	60.6	65.7	29.2	32.7	29.5	7.4	6.7	4.8
English Literature	56.3	73.6	71.0	38.7	20.7	25.2	4.9	5.8	3.8
U.S. History	75.3	80.3	85.0	19.8	11.0	13.1	5.0	8.7	1.9
Calculus AB	88.6	77.9	88.7	8.0	14.0	5.7	3.4	8.2	5.6
Government & Politics, U.S.	71.9	68.5	81.3	23.4	15.1	13.2	4.7	16.5	5.5

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. Available information on these

measures is presented in Table 8.15 for 1999 (baseline year) and project years one through four (2000 through 2003). 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%).

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 have moved 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.

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

Campus	Year					1999-03 Change
	1999	2000	2001	2002	2003	
Graduation Rate						
Alice HS	NR	NR	NR	NR	79.2	--
Miller HS	65.6	75.1	75.6	76.2	82.8	17.2
Hebbronville HS	92.0	92.2	95.1	97.8	95.3	3.3
Martin HS	79.8	80.4	82.8	82.9	79.5	-0.3
Robstown HS	87.6	75.7	90.0	83.4	90.6	3.0
United South HS	81.1	85.3	87.1	87.9	88.6	7.5
LBJ HS	NR	NR	NR	NR	90.4	--
Group Average[a]	**81.2**	**81.7**	**86.1**	**85.6**	**86.6**	**5.4**
Peer Campuses[a]	**79.6**	**81.1**	**81.3**	**83.1**	**84.0**	**4.4**
State Ave.	**79.5**	**80.7**	**81.1**	**82.8**	**84.2**	**4.7**
Advance Course Completion						
Alice HS	16.3	13.2	13.6	13.7	16.5	0.2
Miller HS	20.3	23.2	25.1	27.9	25.6	5.3
Hebbronville HS	16.2	18.9	19.7	21.6	20.4	4.2
Martin HS	24.1	26.9	23.4	39.0	36.4	12.3
Robstown HS	20.1	5.9	16.1	17.0	21.7	1.6
United South HS	11.9	16.9	20.5	21.6	24.8	12.9
LBJ HS	NR	NR	NR	NR	9.4	--
Group Average[a]	**18.2**	**17.5**	**19.7**	**20.1**	**22.1**	**3.9**
Peer Campuses[a]	**12.9**	**15.8**	**15.7**	**15.4**	**16.3**	**3.4**
State Ave.	**17.5**	**20.1**	**19.3**	**19.4**	**19.7**	**2.2**
Recommended HS Program Completion						
Alice HS	0.0	80.9	76.1	80.7	85.4	85.4
Miller HS	0.0	21.0	3.2	51.5	56.6	56.6
Hebbronville HS	1.2	82.6	86.4	89.4	85.5	84.3
Martin HS	82.0	96.2	86.8	91.7	94.1	12.1
Robstown HS	30.7	48.8	57.4	76.2	69.7	39.0
United South HS	0.0	71.0	76.0	76.1	77.1	77.1
LBJ HS	NR	NR	NR	NR	NR	--
Group Average[a]	**19.0**	**66.8**	**64.3**	**77.6**	**78.1**	**59.1**
Peer Campuses[a]	**0.5**	**45.9**	**62.9**	**72.0**	**78.8**	**78.3**
State Ave.	**15.0**	**38.6**	**51.1**	**58.2**	**63.7**	**48.7**

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

College entrance examinations. College entrance examination scores for both the SAT and ACT are reported to the TEA; the 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 percentage points at TGAP campuses. This compares to an increase of 6 percentage points 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. Individual campus results reveal a negative association between high participation rates and the percentage of students scoring at or above the criterion. Thus, although more students are taking entrance exams, they are unprepared to meet the higher academic standards.

Table 8.16
Campus-level Performance, College Entrance Examinations

	Year					1999-03
Campus	1999	2000	2001	2002	2003	Change
Percent Taking Exams						
Alice HS	65	70	75	74	87	22
Miller HS	39	46	55	60	56	17
Hebbronville HS	61	60	77	75	70	9
Martin HS	30	31	36	39	40	10
Robstown HS	79	70	84	81	78	-1
United South HS	26	42	37	46	49	23
TGAP Average[a]	**50**	**53**	**61**	**62**	**63**	**13**
Peer Campuses Average[a]	**52**	**55**	**54**	**56**	**58**	**6**
State Average	**62**	**62**	**63**	**62**	**62**	**0**
Percent at or Above Criterion						
Alice HS	10	11	11	12	6	-4
Miller HS	11	5	5	9	5	-6
Hebbronville HS	5	3	3	5	0	-5
Martin HS	3	3	2	3	8	5
Robstown HS	0	2	1	2	5	5
United South HS	3	2	2	3	3	0
TGAP Average[a]	**5**	**4**	**4**	**6**	**4**	**-1**
Peer Campuses Average[a]	**7**	**4**	**7**	**5**	**6**	**-1**
State Average	**27**	**27**	**27**	**27**	**27**	**0**

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

Figure 8.2 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.

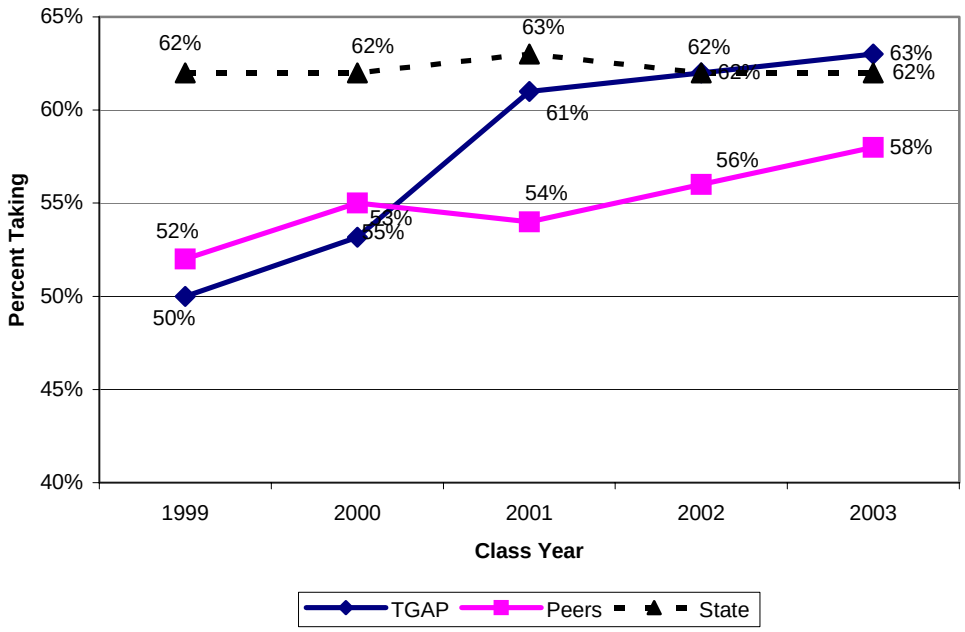

Figure 8.2. Percentage of students taking college entrance examinations (SAT or ACT).

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

	Year					1999-03
Campus	1999	2000	2001	2002	2003	Change
ACT Average						
Alice HS	18.4	17.6	18.3	18.0	17.0	-1.4
Miller HS	17.9	17.5	16.7	16.8	15.6	-2.3
Hebbronville HS	17.3	17.1	17.2	17.0	17.7	0.4
Martin HS	16.9	16.3	17.3	15.8	16.4	-0.5
Robstown HS	16.5	16.8	16.5	16.5	17.3	0.8
United South HS	16.5	15.5	15.9	16.1	15.4	-1.1
TGAP Average[a]	**17.3**	**16.8**	**17.0**	**16.7**	**16.6**	**-0.7**
Peer Campuses[a]	**17.6**	**17.7**	**17.4**	**16.9**	**17.1**	**-0.5**
State Average	**20.2**	**20.3**	**20.2**	**20.0**	**19.9**	**-0.3**
SAT Average						
Alice HS	992	1,018	1,002	959	933	-59
Miller HS	880	850	809	834	798	-82
Hebbronville HS	856	865	931	896	930	74
Martin HS	791	813	832	814	847	56
Robstown HS	820	936	896	827	956	136
United South HS	828	841	804	823	791	-37
TGAP Average[a]	**861**	**887**	**879**	**859**	**876**	**15**
Peer Campuses[a]	**860**	**874**	**857**	**835**	**845**	**-15**
State Average	**989**	**990**	**987**	**986**	**989**	**0**

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

Figure 8.3 illustrates ACT score trends from 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).

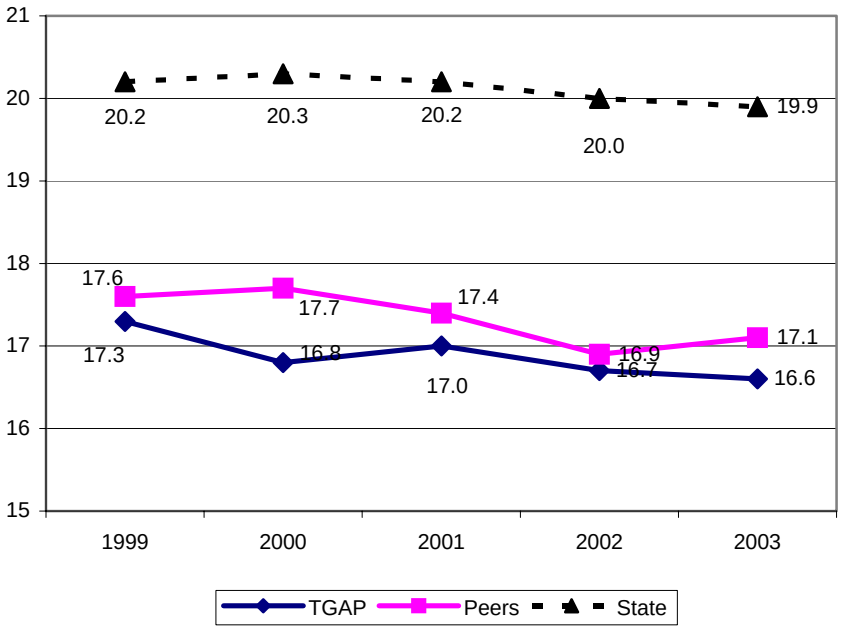

Figure 8.3. Average performance on ACT college entrance exam (criterion score is 24).

SAT scores in Figure 8.4 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). These increasing scores for TGAP students on the SAT are encouraging in light of the fact that the percentage of students taking entrance exams has also increased substantially.

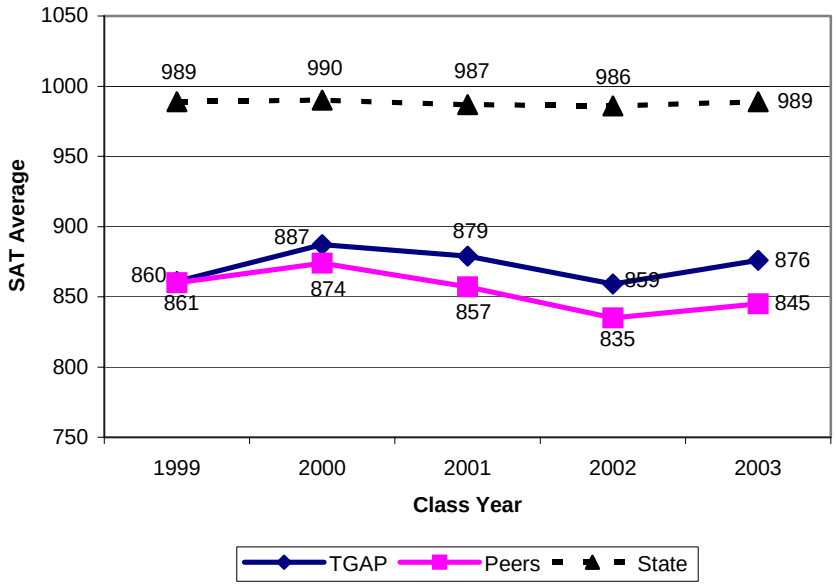

Figure 8.4. Average performance on SAT college entrance exam (criterion score is 1100).

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	2.3	4.3	6.3	5.6	8.2	5.9	8.0	6.1	6.0	4.6	4.7	-3.3
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**	**2.8**	**2.6**	**3.0**	**2.4**	**+0.3**	**9.1**	**8.6**	**5.3**	**5.1**	**4.2**	**-4.9**
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.
Notes. Change refers to the difference between 1999 (baseline year) and 2003 (year four).
[a]All data refer to the class of that year. NR – Not Reported
[b]Simple average.

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 2004. In 2004, 48% of TGAP graduates entered a post-secondary institution in Texas (identical to 2003 and a 3 percentage point increase over 2002 but below 2000 and 2001 levels). Approximately 20% entered a four-year university (a slight increase over 2001 through 2002), and 28% selected a community college or technical school (identical to 2003, an increase over 2002, but below 2000 and 2001 levels). In addition, in 2004, 52% (identical to 2003, 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.

Table 8.19
TGAP Graduates Entering Higher Education

	University		Community/Tech		Total		Not located	
High School	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
2004	107	34.5	63	20.3	170	54.8	140	45.2
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
2004	33	40.0	15	18.1	48	57.8	35	42.2
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
2004	39	11.3	125	36.2	164	47.5	181	52.5
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
2004	51	16.4	44	14.1	95	30.5	216	69.5
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
2004	43	27.0	58	36.5	101	63.5	58	36.5
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
2004	96	15.1	211	33.1	307	48.2	330	51.8
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**
TGAP 2004	**369**	**20.0**	**516**	**28.0**	**885**	**48.0**	**960**	**52.0**
Change 2000-04	**--**	**1.3**	**--**	**-7.8**	**--**	**-6.5**	**--**	**6.5**

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

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 and United South high schools. Specifically, of graduates entering higher education from 2000 through 2004, 70% at Hebbronville High School and 59% at Alice High School selected a four-year university (statistics not reported in Table 8.19). Approximately 45% of Robstown High School graduates selected a four-year university, and 55% selected a community college or technical school. At Martin High School, 83% of graduates selected a community college or technical school, followed by 68% at United South High School and 63% 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 2004, it appears that Robstown, Hebbronville, and Alice high schools are meeting this goal with 64%, 58%, and 55%, respectively, of graduates entering higher education. Following Robstown, Hebbronville, and Alice are United South and Martin high schools with 48%, and Miller High School with 31% of graduates entering Texas public and private higher education.

Results in Figures 8.5 through 8.7 illustrate the higher education enrollment trends for TGAP students. First, since 2000 there has been a slight increase in graduates entering four-year universities in Texas (1.3 percentage points). Conversely, the percentage of TGAP graduates entering a community college or technical school has declined sharply (-7.8 percentage points). The increase in TGAP graduates entering four-year universities is insufficient to offset the drop in students entering community colleges or technical schools. Thus, the overall percentage of TGAP graduates entering higher education, contrary to project goals, declined between 2000 and 2004 (-6.5 percentage points).

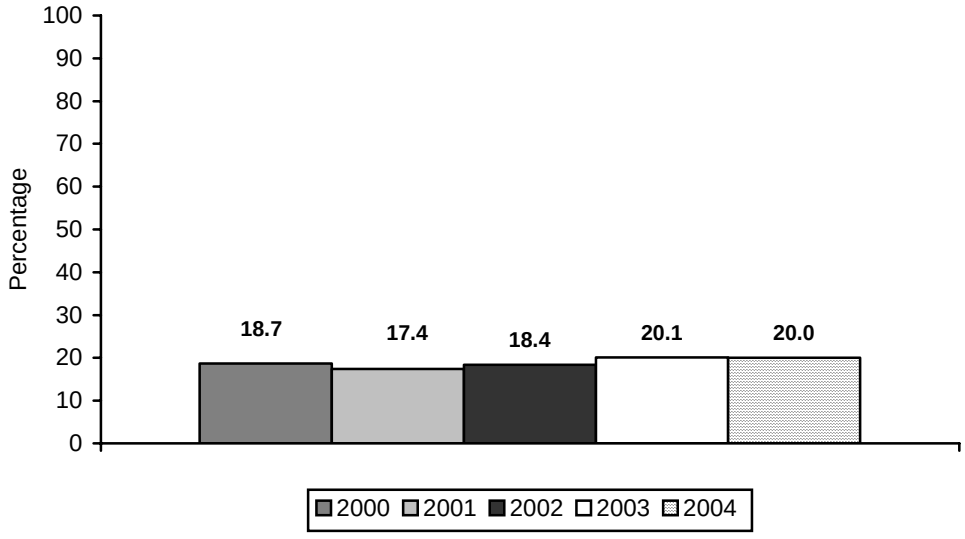

Figure 8.5. Percentage of TGAP graduates entering a four-year university in Texas, 2000-2004.

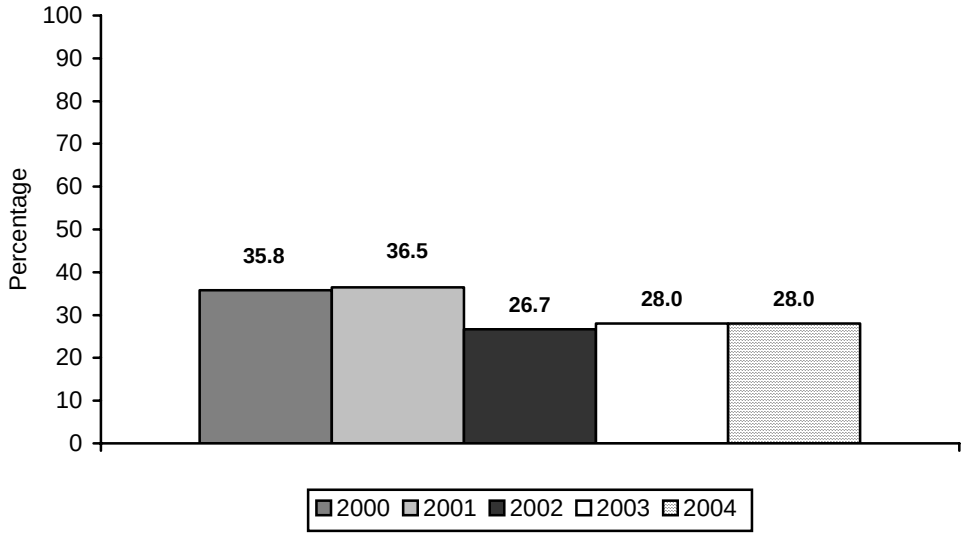

Figure 8.6. Percentage of TGAP graduates entering a community college or technical school in Texas, 2000-2004.

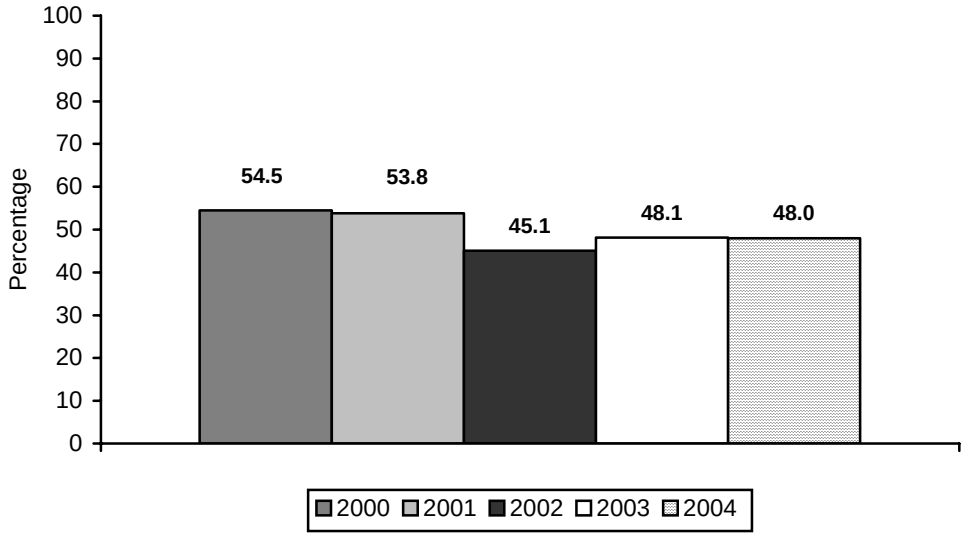

Figure 8.7. Percentage of TGAP graduates entering higher education in Texas, 2000-2004.

TAKS Passing Rates and Advanced Course Participation

Table 8.20 reports TGAP 2003-04 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 20 to 33 percentage points higher, mathematics passing rates that were 28 to 45 percentage points higher, science passing rates that were 31 to 43 percentage points higher, and social studies passing rates that were 9 to 29 percentage points higher. These students represented 41% percent of tested students in reading and math and 45%

of tested students in science and social studies. These findings are important for at least two reasons. First, the majority of TGAP students who are not benefiting from advanced coursework need greater support to meet minimum state academic standards. Second, it is surprising that many TGAP students who are taking and passing advanced courses cannot meet minimum standards on the state assessment. Taken together, results point to a need for instructional improvement.

Table 8.20
2003-04 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	89.4	80.4	91.1
	No AP/Pre-AP	56.9	49.5	71.0
	Total	68.2	63.3	80.1
Mathematics	AP/Pre-AP	59.9	65.1	91.0
	No AP/Pre-AP	19.3	20.3	63.1
	Total	33.6	40.4	76.0
Science	AP/Pre-AP	No Test	62.2	85.2
	No AP/Pre-AP	No Test	19.4	54.1
	Total	No Test	38.6	68.5
Social Studies	AP/Pre-AP	No Test	89.5	98.3
	No AP/Pre-AP	No Test	60.4	89.1
	Total	No Test	73.5	93.3

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 2003-04 TAKS objective scores in all content areas and for each grade level were computed for TGAP campuses. 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. Reading and social studies had no weak areas. In science, weak areas included organization of living systems; interdependence of organisms; and structures and properties of matter at grade 10, and 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 grade levels tested. Relatively weak mathematics skills included:

- Measurement at grade 6;
- Measurement; and probability and statistics at grade 7;
- Measurement at grade 8;

- Functional relationships; properties and attributes of functions; linear functions; linear functions and inequalities; quadratic and other nonlinear functions; 2-d and 3-d representations; measurement; and mathematical processes and tools at grade 9;
- Properties and attributes of functions; linear functions and inequalities; quadratic and other nonlinear functions; geometric relationships and spatial reasoning; measurement; and percents, proportions, probability, and statistics at grade 10; and
- Geometric relationships and spatial reasoning; measurement; 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	Measurement	No Test	No Test	No Test
7	None	Measurement	No Test	No Test	None
		Probability & Statistics			
8	None	Measurement	No Test	None	No Test
9	None	Functional Relationships	No Test	No Test	No Test
		Properties and Attributes of Functions			
		Linear Functions			
		Linear Functions & Inequalities			
		Quadratic and Other Nonlinear Functions			
		2-D & 3-D Representations			
		Measurement			
		Mathematical Processes & Tools			
10	None	Properties & Attributes of Functions	Organization of Living Systems	None	No Test
		Linear Functions & Inequalities	Interdependence of Organisms		
		Quadratic & Other Nonlinear Functions	Structures & Properties of Matter		
		Geometric Relationships & Spatial Reasoning			
		Measurement			
		Percents, Proportions, Probability, & Statistics			
11	None	Geometric Relationships & Spatial Reasoning	Organization of Living Systems	None	No Test
		Measurement	Structures & Properties of Matter		
		Mathematical Processes & Tools	Motion, Forces, & Energy		

Summary

Accountability ratings for TGAP campuses have fallen since 2000-01, when half of the campuses received Exemplary or Recognized ratings. Under the new accountability system in 2003-04, all campuses were Acceptable, while in 2004-05, 11 (73%) were Acceptable and 4 (27%) were Academically Unacceptable).

In 2004, TAKS passing rates for TGAP campuses were uniformly lower than peer campuses (from 0.4 percentage points to 8.2 percentage points lower, or an average of 5.0 percentage points lower) and state averages (from 0.6 percentage points to 22.7 percentage points lower, or an average of 12.6 percentage points lower). Similar results are found in 2004 TAKS grade level comparisons. TGAP 7th graders trailed peer comparison 7th graders by 4 percentage points in reading, 6 percentage points in math, 3 percentage points in writing, and 5 percentage points in all tests taken. Grade 8 TGAP students trailed peer comparison 8th graders by 4 percentage points in reading, 7 percentage points in math and in all tests taken, and 8 percentage points in social studies. Grade 9 TGAP students trailed peer comparison ninth graders by 8 percentage points in reading and math and by 7 percentage points in all tests taken. TGAP 10th graders trailed peer comparison 10th graders by 4 percentage points in English/language arts, 7 percentage points in math and science, and 6 percentage points in social studies and in all tests taken. Finally, Grade 11 TGAP students trailed peer comparison grade 11 students by 0.4 percentage points in English/language arts, 1.4 percentage points in math, 5 percentage points in science, and 2 percentage points in social studies and in all tests taken.

Among TGAP middle schools, United South Middle School and Hebbronville Junior High had higher 2004 TAKS passing rates than their peer campuses in 3 of 8 comparisons, Driscoll Middle School in only 1 of 8 comparisons, and Adams, Christen, and Garcia middle schools along with Seale Junior High did not have any higher passing rates than their peer campuses. Among TGAP high schools, Hebbronville had higher 2004 TAKS passing rates than its peer campus in 10 of 13 comparisons, and United South had higher 2004 passing rates than its peer in 8 of 13 comparisons. Alice and Robstown high schools had higher TAKS passing rates in only 3 of 13 comparisons, and LBJ in only 2 of 13 comparisons. Miller and Martin high schools did not have any 2004 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 20 to 33 percentage points higher, mathematics passing rates that were 28 to 45 percentage points higher, science passing rates that were 31 to 43 percentage points higher, and social studies passing rates that were 9 to 29 percentage points higher. These students represented 41% percent of tested students in reading and math and 45% of tested students in science and social studies.

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, reading, and social studies. In science, weak areas included organization of living systems; interdependence of organisms; structures and properties of matter; and motion, forces, and energy at grades 10 and 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 grade levels tested.

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 2, English 1, Geometry, Algebra 2, Biology, World Geography, Chemistry, and Physics. By high school, the Pre-AP courses with the largest enrollments are Pre-Calculus in Martin High School, English 2 in Alice and LBJ high schools, English 1 in Hebbronville High School, Geometry in Robstown High School, Algebra 2 in United South High School, and Biology in Miller High School. Grades in the 11 Pre-AP courses which were in at least 3 of the high schools averaged 80. Course grades ranged from 76 to 84 with a high of 84 in Integrated Physics and Chemistry and a low of 76 in Algebra 2.

On average, TGAP campuses offer 7 AP courses, with a range of from 2 to 14. 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 (28%) took at least one AP course. The highest levels of participation were in Martin High School (52%), LBJ High School (35%), and Alice High School (32%), followed by Robstown High School (29%), Hebbronville High School (24%), Miller High School (19%), and United South High School (12%). Grades in the 12 AP courses having the largest enrollments averaged 85. Course grades ranged from 81 to 92 with a high of 92 in Environmental Science and lows of 81 in U.S. History and World History.

In 2005, 1,030 students took 1,513 AP Examinations or an average of 1.5 examinations per student. That represents a decrease in participation over 2003 and 2004 in both the number of students taking AP Examinations and the number of examinations taken. Overall, 21% of the examinations in 2005 received a score of 3 or higher, the lowest rate in the last six years. On all AP Examinations, performance was well below national standards. Spanish Language was the most popular AP Examination. Overall, 419 students took the examination and 65% scored 3 or higher (compared to the national rate of 73%). Performance was much lower on other AP Examinations. The percentages scoring 3 or higher on the 2005 English Language and Composition, English Literature and Composition, and U.S. History Examinations were 5%, 4%, and 2%, respectively. Only 6% scored 3 or higher on the Calculus AB, U.S. Government and Politics, World History, and Macro Economics Examinations. In addition, 0% scored 3 or higher on the Biology, Statistics, and Environmental Science Examinations. National rates scoring 3 or higher on all of these examinations ranged from 50% to 86%

Disturbingly, AP Examination performance may be declining. On AP Examinations with 50 or more participants in each of the last three years, the lowest percentages with scores of 3 or higher and the highest percentages with scores of 1 (lowest score) occurred in 2005.

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 percentage points at TGAP campuses, compared to an increase of 6 percentage points at peer campuses and to no increase at the state level. However, small percentages of TGAP students scored at or above the criterion in any year, and 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%. Yet since 1999, TGAP campuses' SAT scores have increased by 15 points while peer campus scores have decreased by 15 points.

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 the largest.

A number of TGAP graduates have continued their education after high school within the state of Texas. Since 2000 there has been a slight increase in graduates entering four-year universities in Texas (1.3 percentage points). Conversely, the percentage of TGAP graduates entering a community college or technical school has declined sharply (-7.8 percentage points). The increase in TGAP graduates entering four-year universities is insufficient to offset the drop in students entering community colleges or technical schools. Thus, the overall percentage of TGAP graduates entering higher education, contrary to project goals, declined between 2000 and 2004 (-6.5 percentage points).

SECTION 9

INSTITUTIONALIZATION AND SUSTAINABILITY

In the sixth and final project year, evaluators examined districts' progress toward program institutionalization and assessed prospects for TGAP continuation, or sustainability, after GEAR UP funding ends. The following sections present information on teachers' perceptions of the TGAP/GEAR UP program gathered through the spring 2005 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 middle- and high-school counselors during spring 2005 site visits. During interviews, respondents addressed a variety of program issues, including implementation, sustainability, successes, 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. Until the current year, an increasing percentage of teachers were familiar with the program. However in 2005, only 22% of 747 surveyed teachers reported they are *very familiar* with TGAP/GEAR UP, a decrease of 12 percentage points from 2004. An additional 62% are *somewhat familiar* with TGAP—a 7 percentage point increase from 2004. Almost 16% of teachers are *not at all familiar* with the program, an increase of 6 percentage points from 2004.

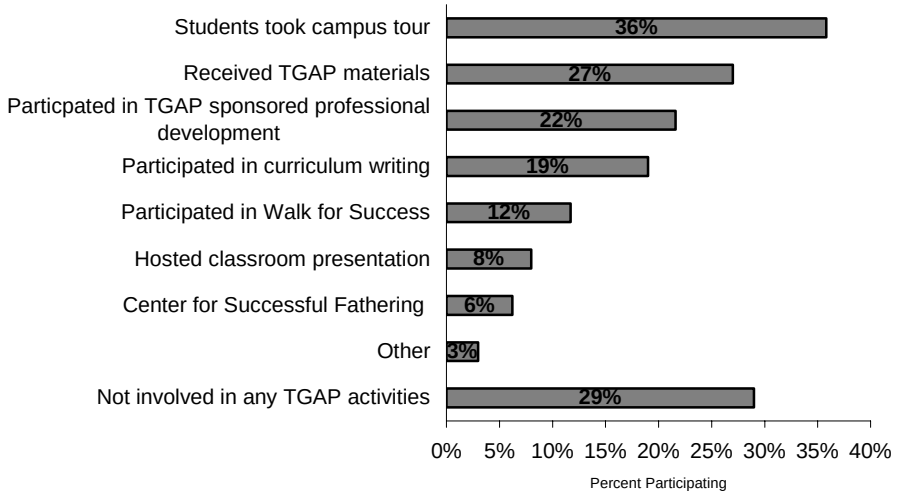

Figure 9.1. Teacher participation in TGAP activities, 2004-05.

More than two-thirds of teachers (71%) report participating in at least one TGAP/GEAR UP activity (e.g., received materials, students made a college trip, hosted classroom presentation). Approximately 27% of teachers participated in only one activity, 15% in two activities, 11% in three activities, and 10% in four or more activities. Some teachers (29%) did not report participation in any TGAP/GEAR UP activities (Table 9.1).

The 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. In spring 2005, district representatives—coordinators and counselors—were asked to identify the most successful elements of GEAR UP in their districts. The following lists provide the most frequently mentioned elements, along with the number of times each was mentioned. Respondents most often cited successes relative to the provision of funds for fees, student awareness of higher education (e.g., college field trips and increased awareness), increased parent involvement, and the provision of programs and resources. Respondents less frequently cited successes relative to professional development for educators.

Provided funds for test, application, and course fees

- Funding for college admission tests (7)
- More students taking the SAT (2)
- Funding for AP examinations (2)
- Funding for college application fees (2)
- Funding for dual-credit courses (1)

Raised student awareness of higher education

- College field trips (8)
- Student awareness of college in middle school (2)
- More student awareness (1)
- Connections with colleges (1)

Increased parent involvement

- Increased parental involvement (3)
- Walk for Success (1)
- Fathers Active in Community Education (1)
- More parent activities (1)
- College visits for parents (1)
- After-school counseling hours for parents (1)
- Use of the media to contact parents (1)

Provided a variety of programs and resources

- AP environmental course (1)
- An increase in Pre-AP courses at the middle school (1)
- SAT Academies (1)
- Student agendas that improved student organization (1)
- Sure Score (1)
- Toolkits (1)
- Interest inventories for 8th graders (1)
- Programs incorporated into classrooms (1)

Offered professional development for educators

- Staff/teacher development (2)
- Training for counselors (1)
- Ruby Payne workshops (1)

Other successes mentioned by respondents included effective partnerships (i.e., The Del Mar Partnership College Connections Plan and the partnership with the Robstown Chamber of Commerce/Robstown Area Development Council) and project success attributed to one coordinator.

Teacher survey. Surveyed teachers also considered TGAP/GEAR UP efforts as quite successful for students. For example, 85% of teachers in districts believed that TGAP/GEAR UP efforts would be *somewhat* or *very successful* in increasing the percentage of students taking academically challenging coursework. Likewise, 82% of teachers indicated that TGAP/GEAR UP would be *somewhat* or *very successful* in increasing the percentage of students continuing their education beyond high school. Teachers' optimism, however, decreased in the final grant year.

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

	2001	2002	2003	2004	2005	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	25.3	-7.7
Somewhat successful	57.5	49.0	55.5	55.1	59.7	+2.2
Not very successful	1.9	4.0	4.0	5.3	2.7	+0.8
Don't know	7.5	6.7	5.1	2.9	12.4	+4.9
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	31.4	-9.6
Somewhat successful	50.1	47.5	51.8	52.2	50.3	+0.2
Not very successful	0.9	2.4	2.9	2.9	2.7	+1.6
Don't know	8.0	4.4	4.0	2.9	15.7	+7.7

[a.] Difference=year 6 (2005) – year 2 (2001).

When asked to comment on the overall effectiveness of TGAP, teachers provided responses in four directly-related categories. These included raised awareness of opportunities after high school, increased student effort to prepare for higher education, introduced new teaching strategies, and no impact. In addition, a considerable number of responses indicated that teachers were unfamiliar with TGAP/GEAR UP while other teachers commented that the program was much less effective than it had been in previous years.

Raised awareness of postsecondary opportunities. Teachers from all campuses commented that TGAP helped in raising student and family awareness of prospects for postsecondary education. One teacher commented, "The program has provided opportunities that would not have been available otherwise. More college awareness and opportunities have been provided for the students." Some schools used TGAP funds to establish student outreach programs. For instance, some teachers pointed out that TGAP funds had been used to create and operate a college counseling center.

Encouraged students to prepare for higher education. Teachers representing all participating campuses commented that TGAP promoted and encouraged more students to actively prepare for higher education through the Pre-AP/AP program, application assistance, and SAT and ACT preparation. Others focused on TGAP's influence on motivating students and providing them academic goal orientation. One teacher commented, "Students realize there is a higher level they need to attain in order to succeed in academics and post-secondary schools." Several teachers believed that TGAP helped students transition to college. For instance, one teacher wrote, "Without TGAP support, our school could easily struggle in high school to college transition."

Improved teaching strategies. A small number of teachers from three districts said that TGAP provided them with effective teaching strategies. One teacher commented, "The GEAR UP program has been effective in assisting teachers with new learning/teaching strategies in the classroom. Students benefit from teachers that can adapt to student needs and learning styles that are stressed in many GEAR UP trainings." Four teachers, from the same school, mentioned the strength of exposing students to higher order thinking skills. Several teachers at a large district felt that teachers were not using AP strategies effectively, however. One, for instance, commented, "Teachers are not teaching at a higher level. Some lessons are barely mediocre."

Produced no impact. Roughly equal to the number of teachers who commented on TGAP's instructional tools and strategies, some teachers believed that TGAP had no discernable impact on their schools. One teacher commented, "I don't think this program has made a big difference in kids' success in school." Others believed TGAP's primary focus was on what some teachers called "do overs," such as credit recovery. In addition, teachers representing five districts commented that TGAP serves students who were most likely to matriculate in and succeed in college without assistance. One wrote, "It works for students that would have gone on without it anyway."

Unfamiliarity with GEAR UP. A considerable percentage (16-43%) of survey respondents from each TGAP campus said they were unfamiliar with TGAP. A smaller percentage of teachers said they were familiar with TGAP, but were unsure about its effect on their campus. For instance, one teacher commented, "Not sure. We don't hear any feedback on its making a difference."

Another teacher wrote, "Not very sure. Have not heard much back. Maybe because it is ending?" This pattern makes considerable sense when coupled with another comment echoed across districts that TGAP was not adequately marketed to teachers or students and that new teachers were not provided TGAP-sponsored training.

Questionable sustainability. Teachers representing all campuses described the lack of TGAP sustainability. Several described the relationship between teacher awareness of TGAP, training, and the program's unlikely continuation. One said, "Perhaps better training would be more effective and increase the success of the GEAR UP program." Another teacher said, "I think this school and the current administration has dropped the ball on curriculum! We have totally untrained teachers teaching honors/AP courses." Another teacher declared, "GEAR UP started very strong on our campus and feeder schools, but it has become very low key now! How can I help?" Some said that TGAP seemed to be more effective when there was an emphasis on vertical teaming. Other teachers, primarily those representing larger districts, believed the decrease in TGAP activity was tied to leadership. For instance, one teacher commented that the GEAR UP coordinator had never visited with any faculty at the campus. Another said, "At our campus, I would say the GEAR UP director is extremely disorganized and this prevents an affective GEAR UP program."

Recommendations for Improvement

Site visits. During spring site visits, district representatives were asked how TGAP could have been 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 improvements in organizational structures, additional or improved programs and resources, parent involvement, increased funding, and professional development.

Organizational structures

- More meetings that allow people to share ideas (3)
- More continuity in POC and TEA personnel (3)
- Adjust schedules and deadlines (i.e., difficult to get everything returned in a timely fashion, deadlines established with short notice) (2)
- Start working with lower grades (3)

Additional or improved programs and resources

- More college visits to larger institutions that are farther away (1)
- More college trips (1)
- More magazines that have information on future jobs and pay scales (1)
- Need a reading area outside the counselors' office with materials on careers (1)
- More advertising and public service announcements (1)
- More community involvement (1)

Parent involvement

- More parent activities (1)
- More parent involvement (1)
- College visits for parents (1)
- More education of parents about TGAP programs (1)
- Less emphasis on the parental component (1)

Increased funding

- More money (1)
- More funding for concurrent enrollment courses (1)
- More funding for THEA testing (1)

Professional development

- More emphasis on students, less on teacher training (1)
- AP conferences for teachers (1)
- More conferences for counselors (1)

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 program costs, GO Centers, funding for college entrance tests, Precollege Outreach Centers, college visits, advanced coursework, and toolkits is summarized below.

Sustainability and program cost. As a general rule, programs that do not require large out-of-pocket expenditures for the districts are expected to continue. Districts that have held Walks-for-Success (Alice, Jim Hogg County), for instance, are optimistic that walks will continue. Additionally, in many districts, GEAR UP funding has made it possible to train a cadre of Thinking Maps trainers—thus, training on Thinking Maps is self-sustaining. An additional bright spot is the establishment of GO Centers in three of the GEAR UP districts (Alice, Corpus Christi, and Robstown). GEAR UP funds have been used to start and sustain these centers, and the districts indicate that the centers will continue to operate in the future. The GO Centers represent the continuation of many of the purposes and activities of GEAR UP, particularly in the area of student outreach.

On the other hand, expensive programs—college visits, professional development, university Faculty Fellows, fee subsidies for various tests and dual credit/concurrent course enrollment programs—will be curtailed if not ended entirely when grant funding ends. Many respondents fear that the loss of GEAR UP funds also will jeopardize the programs that they view as most productive (the college visits and funding for SAT, PSAT, ACT, THEA, and AP tests). When district representatives were asked to name GEAR UP successes, these activities were mentioned most often by a wide margin. A counselor in one district said, "We will lose things that mean so much to our students, like the field trips and taking them to a restaurant for lunch." Emphasizing the importance of jeopardized programs such as the college visits, a counselor from another district said, "When we take students to [a university], students from other schools are there with their parents. Our students don't get that. GEAR UP is vital for the awareness of students in our school."

GO Centers. Three of the six GEAR UP districts established GO Centers (Alice, Corpus Christi, and Robstown). GO Centers are collaborative programs with local universities that are implemented in high schools primarily by students. A nucleus of students is trained and then

disseminate information to other high school students about post-secondary education. Districts that established GO Centers are quite enthusiastic about them. They see the GO Centers as a means of student outreach about college opportunities that is compatible with the goals and approaches of GEAR UP. GO Centers have been funded in part with GEAR UP funds, but the districts uniformly said that they will sustain the GO Centers after the end of the GEAR UP grant.

College entrance tests. Most district representatives spoke enthusiastically about using GEAR UP funds to pay for college entrance tests, AP tests, and for the THEA. The ability to pay student fees for taking these tests was mentioned most frequently as a GEAR UP success, and respondents often lamented the curtailment fee subsidies in the post-grant period. Alice ISD has used GEAR UP funds to pay for SAT, ACT, PSAT, THEA, and AP tests. Corpus Christi ISD has used GEAR UP funds for college entrance, THEA, and AP exams (167 students took at least one AP exam). In Laredo ISD, GEAR UP funds paid for nearly 200 students to take the THEA. GEAR UP paid for various tests in Robstown ISD, including the PSAT. In United ISD, GEAR UP paid for SAT tests and the THEA.

Precollege Outreach Centers. The Precollege Outreach Centers (POCs) have provided services for TGAP districts across the six grant years. However, in 2004-2005 as the grant neared its conclusion, there was great turnover in POC staffing. The Alice POC ceased operations during the school year, and after the professional staff of the Laredo POC resigned, the POC was without a director for a considerable period before a new director was named. Several of the district representatives remarked about the negative effects of this turnover. When asked to say how GEAR UP could be improved, staffing problems was one of three most mentioned items, although most respondents said that they were able to work through the problems. Districts indicated that college visits were least affected by POC staff turnover in year 6 because visits had been scheduled by the beginning of the school year. The greatest effect, according to respondents, was on classroom presentations and professional development. Without GEAR UP funds, it is unlikely that Precollege Outreach Centers will be sustained.

College visits. In the final grant year (2004-05), there were fewer college visits than in previous years. The cancellation of a number of visits to Laredo Community College was one factor that affected college tours in Laredo, United, and Jim Hogg County ISDs. Additionally, Jim Hogg County shifted funding from college visits to staff salaries and this reduced the number of visits in the district. Although the GEAR UP goal was to give all students an opportunity to visit a college or university (even those less likely to attend) that goal had not been completely accomplished in the final year.

A number of TGAP schools continued to offer college visits on a first-come, first-served basis: Alice High School, Miller High School, Hebbronville High School, Martin High School, Ortiz Intermediate School, Seale Middle School, and United South High School. Although this sometimes resulted in nearly all students making a college visit (counselors in Jim Hogg County estimated that 95% of students were included), it could also mean that students who would benefit from making a college visit do not do so. Using the first-come, first-served approach favors those students who are already motivated to attend college. In larger high schools, like Miller, where counselors estimated that only 25-50% of students visit a college, students who are

undecided can be left out. Even more troubling in some schools was the selection of students for visits on the basis of academic achievement or teacher recommendations. Miller, Martin, Robstown, LBJ, and United South high schools sometimes used this method, which tends to attract the students who are already the most likely to attend college.

AP and Pre-AP course participation. In all of the districts, students and parents are informed about AP and Pre-AP courses at various events (orientations and pre-registrations, parents' night, seniors' night, freshman night, career night, college night, report card night, PTO meetings, classroom presentations by counselors, POC classroom presentations, after hours counseling sessions, and so forth). However, the number of informational events was reduced in year 6. All districts reported that enrollment in AP and Pre-AP courses is open (that is, by student and parent initiative), though teachers sometimes recommend students that they feel would benefit by taking an AP course. In some districts, teachers and counselors advise students that AP courses are more rigorous than regular coursework, but they do not do so to discourage them. In most districts, in fact, students are encouraged to try at least one AP course.

GEAR UP toolkits. Over the course of the grant, the TGAP project has used GEAR UP funds to produce a variety of informational products or toolkits. All of the districts and schools reported that they have received the toolkits (in most cases this includes the *Transitions* toolkit as well as *Beyond High School*), and most districts sent representatives to the TEA-sponsored toolkit training session held in Austin. Toolkits were used in various ways with various audiences at all of the schools except Driscoll Middle School (Corpus Christi ISD), and Salvador Garcia Middle School and United South High School (United ISD).

Summary

In the sixth and final project year, an examination of progress toward program institutionalization showed that most teachers are familiar with TGAP/GEAR UP, with 85% being at least *somewhat familiar* with the program. However, teacher familiarity declined in the final year. Of the 747 surveyed teachers in 2004-05, 71% reported participation in at least one TGAP event. Teachers most often report having students involved in campus tours (36%), receiving TGAP materials (27%), and participating in TGAP-sponsored professional development (22%). Similar to the previous year, teachers who are at least *somewhat 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 subsidizing fees for tests, applications, and course fees; increasing student awareness of higher education; increasing parent involvement; and providing various programs and resources. Surveyed teachers also considered TGAP/GEAR UP efforts as quite successful for students. For example, 82% of teachers expect the program to be at least *somewhat successful* in increasing the percentage of students taking academically challenging courses and participating in higher education. However, across five survey years, the percentage of teachers who expected TGAP/GEAR UP to be *very successful* in impacting student course taking and continuing education declined.

Teachers also commented on the overall effectiveness of TGAP/GEAR UP on their campuses. They noted increased awareness of student postsecondary opportunities, increased student opportunity and effort to prepare for higher education, the introduction of new teaching strategies, and no impact. Many respondents indicated that teachers were unfamiliar with TGAP/GEAR UP while others commented that of TGAP/GEAR UP was much less effective in the final year than it had been in previous years.

District representatives also made suggestions for organizational improvements (e.g., more sharing and personnel continuity), additional or improved programs and resources (e.g., more college trips), greater parent involvement, increased funding, and more conferences for teachers and counselors.

Ideally, successful practices made possible by GEAR UP funding should be institutionalized by school districts so they will continue beyond the grant. Overall, programs that do not require large out-of-pocket expenditures for the districts are expected to continue. For example, districts that have held Walks-for-Success are optimistic that walks will continue. Additionally, districts that have a cadre of Thinking Maps trainers will be able to sustain training. A number of districts have also established GO Centers—collaborative programs with local universities that are implemented in high schools primarily by students—and, these centers are expected to continue. On the other hand, expensive programs—college visits, professional development, university Faculty Fellows, fee subsidies for various tests and dual credit/concurrent course enrollment programs—will be curtailed if not ended entirely when grant funding ends. Unfortunately, this may result in the loss of programs viewed by district representatives as most productive.

SECTION 10

CONCLUSIONS AND IMPLICATIONS

Building Capacity in TGAP Districts

The emphasis on TGAP-sponsored professional development decreased across years. Participating teachers, however, appreciated professional development opportunities and generally reported that training impacted their teaching either *moderately* or *a lot*. TGAP support for teacher professional development on research-based practices provided a means to improve student access to and preparation for success in post-secondary education. Nevertheless, across project years, there was a steady decline in the number of teachers participating in professional development and the variety of opportunities narrowed. Between TGAP years 3 and 6, there were 1,026; 1,438; 808; and 730 teachers, respectively, who participated in professional development (duplicated count). Over this time period, the majority of teachers reported that professional development activities impacted their teaching either *moderately* or *a lot*. Professional development regarded by teachers as having stronger effects on instructional practice included events such as AP Summer Institutes, Building Success, and Ruby Payne's Psychology of Poverty. Teachers in focus groups expressed their appreciation for TGAP-sponsored professional development and indicated that ongoing training was critically important to the sustainability of TGAP ideals. Teachers also viewed teacher turnover as a threat to the continuation of districts' Advanced Placement programs without ongoing professional development for new teachers.

Precollege Outreach Centers (POCs) have provided extensive support for TGAP districts across grant years, although personnel turnover in the final year diminished services and program continuity. Consistent with previous grant years, TGAP funded the POCs in year 6 to provide or facilitate a number of services for educators, students, and parents. In the final grant year, personnel turnover led to changes in POC operations and decreased services. The Alice POC discontinued operation toward the end of the school year, and at the Laredo POC, staffing changes disrupted services. Despite personnel issues, the POCs supported a reduced level of professional development for teachers in year 6. An estimated 259 teachers benefited from POC-sponsored sessions, such as Thinking Maps, Write for the Future, Project CRISS, and Ruby Payne's Learning Structures. Additionally, POCs in partnership with districts supported student and parent activities. About half of students (48%) received at least one TGAP-related service, a decrease from 77% in the previous year. The percentage of parents who received services in the final year (15.8%) was generally consistent with prior grant years.

Building Capacity Through the Advanced Placement Program

Across the six grant years, 513 teachers have participated in Advanced Placement program training sponsored by TGAP—however, in year 6 only about half of trained teachers (54%) remained in the districts. The retention of AP-trained teachers in TGAP districts has declined across years because few *new* AP teachers received training after the fourth year of the grant. In year 6, however, Laredo ISD and United ISD trained a substantial number of teachers in AP strategies (27 and 12 teachers, respectively). Because Laredo ISD trained a large number of teachers in 2004-05, the district had the highest retention rate (73%). Robstown ISD retained the

next highest percentage of AP teachers (61%). The remaining TGAP districts retained less than half of their AP-trained teachers: Jim Hogg County (42%), United (44%), Corpus Christi (46%), and Alice (48%). In general, teacher turnover threatens the viability of AP programs in TGAP schools. Clearly, the available pool of teachers supporting advanced academics will continue to diminish over time unless districts train new teachers in AP strategies each year.

The implementation fidelity of the AP Vertical Team concept in TGAP districts continued to decline in year 6. 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] While TGAP aimed to build a cadre of teachers who would align the curriculum from grades 6 through 12, the priority given to the AP vertical teaming diminished over time. During the final two grant years, Robstown ISD was the only district that sustained vertical team training for teachers in core subjects. In year 6, only 25% of surveyed teachers (compared to 36% in year 5) reported being a member of an AP Vertical Team. Vertical team meetings in year 6, similar to previous years, were infrequent, with 37% of vertical team teachers indicating they meet as a team only one to two times per year. Overall, teachers on TGAP campuses perceive vertical teaming as valuable and at least somewhat successful despite ongoing challenges related to scheduling, lack of effective instructional leadership and oversight, and insufficient or poor communication.

Although TGAP's investment in training on AP and advanced academic strategies appears to have positively influenced teachers' classroom practice to some extent, the intellectual challenge of instruction remains a concern. Evaluators have conducted observations of core-content area classes (primarily AP and Pre-AP) in TGAP middle and high schools during four school years. Between 2002 and 2005, the number of observed classrooms was 31, 48, 67, and 69, respectively. Observations in advanced academic classrooms revealed primarily teacher-centered instruction, although some teachers have moved away from whole-class activities toward more small groups or pairs of students working together. Still, across the four years, teacher activities most frequently involved directing the whole group or monitoring students working independently. Related, students most often listened to a teacher presentation or discussion or completed short-answer exercises or worksheets. Students less commonly had assignments that involved more advanced thinking, such as problem solving, investigation, or written communication.

The intellectual challenge of instruction and learning in advanced courses remains an area of concern in the final grant year despite some improvement over time. Comparisons across four years indicate slight increases in teachers' use of higher order questions, although observed teachers still use higher order questioning strategies to only a *small extent* (1.9 to 2.1, on average, on a 4-point scale). Ratings on students' use of recommended AP learning strategies revealed greater increases in strategy use in mathematics classes and social studies classes. As a whole, results for subject-specific indictors suggest that TGAP teachers are using some of the instructional strategies that have been promoted through professional development events (e.g., Thinking Maps, Write for the Future). For example, students have had increased opportunities to

[1] College Board (1999). *AP Vertical Teams in science, social studies, foreign language, studio art, and music theory*. Forrester Center, WV: College Board Publication.

"use graphic organizers, summarizing, and note-taking" in English/language arts and social studies. Additionally, students have had more extensive opportunities to "summarize mathematical ideas from the lesson," "use written communication to describe their solution strategies," and "use written communication to analyze and make judgments" in math, science, and social studies classes, respectively.

In general, classroom observations suggest that the improvement of students' success on AP examinations will require increased intellectual challenge of instruction and stronger student engagement in learning. 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.

TGAP has enabled districts to serve traditionally under-represented students in stronger Advanced Placement programs, although this may be leveling out. Over five 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. Over the same time period, AP course offerings have decreased. Student-level data available for 2002 through 2004 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. Yet this trend may be changing with the percentage of Hispanic students taking AP and Pre-AP courses declining between 2003 and 2004. Possibly adjustments are being made to the open-enrollment policies implemented in AP programs across most TGAP districts and campuses which attracted a broader range of student backgrounds and abilities. In addition, data for three school years show that female students are more likely than males to take AP or Pre-AP courses in TGAP districts. Approximately one-third of females participate in AP program courses compared to only one-fourth of males.

Student participation in AP examinations peaked in 2003 (year 4), and both participation and performance have declined in 2004 and 2005. Increasing numbers of students are taking a growing number of AP examinations in TGAP districts, Texas, and nationally. Since 2000, there has been an 86% increase in the number of students taking AP exams in Texas, a 60% increase nationally, and an 83% increase on TGAP campuses. Relative performance on the AP examinations at TGAP schools continues to remain well below state and national averages. For example, in 2005 the percentage of AP examinations with scores of 3 or higher was 59% nationally, 49% across the state of Texas, and 21% at TGAP campuses. Excluding the AP Spanish Language Examination, the percentage of AP examinations with scores of 3 or higher was only 5% at TGAP campuses.

More disturbing are the trends of the last two years. Since 2003, 20% fewer students took 19% fewer AP examinations at TGAP schools. At the same time, the percentage of examinations with scores of 3 or higher fell from 30% to 21%. Declining performance can be expected with increased participation, but not with decreased participation. It appears that open-enrollment policies for AP courses and financial support for examinations enhanced student access through 2003. The decreased participation and poor performance since 2003 are discouraging. These data raise concerns about the academic preparation of students who are enrolled in AP coursework.

Teachers continue to express concerns about academic standards in AP courses, which they believe affects performance on AP examinations. Across TGAP years, teachers were optimistic about their schools' AP programs. In year 6, most AP and non-AP teachers (87% and 83%) indicated the AP program in their school is at least *somewhat successful*. Teachers suggested improving the AP program by implementing more stringent student entry requirements for AP classes and by making organizational changes, such as increasing course offerings, aligning the curriculum, addressing scheduling issues, and improving personnel hiring and training practices.

Considering that many students in TGAP schools score below the criterion (a score of 3 or above) on Advanced Placement examinations, researchers asked AP teachers to express their opinions about the reasons some students perform poorly on the exams. In addition, a number of teachers addressed the issue in focus groups. AP teachers contend that opening AP enrollment to *all* students dilutes the curriculum and contributes to poor performance on examinations. Teachers believe the AP program could be strengthened by implementing a more stringent enrollment policy, increasing course rigor, diversifying the curriculum, and addressing teacher training needs.

Building Capacity Through Faculty Fellows

The Faculty Fellows program has helped to increase student awareness and preparation for college. Unlike traditional college awareness activities, such as college tours, the Faculty Fellows program has allowed students to have regular access to college professors and college-level instruction. All those involved believe the Faculty Fellows program 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 opportunities for students and professors to interact and for students to experience life on a college campus.

The most successful, long lasting relationships between Faculty Fellows and teachers resulted when the association was viewed as a partnership. Over the course of the six years, program participants have learned from each other. Faculty Fellows have gained respect and a deeper understanding for the day-to-day work that is accomplished by a high school teacher. In turn, high school teachers learned about university professors, and about the issues that they face in teaching college students. While initially the Faculty Fellow was conceived as a "mentor," faculty soon learned that the best relationships involved partnerships with teachers, with each participant (Faculty Fellow and teacher) learning from each other.

Faculty Fellows have developed bonds with teacher partners as well as other high school teachers. As the program has matured, both teachers and Faculty Fellows have found creative ways to extend the benefits of the Faculty Fellows program to more teachers in the schools. In some cases, informal relationships were established with teachers who were not officially identified as a Faculty Fellow teacher.

Over time, Faculty Fellows adapted to the challenges of working in the high school environment. Scheduling proved to be a tremendous challenge in planning collaborative activities between the high schools and the universities. However, most Faculty Fellows were

eventually successful in visiting high school campuses and classrooms on a regular basis. While student visits to the university and Faculty Fellow classes have been limited due to scheduling and monetary constraints, the development of the College for a Day program at TAMUK provided a means to introduce some students to a "real world" college experience.

The Faculty Fellows program has fostered stronger connections between the universities and high schools. 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 continued partnerships across several years. AP students and teachers have had the chance to see the university and professors in a new and more realistic light.

Faculty Fellows have limited influence on students' AP exam success. Faculty Fellows believe that it is unrealistic to expect their brief time spent in AP classrooms to substantially impact students' performance on AP examinations. However, the majority of Faculty Fellows believe that student academic performance could be improved by the development of a comprehensive AP program that incorporates more rigor, more stringent student AP admission criteria, and stronger curricular alignment between middle and high school.

Schools did not involve Faculty Fellows in curriculum alignment. One important component of TGAP was the vertical alignment of middle and high school curricula. Similarly, one goal of the Faculty Fellows program was the inclusion of universities in efforts to vertically align high school curricula with college freshman-level courses. Unfortunately, over the course of the six years, there was little, if any, faculty involvement in curriculum alignment. Faculty Fellows, however, believe vertical alignment is an important component that should be a priority for future school-university collaborations.

The Faculty Fellows program, as implemented over the last years, is unlikely to continue without external funding sources. While Faculty Fellows and teachers would like to continue participating in the Faculty Fellows program, the university program coordinators indicated that, without additional external funding, the universities will not be able to sustain the investment in Faculty Fellows provided by the grant. Furthermore, Faculty Fellows stressed that the time commitment requires that professors continue to be compensated for their work. In fact, some Faculty Fellows also recommended that partner teachers should also be paid for participating in the program.

Increasing Student and Family Awareness of Higher Education

About half of students at participating TGAP schools received at least one TGAP–related service in year 6 (7,394 students or 48%). This represented a decrease of 29 percentage points from the previous year. Of the 15,398 students targeted by TGAP, 27% visited a four-year university, a two-year college, or a technical school during year 6. This was down from 32% in year 5 and 31% in year 4 but up from 15% and 9% in years 3 and 2, respectively. The decline in student services in the final grant year probably reflects the cancellation of trips for students in United and Laredo ISDs to Laredo Community College as well as the diversion of funds by Jim Hogg County ISD from college visits to salaries. Trips scheduled for Driscoll Middle School were also cancelled.

The percentage of parents receiving TGAP services was relatively stable across years. The total number of parents who received a TGAP-related service in year 6 was 2,437 (15.8% of district households). This percentage was comparable to 13.1%, 16.9%, 15.0%, and 13.4% of parents served in years 5, 4, 3, and 2, respectively.

TGAP successes came primarily in the area of raising parent and student awareness of opportunities for post-secondary education. Where evaluation data show improvements over the years of the grant, it typically takes the form of increasing percentages of students visiting college campuses and saying that they are familiar with colleges and what they do, and increasing percentages of parents saying they have received information and counseling about college and college finances. For example, there were increases among students at all grade levels in the percentages who say that they are *very familiar* or *somewhat familiar* with community colleges and four-year universities, and the percentage of students who say they have visited a college or university has more than doubled since the first year of the grant—from 35.3% to 73.3%. There also has 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.

The percentages of parents who say that they received information from their children's schools about college entrance requirements and about finances have generally increased. However, for information on both college requirements and financial aid, percentages of parents reporting they received information peaked in year 4 of the grant and subsequently showed marked declines. The percentages of parents who reportedly received counseling on entrance requirements and financial aid increased consistently over the grant period, but less than a quarter of parents report that they received information on these topics.

In most cases, it does not appear that TGAP success in disseminating information and raising awareness has changed parent or student minds or activities. Students, for instance, do not report that they are more likely to take AP courses or college aptitude tests at the end of the grant period than at the beginning. Parents in the final year are no more likely to help their children with homework or to talk to them about school compared to previous years. The percentage of students who believe it is very important to have a college degree has not increased. In some cases, the lack of change is explained by the fact that expectations were already high at the beginning of the grant period. Two-thirds of parents already expected that their children would get some kind of post-secondary education, and more than four-fifths of students recognized the importance of a college degree in the initial year.

Exposure to TGAP is associated with various activities and the likelihood that parents will report that their children are going to attend a post-secondary institution. Various forms of TGAP involvement—parent counseling about entrance requirements and financial aid, student participation in a college field trip—predict a higher probability of reported student college attendance on the part of surveyed parents. Interpreting this association is complicated by the fact that higher achieving students from more advantaged households are more likely *both* to attend college and to participate in school enrichment programs.

In order to know if TGAP exposure has any independent impact on college attendance, it is necessary to control for variables such as academic achievement and socioeconomic status. The multivariate analysis of reported college attendance makes it possible to control for these variables. This analysis indicates that student exposure to TGAP does increase the probability that parents will report their children are going to attend college. This impact is independent of student achievement, household composition, household SES and other variables. Furthermore, the greatest impact is experienced by disadvantaged students.

The association between family college experience and desired student outcomes confirms the critical importance of providing support for students who do not come from advantaged households. A persistent finding from the evaluation is the association between family college experience and student outcomes. Students who have family members who have attended college have higher educational goals and a greater commitment to taking the steps that make it possible to achieve them. Although this is not surprising, the important consideration is the evidence that the TGAP program has the potential to move students into the category of college attendees. This is critical for those students who do not come from advantaged households (i.e., students who come from families without college experience). Influencing such students to become college attendees may also affect their siblings and children and bring the associated benefits.

Considering the importance of family college experience, evaluators have encouraged districts to focus programs on students who are not among those already likely to go to college. In site visits, evaluators have repeatedly asked how students and parents are informed about Advanced Placement courses, the Distinguished Achievement Graduation Plan, and opportunities to visit college campuses. We have asked district representatives to explain how their recruitment for college field trips ensures that lower achieving and less-advantaged students will be included. The reason is that it is among these students that the greatest changes are possible, and this is where the greatest benefit is likely to be achieved.

Information from interviews indicates that substantial progress has been made in this area. Most district representatives now indicate that all students are encouraged to take AP and Pre-AP courses. There also is greater variance across districts in student recruitment methods for college visits. On the other hand, it is still common for visits to be offered on a first-come, first-served basis, a practice that is likely to result in more highly motivated students making visits. In most cases, however, districts report that students are recruited by grade or in some fashion that includes students of more modest achievement and socioeconomic status.

The policy implication is that resources should be focused on middle and lower tiers of students. Using resources in this way is most likely to change student expectations and produce an enduring benefit. If the multivariate analysis of the senior parent data is correct, the greatest benefit of the TGAP program is likely to be for students who had not decided to attend college but were persuaded to do so.

Improving School and Student Performance

TGAP campuses perform well on a number of indicators associated with improved student preparation for post-secondary education—improvements, however, usually reflect increased participation rather than academic performance. The following list includes indicators that show progress toward providing the kinds of experiences that will support student access to post-secondary education.

- 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.
- SAT scores at TGAP campuses have increased by 15 points between 1999 and 2003. This compares to a 15 point decrease at peer campuses. These increasing scores for TGAP students are encouraging in light of the fact that the percentage of students taking entrance exams has also increased substantially.
- 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, and completion rate increases since 1999 exceed peer campus and state increases.
- TGAP high school graduation rates remain above peer campuses and the state average. Since 1999, TGAP graduation rates have improved more that peer campus or state rates.
- 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. In 2003, GED completion rates at TGAP campuses exceeded the completion rates statewide and at peer campuses.
- The student dropout rate for TGAP campuses in 2003 remained below the dropout rates for peer campuses and the state. Since 1999, TGAP dropout rates have declined more than peer campus and state rates.

Contrary to project goals, the overall percentage of TGAP graduates entering higher education declined between 2000 and 2004. Data from the Texas Higher Education Coordinating Board show that since 2000 there was only a 1.3 percentage point increase in TGAP graduates entering four-year universities in Texas. Conversely, the percentage of TGAP graduates entering a community college or technical school declined by 7.8 points. Thus, the overall percentage of TGAP graduates entering higher education declined between 2000 and 2004 by 6.5 percentage points.

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 awareness of and access to higher education may be improved, their insufficient academic preparation undermines prospects for succeeding academically.

- In relative terms, performance on the AP Examinations is disappointing. TGAP student performance on the AP Examinations trails Texas standards by about 28 percentage

points and national standards by about 38 points. When the Spanish Language Examination is excluded, TGAP performance trails Texas standards by about 44 percentage points and national standards by about 54 points.

- Participation and performance on the AP Examinations have declined since 2003. In 2004 and again in 2005, fewer students took fewer AP Examinations, and the average score as well as the percentage scoring 3 or higher decreased each year.
- 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%.
- TGAP students do not perform as well as peer campus students on the TAKS. In 2004, TAKS passing rates for TGAP campuses were uniformly lower than peer campuses (from 0 to 8 percentage points lower, or an average of 5 points lower).
- TGAP students do not perform as well as students statewide on the TAKS. In 2004, TAKS passing rates for TGAP were uniformly lower than state averages (from 1 to 23 percentage points lower, or an average of 13 points lower).
- An analyses of TAKS objectives 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.

Districts have 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 TAKS, the AP Examinations, and the SAT and ACT.

Institutionalization and Sustainability

Decreasing teacher familiarity with TGAP/GEAR UP in the final year raises questions about sustainability. Until year 6, an increasing percentage of teachers were familiar with the TGAP/GEAR UP program. However, in 2005, only 22% of surveyed teachers reported they are *very familiar* with the program, a decrease of 12 percentage points from 2004. Similarly, the percentage of teachers *somewhat familiar* with TGAP also decreased. Declining familiarity is most likely due to decreased levels of participation. Between years 5 and 6, the percentage of teachers reporting participation in at least on TGAP event (e.g., received materials, students made a college visit, attended professional development) declined from 89% to 71%. The participation of teachers in TGAP activities is 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.

Despite decreasing participation and familiarity, most of surveyed teachers (82-85%) believe TGAP/GEAR UP services will help in increasing the percentage of students taking academically challenging courses and increasing the percentage of students participating in higher education. Similarly, when asked about the overall effectiveness of TGAP/GEAR UP on their campuses, teachers said that it had increased awareness of student postsecondary opportunities and increased student opportunity and effort to prepare for higher education. But, many respondents

indicated that a substantial number of teachers on campus were unfamiliar with TGAP/GEAR UP, that TGAP/GEAR UP was much less effective than it had been in previous years, or that TGAP/GEAR UP had no discernable impact at all.

District representatives most often cited TGAP/GEAR UP successes in providing funds for fees and increasing student awareness of higher education. School counselors and TGAP coordinators most often cited successes relative to the provision of TGAP/GEAR funds for college admission and AP tests, college application, and dual-credit course enrollment fees and increased student awareness of higher education, especially through college field trips. Respondents less frequently cited successes relative to increased parent involvement, the provision of programs and resources, and professional development for teachers.

Recommendations for improvement centered primarily on organizational structures, additional or improved programs and resources, and parent involvement. School counselors and TGAP coordinators most frequently recommended improvements in organizational structures such as more meetings to share information and more continuity in POC and TEA personnel. Respondents also suggested program improvements such as more college visits and more resources relative to careers. A number of district representatives also called for greater parent outreach activities and services for parents.

The sustainability of TGAP/GEAR UP programs is associated with cost. As a general rule, programs that do not require large out-of-pocket expenditures for the districts are expected to continue. Districts that have held Walks-for-Success (Alice, Jim Hogg County), for instance, are optimistic that walks will continue. Additionally, in many districts, GEAR UP funding has made it possible to train a cadre of Thinking Maps trainers—thus, training on Thinking Maps is self-sustaining. An additional bright spot is the establishment of GO Centers in three of the GEAR UP districts (Alice, Corpus Christi, and Robstown). GEAR UP funds have been used to start and sustain these centers, and the districts indicate that the centers will continue to operate in the future. The GO Centers represent the continuation of many of the purposes and activities of GEAR UP, particularly in the area of student outreach.

On the other hand, expensive programs—college visits, professional development, university Faculty Fellows, fee subsidies for various tests and dual credit/concurrent course enrollment programs—will be curtailed if not ended entirely when grant funding ends. Many respondents fear that the loss of GEAR UP funds also will jeopardize the programs that they view as most productive (the college visits and funding for SAT, PSAT, ACT, THEA, and AP tests). When district representatives were asked to name GEAR UP successes, these activities were mentioned most often by a wide margin.

GO Centers provide a promising means to sustain TGAP/GEAR UP ideals. Three of the six GEAR UP districts established GO Centers (Alice, Corpus Christi, and Robstown). GO Centers are collaborative programs with local universities that are implemented in high schools primarily by students. A nucleus of students is trained and then disseminates information to other high school students about post-secondary education. Districts that established GO Centers see the centers as a means of student outreach about college opportunities that is compatible with the goals and approaches of GEAR UP. GO Centers have been funded in part with GEAR UP funds,

but the districts uniformly said that they will sustain the GO Centers after the end of the GEAR UP grant.

Without TGAP/GEAR UP funds, Precollege Outreach Centers may not be sustained. The Precollege Outreach Centers (POCs) have provided services for TGAP districts across the six grant years. However, in 2004-2005 as the grant neared its conclusion, there was great turnover in POC staffing. The Alice POC ceased operations during the school year, and after the professional staff of the Laredo POC resigned, the POC was without a director for a considerable period. When asked to say how GEAR UP could be improved, staffing problems was one of three most mentioned items, although most respondents said that they were able to work through the problems. Districts indicated that college visits were least affected by POC staff turnover in year 6 because visits had been scheduled by the beginning of the school year. The greatest effect, according to respondents, was on classroom presentations and professional development. Without GEAR UP funds, it is unlikely that Precollege Outreach Centers will continue to provide support for TGAP districts.

GEAR UP toolkits produced through grant funds offer a sustainable resource. Over the course of the grant, the TGAP project has used GEAR UP funds to produce a variety of informational products or toolkits. In year 6, all of the districts and schools reported that they have received the toolkits (in most cases this includes the *Transitions* toolkit as well as *Beyond High School*). The GEAR UP/TGAP toolkits provide informational resources that will be useful beyond the grant period in raising student and parent awareness of post-secondary education not only for TGAP districts but for districts statewide.

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 Protocols

GEAR UP
Teacher Focus Group

Participants: _____ District/School: _____

Subject area/grade: _____ Date: _____

Distribute index cards and ask participants to write their name and teaching assignment. Collect cards at the end as a record of teacher participation.
Here are some Ground Rules:

- *Recording the session—responses confidential; individuals not identified*
- *One person speak at a time*
- *Speak loudly enough to be picked up on tape*
- *All views are important—need open, candid responses and everyone participates*
- *We need to stay on schedule (45 minutes)I may interrupt you to get back on task*

Impact of GEAR UP

This is the 6th year of GEAR UP. Looking back, how has GEAR-UP changed your school?

- What has been most successful?
- What has been least successful?

How have you been involved in GEAR UP?

How has the GEAR UP project affected you?
How has it affected students?

Of all the GEAR UP events, what would you like to see continued?
Which should be discontinued?

What would have made GEAR UP more successful? (turnover, management)

How has GEAR UP influenced expectations of students?

Vertical Teams

Tell me about 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?

[if established] Who provides leadership for the vertical team?

- How have administrators been involved?

[if established] What have you accomplished by establishing vertical teams?

- Has your vertical team produced a curriculum guide or plan for grades 6-12 alignment?

What obstacles to vertical teaming have you faced at your school?

Students Preparation for Higher Ed.

What are the greatest strengths of this school in preparing students for higher education?
What needs improvement?

Who talks with students about higher education at this school?

Tell me about student preparedness to be successful in higher education.

[HS only] Tell me about students coming from middle school. How could the transition from MS to HS be improved?

Pre-Advanced Placement & Advanced Placement

How has becoming an AP teacher changed your instructional approach?

What will it take to improve instruction in the school overall?

How has GEAR UP influenced your AP/Pre-AP program?

What changes would make the AP program at your school more effective?

Tell me about professional development related to GEAR UP (try to relate to students).

What challenges do students face in taking and succeeding in AP courses? What helps them succeed?

Tell me about issues with AP policies [student placement, grading, effect on curriculum]

What are the organizational obstacles to implementing a good AP program?

GEAR UP
Teacher Faculty Fellow Interview

Name: _____ District/School: _____

Subject area/grade: _____ Date: _____

Faculty Fellows Program

How have you been involved in the Faculty Fellows Program?

What interactions have you had with your faculty fellow? (e.g. emails, meetings, class lectures)

- How often do you interact with your fellow?
- What activities/interactions were most beneficial to you? Explain.
- What activities/interactions least beneficial to you? Explain.
- Tell me about communication. (Effective and ineffective forms of communication)

What impact has the faculty fellows program had on your ability to teach AP courses? (e.g. content knowledge, teaching strategies, planning)

How has your participation in the faculty fellows program impacted your students? (awareness of college)

- What activities were most beneficial to your students?
- What activities were least beneficial to your students?

What were your students' perceptions of the faculty fellow?

Would you like to see the faculty fellows program continue?

- (if yes) What suggestions do you have for improving the faculty fellows program? (e.g., activities, planning)

Advanced Placement

How has GEAR UP influenced your AP program?

- Tell me about vertical teaming and AP.

Tell me about issues with GEAR UP policies [student placement, grading, effect on curriculum]

What challenges do students face in taking and succeeding in AP courses?

What changes would make the AP program at your school more effective?

What are the organizational obstacles to implementing a good AP program?

How has becoming an AP teacher changed your instructional approach?

How do your AP course differ from your non-AP courses?

Impact of GEAR UP

This is the sixth year of GEAR UP. Looking back, how has GEAR-UP changed your school?

- What has been most successful?
- What has been least successful?

Tell me about professional development. [relate to student learning]

Of all the GEAR UP events you have been involved in, what would you like to see continued? Which should be discontinued?

How has GEAR UP influenced expectations of students? Explain.

Tell me about students coming from middle school. How could the transition from middle to high school be improved?

Appendix C: Classroom Observation Instrument

TGAP/GEAR UP Classroom Observation Form
2005

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)				

16**. Organization of the classroom** (Mark only one.)

❍ Traditional rows	❍ Desks in circles or semi-circles
❍ Desks arranged so that students face each other	❍ Tables
❍ Small clusters of 3-5 student desks	❍ Lab

17**. Comments on classroom environment** *(e.g., visuals, resources, student work, arrangement, management).*

Record your first observation during the first 5 minutes, then record every 10 minutes

Segment	1	2	3	4	5	6	7	8	9
Time									
18. **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
19. **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
20**. 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
21. **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
22. **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

23. **Student engagement:**		**Mark one**								
1	**Low engagement**: Several students are not focused on the learning tasks. Students engage in inappropriate behaviors (talk to peers about non-class matters, make noise). Most students invest minimal effort in learning or understanding the lesson content. Students exhibit minimal or no interest in or enthusiasm for the assigned tasks.	①	①	①	①	①	①	①	①	①
2	A few students are not focused on the learning tasks and engage in inappropriate behaviors. Although most students comply with teacher directives, they invest modest effort in learning or understanding the lesson content. Students exhibit little interest in or enthusiasm for the assigned tasks.	②	②	②	②	②	②	②	②	②
3	**Moderate engagement**: Nearly all students are obedient and attend to the teachers' content delivery and directions. Students comply with expectations by answering questions and carrying out assignments. Students exhibit limited or moderate interest in or excitement about the content they are learning.	③	③	③	③	③	③	③	③	③
4	Nearly all students are on task. Activity in the classroom is relevant to assigned tasks. Most students exhibit a sustained commitment to and involvement in their academic tasks. Students are interested in their assignments.	④	④	④	④	④	④	④	④	④
5	**High engagement:** Nearly all students are substantively engaged. Students are focused on meaningful and intellectually challenging tasks. The lesson allows for substantial student-to-student and/or student-to-teacher interaction. Nearly all students are interested in and enthusiastic about their assigned tasks.	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤

Evidence:

24. **Student collaboration:** *(Complete this section after the observation.)*	
❍ **1**	Almost no student-to-student interaction. Students generally work as a whole group or do independent work the entire class period.
❍ **2**	Minimal student-to-student interaction. Students work as a whole group or independently most of the period. Less than a third of class time is allocated for students to work as pairs or in small groups. Only a few students participate and share ideas during group work.
❍ **3**	Most students (more than half) work cooperatively in pairs or groups for a substantial part of the class period (about a third). In groups, some students contribute information and share ideas; other students are not active contributors.
❍ **4**	Nearly all of students (all but a few) work in pairs or groups through most of the class period. Most students share ideas about subject matter.
❍ **5**	Nearly all students work cooperatively in pairs or groups through most of the class period. Nearly all students contribute ideas about subject matter. Students reach goals as a group, with most making significant contributions.

Evidence:

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.	❍	❍	❍	❍

RECORD DESCRIPTIVE NOTES DURING OBSERVATION:

30. Describe the instructional goals/objectives for student learning.

31. Describe the teacher's instructional activities and questioning strategies: *(Lower order questions = "l" and higher order questions = "+")* and **the students' learning experiences** (*extent of intellectual challenge and understanding*).

	Q	**Q**

32. Complete this section on **intellectual work** after the observation.[a]

a. **Construction of Knowledge: Higher Order Thinking (HOT)**

Instruction involves students in manipulating information about ideas by synthesizing, generalizing, explaining, hypothesizing, or arriving at conclusions that produce new meaning and understanding for them."

❍ **1**	Students are engaged only in Lower Order Thinking (LOT) operations; i.e., they either receive, or recite, or participate in routine practice, and in no activities during the lesson do students go beyond LOT.
❍ **2**	Students are primarily engaged in LOT, but at some point they perform HOT as a minor diversion within the lesson.
❍ **3**	Students are primarily engaged in routine LOT operations during a good share of the lesson. There is at least one significant question or activity in which some students perform some HOT operations.
❍ **4**	Students are engaged in at least one major activity during the lesson in which they perform HOT operations. This activity occupies a substantial portion of the lesson and many students are performing HOT operations.
❍ **5**	Almost all students, almost all of the time, are performing HOTS.

Evidence:

b. **Disciplined Inquiry: Deep Knowledge**

Instruction addresses central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understandings.

❍ **1**	Knowledge is *very thin* because it does not deal with significant topics or ideas; the teacher and students are involved in the coverage of simple information that they are to remember.
❍ **2**	Knowledge *remains superficial and fragmented*; while some key concepts and ideas are mentioned or covered, only a superficial acquaintance or understanding of these complex ideas is evident.
❍ **3**	Knowledge is *treated unevenly during instruction*; i.e., deep understanding of something is countered by superficial understanding of other ideas. At least one significant idea may be presented, but in general the focus is not sustained.
❍ **4**	Knowledge is *relatively deep* because either the teacher or the students provide information, arguments or reasoning that demonstrate the complexity of an important idea. Students do at least one of the following: sustain a focus on a significant topic, demonstrate understanding of the problematic nature of information and/or ideas; or demonstrate understanding by arriving at a reasoned, supported conclusion; or explain problem solution.
❍ **5**	Knowledge is *very deep*. Almost all students do at least one of the following: sustain a focus on a significant topic; demonstrate understanding of the problematic nature of information an/or ideas; or demonstrate complex understanding by arriving at a reasoned, supported conclusion; or explain how they solved a complex problem.

Evidence:

c. **Disciplined Inquiry: Substantive Conversation**

Students engage in extended conversational exchanges with the teacher or peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.

❍ **1**	Virtually *no features* ([1]talk about subject matter includes HOT, [2]sharing of ideas, [3]dialogue builds on student ideas) or substantive conversation occur during the lesson.
❍ **2**	Features 2 and/or 3 occur briefly and involve at least one example of two consecutive interchanges.
❍ **3**	Features 2 (sharing) and/or 3 (coherent promotion of collective understanding) occur and involve at least one example of sustained conversation (i.e., at least 3 consecutive interchanges.
❍ **4**	All 3 features of substantive conversation occur, with at least one example of sustained conversation; *many* students participate.
❍ 5	All 3 features of substantive conversation occur, with at least one example of sustained conversation; *almost all* students participate.

Evidence:

d. **Value Beyond School: Connections to the World Beyond the Classroom**

❍ **1**	Lesson topic and activities have *no* clear connection to anything beyond themselves; the teacher offers no justification beyond the need to perform well in school.
❍ **2**	Students encounter a topic, problem, or issue that the teacher tries to connect to students' experiences or to contemporary public situations; i.e., teacher informs students of potential value in the knowledge because it relates to the world beyond the classroom
❍ **3**	Students study a topic, problem, or issue that the teacher connects to students' actual experiences or to contemporary public situation. Students recognize some connections between classroom knowledge and situations outside the classroom, but they do not explore the implications of these connections, which remain abstract or hypothetical. There is no effort to actually influence a larger audience.
❍ **4**	Students study or work on a topic, problem, or issue that the teacher and students see as connected to their personal experiences or contemporary public situations. Students recognize connections between classroom knowledge and situations outside the classroom. They explore these connections in ways that create personal meaning and significance for the knowledge. However, there is no effort to use the knowledge in ways that go beyond the classroom to actually influence a larger audience.
❍ **5**	Students study or work on a topic, problem, or issue that the teacher and students see as connected to their personal experiences or contemporary public situations. Students recognize connections between classroom knowledge and situations outside the classroom. They explore these connections in ways that create personal meaning and significance for the knowledge. This meaningfulness leads students to become involved in an effort to influence a larger audience beyond their classroom.

Evidence:

[a]Items adapted from Standards for Authentic Instruction (Newmann, Wehlage, & Secada, 1995).

Appendix D: Faculty Fellows Instruments

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
2005 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 **promero@austin.rr.com** by June 15, 2005.

If you have any questions please contact Pamela Romero at **promero@austin.rr.com** or 512-459-5163

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 June 15, 2005.

GEAR UP 2004-05
Student Focus Group–High School

School/District: _____ Date: _____
Participants/grade level:

Distribute small index cards and ask participants to write their name and pre-AP/AP classes. Collect cards at the end as a record of teacher participation. Here are some Ground Rules:

- *Recording the session—responses confidential; individuals not identified*
- *One person speak at a time*
- *Speak loudly enough to be picked up on tape*
- *All views are important—need open, candid responses*
- *Everyone participates*
- *We need to stay on schedule (45 minutes)I may interrupt you to get back on task*

Planning for the Future

What are your plans for the future?

What might prevent you from attending college?

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? [who? What do/did they say?]

Have you received information about college (vocational, trade, technical school)?

- Where do you get information about college? (counselor, teacher, other sources).
- How about funding for college? Financial aid?

Have you taken any advanced classes or college prep tests? [AP, SAT, ACT, other]

- If so, what preparation did you receive for it?

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?

- What do they say?
- What are your parents' thoughts about college?

Has anyone from this school talked to your parents or given them information about college?

Advanced Academics

How are you getting prepared academically for college or careers?

Tell me some things that could be improved at this school to help prepare you for college.

Why did you decide to take AP classes?

- How did you find out about it?
- What did you need to do to get into AP?

Tell me the benefits of taking an AP class.

Tell me the disadvantages of taking an AP class.

Faculty Fellows [if applicable]

Has a college professor visited your AP class?

- What did he/she do in your class?

What did you learn about college teaching from the visit?

Did having a professor visit your class influence the way you feel about going to college? [discuss]

Did the professor help you prepare for AP exams? If so, what did he/she do? (effect)

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? How did it make you feel about going to college?

What do you think about having 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?

Tell me some things teachers do to help you learn more or better.

GEAR UP 2004-05
Student Focus Group–Middle School

School/District: _____ Date: _____
Participants/grade level:

Note: All districts *except* Corpus Christi have designated Pre-AP courses in middle school

Distribute small index cards and ask participants to write their name and pre-AP classes. Collect cards at the end as a record of teacher participation. Here are some Ground Rules:

- *Recording the session—responses confidential; individuals not identified*
- *One person speak at a time*
- *Speak loudly enough to be picked up on tape*
- *All views are important—need open, candid responses*
- *Everyone participates*
- *We need to stay on schedule (45 minutes)I may interrupt you to get back on task*

Planning for the Future

What are your plans for the future?

What might prevent you from attending college?

School Support

How has your school helped you to prepare for high school?

- Have you developed a plan for your high school coursework?
- Has anyone talked to you about careers? [who? What do/did they say?]

Have you received information about college (vocational, trade, technical school)?

- Where do you get information about college? (counselor, teacher, other sources).
- How about funding for college? Financial aid?

Have you taken any advanced classes, college prep, or career tests? [PSAT, Explore, plan, vocational/career]

- If so, what preparation did you receive for it?

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?

- What do they say?
- What are your parents' thoughts about college?

Has anyone from this school talked to your parents or given them information about college?

Advanced Academics

How are you getting prepared academically for college or careers?

Tell me some things that could be improved at this school to help prepare you for college.

Why did you decide to take Pre-AP classes?

- How did you find out about it?
- What did you need to do to get into Pre-AP classes?

Tell me the benefits of taking a Pre-AP class.

Tell me the disadvantages of 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?

Tell me some things teachers could do to help you learn more or better.

Appendix E: Student Survey

Student Survey
Version 8.0 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
- Student ID number

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 $3,800
    b. $3,800-$4,799
    c. $4,800-$5,799
    d. $5,800-$6,799
    e. More than $6,800
    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 $2,000
    b. $2,000-$2,999
    c. $3,000-$3,999
    d. $4,000-$4,999
    e. More than $5,000
    f. Don't know

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?

18. 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

19. 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

20. 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

21. 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

22. Advanced Placement (AP) or Pre-Advanced Placement (Pre-AP) courses (If you are already taking AP or Pre-AP courses, please mark "A" for "very likely")
    a. Very likely
    b. Somewhat likely
    c. Very unlikely
    d. Don't know

We'd like to know if you've tried various ways to learn about opportunities for continuing your education after high school.

23. Have you visited any colleges or universities to learn more about how you can prepare for college?
    a. Yes
    b. No

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24. Have you used the Internet to get information about entrance requirements, costs, or other aspects of college?
    a. Yes
    b. No

25. Have you ever talked to your school counselor about college costs and financial aid?
    a. Yes
    b. No

26. Other than a counselor, has anyone else from your school or GEAR UP ever spoken with you about the availability of financial aid to help you pay for college?
    a. Yes
    b. No

27. Have you ever talked to your school counselor about college entrance requirements?
    a. Yes
    b. No

28. Other than a counselor, has anyone else from your school or GEAR UP ever spoken with you about college entrance requirements or the courses that you need to take in high school in order to prepare you for college?
    a. Yes
    b. No

29. 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?

30. tutoring for an academic subject
    a. Yes
    b. No

31. tutoring for SAT, ACT, or other college entrance exam
    a. Yes
    b. No

32. mentoring by an adult who is not your parent, guardian, or teacher
    a. Yes
    b. No

33. class at a college, university, or similar institution
    a. Yes
    b. No

34. counseling about classes or your academic performance
    a. Yes
    b. No

35. workshop on college preparation
    a. Yes
    b. No

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36. workshop on study skills
    a. Yes
    b. No

37. workshop on careers
    a. Yes
    b. No

38. attending a cultural event (play, museum, concert, etc.)
    a. Yes
    b. No

39. accompanying an adult (not your parent/guardian) at his/her job
    a. Yes
    b. No

40. spending a day on campus with a college student
    a. Yes
    b. No

41. TGAP/GEAR-UP family activity
    a. Yes
    b. No

42. Have you attended an event organized by FACE (Fathers Active in Communities and Education)?
    a. Yes
    b. No

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

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

GO ON TO THE NEXT PAGE

The rest of the questions are general questions about you and your family.

46. Do you think you could afford to attend a public, 4-year college using financial aid, scholarships, and your family's resources?
    a. Definitely
    b. Probably
    c. Not sure
    d. Probably not
    e. Definitely not

47. Do you think you could afford to attend a public community college (2 year) using financial aid, scholarships, and your family's resources?
    a. Definitely
    b. Probably
    c. Not sure
    d. Probably not
    e. Definitely not

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

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

GO ON TO THE NEXT PAGE

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

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

GO ON TO THE NEXT PAGE

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.

Student Survey
Version 8.0 Middle 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
- Student ID number

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 ten 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 $3,800
    b. $3,800-$4,799
    c. $4,800-$5,799
    d. $5,800-$6,799
    e. More than $6,800
    f. Don't know

GO ON TO THE NEXT PAGE

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 $2,000
    b. $2,000-$2,999
    c. $3,000-$3,999
    d. $4,000-$4,999
    e. More than $5,000
    f. Don't know

We'd like to know if you've tried various ways to learn about opportunities for continuing your education after high school.

18. Have you visited any colleges or universities to learn more about how you can prepare for college?
    a. Yes
    b. No

19. Have you used the Internet to get information about entrance requirements, costs, or other aspects of college?
    a. Yes
    b. No

20. Have you ever talked to your school counselor about college costs and financial aid?
    a. Yes
    b. No

21. Other than a counselor, has anyone else from your school or GEAR UP ever spoken with you about the availability of financial aid to help you pay for college?
    a. Yes
    b. No

22. Have you ever talked to your school counselor about college entrance requirements?
    a. Yes
    b. No

23. Other than a counselor, has anyone else from your school or GEAR UP ever spoken with you about college entrance requirements or the courses that you need to take in high school in order to prepare you for college?
    a. Yes
    b. No

24. 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?

25. tutoring for an academic subject
    a. Yes
    b. No

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26. mentoring by an adult who is not your parent, guardian, or teacher
    a. Yes
    b. No

27. attended class at a college, university, or similar institution
    a. Yes
    b. No

28. counseling about classes or your academic performance
    a. Yes
    b. No

29. workshop on college preparation
    a. Yes
    b. No

30. workshop on study skills
    a. Yes
    b. No

31. workshop on careers
    a. Yes
    b. No

32. attending a cultural event (play, museum, concert, etc.)
    a. Yes
    b. No

33. accompanying an adult (not your parent/guardian) at his/her job
    a. Yes
    b. No

34. spending a day on campus with a college student
    a. Yes
    b. No

35. TGAP/GEAR-UP family activity
    a. Yes
    b. No

36. Have you attended a "Texas Scholars" or "Great Expectations" presentation at your school?
    a. Yes
    b. No

37. Have you attended an event organized by FACE (Fathers Active in Communities and Education)?
    a. Yes
    b. No

38. How likely are you to take Advanced Placement (AP) or Pre-Advanced Placement (Pre-AP) courses (If you are already taking AP or Pre-AP courses, please mark "A" for "very likely")
    a. Very likely
    b. Somewhat likely
    c. Very unlikely
    d. Don't know

GO ON TO THE NEXT PAGE

39. Has participating in any of these activities changed your plans about attending college?
    a. Yes
    b. Maybe
    c. No

40. 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

The rest of the questions are general questions about you and your family.

41. Do you think you could afford to attend a public, 4-year college using financial aid, scholarships, and your family's resources?
    a. Definitely
    b. Probably
    c. Not sure
    d. Probably not
    e. Definitely not

42. Do you think you could afford to attend a public community college (2 year) using financial aid, scholarships, and your family's resources?
    a. Definitely
    b. Probably
    c. Not sure
    d. Probably not
    e. Definitely not

43. 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

44. How frequently do your parents discuss college with you?
    a. Very often
    b. Sometimes
    c. Not very often
    d. Never

45. How frequently do your parents talk to you about school?
    a. Very often
    b. Sometimes
    c. Not very often
    d. Never

GO ON TO THE NEXT PAGE

46. 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

47. 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

48. 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

49. Have either your mother or father attended college?
    a. Yes
    b. No
    c. Don't know

50. Did your mother or father graduate from college?
    a. Yes
    b. No
    c. Don't know

51. 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

52. 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

GO ON TO THE NEXT PAGE

53. 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

54. Do you have a job?
    a. Yes
    b. No

55. 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

56. How do you think of yourself?
    a. African-American
    b. Asian
    c. Latino/Hispanic/Mexican-American
    d. White
    e. Other

57. Which school do you attend?
    a. Ortiz Intermediate
    b. Seale Jr. High
    c. L. J. Christen Middle School
    d. United South Middle School
    e. Salvador Garcia Middle School
    f. Driscoll Middle School
    g. William Adams Middle School
    h. Hebbronville Jr. High

58. What grade are you in?
    a. 6^{th}
    b. 7^{th}
    c. 8^{th}

59. What is your gender?
    a. Female
    b. Male

THANK YOU FOR COMPLETING THIS SURVEY.

Appendix F: Teacher Survey

Texans Getting Academically Prepared (TGAP) – 2005 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 May 8, 2005.
If you have any questions, contact Keith Sturges at 800-580-8237 or keith.sturges@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 ❑ Social studies/social science
   ❑ Science ❑ Self-contained (i.e., teach multiple subjects to the same group of students)
   ❑ English/language arts ❑ Other (specify) _____

4. Including this school year, how many years have you been employed 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 doctoral coursework
   ❑ Enrolled in master's coursework ❑ Doctorate
   ❑ Master's degree ❑ 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 2004-May 2005) 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	❑	❑	❑	❑	❑	❑
Write for the Future	❑	❑	❑	❑	❑	❑
Project CRISS	❑	❑	❑	❑	❑	❑
Psychology of Poverty (Ruby Payne)	❑	❑	❑	❑	❑	❑
Thinking Maps	❑	❑	❑	❑	❑	❑
Subject Area Vertical Teams Training	❑	❑	❑	❑	❑	❑
TGAP-funded university coursework	❑	❑	❑	❑	❑	❑
Sure Score	❑	❑	❑	❑	❑	❑
Other (specify) _____	❑	❑	❑	❑	❑	❑
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
❑ Participated in a TGAP/GEAR UP sponsored professional development activity
❑ Other (specify) _____
❑ None

18. How successful do you think TGAP/GEAR UP has been in increasing the percentage of students taking academically demanding courses?

❑ Very successful ❑ Somewhat successful ❑ Not very successful ❑ Don't know

19. How successful do you think TGAP/GEAR UP has been in increasing the percentage of students who continue their education after high school?

❑ Very successful ❑ Somewhat successful ❑ Not very successful ❑ Don't know

20. Please comment on the overall effectiveness of the TGAP/GEAR UP program?

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 2004-May 2005)?

❑ 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→ **END SURVEY**

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

38. 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**

39. Have you been contacted by your Faculty Fellow?

❑ Yes ❑ No

40. 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 _____	❑	❑	❑	❑	❑	❑

41. 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:

42. How useful is the interaction with your Faculty Fellow?

❑ Very useful ❑ Somewhat useful ❑ Not very useful

43. 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

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

45. How could the Faculty Fellows program be improved?

46. Would you like to see the Faculty Fellows program continued?

❑ Yes ❑ No (Please explain why or why not.)

THANK YOU FOR YOUR PARTICIPATION
PLEASE RETURN THE SURVEY IN THE POSTAGE-PAID ENVELOPE BY MAY 8, 2005

Appendix G: Parent/Guardian Surveys

Parent/Guardian Survey
High School Version

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 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

9. 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

10. 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

11. Do you think you are familiar with the entrance requirements for a 2-year or community college?
    1) yes
    2) no

12. Do you think you are familiar with the entrance requirements for a 4-year college?
    1) yes
    2) no

13. 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.)?
    1) less than $3,800
    2) $3,800 - $4,799
    3) $4,800 - $5,799
    4) $5,800 - $6,799
    5) more than $6,800
    6) don't know

14. 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.)?
    1) less than $2,000
    2) $2,000 - $2,999
    3) $3,000 - $3,999
    4) $4,000 - $4,999
    5) more than $5,000
    6) don't know

15. 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

16. 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?

17. English as a second language (ESL) class	1) yes 2) no
18. Computer class	1) yes 2) no
19. Counseling/advising about college?	1) yes 2) no
20. Counseling concerning child's classes	1) yes 2) no
21. Workshop on college preparation	1) yes 2) no
22. Workshop on study skills	1) yes 2) no
23. Workshop on careers	1) yes 2) no
24. cultural event (band concert, play, etc.)	1) yes 2) no
25. TGAP/GEAR-UP family activity	1) yes 2) no
26. TGAP/GEAR-UP parent training	1) yes 2) no
27. 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?

28. Counseling/advising for college	1) yes 2) no 3) don't know
29. Counseling concerning classes	1) yes 2) no 3) don't know
30. Workshop on college preparation	1) yes 2) no 3) don't know
31. Workshop on study skills	1) yes 2) no 3) don't know
32. Workshop on careers	1) yes 2) no 3) don't know
33. TGAP/GEAR-UP family activity	1) yes 2) no 3) don't know
34. Tutoring for an academic subject	1) yes 2) no 3) don't know
35. Tutoring for SAT, ACT, or other college entrance exam	1) yes 2) no 3) don't know
36. Mentoring	1) yes 2) no 3) don't know
37. Class at a college, university, or similar institution	1) yes 2) no 3) don't know
38. Visit to a college, university, or similar institution	1) yes 2) no 3) don't know
39. Job shadowing	1) yes 2) no 3) don't know
40. College student shadowing	1) yes 2) no 3) don't know

Child's Future/Educational Aspirations

41. 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) friends
    8) other/don't know

42. How often do you talk to your child about attending college?
    1) very often
    2) sometimes
    3) not very often
    4) never

43. Has your child expressed an interest in going to college?
    1) yes
    2) no
    3) don't know

44. 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 (**Go to question 45**)

44A. If yes, which college did you visit?

44B. In which city and state is that?

45. 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

46. Does your child have any older brothers or sisters who have applied for college or are attending college?
1) yes
2) no

47. 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

48. 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

49. 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

50. Have you started saving money for your child's college expenses?
1) yes
2) no (**Go to question 52**)
3) don't know (**Go to question 52**)

51. If yes, how old was your child when you started saving?

52. How familiar are you with the Texas Tomorrow Fund?
1) very familiar
2) somewhat familiar

3) not very familiar
4) not familiar at all

53. Are you putting money into the Texas Tomorrow Fund?
1) yes
2) no
3) don't know

Educational Involvement

54. 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

55. 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

56. 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

57. Are you a member of the PTO/PTA at your child's school?
1) yes
2) no (**Go to question 59**)

58. How frequently do you attend meetings?
1) more than once a month
2) once a month
3) a few times a year
4) never

59. 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

60. Do you volunteer to help at your child's school?
1) yes
2) no (**Go to question 62**)

61. 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 Knowledge and Skills or TAKS test that is given in Texas public schools? About what percentage of the students in your child's school pass all of the TAKS 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?
    0) 0
    1) 1
    2) 2
    3) 3
    4) 4
    5) 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 have you lived at your current address?

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 (**Go to question 82**)

81A. What would you say was the organization you participate in most?

81A. What would you say was the organization you participate in second most?

82. 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
Middle 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. How familiar are you with the Texas Scholars program?
   1) very familiar
   2) somewhat familiar
   3) not too familiar
   4) not familiar at all

3. Aside from talking to a counselor, have you received any information from your child's school about college admission requirements?
   1) yes
   2) no

3) rf/don't know

4. Aside from talking to a counselor, have you received any information from your child's school about college costs and financial assistance (grants, loans, etc.)?
   1) yes
   2) no
   3) don't know

5. Has your child's school counselor talked to you about college entrance requirements?
   1) yes
   2) no
   3) don't know/refused

6. Has your child's school counselor talked to you about college costs and financial aid?
   1) yes
   2) no
   3) don't know/refused

7. 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

8. Do you think you are familiar with the entrance requirements for a 2-year or community college?
   1) yes
   2) no

9. Do you think you are familiar with the entrance requirements for a 4-year college?
   1) yes
   2) no

10. 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.)?
   1) less than $3,800
   2) $3,800 - $4,799
   3) $4,800 - $5,799
   4) $5,800 - $6,799
   5) more than $6,800
   6) don't know

11. 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.)?
   1) less than $2,000
   2) $2,000 - $2,999
   3) $3,000 - $3,999
   4) $4,000 - $4,999
   5) more than $5,000

6) don't know

12. 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

13. 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?

14. English as a second language (ESL) classes	1) yes 2) no
15. Computer classes	1) yes 2) no
16. Counseling/advising about college?	1) yes 2) no
17. Counseling concerning child's classes	1) yes 2) no
18. Workshop on college preparation	1) yes 2) no
19. Workshop on study skills	1) yes 2) no
20. Workshop on careers	1) yes 2) no
21. cultural event (band concert, play, etc.)	1) yes 2) no
22. TGAP/GEAR-UP family activity	1) yes 2) no
23. TGAP/GEAR-UP parent training	1) yes 2) no
24. 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?

25. Counseling/advising for college	1) yes 2) no 3) don't know
26. Counseling concerning classes	1) yes 2) no 3) don't know
27. Workshop on college preparation	1) yes 2) no 3) don't know
28. Workshop on study skills	1) yes 2) no 3) don't know
29. Workshop on careers	1) yes 2) no 3) don't know
30. TGAP/GEAR-UP family activity	1) yes 2) no 3) don't know

31. Tutoring for an academic subject	1) yes 2) no 3) don't know
32. Mentoring	1) yes 2) no 3) don't know
33. Class at a college, university, or similar institution	1) yes 2) no 3) don't know
34. Visit to a college, university, or similar institution	1) yes 2) no 3) don't know
35. Job shadowing	1) yes 2) no 3) don't know
36. College student shadowing	1) yes 2) no 3) don't know

Child's Future/Educational Aspirations

37. 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) friends
    8) other/don't know

38. How often do you talk to your child about attending college?
    1) very often
    2) sometimes
    3) not very often
    4) never

39. Has your child expressed an interest in going to college?
    1) yes
    2) no
    3) don't know

40. 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 (**Go to question 41**)

40a. If yes, which college did you visit? _____

40b. In which city and state is that college located? _____

41. 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

42. Does your child have any older brothers or sisters who have applied for college or are attending college?
    1) yes
    2) no

43. 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

44. Do you think you could afford to pay for a public 4-year university 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

45. Do you think 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

46. Have you started saving money for your child's college expenses?
1) yes
2) no (**Go to question 48**)
3) don't know/refused (**Go to question 48**)

47. If yes, how old was your child when you started saving? _____

48. How familiar are you with the Texas Tomorrow Fund?
1) very familiar
2) somewhat familiar
3) not very familiar (**Go to question 50**)
4) not familiar at all (**Go to question 50**)

49. Are you putting money into the Texas Tomorrow Fund?
1) yes
2) no
3) don't know

Educational Involvement

50. 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

51. 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
    1) never

52. 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

53. Are you a member of the PTO/PTA at your child's school?
    1) yes
    2) no (**Go to questions 55**)

54. How frequently do you attend meetings?
    1) more than once a month
    2) once a month
    3) a few times a year
    4) never

55. 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

56. Do you volunteer to help at your child's school?
    1) yes
    2) no (**Go to question 58**)

57. 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

58. 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

59. What is the name of the principal of your child's school? Do you know?
99) don't know

60. Are you familiar with the Texas Assessment of Knowledge and Skills or TAKS test that is given in Texas public schools? About what percentage of the students in your child's school pass all of the TAKS test?
1) 80-100%
2) 70-79%
3) 60-69%
4) 50-59%
5) 40-49%
6) less than 40%
7) don't know

61. 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

62. Name of child _____

63. Grade of child _____

64. Gender of child _____

65. Birthdate of child _____

66. How many children do you have still living at home?
0) 0
1) 1
2) 2
3) 3
4) 4
5) more than 4

67. What language do you speak at home?

1) English
2) Spanish
3) Viet Namese
4) Other

68. 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

69. How many years have you lived at your current address? _____

70. 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

71. What is your current work status?
1) employed full-time
2) employed part-time
3) unemployed
4) other
5) refused/don't know

72. 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

73. What is your relationship to the child in the study?
1) parent
2) other relative
3) legal guardian
4) refused/don't know

74. Were you born in the United States?
1) yes
2) no
3) don't know/refused

75. 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

76. 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

77. 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
3) no (**Go to question 79**)

78. What would you say is the organization you participate in most?

78a. What would you say was the organization you participate in second most?

79. 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? _____

8a) In which city and state is that school located? _____

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) Has your child been given financial aid to attend a college, university, or vocational school?
    1) Yes
    2) No

10a) 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
    3) Don't Know

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
    3) Don't Know

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

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	1) yes 2) 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 (**Go to question 34)**

33a) If yes, which college did you visit?_____

33b) In which city and state is that college located? _____

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 talk with him/her about attending college?
    1) Very often
    2) Sometimes
    3) Not very often
    4) Never

36) 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

37) 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

38) Were you a member of the PTO/PTA or other parent organization at your child's school?
    1) Yes
    2) No

39) 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

40) While your child was in school, how often did 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

41) While your child was in school, did you volunteer at your child's school?
   1) Yes
   2) No

41a) If yes, how often did you volunteer to help 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

42) What was the name of the principal at your child's high school?
   Record name _____.
   99) Don't know

43) 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

44) Name of child _____

45) Gender of child _____

46) Birthdate of child _____

47) How many children do you have still living at home?
0) 0
1) 1
2) 2
3) 3
4) 4
5) More than 4

48) What language do you speak in the home?
1) English
2) Spanish
3) Viet Namese
4) Other

49) 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

50) How many years have you lived at your current address?

51) What is your current work status?
1) Employed full-time
2) Employed part-time
3) Unemployed
4) Other
5) Refused/ don't know

52) 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

53) What is your relationship to the child in the study?
1) Parent
2) Other relative
3) Legal guardian
4) Refused/don't know

54) Where you born in the U.S.?
   1) Yes
   2) No

55) 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

56) 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

57) 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 (**Go to question 59)**

58) What would you say is the organization you participate in most?

58a) What would you say is the organization you participate in second most?

59) 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 2004 or winter 2005)?

    1. no (**Go to question 9**)
    2. yes

2. What college was that?

_____

2a. What city is that college located in? _____

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. Is your child continuing to attend college?

    1. no (**Go to question 9**)
    2. yes

5. 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. My child did not study enough
5. Other

10. Does your child intend to return to college at some time in the future?

1. no
2. yes
3. don't know

11. 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	2005 Rating
Junior High and Middle Schools							
Adams MS	Alice ISD	Acceptable	Acceptable	Recognized	Acceptable	Acceptable	Acceptable
Driscoll MS	Corpus Christi ISD	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acad. Unaccept.
Hebbronville JH	Hebbronville ISD	Recognized	Recognized	Exemplary	Acceptable	Acceptable	Acceptable
Christen MS	Laredo ISD	Acceptable	Acceptable	Recognized	Recognized	Acceptable	Acad. Unaccept.
Ortiz Intermediate	Robstown ISD	Recognized	Recognized	Exemplary	Recognized	Acceptable	Acceptable
Seale JH	Robstown ISD	Acceptable	Recognized	Acceptable	Acceptable	Acceptable	Acad. Unaccept.
Garcia MS	United ISD	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
United South MS	United ISD	Acceptable	Recognized	Recognized	Acceptable	Acceptable	Acad. Unaccept.
High Schools							
Alice HS	Alice ISD	Acceptable	Acceptable	Acceptable	Recognized	Acceptable	Acceptable
Miller HS	Corpus Christi ISD	Acceptable	Acceptable	Recognized	Recognized	Acceptable	Acceptable
Hebbronville HS	Hebbronville ISD	Acceptable	Exemplary	Exemplary	Exemplary	Acceptable	Acceptable
United LBJ	United ISD	--	--	--	Acceptable	Acceptable	Acceptable
Martin HS	Laredo ISD	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Robstown HS	Robstown ISD	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
United South HS	United ISD	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

Source. 1999-2002 and 2004 and 2005 AEIS Reports.

Note. Acad. Unaccept. Is Academically Unacceptable.

Table H.4
TGAP Adequate Yearly Progress (AYP) by Campus

Campus Name	District	2003 Status	2003 Comment if Missed AYP	2004 Status	2004 Comment if Missed AYP	2005 Status	2005 Comment if Missed AYP
Junior High and Middle Schools							
Adams MS	Alice ISD	Meets AYP	--	Meets AYP	--	Meets AYP	
Driscoll MS	Corpus Christi ISD	Meets AYP	--	Meets AYP	--	Meets AYP	
Hebbronville JH	Hebbronville ISD	Meets AYP	--	Meets AYP	--	Meets AYP	
Christen MS	Laredo ISD	Meets AYP	--	Meets AYP	--	Missed AYP	Read. (Perf.) & Math (Perf.)
Seale JH	Robstown ISD	Meets AYP	--	Meets AYP	--	Missed AYP	Math (Performance)
Solomon Ortiz Intermediate	Robstown ISD	Meets AYP	--	Meets AYP	--	Meets AYP	--
Garcia MS	United ISD	Needs Improvement	Reading Participation	Meets AYP	--	Missed AYP	Math (Performance)
United South MS	United ISD	Meets AYP	--	Meets AYP	--	Missed AYP	Read. (Perf.) & Math (Perf.)
High Schools							
Alice HS	Alice ISD	Needs Improvement	Math Participation	Meets AYP	--	Missed AYP	Read. (Part.) & Math (Part.)
Miller HS	Corpus Christi ISD	Needs Improvement	Read. & Math Participation	Missed AYP	Reading (Participation)	Missed AYP	Read. (Perf.) & Math (Perf.)
Hebbronville HS	Hebbronville ISD	Meets AYP	--	Meets AYP	--	Meets AYP	--
Martin HS	Laredo ISD	Meets AYP	--	Missed AYP	Reading and Math	Missed AYP	Read. (Perf.) & Math (Part.)
Robstown HS	Robstown ISD	Needs Improvement	Math Participation	Meets AYP	--	Meets AYP	--
United LBJ	United ISD	Meets AYP	--	Missed AYP	Math (Performance)	Meets AYP	--
United South HS	United ISD	Needs Improvement	Math Participation”	Meets AYP	--	Meets AYP	--

Source. 2003, 2004, and 2005 data files downloaded from the TEA website.
Note. Under provisions specified by the No Child Left Behind (NCLB) Act, all public school schools are evaluated for Adequate Yearly Progress (AYP). Public schools are required to meet AYP criteria on three measures: reading/language arts, mathematics, and either graduation rate (for high schools and districts) or attendance rate (for elementary and middle/junior high schools).

Appendix I: Methodological Detail

Methodological Appendix

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 III.A1 presents estimated coefficient values, standard errors, and *p* values for the model. Given that the number of respondents was 185, 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	0.27	0.12	0.03
Parent-to-parent discussion about school*	0.22	0.11	0.06
Sibling with college experience	0.42	0.31	0.18
Two-parent household	0.06	0.31	0.84
Student event count*	0.11	0.04	0.01
Student attendance	0.02	0.01	0.05
Large ISD	0.41	0.35	0.24
Information about admissions	-0.27	0.51	0.59
Information about costs and financial aid	0.45	0.49	0.36
Children in the home	0.04	0.10	0.71
English spoken at home	0.08	0.30	0.78
Student grade point*	0.17	0.12	0.17
Constant	-2.99	1.34	0.03
$n = 185$, $X^2 = 40.48$, Prob > $X^2 = 0.0001$, Pseudo $R^2 = 0.24$			

Some discussion of the variables appearing in Table III.A1 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 grades were converted to numerical equivalents. Then scores in whatever format they were reported were standardized using the following formula:

[1] Eric A. Hanushek and John E. Jackson, 1977, *Statistical Methods for Social Scientists*, Orlando, FL, Academic Press, Inc.
[2] Hanushek and Jackson, 1977.

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**, or who has attended college, this variable is coded one. It is coded zero otherwise.

If a student's parent indicates that he or 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.

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.

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

[3] Stephen W. Raudenbush and Anthony S. Bryk, 2002, *Hierarchical Linear Models: Applications and Data Analysis Methods* (2nd ed.), Thousand Oaks, CA: Sage Publications.

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 III.A1). The coefficients for these variables are then interpreted as differences between the three included districts and the two smaller, omitted cases (Robstown ISD, Jim Hogg ISD, and Alice ISD).

Appendix J: TAKS Objective Scores

Tables J.1 through J.7 present average 2003-04 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 2003-04 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	AP/Pre-AP	11.2	10.7
(Gr. 10, 11 = 17)	Not AP/Pre-AP	8.1	8.6
	Total	9.5	9.6
Organization of Living Systems	AP/Pre-AP	6.6	4.0
(Gr. 10 = 11; Gr. 11 = 8)	Not AP/Pre-AP	4.6	3.3
	Total	5.5	3.6
Interdependence of Organisms	AP/Pre-AP	5.4	5.4
(Gr. 10 = 11; Gr. 11 = 8)	Not AP/Pre-AP	4.1	4.4
	Total	4.7	4.9
Structures & Properties of Matter	AP/Pre-AP	3.9	5.4
(Gr. 10 = 8; Gr. 11 = 11)	Not AP/Pre-AP	2.7	4.3
	Total	3.2	4.8
Motion, Forces, & Energy	AP/Pre-AP	5.1	6.0
(Gr. 10 = 8; Gr. 11 = 11)	Not AP/Pre-AP	3.9	4.8
	Total	4.5	5.3

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.2
Average 2003-04 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	--	4.4	7.8
(Gr. 8, 11 = 13; Gr. 10 = 7)	Not AP/Pre-AP	--	3.3	6.4
	Total	7.0	3.8	7.1
Geography	AP/Pre-AP	--	**9.3**	**6.5**
(Gr. 8 = 6; Gr. 10 = 12;	Not AP/Pre-AP	--	7.4	5.5
Gr. 11 = 9)	Total	3.4	8.2	6.0
Economic & Social Influences	AP/Pre-AP	--	5.4	**9.6**
(Gr. 8 = 9; Gr. 10 = 7;	Not AP/Pre-AP	--	4.2	8.8
Gr. 11 = 13)	Total	5.8	4.8	8.8
Political Influences	AP/Pre-AP	--	8.0	**6.9**
(Gr. 8, 10 = 12; Gr. 11 = 9)	Not AP/Pre-AP	--	6.2	5.7
	Total	6.8	7.0	6.2
Social Studies Skills	AP/Pre-AP	--	**9.0**	**8.7**
(Gr. 8 = 8; Gr. 10 = 12;	Not AP/Pre-AP	--	7.4	7.3
Gr. 11 = 11)	Total	5.1	8.1	**8.0**

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 2003-04 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	3.6	6.3	**9.1**	**8.8**

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 2003-04 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)	5.7	5.7	5.3
Patterns, Relationships, & Algebraic Reasoning (Gr. 6 = 9; Gr. 7, 8 = 10)	4.7	5.1	5.7
Geometry & Spatial Reasoning (Gr. 6, 7, 8 = 7)	4.5	4.3	4.2
Measurement (Gr. 6, 7, 8 = 5)	<u>2.4</u>	<u>2.5</u>	<u>2.1</u>
Probability & Statistics (Gr. 6 = 6; Gr. 7 = 7; Gr. 8 = 8)	3.7	<u>3.3</u>	4.7
Mathematical Processes & Tools (Gr. 6, 7 = 9; Gr. 8 = 10)	5.6	5.5	5.4

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 2003-04 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	AP/Pre-AP	2.9	3.6	**3.7**
(Gr. 9, 10, 11 = 5)	Not AP/Pre-AP	2.1	2.5	3.0
	Total	2.4	3.0	3.3
Properties & Attributes of Functions	AP/Pre-AP	3.1	2.8	**3.5**
(Gr. 9, 10, 11 = 5)	Not AP/Pre-AP	2.0	1.8	2.5
	Total	2.4	2.2	3.0
Linear Functions	AP/Pre-AP	2.9	3.3	**3.9**
(Gr. 9, 10, 11 = 5)	Not AP/Pre-AP	2.2	2.3	2.9
	Total	2.4	2.8	3.4
Linear Functions & Inequalities	AP/Pre-AP	3.2	3.1	**3.8**
(Gr. 9, 10, 11 = 5)	Not AP/Pre-AP	2.2	1.9	2.9
	Total	2.5	2.4	3.3
Quadratic & Other Nonlinear Functions	AP/Pre-AP	2.5	3.0	**3.8**
(Gr. 9 = 4; Gr. 10, 11 = 5)	Not AP/Pre-AP	1.8	2.1	2.9
	Total	2.0	2.5	3.3
Geometric Relationships & Spatial Reasoning	AP/Pre-AP	2.5	3.0	3.7
(Gr. 9 = 4; Gr. 10 = 5;	Not AP/Pre-AP	2.0	2.1	2.7
Gr. 11 = 7)	Total	2.2	2.5	3.2
2-D & 3-D Representations	AP/Pre-AP	2.4	3.2	**5.2**
(Gr. 9 = 4; Gr. 10 = 5;	Not AP/Pre-AP	1.8	2.3	4.0
Gr. 11 = 7)	Total	2.0	2.7	4.5
Measurement	AP/Pre-AP	3.1	3.7	4.0
(Gr. 9 = 6; Gr. 10, 11 = 7)	Not AP/Pre-AP	2.3	2.5	2.9
	Total	2.6	3.0	3.4
Percents, Proportions, Probability, & Statistics	AP/Pre-AP	3.2	2.5	2.8
(Gr. 9, 10, 11 = 5)	Not AP/Pre-AP	2.2	1.7	2.4
	Total	2.6	2.1	2.6
Mathematical Processes & Tools	AP/Pre-AP	4.8	5.7	4.8
(Gr. 9, 10, 11 = 9)	Not AP/Pre-AP	3.3	3.9	3.4
	Total	3.8	4.7	4.0

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 2003-04 TAKS Reading Objective Scores of TGAP Grade 6, Grade 7, and Grade 8 Students

Reading Objective	Number of Items Correct		
	Grade 6	Grade 7	Grade 8
Basic Understanding (Gr. 6 = 13; Gr. 7 & 8 = 12)	**9.2**	**9.5**	**9.6**
Literary Elements (Gr. 6 = 8; Gr. 7 & 8 = 10)	**5.6**	**8.0**	**7.5**
Analysis Using Reading Strategies (Gr. 6 = 8; Gr. 7 & 8 = 10)	5.5	**7.1**	**8.0**
Analysis Using Critical Thinking Skills (Gr. 6 = 13; Gr. 7 & 8 = 16)	7.6	10.0	11.0

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 2003-04 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	AP/Pre-AP	**6.8**	**6.7**	**6.7**
(Gr. 9 = 9; Gr. 10, 11 = 8)	Not AP/Pre-AP	5.1	5.4	**5.7**
	Total	5.7	**6.0**	**6.2**
Literary Elements & Techniques	AP/Pre-AP	10.1	6.8	**7.7**
(Gr. 9 = 15; Gr. 10, 11 = 11)	Not AP/Pre-AP	7.9	5.1	6.5
	Total	8.7	5.9	7.1
Analysis & Critical Evaluation	AP/Pre-AP	10.7	10.3	11.7
(Gr. 9, 10, 11 = 18)	Not AP/Pre-AP	7.5	8.0	9.6
	Total	8.6	9.0	10.6
Revising & Editing	AP/Pre-AP	--	**14.8**	**17.2**
(Gr. 9 = none; Gr. 10, 11 = 20)	Not AP/Pre-AP	--	11.1	**14.4**
	Total	--	12.7	**15.7**

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.