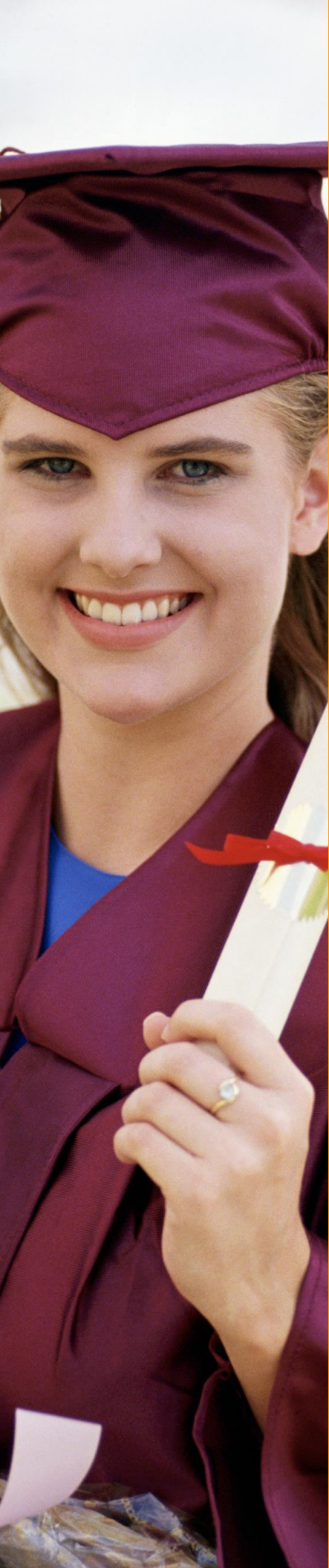


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Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Austin

Annual Evaluation Report 2017-2018





Executive Summary

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Austin is a federally funded grant program encouraging economically disadvantaged students and their families to have high educational expectations, graduate high school academically ready to enroll in college, and understand how to pay for postsecondary education. Awarded funding in late September 2017, the program's first federally funded year, GEAR UP Austin served a cohort of 6th-grade students across 11 middle schools and will follow this cohort to seven feeder high schools in the district for 7 years.

Although program implementation did not start until the Spring 2018 semester, the majority of students received support services relevant to college preparation. Evaluation findings based on this period of time suggested that students, teachers, and parents had a positive perspective on the role of the program services in college preparation.

GEAR UP implementation outcomes for students included:

- Eighty-four percent of GEAR UP students participated in one or more services.
- The majority of GEAR UP students reported college visits (71%), classroom visits (67%), tutoring (66%), and mentoring (60%) as helpful for college preparation.
- Seventy-seven percent of GEAR UP students reported that their facilitators were helpful in preparing them for college and career.
- The percentage of GEAR UP students who passed advanced courses was similar to that of non-GEAR UP students.

GEAR UP implementation outcomes for teachers included:

- Eighty-one percent of teachers at GEAR UP campuses were confident in their knowledge of how to help students meet their college and career goals.
- Teachers at GEAR UP campuses were perceived by the majority of students as supportive in preparing them for college and career.

GEAR UP implementation outcomes for parents included:

- Seventy-nine percent of GEAR UP students agreed that their parents helped them prepare for college and career.
- The majority of GEAR UP parents regarded college visits (74%), individual meetings with facilitators/counselors (64%), and parent workshops (63%) as most the helpful activities that supported them to prepare their child for college.

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Overview

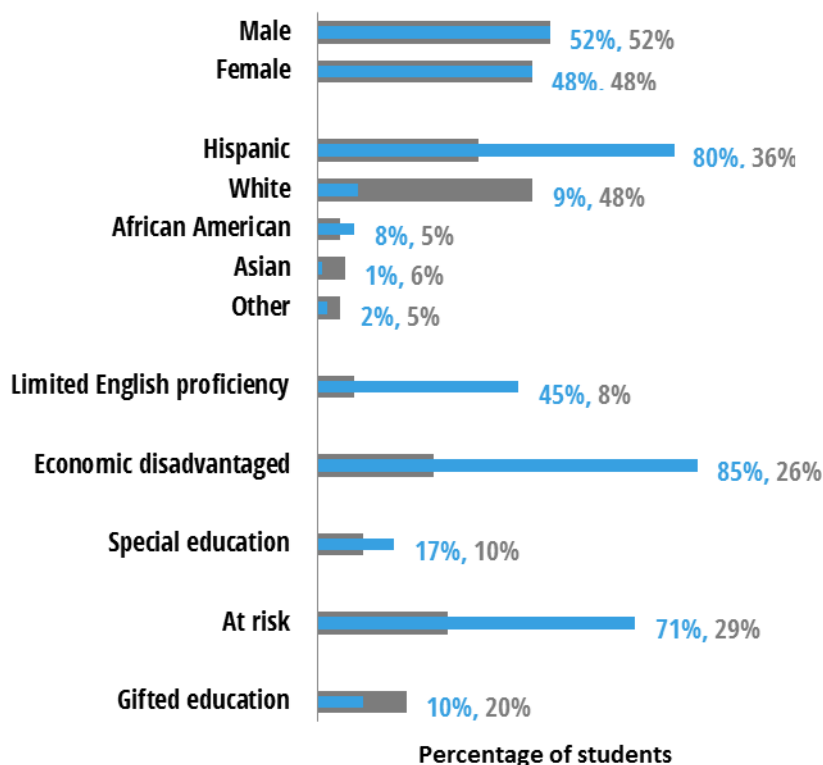
Background of GEAR UP Austin

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Austin is a federally funded grant program encouraging low-income, at-risk students and their families to have high educational expectations, complete the required courses to enter college, and understand how to pay for their postsecondary education. In year 1, 2017–2018, Austin Independent School District (AISD) was awarded \$2,083,107 to implement GEAR UP Austin. GEAR UP Austin served a cohort of 6th-grade students ($n = 2,514$) across 11 middle schools, starting in the Spring 2018 semester, and will follow students into high school through the summer after graduation.

Overall, GU students differed from non-GU students in several ways. More than four out of five GEAR UP Austin students qualified for free or reduced-price lunch (FRPL), and approximately the same percentage attended majority-Hispanic schools. Compared with non-GEAR UP students, GEAR UP students were more likely to have limited English proficiency and be at risk (Figure 1).

Figure 1.

The majority of 6th-grade students at GEAR UP campuses were more likely than non-GEAR UP students to be Hispanic, English language learners, and economically disadvantaged.



Source. 2017–2018 AISD student demographics records

Note. Other includes American Indian or Alaska native and Native Hawaiian or other Pacific Islander.

In 2017–2018, the program’s first year of federal funding, GEAR UP provided intensive support services relevant to college preparation for the 6th-grade cohort. GEAR UP Austin sought to ensure all students graduate from high school and are prepared for and succeed in postsecondary education by providing:

- **Academic intervention:** personalized, rigorous academic preparation that will reduce the need for remediation at the postsecondary level
- **Enhanced counseling and advising:** personalized college and career advising to improve awareness of postsecondary opportunities and increase rates of enrollment
- **Professional development activities:** ongoing professional development activities for district staff to support student learning
- **Family engagement:** engagement of family and community members as partners supporting academic growth and college preparation

Academic Intervention

GEAR UP Austin provided for the expansion of advanced academics and academic support services to students and offers targeted professional development activities to educators designed to personalize learning and tailor instruction to meet the needs of individual students. In year 1, GEAR UP Austin built upon the infrastructure of Advancement Via Individual Determination (AVID) and supported online platforms to enhance literacy efforts (MyOn) and instruction (BLEND). For example, GEAR UP staff participated in AVID site team meetings and summer professional development activities to help enhance college-going culture on campus. MyOn allowed access to all students for reading e-books in and outside school time. Teachers used BLEND (a technology platform) to integrate more technology and personalized instruction into the classroom. GEAR UP supported teachers to use these digital resources in attempts to improve students’ achievement.

To be prepared for college and reduce the need for remediation, GEAR UP students must graduate with a strong academic background and meet placement criteria for entry-level college courses. In partnership with GEAR UP, AVID and Austin Partners In Education (APIE), used near peers (college students or recent college graduates) to provide small-group tutoring in AVID, English language arts (ELA), and math courses, beginning in 6th grade. Tutoring was provided to students with failing grades.

Additional academic interventions were provided through encouragement and coordination of summer programs, such as the Afterschool Center on Education (ACE) program, AVID Summer Bridge, and Breakthrough. ACE was a summer academic enrichment program through the 21st Century grant for afterschool programs. This 6-week summer program included academic components as well as college and career exploration. AVID Summer Bridge was a 10-day math program to support students ready for advanced 7th-grade math. Breakthrough provided a 6-week program for entering Breakthrough students to learn about

Purpose of the Evaluation

college and career. The program also provided academic interventions to ensure students are successful in 8th grade and beyond.

Enhanced Counseling and Advising

GEAR UP students were engaged in experiences to develop self-confidence and broaden their educational and career aspirations through the advisory curriculum, relationships with mentors, and college and career awareness and exploration activities.

APIE, Seedling Foundation, and other community-based mentors worked one-on-one with AISD students during the school day. They helped students improve their social and study skills, strengthen their communication skills, and build self-confidence. This focused mentoring encouraged students to develop new interests, explore career possibilities, and achieve their personal and academic goals over the long run.

The GEAR UP program regularly tracked students' attendance as an early warning intervention to provide support services to improve attendance. Also, the GEAR UP facilitators communicated with parents about the significance of regular attendance and provided supports (e.g., home visits, driving services) to reduce chronic absenteeism.

Professional Development Activities

Professional development activities were structured to encourage a pipeline of academic enrichment. All teachers at GEAR UP campuses, including teachers who will serve GEAR UP students in later grades, participated in professional development activities to implement strategies. This component included alignment of courses, professional development activities, distance learning, and data-informed differentiated instruction.

GEAR UP teachers engaged in professional development activities provided by the Institute for Public School Initiative (IPSI) at The University of Texas at Austin and other providers to be selected by the campus leadership team, AVID site-based team, and child-study team.

In partnership with IPSI, campus-based GEAR UP facilitators participated in a GEAR UP orientation, planning workshop, and monthly trainings that covered the following, as well as other topics: background and overview of GEAR UP; required and suggested grant activities; responsibilities and expectations of facilitators; and training on data collection, tracking, and reporting. Subsequent trainings focused on program planning and implementation. Monthly trainings also provided a forum for facilitators to exchange ideas and best practices with other districts within the grant. Facilitators attended at least one conference this year that highlighted best practices in college and career readiness.

The primary purpose of the evaluation was to assess the effectiveness of GEAR UP Austin in achieving its program goals. This report presents a baseline description of outcomes for the 2017–2018 school year, the first year of GEAR UP Austin implementation in AISD. Specifically, the report describes program implementation, students' participation in GEAR UP Austin, and baseline student academic and college preparation outcomes.

The program evaluation focused on two research questions:

For each program component, what program services were developed and implemented throughout the course of the GEAR UP Austin project?


What were the outcomes for GEAR UP participants?

To address these evaluation questions, a variety of measurements were used, including surveys, documentation, and archival student records (e.g., course enrollment, students' attendance, and State of Texas Assessment of Academic Readiness [STAAR] testing).



Family Engagement

In partnership with IPSI, GEAR UP Austin emphasized the importance of implementing a family engagement program. The family engagement included specific activities for any adult (e.g., parent, guardian, aunt, uncle) who plays a key role in the child's life, along with training for GEAR UP facilitators on how to engage families in culturally relevant and effective ways. The program invited families for college visits, campus family nights, and coffee with the principal.



Evaluation Question 1: For each program component, what program services were developed and implemented in the first year of the GEAR UP Austin project 2017–2018?

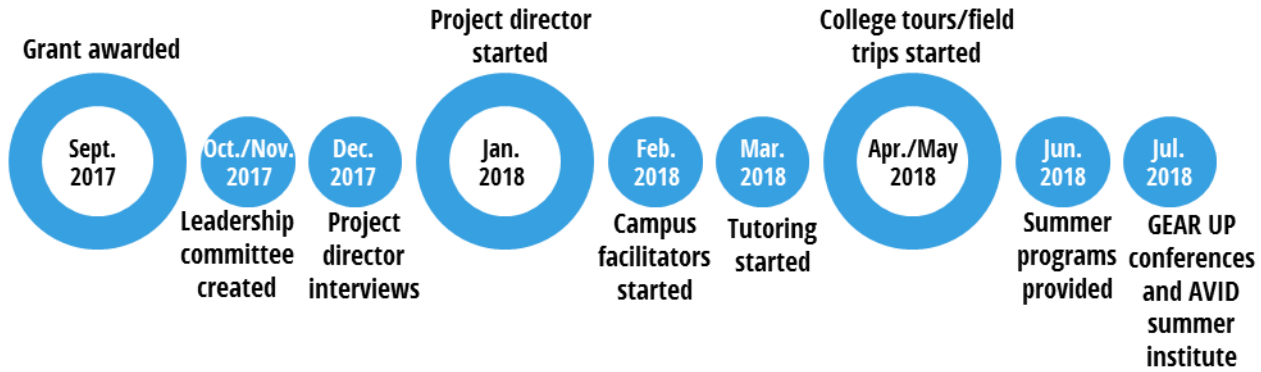
The first evaluation question aimed to assess the implementation of the GEAR UP program. To measure program implementation, program documentation, service tracking records, and a GEAR UP Student Survey were used. The program timeline throughout 2017–2018, the percentage of GEAR UP students participating in program services, the average number of hours per participating GEAR UP student, number of services provided by GEAR UP, and students’ perceptions of GEAR UP services are described in this section of the report.

Implementation Finding 1: GEAR UP began service implementation in Spring 2018.

The award of federal funding to the district in September 2017 signaled the beginning of the GEAR UP Austin program. Figure 1 shows tasks achieved during the planning phase and the implementation phase of GEAR UP Austin throughout 2017–2018. Major activities that occurred in the fall semester were creation of the leadership committee and project director interviews. The leadership committee consisted of campus representatives, central office staff, and counselors. They attended the GEAR UP state conference in November 2017. The office of academics led efforts to set up the budget, post positions, and hold interviews for project director.

Major activities that occurred in the spring semester included creation of the GEAR UP team and implementation of program activities. One project director and 11 campus facilitators made up the GEAR UP team. APIE provided tutoring services at 11 GEAR UP campuses. The GEAR UP program provided college tours and field trips to GEAR UP students. Summer programs, the national GEAR UP conference, and AVID summer institutes were the major activities occurring in Summer 2018 (Figure 2).

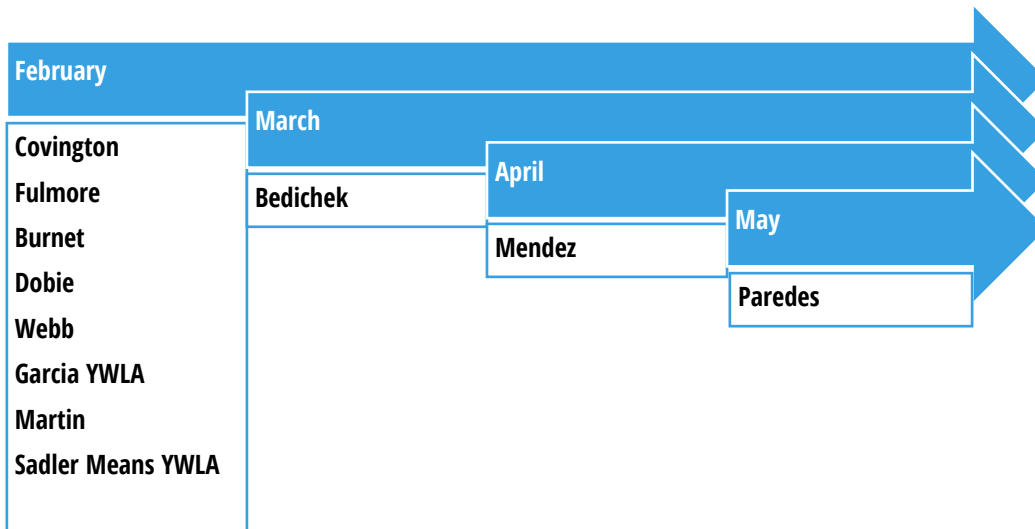
Figure 2.
The GEAR UP Austin Program Timeline in 2017–2018



Source. GEAR UP program records, 2017–2018

In Spring 2018, GEAR UP Austin began its 1st year of implementation, providing services to all 6th graders on 11 campuses. Campuses started participating in GEAR UP Austin when the campus-based facilitators were hired at the times shown in Figure 3. Eight campus facilitators were hired by February 2018. Three campus facilitators were hired in March, April, and May 2018, respectively.

Figure 3.
Most campuses began GEAR UP implementation of services in Spring 2018.



Source. GEAR UP program records, 2017–2018

In alignment with the program goals, GEAR UP campuses focused service implementation on four components: academic intervention, enhanced counseling and advising, professional development activities, and family engagement (Table 1).

Table 1. In 2017–2018, GEAR UP began implementation services in all four program areas.

Program component	Service
Academic intervention	Tutoring
	Summer program
Enhanced counseling and advising	Comprehensive mentoring
	Counseling /advising
	Financial aid counseling/advising
	College visit
	Job shadowing
	Educational field trip
Professional development activities	Student workshop
	Teacher training/workshop
Family engagement	Counseling/advising
	College visit
	Workshop
	Family event

Implementation Finding 2: Workshops and college visits were provided to more students than were other services.

The GEAR UP program staff recorded services provided to students in the Spring 2018 semester. Findings represented students’ service tracking record during this period of time. The service tracking records revealed that 84% of GEAR UP students participated in one or more services. Student workshop and college visit were the top two services that involved most of the students.

The GEAR UP program focused its student workshops on a variety of topics, including:

- Introduction to the GEAR UP program
- Academic planning
- College choices
- College students’ sharing of their path to college and college life experiences
- Career exploration
- Summer plans

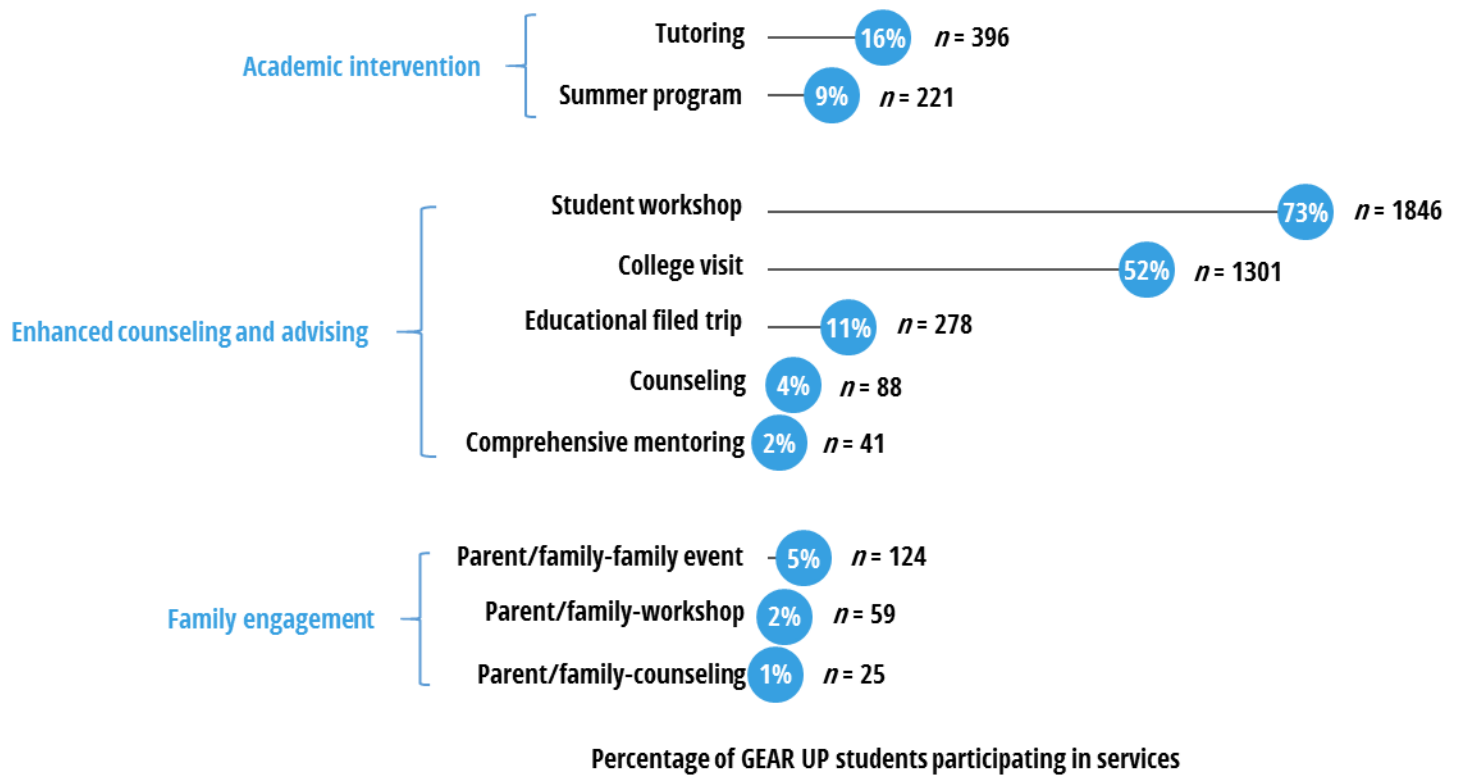
All GEAR UP campuses organized at least one college visit. Fifty-two percent of students visited at least one of the following universities:

- Austin Community College (ACC)
- St. Edwards University
- Baylor University
- The University of Texas at San Antonio
- Texas State University
- Huston-Tillotson University
- Concordia University
- The University of Texas at Austin

Overall, 23% of GEAR UP students participated in academic intervention activities, 80% of students participated in enhanced counseling and advising activities, and 8% of students’ parents/families participated in family engagement opportunities. More specifically, the majority of students participated in student workshops, and more than half of students visited colleges (Figure 4).

Figure 4.

The majority of GEAR UP students participated in student workshops, and more than half of them participated in college visits.



Source. AISD eCST data system, 2017–2018

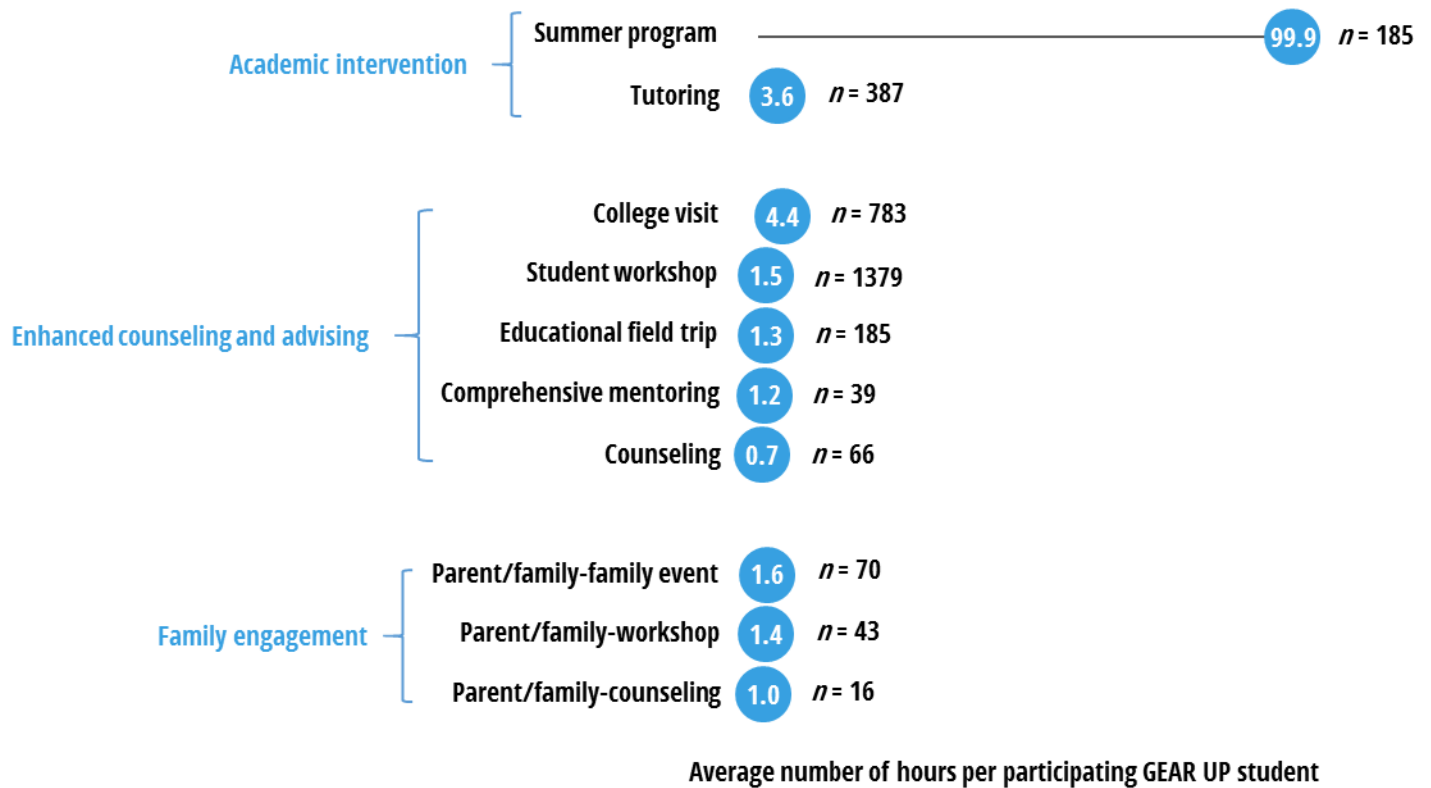
Note. The percentage of students whose parents participated in college visit was less than 0.01%; therefore, it was not included in the figure.

Although a small percentage of GEAR UP students participated in summer programs, each of these participating students, on average, completed 100 hours of summer programming (Figure 5). In preparing GEAR UP students for college, summer programs focused on enhancing students' capacity in various areas, including math, confidence building, community-building skills, leadership skills, and programming. Organizations that provided summer program included:

- ACE: ACE was a summer academic enrichment program through the 21st Century grant for afterschool programs. This 6-week summer program included academic components as well as college and career exploration.
- AVID Summer Bridge: AVID Summer Bridge was a 10-day math program to support students ready for advanced 7th-grade math. Students participated in a 60-hour AVID summer program to enhance math skills and be ready for success.
- Girls Empowerment Network: Girls Empowerment Network provided a week-long day camp to empower girls to understand their own power. Girls participated in self-reflection and leadership activities.
- African American Youth Harvest Foundation: African American Youth Harvest Foundation was a fun interactive camp that provided students with the following opportunities: coding/science, technology, engineering, and math (STEM) robotics, college and career readiness activities, and leadership programs.
- Breakthrough: Breakthrough provided a 6-week program for entering Breakthrough students to learn about college and career. The program also provided academic interventions to ensure students are successful in 8th grade and beyond.

Figure 5.

The average number of hours per participating GEAR UP student ranged from 1 hour for parent counseling to 100 hours for the summer program.



Source. AISD eCST data system, 2017–2018

Note. Average number of hours were based on participating students only.

Implementation Finding 3: GEAR UP provided more tutoring, student workshops, and counseling services than other services.

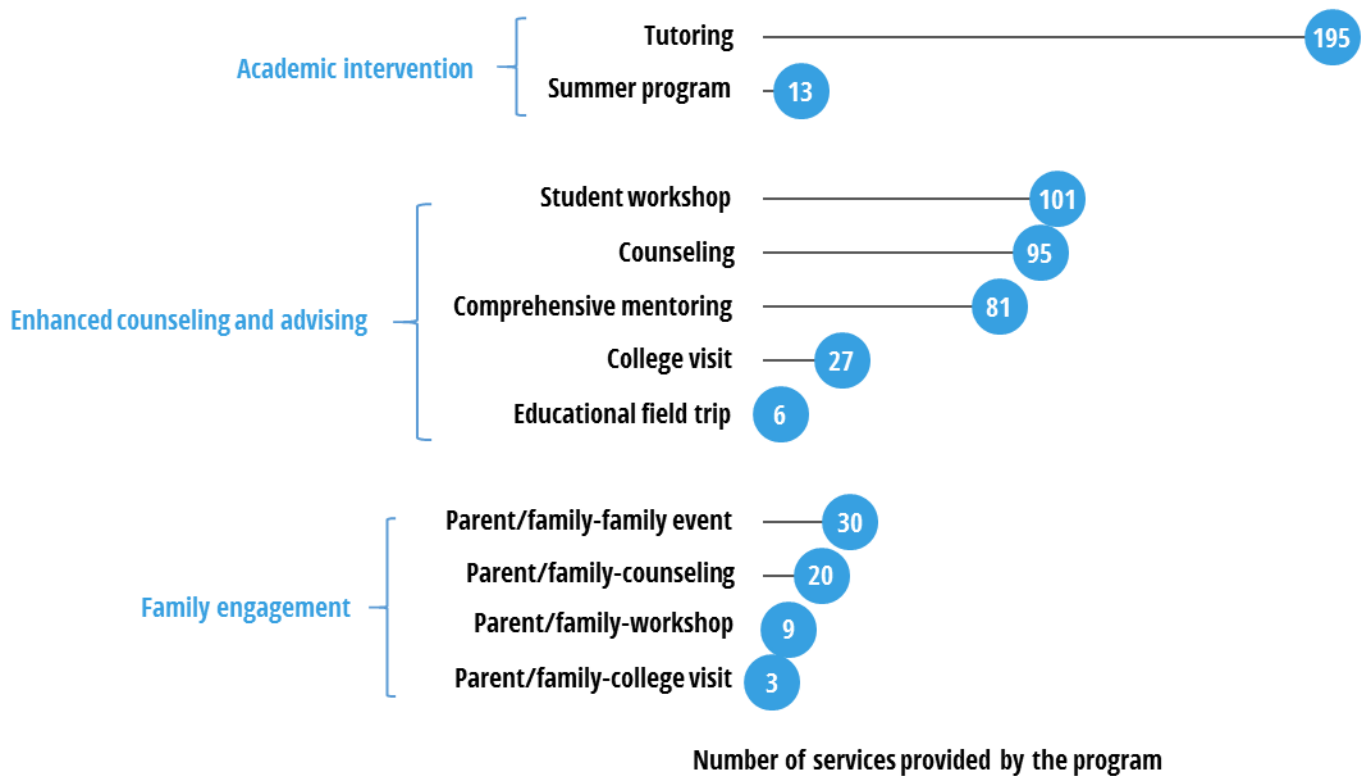
Overall, GEAR UP provided tutoring, student workshops, and student counseling/advising most often than any other services in Spring 2018. Of 953 GEAR UP students who got failing grades in their report cards, 14% received tutoring services.¹ Although only a relatively small percentage of students participated in tutoring, GEAR UP students received tutoring services more frequently than they received any other service (Figure 6). GEAR UP students received tutoring services mostly from APIE tutors; however, the GEAR UP facilitators who worked at a designated campus also provided students there with tutoring services.

¹ This percentage was based only on tutoring provided by APIE tutors or GEAR UP facilitators. Not all the tutoring services provided by individual teachers were tracked during the 1st year of implementation.

In addition to facilitating tutoring services, the GEAR UP facilitators provided students with services in counseling/advising, mentoring, workshops, field trips, and college visits. GEAR UP facilitators also referred their students to additional support providers serving their campuses, such as providers helping students enroll in the AVID Math Summer Bridge Program and in the Breakthrough summer camp. In 2017–2018, GEAR UP facilitators tracked the services they provided; however, not all services provided by GEAR UP partners or other school staff were tracked similarly.

Figure 6.

The four services GEAR UP provided for students most frequently were tutoring, counseling, student workshops, and comprehensive mentoring.



Source. AISD eCST data system, 2017–2018

Implementation Finding 4: GEAR UP students perceived the GEAR UP services positively.

The comments provided by the students reflected the enjoyable, helpful, and inspiring nature of GEAR UP activities. Students applauded the facilitators for being supportive and helpful. Students were in favor of field trips and recommended more field trips and college visits. Excerpts of students' comments included:

I would like to go to a field trip to learn about engineers because I want to be an engineer.

GEAR UP is really fun and important, and I really enjoy when my facilitator comes and visits my class.

If you want to know if college is for you, it is a great program.

GEAR UP is very helpful if you want to learn about options or decisions for college.

One thing that I want other to know about GEAR UP is that it can help for your future.

A college that I want to take the trip to is UT. I know some people there that might help me with my education.

A handful of students provided suggestions about the GEAR UP services. For example, students expressed a desire to get more information about college majors and about scholarships/financial aid to help them pay for postsecondary education. Also, students requested more field trips, indicating meeting with professionals was helpful.

I need to know more information about financial aid and preparing for college.

Talk about what they want to do in the future, like college job career, I would rather talk to someone in real life than do it on the computer.

More field trips and do fun stuff at school, also to learn in a fun way.

Given that program implementation did not begin until February 2018, this section presents a baseline description of outcomes for the 2017–2018 school year.

The district-wide Employee Coordinated Survey, AVID student and family surveys, GEAR UP student and family surveys, and archival student records (e.g., students' attendance, course enrollment, and STAAR testing) were used to describe baseline outcomes. Baseline outcomes were organized by each of the four program components: academic intervention, enhanced counseling and advising, professional development activities, and family engagement.

Evaluation Question 2: For each program component, what were the outcomes for GEAR UP participants?

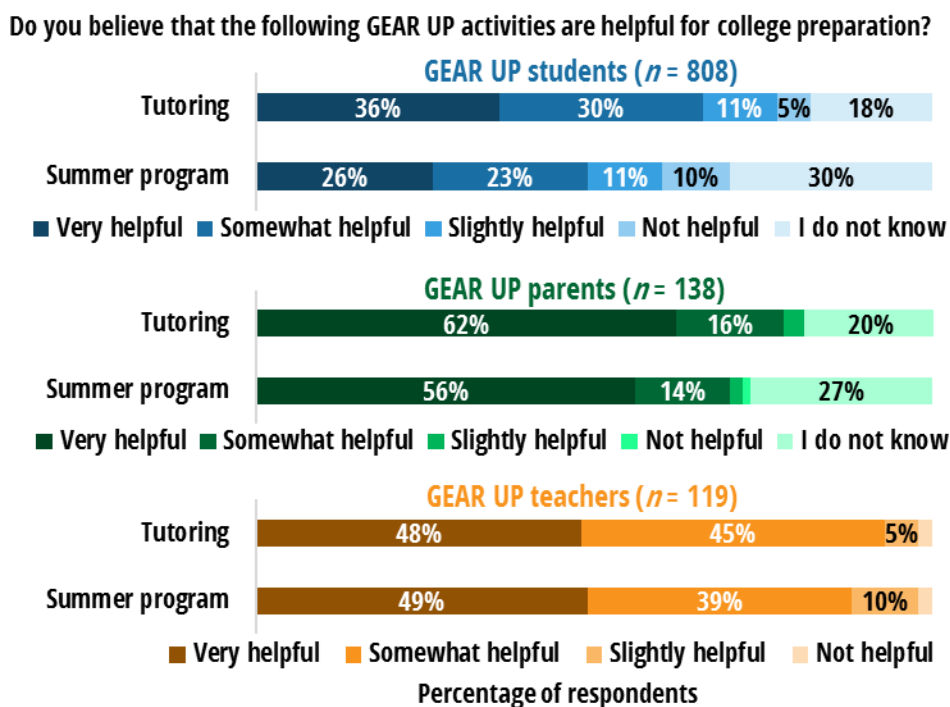
Academic Intervention Outcomes Finding 1: GEAR UP participants had positive perspectives on academic support.

Results from participants' self-reported surveys revealed that students, parents, and teachers had highly positive perspectives on tutoring. They agreed that tutoring was helpful to prepare students for college, and teachers perceived summer programs to be more helpful than did students and parents (Figure 7). Given that the surveys were administered before the end of the school year and that the summer programs had not started by that time, it seems reasonable that the percentage of students and parents perceiving the helpfulness of summer programs was lower than that of teachers.

Because the GEAR UP Student Survey targeted all GEAR UP students, students who responded to the survey might not have participated in tutoring. Therefore, these students' feedback may represent only their perceptions of GEAR UP tutoring services.

Figure 7.

The majority of GEAR UP students, parents, and teachers agreed that tutoring was helpful for college preparation.

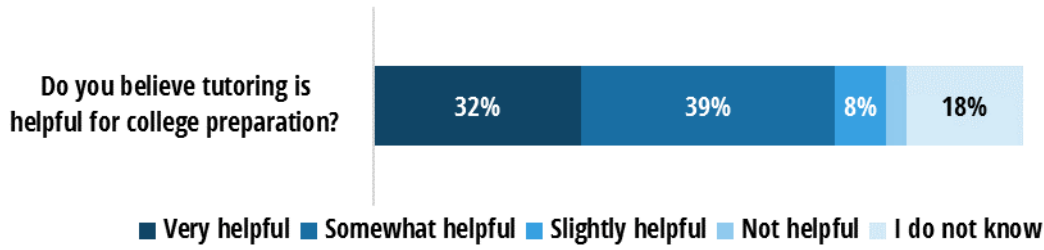


Source. 2017–2018 GEAR UP Student Survey, 2017–2018 GEAR UP Family Survey, 2017–2018 AISD Employee Coordinated Survey



Additionally, GEAR UP survey responses were examined for GEAR UP students who participated in tutoring. Of 396 GEAR UP students who participated in the tutoring services, 155 provided feedback on how they felt about tutoring services on the GEAR UP survey. Seventy-one percent reported that tutoring was very helpful or somewhat helpful for college preparation (Figure 8).

Figure 8.
The majority of GEAR UP students who participated in tutoring services agreed that tutoring was helpful for college preparation.



Source. 2017–2018 GEAR UP Austin student survey

Academic Intervention Outcomes Finding 2: Participants perceived AVID class as helpful for students to perform better.

Sixteen percent of GEAR UP students ($n = 394$) participated in AVID classes. Nine of 11 GEAR UP campuses provided students with an opportunity to enroll in AVID classes. In the GEAR UP student survey, the majority of the 211 GEAR UP students who participated in AVID classes reported the helpful nature of AVID classes (81%).

Of the 394 GEAR UP students who participated in AVID classes, 62% ($n = 246$) also participated in an AVID student survey. GEAR UP students highly rated the role of AVID in students' academic preparation (Figure 9). GEAR UP students reported that the AVID classes helped them perform better. Approximately 50% of GEAR UP students reported AVID helped them improve in organization and goal setting.

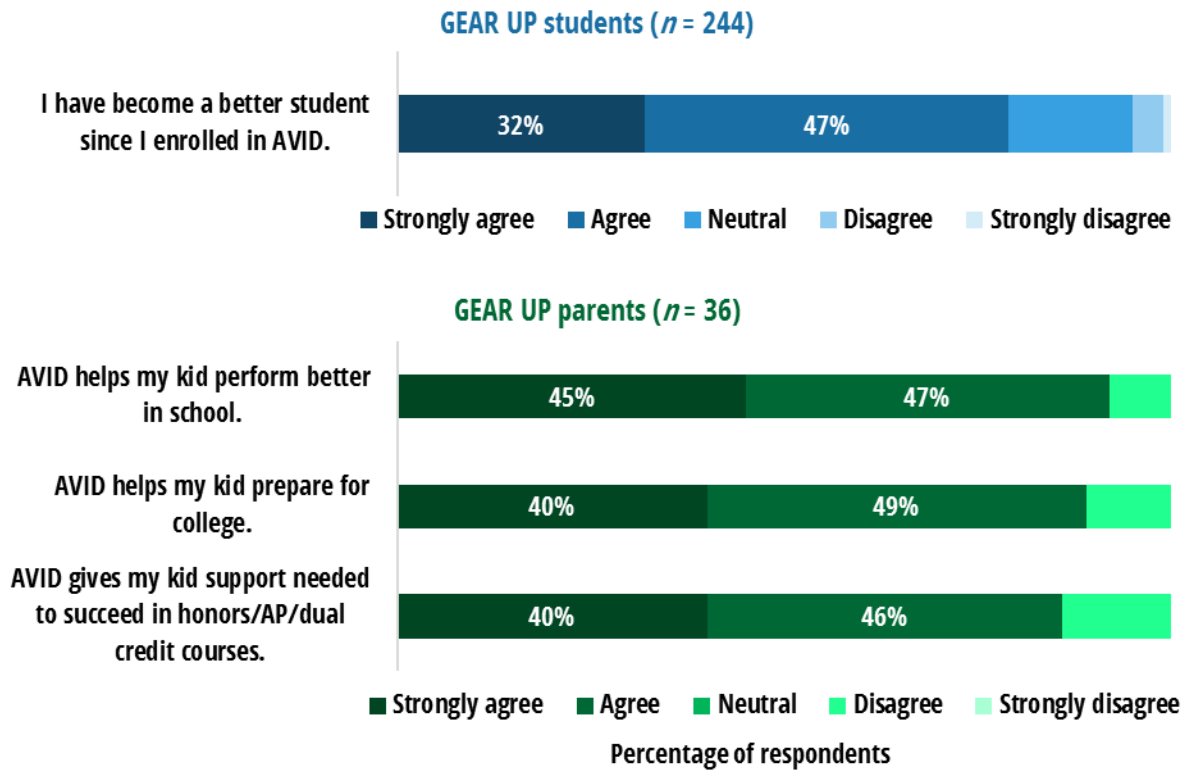
Of the 394 GEAR UP families whose child participated in AVID classes, 12% ($n = 47$) participated in the AVID Family Survey.² Results based on the small percentage of parents responding indicates that, similar to their child, GEAR UP parents reported the positive role

² The confidence interval is +/-13.4%, meaning that we can be 95% certain that the sample percentage is within 13.4 percentage points on either side of the actual population percentage. In other words, responses provided by the 47 family members were not representative of the population of 394 GEAR UP family members whose child participated in AVID classes.

of AVID in students' academic preparation (Figure 9). They recognized that AVID helped their child succeed in advanced courses and prepare for college.

Figure 9.

The majority of parents participating in the AVID Family Survey agreed that AVID helped their child succeed academically. Consistent with that, the majority of students participating in the AVID Student Survey agreed that AVID helped them become a better student.



Source. 2017–2018 AVID Student Survey, 2017–2018 AVID Family Survey

Note. Results about GEAR UP parents' responses to AVID classes were based on a small percentage of GEAR UP families whose child participated in AVID classes.

Impact of Advanced Courses on Academic Performance

A study conducted by Benvenuto (2017) found the pre-AP program in middle schools had a positive impact on students' performance on the AP exam taken in high school. Benvenuto stated that districts that developed a pre-AP program saw improvement in AP scores and increases in AP course enrollment.

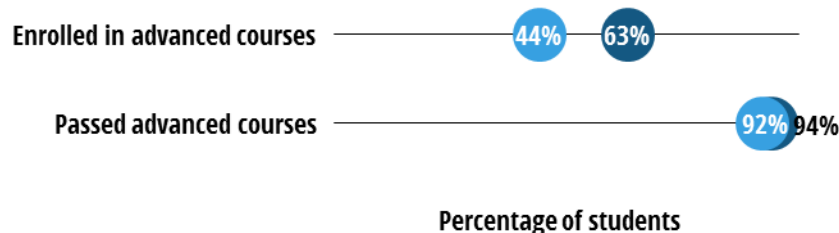
Similarly, Schuschu (2018) stated that pre-AP courses prepared students for both the content and the expectations of the AP program. Schuschu pointed out the skills developed through pre-AP courses are conducive not only to students' scores in AP courses but also to decreased stress levels related to taking AP courses.

Academic Intervention Outcomes Finding 3: The percentage of GEAR UP students who passed advanced courses was similar to that of non-GEAR UP students

The advanced courses in which the GEAR UP 6th graders enrolled were mostly pre-advanced placement (AP) courses. There was an enrollment gap between GEAR UP students and non-GEAR UP students. Forty-four percent of GEAR UP students enrolled in advanced courses, while 63% of non-GEAR UP students enrolled in advanced courses (Figure 10). However, GEAR UP and non-GEAR UP students had similar advanced course passing rates. Ninety-two percent of GEAR UP students passed advanced courses, and 94% of non-GEAR UP students passed advanced courses.

Figure 10.

A gap existed between GEAR UP students and non-GEAR UP students with respect to the percentage taking advanced courses; however, both groups had high passing rates.



Source. 2017–2018 AISD course enrollment records

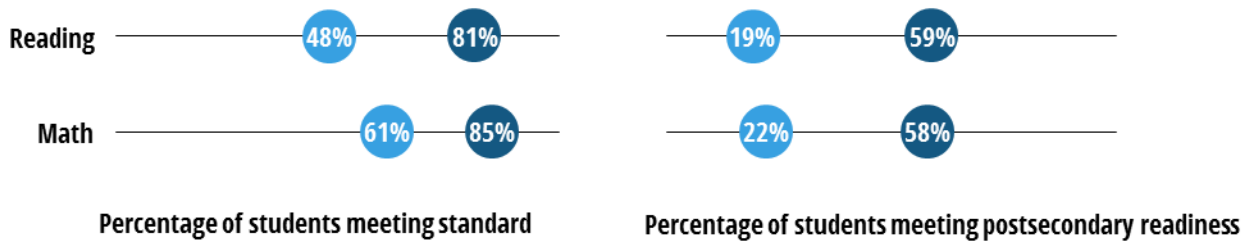
Academic Intervention Outcomes Finding 4: Non-GEAR UP students performed better in STAAR reading and STAAR math than did GEAR UP students.

At the baseline year of program implementation, there was a gap between GEAR UP students and non-GEAR UP students with respect to STAAR passing rates and postsecondary readiness (Figure 11). On average, more than four out of five GEAR UP students qualified for FRPL, and approximately the same percentage attended majority-Hispanic schools in AISD (Figure 1). The GEAR UP program aims to address the educational disparities between GEAR UP and non-GEAR UP students in the district.



Figure 11.

The percentages of **GEAR UP** students who met the STAAR passing standard in reading and math and achieved the postsecondary readiness standard in STAAR reading and math were lower than those of **non-GEAR UP** students.



Source. 2017–2018 AISD student STAAR records

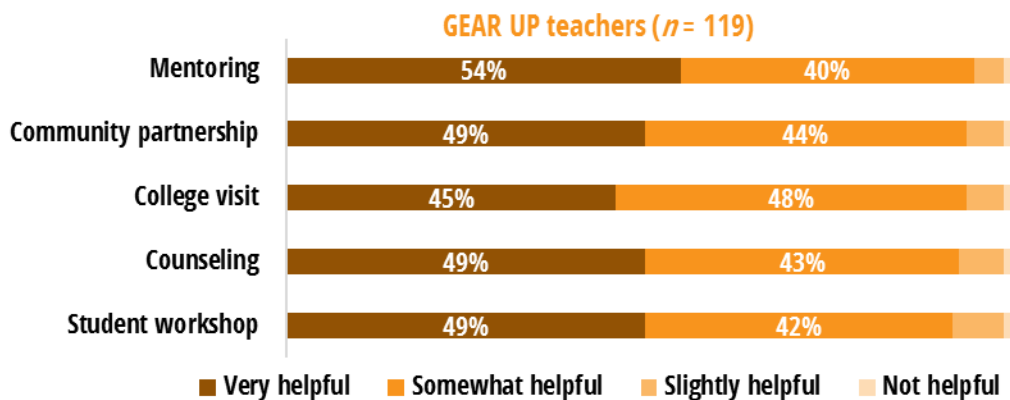
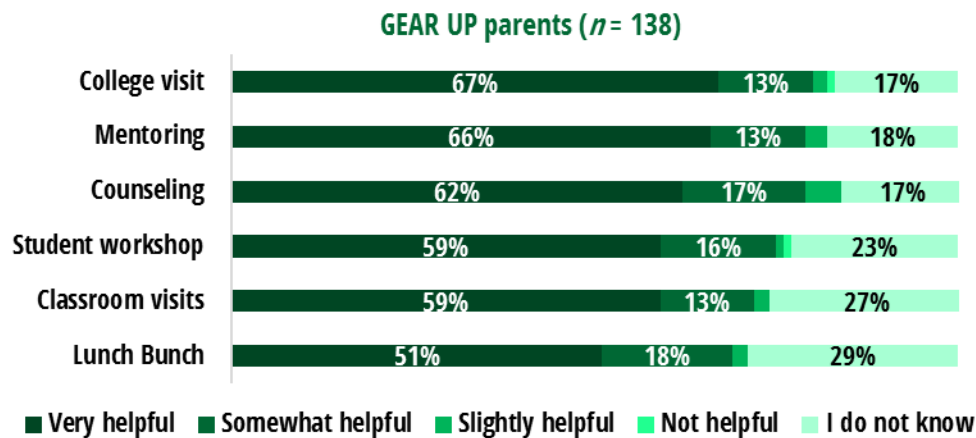
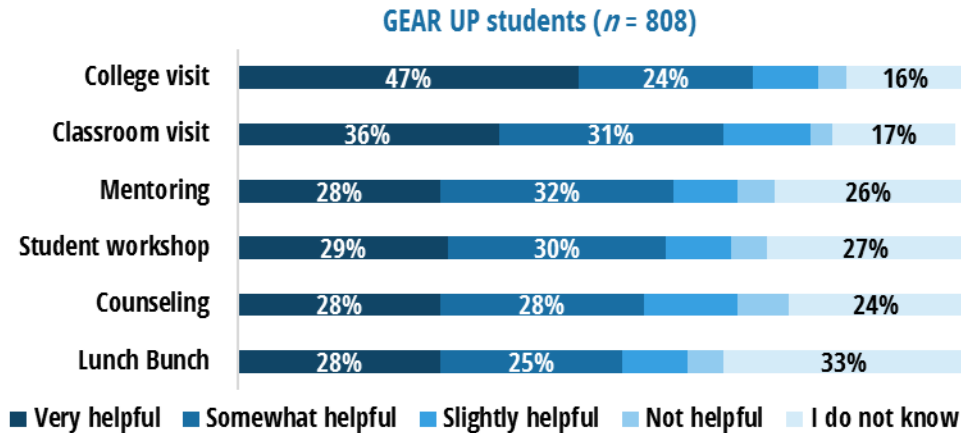
Enhanced Guidance and Counseling Outcomes Finding 1: Participants reported college visits and mentoring to be helpful in preparing students for college.

Findings revealed that participants had positive perspectives on GEAR UP activities (Figure 12). In particular, college visits and mentoring were highly rated as helpful to prepare students for college. For example, findings obtained from the GEAR UP student and family surveys indicated that both students and parents cited college visits and mentoring as most helpful in preparing students for college. Consistently, teachers at GEAR UP campuses who participated in the district-wide Employee Coordinated Survey positively rated the GEAR UP activities. Similar to students and parents, teachers also recognized mentoring and college visits as most helpful in preparing students for college.

Figure 12.

GEAR UP students, teachers, and parents rated college visits and mentoring as the most helpful GEAR UP activities that prepare students for college.

Do you believe that the following GEAR UP activities are helpful to prepare for college preparation?



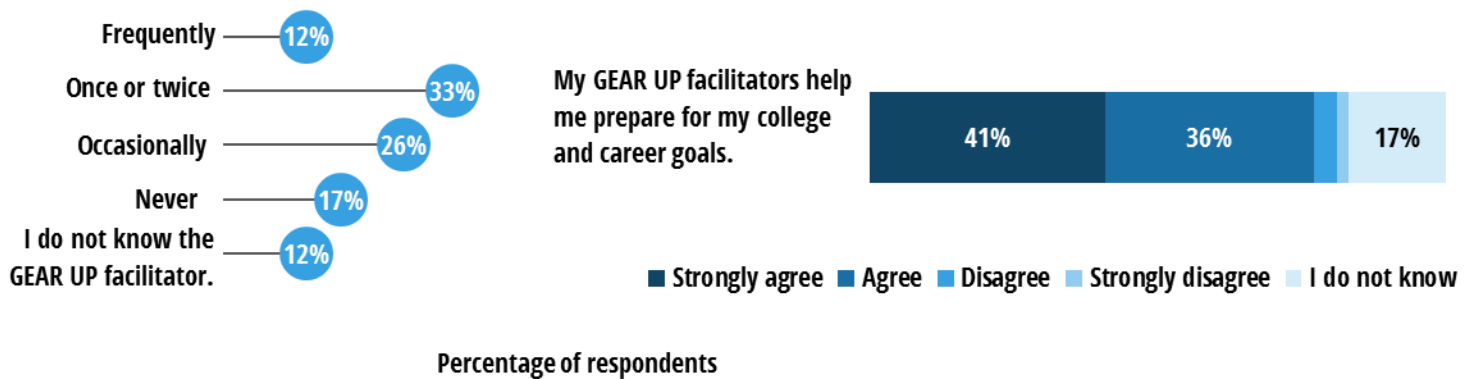
Percentage of respondents

Source. 2017–2018 GEAR UP Student Survey, 2017–2018 GEAR UP Family Survey, 2017–2018 AISD Employee Coordinated Survey

Enhanced Guidance and Counseling Outcomes Finding 2: Students highly rated the GEAR UP facilitators.

Despite only working on their designated campuses for short periods of time, GEAR UP facilitators reached out to many students. The majority (71%) of students indicated that they interacted with GEAR UP facilitators at least once (Figure 13). The majority (77%) of respondents stressed the positive role of GEAR UP facilitators in helping them prepare for college and career (Figure 13).

Figure 13.
The majority of respondents interacted with GEAR UP facilitators and agreed that their facilitators were helpful in preparing them for college and career.

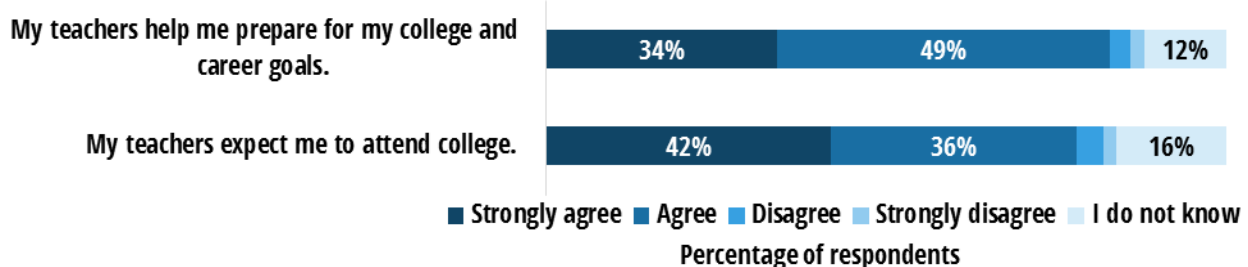


Source. 2017–2018 GEAR UP Austin student survey

Enhanced Guidance and Counseling Outcomes Finding 3: GEAR UP teachers were perceived as supportive for college preparation.

Teachers are important stakeholders to participate in the program, adopt the program activities, and motivate students to succeed. Students’ self-report from the GEAR UP survey revealed that the majority felt supported by their teachers who helped them prepare for college and career (Figure 14).

Figure 14.
The majority of students agreed that their teachers had an expectation of them going to college and helped them meet college and career goals.



Source. 2017–2018 GEAR UP student survey

Enhanced Guidance and Counseling Outcomes Finding 4: Participation in GEAR UP activities was inspiring for students' college aspirations.

GEAR UP activities played a role in motivating students to go to college. Respondents to

GEAR UP is a good program that can help you prepare for high school and most importantly college.

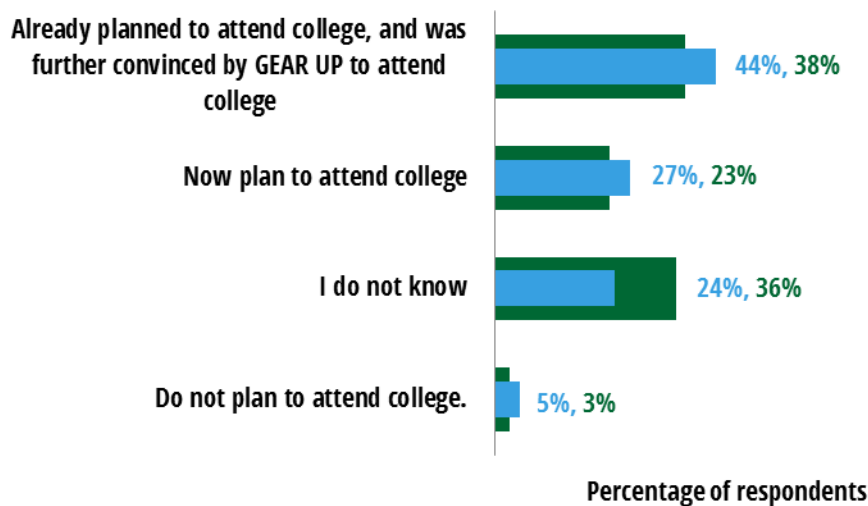
– GEAR UP student

GEAR UP student and family surveys consistently indicated that GEAR UP activities were conducive to their plans to attend college (Figure 15). Students' comments consistently indicated the program helped them learn about college and helped them

feel motivated to go to college. Findings from the AISD Student Climate Survey echoed students' self-reported college aspirations (Figure 16). The majority (64%) of GEAR UP students indicated they planned to go to college after high school.

Figure 15.

The majority of **students** and **parents** consistently indicated that they planned to attend college.



Source. 2017–2018 GEAR UP Student Survey, 2017–2018 GEAR UP Family Survey

Researchers have studied supports for college enrollment and success. Studies suggest ways for school leaders to bridge the gap between aspirations and college enrollment, particularly for low-income students and first-generation college students (Broer & Ikoma, 2015; O'Brien, 2014).

O'Brien (2014) reported full-tuition scholarships, college visits, guidance on college applications, and SAT and ACT workshops as effective activities to bridge the gap between aspiration and enrollment.

Broer and Ikoma (2015) found that taking AP, International Baccalaureate (IB), or other dual-credit courses might help low-income students to enroll in college or to continue to study at college.

Additionally, Hill and Wang's (2015) study examined how 7th-grade parenting practices were related to educational aspirations, which in turn were positively associated with college enrollment. Their study implied that parents' warmth, support for autonomy, and monitoring helped youth develop educational aspirations, do well in school, and ultimately be prepared for college.



The Effect of Chronic Absenteeism

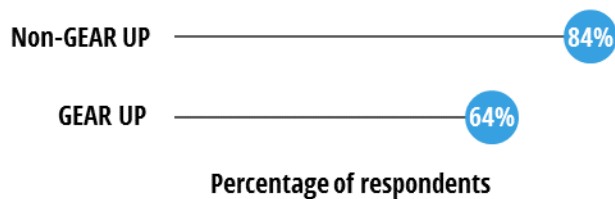
Chronic absenteeism is defined as missing 10% of a school year for any reason, excused or unexcused (Balfanz & Byrnes, 2012). Balfanz and Byrnes indicated that chronic absenteeism is most pervasive among low-income students. Being in school was one of the most effective strategies for low-income students to get out of poverty. These researchers emphasized the importance of being in school, as it drives up achievement, high school graduation, and college attainment rates.

Lara, Nosal, Pelika, and Coons's (2018) research echoed the importance of addressing chronic absenteeism to improve students' academic performance and support their long-term success. They identified interventions to reduce chronic absenteeism, including early warning and monitoring systems, community collaboration, family engagement, and individual attention and services.



Figure 16.

Although the majority of both GEAR UP and non-GEAR UP students indicated they planned to go to college after high school, a significant gap existed between the two groups.



Source. 2017–2018 AISD student climate survey

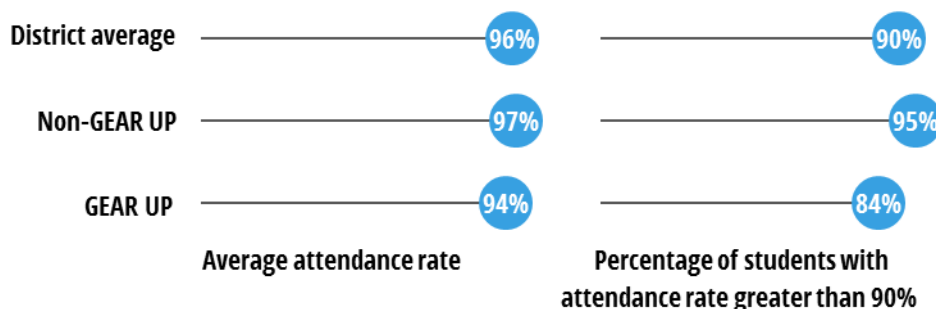
Note. The difference between GEAR UP and non-GEAR UP students' college aspirations was significant ($p < .01$)

Enhanced Guidance and Counseling Outcomes Finding 5: A gap existed between GEAR UP and non-GEAR UP students' attendance rates in the program's 1st year.

The average student attendance rate at non-GEAR UP campuses (97%) was higher than that at GEAR UP campuses (94%) (Figure 17). A gap existed between GEAR UP and non-GEAR UP campuses with respect to chronic absenteeism in the program's 1st year. Additionally, the analysis revealed that 84% of GEAR UP students had an attendance rate greater than 90%, compared with the rate of 95% for non-GEAR UP students (Figure 17). Chronic absenteeism is defined as less than 90% attendance during the academic year. If students miss 10% or more of the academic year, they are likely to have lower academic performance.

Figure 17.

Sixteen percent of GEAR UP students were chronically absent, while 5% of non-GEAR UP students were chronically absent.

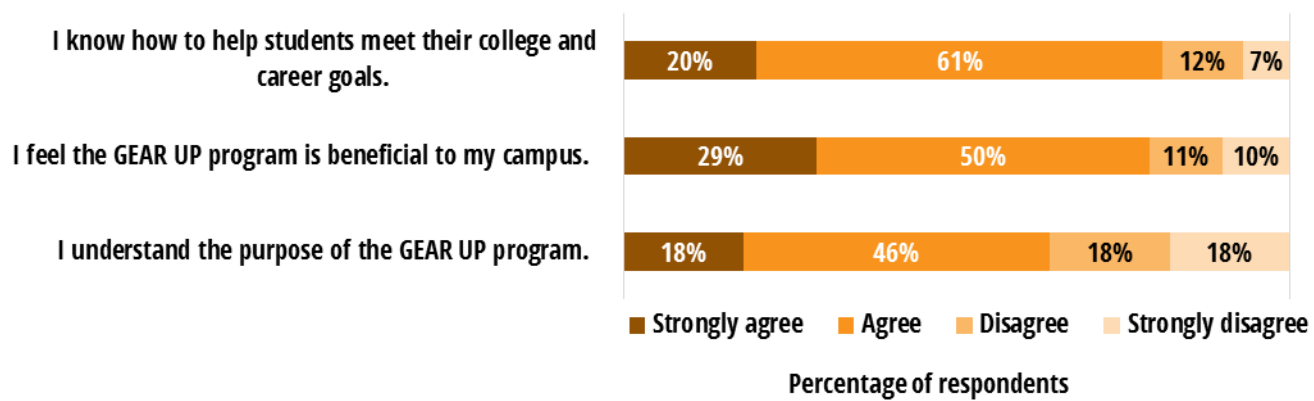


Source. 2017–2018 AISD attendance records

**Teacher Professional Development Training Outcomes Finding 1:
GEAR UP teachers felt knowledgeable to help students with college preparation.**

Ninety-two percent of GEAR UP teachers received prescribed training throughout the 2017–2018 school year. The prescribed training included campus- and district-based professional learning that supported individualized instruction, increased rigor and student engagement, and integrated technology and blended learning. Teachers’ self-report from the district-wide Employee Coordinated Survey demonstrated that the majority of educators (81%) at GEAR UP campuses agreed that they knew how to prepare their students for college and career (Figure 18). Thirty-six percent of educators still needed to learn more about the purpose of the GEAR UP program.

Figure 18.
The majority of respondents were aware of how to help students prepare for college and career and felt their campus could benefit from the GEAR UP program.



Source. 2017–2018 AISD Employee Coordinated Survey

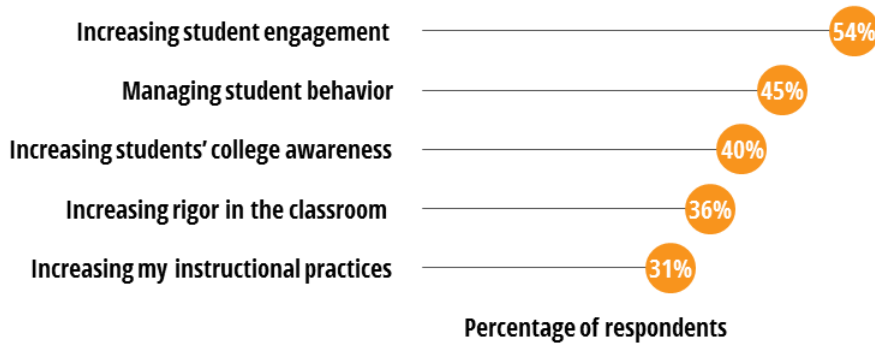
**Teacher Professional Development Training Outcomes Finding 2:
GEAR UP teachers reported increasing student engagement and managing student behaviors as the top two areas of support.**

The GEAR UP program aimed to provide students with a personalized, rigorous curriculum for academic preparation and to provide teachers with professional development activities to increase the rigor of instruction and student engagement. Teachers’ feedback on the support they received for implementing the personalized, rigorous curriculum revealed that increasing students’ engagement and managing students’ behavior were their top two concerns (Figure 19).

Figure 19.

Increasing students' engagement and managing students' behavior were the top two areas of support requested by teachers.

To provide my students with personalized rigorous curriculum, I would like support in:



Source. 2017–2018 AISD Employee Coordinated Survey

Family Engagement Outcomes Finding 1: Families were engaged to support their child for college preparation.

Information collected from teachers, students, and families revealed participants' understanding of the importance of family engagement as a factor contributing to student outcomes. It appeared that the GEAR UP program involved families in their child's academic and college preparation. It is important to note that only 8% of parents/family members participated in GEAR UP activities in Spring 2018.

In the district-wide Employee Coordinated Survey, the vast majority of teachers found the GEAR UP activities that engaged parents (88%) and offered parent workshop on college (91%) were helpful to prepare students for college.

In the GEAR UP Family Survey, 74% of families indicated they

understood the purpose of the GEAR UP program. They appreciated the program's support for their child's education. The majority of families' expectations about their child's college education matched their desires for their child's college education.

Findings also indicated that most families were engaged in their child's education. Most families (72%) reported they had talked frequently with their child about attending college. Most families reported they knew how to get financial aid for college (63%) and planned to help their child get financial aid (79%) (Figure 20).

Family engagement is a critical factor for student outcomes, including higher grades, better attendance, more positive behavior, and higher graduation rates (Henderson & Berla, 1994; Wood & Bauman, 2017).

Studies focused on middle school students found a positive association between family engagement and students' academic performance (Mo & Singh, 2008; O'Sullivan, Chen, & Fish, 2014).

Similarly, Oregon GEAR UP (2014) recognized that students with engaged parents tended to perform well on tests, enroll in advanced courses, attend school regularly, and enroll in college. Many different strategies can involve parents with their child's learning, including volunteer opportunities that do not require a major time commitment, leadership roles that encourage parents to share their culture/knowledge, learning experiences for the whole family, and peer networks in which parent leaders connect with other parents.

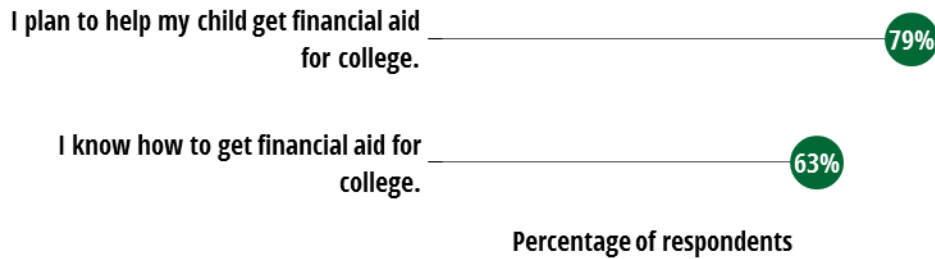
This is a great opportunity to support students in their path to college.
 – GEAR UP parent



The families' feedback matched the students' perspectives on their parents' support in preparing them for college. In a GEAR UP Student Survey, 79% of students agreed that their families helped them prepare for college and career (Figure 21).

Figure 20.

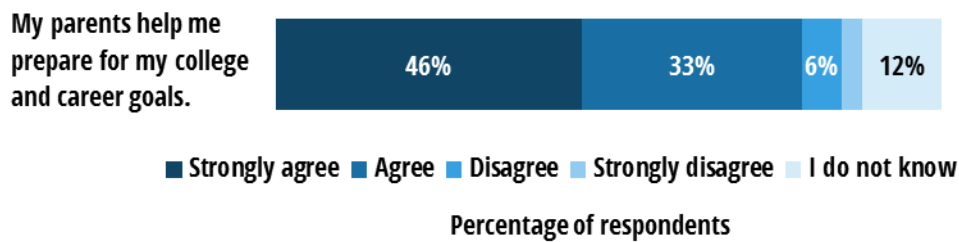
Most parents/family members indicated interest in helping their child get financial aid for college.



Source. 2017–2018 GEAR UP Student Survey

Figure 21.

The majority of students indicated their parents/family members helped them prepare for college and career.



Source. 2017–2018 GEAR UP Student Survey

Family Engagement Outcomes Finding 2: College visits, individual meetings, and parent workshops were considered most helpful by parents.

According to the GEAR UP Family Survey results, parents regarded college visits, individual meetings with facilitators/counselors, and parent workshops as the most helpful activities that supported them to prepare their child for college (Figure 22). Although parents identified helpful activities, it is important to note that only 8% of parents/family members participated in GEAR UP activities in Spring 2018 and 10% participated in the GEAR UP Family Survey. Thus, parents' perceptions of the GEAR UP program may not have been based on their participation.

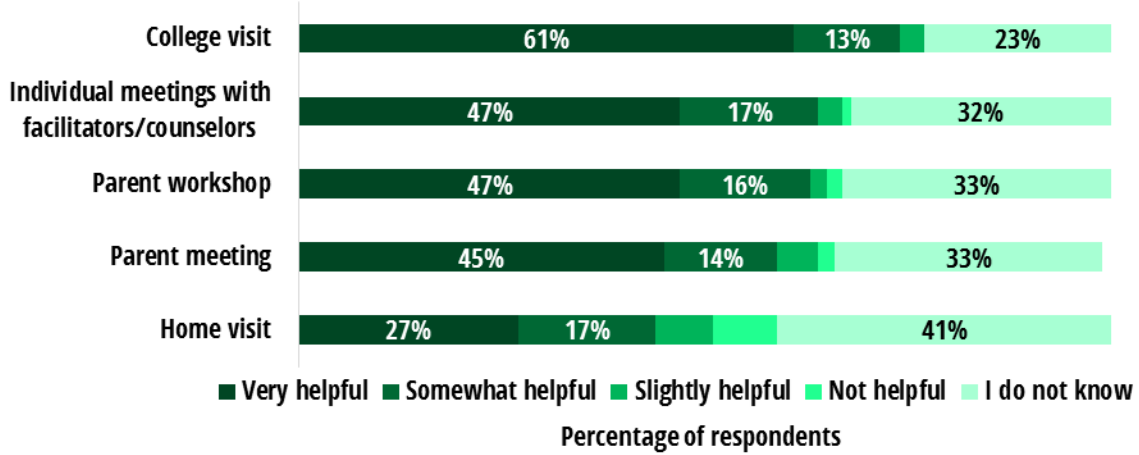
At the beginning of the program implementation in Spring 2018, not all parents understood the program. Some parents expressed concern that the program was not for their child

because it was geared toward students who were economically disadvantaged or who could be first-generation students.

Figure 22.

College visits, individual meetings with facilitators/counselors, and parent workshops were the activities that respondents felt were most helpful in supporting them to prepare their child for college.

Do you believe that the following GEAR UP activities are helpful to support your participation in your child's college preparation?



Source. 2017–2018 GEAR UP Family Survey

Conclusion and Recommendations

Data presented in this report indicate that within a 6-month implementation period, the GEAR UP program began involving students, teachers, and parents with a variety of services to support student outcomes. It is notable that 84% of GEAR UP students participated in one or more services. Within a few months, more than half of GEAR UP students participated in student workshops and college visits in Spring 2018.

Participants regarded GEAR UP activities as helpful for college preparation. For example, the majority of students, teachers, and parents cited the following activities as helpful for college preparation:

- Tutoring
- AVID classes
- College visits
- Mentoring

The facilitators were supportive and helpful to students and parents. GEAR UP facilitators provided counseling, student workshops, and comprehensive mentoring most frequently. GEAR UP students felt appreciative of the facilitators at their campus. The majority of students reported that their facilitators were helpful in preparing them for college and careers.

Additionally, teachers of GEAR UP students were crucial partners in helping students succeed. The majority of teachers felt knowledgeable about preparing their students for college. This was consistent with students' feedback. The majority of students reported that their teachers expected them to attend college and helped them to prepare for college and career goals.

Students, teachers, and parents were aware of the positive role of family engagement in student outcomes. The majority of parents expected and wanted their child to attend college. Most students agreed that their parents helped them to prepare for college and career. The majority of parents perceived college visits, individual meetings with facilitators/counselors, and parent workshops to be most helpful in supporting them to prepare their child for college.

Challenges associated with the GEAR UP implementation, along with the participants' positive perspectives on GEAR UP activities, inform some recommendations for program improvement.

- **Increased understanding of the program.** Because the GEAR UP program started its implementation in February 2018, students and parents might not have known much about the program. For example, some parents were not even aware that their child was participating in the program. Some parents expressed concern about the program being geared toward students who were economically disadvantaged or who could be first-generation students; therefore, they felt that their child was not qualified to participate in the program. As the program continues to reach parents, the program should help them better understand its goals. We recommend that the program provide more information in the form of informational workshops, parent meetings, or video and print materials, emphasizing that the program serves all students, regardless of their economic status or first-generation status.
- **More consistent data definition for service data tracking.** The program used the district's data system to track services each year. Ensuring a consistent understanding of the definition of each service is a critical step that may lead to more effective implementation and evaluation of the program. Therefore, we recommend the program conduct periodical data check-ups to ensure all data is being entered, which would pave a path for effective reporting of the program's services.
- **Increased opportunities for career exploration/job shadowing.** Students were in favor of field trips and stated that field trips helped them gain knowledge about college in a fun way. Some students requested more field trips. Given students' interest in talking to someone in real life and their desire to know more about college majors, it appears meaningful for students to go on field trips in which they can meet with people in different professions. These experiences could inspire students with a vision of college and career goals.
- **More information about financial aid/scholarships.** Students expressed a desire to know more about financial aid/scholarships that would prepare them for college. Parents also suggested the program provide students with information about scholarships. Although financial aid/scholarship information sessions are prevalent at the high school level, providing guidance to students and parents on financial planning at the middle school level would be an effective strategy to motivate students to go to college. We recommend that campus facilitators spend more time educating students about financial planning through more student workshops, one-on-one counseling, and online resources.

Appendix A

GEAR UP Student Survey Results

The purpose of the GEAR UP Student Survey was to capture information related to students' experience with the program. Program staff was encouraged to use the survey results to make decisions that would refine and improve the program. A total of 818 students participated in the survey, representing a 33% response rate. The confidence interval was +/-2.8%, meaning we can be 95% certain the sample percentage was within 2.8 percentage points on either side of the actual population percentage. In other words, responses provided by the 818 students were representative of the population of 2,514 students.

The survey addressed middle school experiences, the GEAR UP program, college preparation, financial aid, and perceived outcomes. Results showed that students had positive perspectives on the program. The majority of students reported that their teachers/GEAR UP facilitators/families helped them prepare for college and career goals, and that their teacher expected them to attend college. The majority of students regarded college visits, GEAR UP classroom visits, and tutoring as the top three GEAR UP activities that helped them prepare for college.

Middle school experiences

	% answered "Yes"				
Do you participate in extracurricular activities outside of your class?	60%				
Do you participate in any community service opportunities during middle school?	37%				
	None	1-5	6-10	11-15	16 or more
How many hours per week do you spend studying or doing homework?	30%	53%	11%	4%	2%
	AVID	Pre-AP	Career and technology	None of these	I do not know.
I plan to take the following types of classes:	34%	34%	27%	10%	33%

The GEAR UP program

	A few things	Everything	I do not know anything about it.					
How much do you know about the GEAR UP program?	73%	8%	20%					
	Never	Occasionally	Once or twice	Frequently	I do not know.			
How often do you interact with your GEAR UP facilitator on your campus?	17%	26%	33%	12%	11%			
How often do you participate in tutoring services?	57%	30%	-	13%	-			
	A family member	A GEAR UP facilitator	A classroom teacher	A school counselor	A GEAR UP mentor	A GEAR UP tutor	A classmate or friend	No one has helped.
Who has helped you learn the most about preparing for college?	31%	31%	14%	4%	5%	2%	2%	11%
	Not helpful at all		Slightly helpful	Somewhat helpful	Very helpful	I do not know.		
Do you believe that the tutoring services are helpful?	5%		15%	35%	36%	8%		
Do you believe that the AVID classes are helpful?	4%		12%	27%	54%	3%		
Please indicate your level of agreement with each of the following statements:	Strongly disagree	Disagree	Agree	Strongly agree	I do not know.			
My teachers help me prepare for my college and career goals.	2%	3%	49%	34%	12%			
My teachers expect me to attend college.	2%	4%	36%	42%	16%			
My GEAR UP facilitators help me prepare for my college and career goals.	2%	4%	36%	41%	17%			
My parents help me prepare for my college and career goals.	3%	6%	33%	46%	12%			
Do you believe that the following GEAR UP activities are helpful to prepare you for college?	Not helpful at all	Slightly helpful	Somewhat helpful	Very helpful	I do not know.			
College visits (during school year)	4%	9%	24%	47%	16%			
GEAR UP classroom visits	3%	12%	31%	36%	17%			

Tutoring	5%	11%	30%	36%	18%
Mentoring	5%	9%	32%	28%	26%
Student workshops	5%	9%	30%	29%	27%
Counseling	7%	13%	28%	28%	24%
GEAR UP Lunch Bunch	5%	9%	25%	28%	33%
Summer programs	10%	11%	23%	26%	30%

College preparation

	I do not plan to finish high school	High school only	Certificate or associate Degree (2 year)	Bachelor Degree (4 year)	Graduate or professional degree	I do not Know.		
What level of school do you plan to complete?	5%	8%	11%	25%	27%	24%		
	NA	It costs too much.	I need To work.	My grades are not good enough.	I want to join military service.	I need to take care of my family.	The job I am interested will provide training.	I am not interested.
What is the main reason you might not continue your education after high school?	39%	21%	8%	8%	4%	6%	6%	7%
	Never		Occasionally		Frequently			
I have talked with my parent about attending college.	18%		51%		31%			
	I do not know anything.		I know a few things.		I know a lot.			
Do you know which classes you should take to prepare for college?	26%		55%		18%			

Financial aid

	Never	Occasionally	Once or twice	Frequently	I do not know anything.	
Have you talked with someone about the availability of financial aid to help pay for college?	28%	17%	25%	12%	19%	
	I do not know anything.		I know a few things.		I know a lot.	
Do you know how to get financial aid for college?	50%		34%		16%	
	Definitely not	Probably not	Not sure	Probably	Definitely	I do not know anything.
Can you afford to attend a public 4-year college using financial aid, scholarships, and your family's resources?	3%	10%	30%	32%	11%	14%
	Not sure		No	Yes	I do not know anything.	
Are you planning to apply for financial aid for college?	44%		8%	28%	19%	

	Nothing, I will Seek financial aid.	I am not planning to go to college.	I may not meet college requirement.	The process is too difficult.	The process is too time consuming.	My family has money to pay for college.	I do not have enough information.
What might prevent you from seeking financial aid for college?	29%	8%	14%	10%	6%	9%	31%

Perceived outcomes

	Worse	About the same.	Better	I do not know.	I do not participate in GEAR UP activities.
Due to my participation in GEAR UP, my academic performance is:	2%	32%	29%	26%	10%
	No, I do not plan to Attend college.		Yes, I now plan to Attend college.	Yes, I already planned, and GEAR UP further convinced me to attend college.	I do not know.
My participation in GEAR UP activities has changed my plans about attending college.	5%		27%	44%	24%

Appendix B

GEAR UP Family Survey Results

The purpose of the GEAR UP Family Survey was to capture information related to parents' experiences with the program for their child. Program staff was encouraged to use the survey results to make decisions that would refine and improve the program. A total of 179 parents participated in the survey, representing a 10% response rate. The confidence interval was +/-6.9%, meaning we can be 95% certain that the sample percentage was within 6.9 percentage points on either side of the actual population percentage. In other words, responses provided by the 179 family members were not representative of the population of 1,758 family members.

The survey addressed students' middle school experiences, family expectation, the GEAR UP program, students' college preparation, family participation, financial aid, and perceived outcomes. Results showed that families had positive perspectives on the program. The majority of families' expectations about their child's college education matched their desire for their child's college education. Families regarded college visits, mentoring, counseling, and tutoring as the top four GEAR UP activities they felt were helpful in preparing their child for college. College visits, individual meetings with facilitators/counselors, and parent workshops were the activities families felt were most helpful in supporting them to prepare their child for college. The majority of families indicated an interest in seeking financial aid for their child's education, although many never talked with anyone about getting financial aid for college.

Middle school experiences

	% answered "Yes"				
My child participates in extracurricular activities outside of his/her class.	58%				
My child participates in any community service opportunities during middle school?	43%				
	None	1-5	6-10	11-15	16 or more
How many hours per week does your child spend studying or doing homework?	11%	65%	16%	4%	3%

Parent expectation

	High school only	Certificate or associate Degree (2 year)	Bachelor Degree (4 year)	Graduate or professional degree	I do not Know.	
What level of school do you expect your child to complete?	5%	13%	37%	29%	16%	
	High school only	Certificate or associate Degree (2 year)	Bachelor Degree (4 year)	Graduate or professional degree	I do not Know.	
What level of school do you want your child to complete?	1%	5%	35%	54%	6%	
	NA	It costs too much.	My child needs to work.	My child's grades are not good enough.	The job my child is interested will provide training.	My child is not interested.
Why might your child not continue his/her education after high school?	45%	32%	4%	6%	5%	8%
			Never	Occasionally	Frequently	
I have talked with my child about attending college.			2%	26%	72%	

The GEAR UP program

	% answered "Yes"				
I know the GEAR UP program on my child's campus.	59%				
	Strongly disagree	Disagree	Agree	Strongly agree	
I understand the purpose of the GEAR UP program.	8%	17%	35%	39%	
Do you believe that the following GEAR UP activities are helpful to prepare your child for college?	Not helpful at all	Slightly helpful	Somewhat helpful	Very helpful	I do not know.
College visits (during school year)	1%	2%	13%	67%	17%
Mentoring	-	3%	13%	66%	18%
Counseling	-	5%	17%	62%	17%
Tutoring	-	3%	16%	62%	20%
Student workshops	1%	1%	16%	59%	23%
GEAR UP classroom visits	-	2%	13%	59%	27%

Summer programs	1%	2%	14%	56%	27%
GEAR UP Lunch Bunch	-	2%	18%	51%	29%
GEAR UP family events	4%	2%	16%	50%	27%

Student college preparation

	I do not know anything.		I know a few things.		I know a lot.	
Do you know which classes your child should take to prepare for college?	33%		48%		19%	
	AVID		Pre-AP		Career and technology	
			None of these		I do not know.	
My child plans to take the following types of classes:	22%		46%		16%	
	5%		34%			

Parent participation

	% answered "Yes"							
My participation in GEAR UP activities has changed my ideas about my child's attending college.	38%							
	Myself/ another family member	A GEAR UP facilitator	A classroom teacher	A school counselor	A mentor	A GEAR UP tutor	A classmate or friend	No one has helped.
Who has helped your family learn the most about preparing for college?	58%	9%	5%	5%	3%	2%	1%	17%
Do you believe that the following GEAR UP activities are helpful to support your participation in your child's college?	Not helpful at all		Slightly helpful		Somewhat helpful		Very helpful	
							I do not know.	
College visits	-		3%		13%		61%	
Individual meetings with facilitators/counselors	1%		3%		17%		47%	
Parent workshops	2%		2%		16%		47%	
Parent meetings	2%		5%		14%		45%	
Home visits	8%		7%		17%		27%	
							40%	

Financial aid

	Never		Occasionally		Once or twice		Frequently		I do not know anything.	
I have talked with someone about getting financial aid to help pay for college?	61%		9%		11%		4%		16%	
									I do not know anything.	
Do you know how to get financial aid for college?									I know a few things.	
									I know a lot.	
									22%	

	Definitely not	Probably not	Not sure	Probably	Definitely	I do not know anything.	
Can your child afford to attend a public 4-year college using financial aid, scholarships, and your family's resources?	5%	7%	23%	29%	27%	9%	
		Not sure	No	Yes	I do not know anything.		
Are you planning to help your child get financial aid for college?	15%	2%	79%	5%			
	Nothing, my child will seek financial aid.	My child is not planning to go to college.	My child may not meet college requirement.	The process is too difficult.	The process is too time consuming.	My family has money to pay for college.	I do not have enough information.
What might prevent your child from seeking financial aid for college?	48%	1%	7%	7%	2%	2%	33%

Perceived outcomes

	Worse	About the same.	Better	I do not know.
Due to GEAR UP, my child's academic performance is:	-	18%	39%	43%
	No, my child does not plan to attend college.	Yes, my child now plan to attend college.	Yes, my child already planned, and GEAR UP further convinced him/her to attend college.	I do not know.
My child's participation in GEAR UP activities has changed his/her plans about attending college.	3%	23%	38%	36%

Appendix C

GEAR UP Campus Teacher Survey Results

The annual AISD Employee Coordinated Survey (ECS), conducted by the Department of Research and Evaluation, aimed to gain district employees' perspectives on their experiences with various programs offered in the district. The ECS included three questions designed for the GEAR UP program.

GEAR UP teachers' self-report from the ECS revealed that the majority had positive perspectives on the program. Teachers appeared to have adequate knowledge of the GEAR UP program. Teachers indicated students' engagement and students' behaviors as the top two concerns when implementing the personalized, rigorous curriculum. The majority of teachers agreed that all GEAR UP activities were helpful to prepare students for college and career.

GEAR UP campus teacher responses to GEAR UP questions in the district ECS

Please indicate your level of agreement with each of the following statements:	Strongly disagree	Disagree	Agree	Strongly agree
I understand the purpose of the GEAR UP program.	18%	18%	46%	18%
I know how to help students meet their college and career goals.	7%	12%	61%	20%
I feel the GEAR UP program is beneficial to my campus.	10%	11%	50%	29%
To provide my students with personalized rigorous curriculum, I would like support in: % selected (Please select all that apply.)				
Increasing student engagement	54%			
Managing student behavior	45%			
Increasing students' college awareness	40%			
Increasing rigor in the classroom	36%			
Increasing my instructional practices	31%			
I think the following GEAR UP activities are helpful to prepare students for college and careers:	Strongly disagree	Disagree	Agree	Strongly agree
Mentoring	2%	4%	40%	54%
Community partnerships	2%	5%	44%	49%
Tutoring	2%	5%	45%	48%
College tours	2%	5%	48%	45%
Counseling	2%	6%	43%	49%
Student workshops	2%	7%	42%	49%
Parent engagement	2%	7%	34%	57%
Summer programs	2%	10%	39%	49%
Parent workshops on college	2%	10%	39%	49%

Appendix D

Percentage of Students Participating in Services at Each GEAR UP Campus

Campus	Tutoring	Summer program	Student workshop	College visit	Educational field trip	Counseling	Comprehensive mentoring	Family event	Family workshop	Family counseling
Bedichek (n = 278)	6%	10%	95%	46%	10%				3%	
Burnet (n = 337)	27%	3%	89%	89%						1%
Covington (n = 227)	32%	7%	99%	99%		7%	9%	11%		1%
Dobie (n = 201)	5%	16%	9%	63%					8%	
Fulmore (n = 345)	21%	7%	91%	12%		9%	6%	4%		3%
Garcia YMLA (n = 138)	9%	6%	98%	90%	67%			14%		
Martin (n = 158)	5%	6%	93%	88%		4%		1%	16%	
Mendez (n = 212)		12%	69%	69%	69%					
Paredes (n = 273)	4%	4%	46%	8%		7%		11%	1%	4%
Sadler Means YWLA (n = 137)	44%	14%	98%	28%				10%		
Webb (n = 208)	21%	16%	16%	4%	5%	8%	<1%	9%	4%	
Overall average	16%	9%	73%	52%	11%	4%	2%	5%	2%	1%

Appendix E

Average Number of Hours of Service per Participating Student at Each GEAR UP Campus

Campus	Tutoring	Summer program	Student workshop	College visit	Educational field trip	Counseling	Comprehensive mentoring	Family event	Family workshop	Family counseling
Bedichek (n = 278)	1.0	71.4	2.1	3.9	2.5				0.4	
Burnet (n = 337)	2.1	63.3	0.8	3.0						
Covington (n = 227)	2.0	53.6	2.2			0.9	1.3	1.3		1.5
Dobie (n = 201)	1.2	110.8								
Fulmore (n = 345)	1.5	122.9	1.2	4.6		0.6	0.9	1.6		0.5
Garcia YMLA (n = 138)	1.9	141.7								
Martin (n = 158)	5.7	92.7	1.7	10.4		0.3			1.5	
Mendez (n = 212)		143.7	1.5	2.0	1.0					
Paredes (n = 273)	0.8	73.5	1.0	3.0		0.5		1.2	1.0	1.0
Sadler Means YWLA (n = 137)	3.7	88.1								
Webb (n = 208)	15.0	133.2	1.7	7.9	1.5	1.0	3.8	2.6	2.3	
Overall average	3.6	99.9	1.5	4.4	1.3	0.7	1.2	1.6	1.4	1.0

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