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CENTRAL TEXAS  
**Student Futures**  
PROJECT

**Central Texas High School Graduate  
Data Center:  
Findings from the 2006 Senior Surveys**

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## **Executive Summary**

Globalization, technological innovation and the ongoing restructuring of work have created a need for well-educated and trained workers in the U.S. and locally. According to the Texas Higher Education Coordinating Board's (THECB) postsecondary education plan, *Closing the Gaps by 2015*, the Austin region must find a way to add 50,000 more college graduates by that time in order not to lose its competitive edge to other regions in this country and the world. This economic need is occurring simultaneously with demographic shifts in which Central Texas minority populations, who have historically attended college at low rates, are growing rapidly. Thus, it is essential to identify those policies and practices that would enable Central Texas residents to acquire the education needed to meet the region's workforce and economic development needs.

### **Central Texas High School Graduate Data Center Overview**

The Central Texas High School Graduate Data Center (Data Center) is a research partnership between the Ray Marshall Center, Skillpoint Alliance and a growing number of Central Texas independent school districts (ISDs). The Data Center has begun to follow the progress of Central Texas graduates as they make the critical transition from high school to postsecondary education, the labor market and the military, as well as less desired outcomes such as welfare and corrections. The Data Center's purpose is two-fold:

- To provide Central Texas school districts, postsecondary institutions, and employers with comprehensive, longitudinal research on what local high school graduates are doing after high school, why they are making these decisions, and how a variety of educational, personal and financial factors are related to graduates' success in higher education and the workforce; and
- To foster best practices through workshops, seminars, and applied research, assisting the region's ISDs, Education Service Center, and postsecondary institutions to increase the number of regional graduates who obtain postsecondary academic and workforce credentials.

As defined in this project, Central Texas comprises Travis, Williamson and Hays counties and includes 22 school districts with headquarters in these counties. The 2005 American Community Survey estimates that 7%-17% of children in these counties lived in

poverty (17%, 7% and 10%, respectively). According to these estimates, Hispanics made up 32% of the Travis County population, 20% of Williamson, and 32% of Hays. Both of these groups are significantly underrepresented in the current postsecondary education system and Hispanics are the fastest growing segment of the Texas population. Texas Education Agency (TEA) records indicate that 229,114 students were enrolled in the three-county area in 2006, including all elementary and secondary schools.

### **Major Research Questions and Expected Results**

In each year of this study, the Data Center plans to answer the following major research questions for the region's high school graduates:

1. Which graduates are participating in postsecondary education and why?
2. Which graduates are going to work and why?
3. Which graduates are both working and participating in postsecondary education?

The first two questions constitute the study's primary focus and will be analyzed for Central Texas graduates as a whole and for key population groups of graduates. To determine both what young adults plan to do after high school and key influences on these outcomes, the Data Center surveys students just before they graduate from high school and again one year following their graduation. Students' educational and labor force progress will be followed for four years after high school graduation, using both survey and student-level administrative data files. Statistical analysis of the resulting data will identify those background factors and educational practices that are associated with positive education and labor force outcomes. Findings will be shared annually with business leaders committed to supporting local education initiatives and with local educators so that they can use this information to improve their educational practices for future cohorts of high school students.

### **Cycle Two Activities and Contents of This Report**

During the second research and dissemination cycle (January 2006 through September 2007), the Data Center surveyed 2006 seniors prior to their graduation to gather information about their family backgrounds, high school activities, and plans and preparation for life after high school, information that is not available from their school records. There

were three versions of the survey: online and paper versions created by researchers with the Data Center and completed by students in Del Valle, Manor, Leander, Pflugerville, and Round Rock ISDs, and a separate version created by Austin ISD, an Exit Survey the district has administered for several years in its schools. This report summarizes the survey responses of seniors who completed the senior surveys in the spring of 2006.

Researchers also collected historical student records from participating school districts, as well as postsecondary enrollment and workforce participation data through the fall of 2007. The Data Center is combining data from all of these sources to create a longitudinal research data set and developing preliminary statistical models to identify those background and school variables related to students' initial enrollment in postsecondary education and participation in the workforce. A forthcoming report, targeted for release in the summer of 2007, will provide a first look at students' initial entry into postsecondary education and employment after high school graduation and factors related to successful transitions.

### **Summary of Findings from the 2006 Survey of High School Seniors**

Over 5,000 seniors in the Austin, Del Valle, Leander, Manor, Pflugerville and Round Rock ISDs responded to the surveys (57% of all seniors). Slightly more female than male students responded to the surveys. Nearly half of all respondents were White, 35% were Hispanic and 12% were Black, with the remainder divided among other race/ethnic groups. Nearly three of every ten respondents came from low-income families, and 37% attended high schools in which at least 40% of students were from low-income families.<sup>1</sup> Over 80% of all respondents expected to attend college or technical school within one year of graduation.

In general, the demographic characteristics of survey respondents reflect those of the senior classes from which they were drawn. Exceptions are noted in the text. Across all districts, the pool of total survey respondents includes slightly more Hispanic and low-income students and fewer White and Asian students than expected. This is due to a higher overall survey response rate (81%) by Austin ISD seniors than in other school districts and that school district's higher share of Hispanic and low-income students.

Survey responses for the major survey categories were analyzed both for all respondents and for selected population groups of interest. Survey responses were examined for the following groups: students planning further education within one year of graduation; first-generation students<sup>2</sup>; low-income students; students attending low-income schools<sup>3</sup>; and students by race/ethnicity and gender. Differences by ISD are generally not discussed in the text because those responses typically reflect the different demographic composition of each district. Responses from Del Valle ISD were not included in the detailed analysis due to technical problems that resulted in a very small share of those students completing the survey. Other survey limitations are discussed in the report.

Selected findings in the key topics covered by these surveys are summarized below. All differences discussed among population groups are both large and statistically significant. Other significant differences of smaller magnitudes are mentioned in the report. A report appendix contains complete responses to those survey questions asked in all survey versions.

### ***Family Background/Influences***

- Nearly all parents (95%) encouraged their children to pursue further education beyond high school. However, differences were found in the extent of parental encouragement among student groups. Specifically, students planning to pursue further education and White students were significantly more likely to say that their parents encouraged them “a great deal.” Students not planning to pursue further education, Hispanic students, and first-generation students were more likely to respond that their parents had only “somewhat” encouraged further education.

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<sup>1</sup> Low-income families are those that participate in the Food Stamp, TANF or free/reduced-price school meal programs. Children from these families will be referred to in this report as low-income students.

<sup>2</sup> First-generation students are defined, for all non-AISD districts, as those that reported that neither of their parents had completed any education beyond high school. AISD’s survey asked students for their mothers’ education level only.

<sup>3</sup> Low-income schools are defined as those in which at least 40% of students come from low-income families. In all but one of these schools, over half of the students meet this definition.

- More than three-fourths of seniors reported thinking about college or technical school as a possibility before they entered high school. Among students planning to pursue further education, White, Asian and female students were far more likely to have thought about college as an option “for as long as I can remember.” Over half of all low-income students, students attending low-income high schools and first-generation students reported that they did not think about college as an option until middle and/or high school. Black students were more likely to begin thinking about college while in middle school; Hispanic and male students were more likely to begin doing so while in high school.
- When asked about who had been most helpful in applying for college and financial aid, “parents” came up as the most frequently chosen answer. However, first-generation students, low-income students, and students attending low-income high schools cited their parents less often than the groups to which they were compared. White students were more likely to identify parents and/or family members as most helpful than were seniors in other race/ethnic groups. Unlike other groups of students, low-income students stated that school and/or college counselors were most helpful with this process.

### *High School Experiences*

- Almost all respondents (96%) participated in non-classroom activities, either those associated with their high schools or non-school-based activities. However, the types of activities varied widely. Specifically, Asian, White and female students, as well as students planning to pursue further education, reported significantly higher rates of participation in community service activities than did first-generation, low-income, Black and Hispanic students. One-fourth of respondents provided routine care to family members; low-income, first-generation, Hispanic, Black, and female students were more likely to provide such care.
- Roughly a third of high school seniors did not work during their senior year, another third worked from one to 15 hours per week, and the remainder worked more than 15 hours a week. This pattern holds for all ethnicities except Asian, over half of whom did not work during their senior year. Low-income and first-generation students as well as those not planning to pursue further education were the most likely to work more than 15 hours per week.
- Nearly nine out of ten respondents reported studying, with most students studying between one and five hours per week during their senior year. Male students and those students not planning on pursuing higher education were less likely to report any studying, while Asian students studied more than White, Black and Hispanic students.

### ***Preparation for Life after High School***

- Over 80% of all respondents felt that their high schools had helped them further develop their knowledge and skills in major academic subject areas. Students intending to pursue further education and male students were more likely to give their schools highest ratings in mathematics and science, while low-income students and those attending low-income schools were less likely to report the highest rating in those subjects. Asian students were significantly more likely to rate their schools highly for furthering mathematics skills than students from other race/ethnic groups.
- Nearly 90% of respondents reported completing at least one college preparation activity. Overall, 55% of students engaged in four or more college preparation activities; however, students planning to pursue further education and female students were more likely to have completed four or more activities. Female students, students planning further education, White and Asian students were also significantly more likely to complete each of the individual college preparation activities defined in the survey than the groups to which they were compared.
- Over eight of every ten (85%) respondents reported applying to at least one postsecondary institution, and 67% applied to 4-year colleges. Students attending low-income high schools, first-generation, low-income, Black and Hispanic students were all more likely to report applying to a 2-year college. A majority of reported applicants also reported acceptance as of the date the survey was completed; however, those attending low-income high schools as well as first-generation and low-income students were less likely to report acceptance to both 2-year and 4-year colleges. White and Asian students were more likely to report acceptance to a 4-year college than other race/ ethnic groups.
- While over 70% of respondents said that they might borrow money for college, only 40% of survey respondents said that they or their parents had completed and submitted a Free Application for Federal Student Aid (FAFSA) in order to qualify for income-based grants and loans. Of students who had applied to at least one educational institution, female students were more likely to have completed a FAFSA and Hispanic students less likely when compared to their counterparts.

### **Conclusions and Plans for Future Work**

The following conclusions can be drawn from the 2006 senior surveys:

1. The demographic characteristics of survey respondents and their senior classes varied widely.
2. Despite these differences, there was widespread agreement among students in their interest in further education beyond high school.

3. Major differences existed among different types of students in completing the detailed steps (such as taking college entrance exams, applying to colleges, and ordering transcripts) needed to successfully pursue further education. In general, female, White and Asian students were the most likely to participate in the activities needed for future educational success, while low-income and first-generation students were least likely to do so.

Readers should remember that responses to these surveys are not linked to students' actual participation in further education, only students' stated plans. In addition, the significant differences observed between any two groups may not remain after using more rigorous statistical techniques that control for a number of variables simultaneously. The final Cycle Two report will link survey data to historical educational records and data showing initial enrollment in postsecondary education and employment. The statistical models used in that report will begin to identify factors related to student success after high school.





## **Chapter 1. Project Overview**

Globalization, technological innovation and the ongoing restructuring of work have created a need for well-educated and trained workers in the U.S. and locally. According to the Texas Higher Education Coordinating Board's (THECB) postsecondary education plan, *Closing the Gaps by 2015*, the Austin region must find a way to add 50,000 more college graduates by that time in order not to lose its competitive edge to other regions in this country and the world (THECB, 2000). This economic need is occurring simultaneously with demographic shifts in which Central Texas minority populations, who have historically attended college at low rates, are growing rapidly. Thus, it is essential to identify those policies and practices that would enable Central Texas residents to acquire the education needed to meet the region's workforce and economic development needs.

### **Central Texas High School Graduate Data Center Overview**

The Central Texas High School Graduate Data Center (Data Center) is a research partnership between the Ray Marshall Center, Skillpoint Alliance and a growing number of Central Texas independent school districts (ISDs). The Data Center has begun to follow the progress of Central Texas graduates as they make the critical transition from high school to postsecondary education, the labor market and the military, as well as less desired outcomes such as welfare and corrections. The Data Center's purpose is two-fold:

- To provide Central Texas school districts, postsecondary institutions, and employers with comprehensive, longitudinal research on what local high school graduates are doing after high school, why they are making these decisions, and how a variety of educational, personal and financial factors are related to graduates' success in higher education and the workforce; and
- To foster best practices through workshops, seminars, and applied research, assisting the region's ISDs, Education Service Center, and postsecondary institutions to increase the number of regional graduates who obtain postsecondary academic and workforce credentials.

As defined in this project, Central Texas comprises Hays, Travis and Williamson counties and includes 22 school districts.<sup>4</sup> Estimates derived from the 2005 American Community Survey (ACS) show that the median income in these counties is \$43,207 (Hays),

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<sup>4</sup> This count only includes those school districts whose headquarters are located in one of these counties.

\$48,026 (Travis); and \$62,418 (Williamson) respectively. The ACS also shows that 17% of children under 18 in Travis County live in families with incomes below the poverty level, while in Williamson County that number is 7% and in Hays County 10%. Hispanics constitute approximately 32% of the population in Travis and Hays counties, and 20% of the Williamson County population.

According to the Texas Education Agency (TEA), 229,114 students were enrolled in the three-county area in 2006, including all elementary and secondary schools. As will be discussed further in this report, the demographics of students varied greatly between and among school districts in the three counties.

### ***Major Research Questions and Expected Results***

In each year of the study, the Data Center plans to answer the following major research questions for the region's high school graduates:

1. Which graduates are participating in postsecondary education and why?
2. Which graduates are going to work and why?
3. Which graduates are both working and participating in postsecondary education?

The first two questions constitute the study's primary focus and will be analyzed for Central Texas graduates as a whole and for key population groups of graduates. To determine both what young adults plan to do after high school and key influences on these outcomes, the Data Center surveys students just before they graduate from high school and will begin to survey them again one year following their graduation if resources permit. Students' educational and labor force progress will be followed for four years after high school graduation, using both survey and administrative data. Statistical analysis of the resulting data will identify those background factors and educational practices that are associated with positive education and labor force outcomes. Findings will be shared annually with business leaders committed to supporting local education initiatives and with local educators for use in improving practices for future cohorts of high school students.

Key results expected from the Central Texas Data Center include, among others:

- Better understanding of the factors associated with student postsecondary success and failure on the part of policymakers, community and corporate leaders, and, most importantly, school officials, administrators and parents;
- Improved postsecondary education and labor market outcomes over time; and
- Increased engagement of employers and community leaders in local education.

The Data Center's work is organized into a series of research and dissemination cycles that are being phased in over time. Four ISDs —Austin, Del Valle, Pflugerville and Round Rock —participated in the Data Center project in 2005, working with researchers to pilot and test the survey instruments and presentation formats that will be used once all Data Center components are fully implemented. Results from the initial research cycle were reported in the *Central Texas High School Graduate Data Center Year One Final Report* (Schexnayder et al., 2006), which can be downloaded from the RMC web site: [www.utexas.edu/research/cshr/](http://www.utexas.edu/research/cshr/).

### ***Cycle Two Activities***

Two additional districts —Leander and Manor —were added to the project in Cycle Two, which runs from January 2006 through August 2007. Table 1 presents summary characteristics for the six school districts participating in the Data Center project during the second research and dissemination cycle. The student-groups shown in Table 1 were chosen due to their particular interest to our funders.<sup>5</sup>

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<sup>5</sup> First-generation students were not identified due to a lack of available school-wide data.

**Table 1. Characteristics of Participating Schools and Districts**

<b>District</b>	<b>Total Students</b>	<b>Percent Economically Disadvantaged</b>	<b>Percent Hispanic</b>
<b>Austin ISD</b>	81,003	60	55
Akins HS	2,351	54	65
Anderson HS	2,088	18	22
Austin HS	2,150	27	36
Bowie HS	2,673	8	24
Crockett HS	2,001	51	56
Garza H S	303	33	30
Johnson HS	1,666	49	35
Johnston HS	735	83	81
Lanier HS	1,589	79	73
McCallum HS	1,671	34	27
Reagan HS	1,009	80	63
Travis HS	1,555	79	79
<b>Del Valle ISD</b>	8,232	76	73
Del Valle HS	1,886	64	65
<b>Leander ISD*</b>	21,985	21	18
Cedar Park HS	2,159	9	13
Leander HS	2,045	27	22
Vista Ridge HS	1,446	17	17
<b>Manor ISD</b>	4,548	69	54
Manor HS	963	60	44
<b>Pflugerville ISD</b>	18,730	40	33
Hendrickson HS	1,281	26	27
Connally HS	1,850	38	33
Pflugerville HS	2,026	24	26
<b>Round Rock ISD</b>	37,767	25	23
McNeil HS	2,637	14	15
Round Rock HS	2,245	22	23
Stony Point HS	2,226	32	29
Westwood HS	2,522	8	10

\* Leander's Vista Ridge High School did not have a graduating class in 2006, and was therefore not included in the study.

Data source: TEA, AEIS 2005-06 District Profiles.

During this research cycle, the Data Center is conducting the following activities:

- Surveying 2006 high school seniors in the six participating school districts prior to their graduation and analyzing results from those surveys;
- Collecting historical student records from the school districts and initial postsecondary enrollment and workforce participation data from agencies that collect these data;
- Combining student-level survey data with data from these administrative sources to create the first comprehensive research data set for Central Texas that can be used for longitudinal analysis;
- Developing an initial statistical model to determine which background and school variables are related to students' initial enrollment in postsecondary education through the fall semester;
- Writing reports that incorporate all phases of research conducted during Cycle Two; and
- Conducting briefings and educational workshops with stakeholders to share results from this analysis.

### **Contents and Organization of this Report**

This report discusses findings from the senior surveys conducted in the spring of 2006. Chapter 2 provides detailed research questions, and then describes the data set and methods used to analyze survey responses. In Chapter 3, findings from the surveys of high school seniors in participating ISDs are discussed, both for all respondents and for key groups of interest to funders and policy-makers. The fourth and final chapter discusses how these results should be interpreted, draws several conclusions from this analysis and summarizes plans for future Data Center activities. Three appendices provide more detailed descriptions of the research methods and data used in this report; copies of the Data Center survey; and detailed survey responses for questions asked in all six school districts.



## **Chapter II. 2006 High School Senior Survey Research Methods and Sample Characteristics**

The first annual survey of Central Texas high school seniors was conducted in the spring of 2006 in six participating school districts.<sup>6</sup> This chapter discusses the purpose of the survey, methods used to administer and analyze the survey, and final results on key survey questions for over 5,000 survey respondents and major demographic subgroups.

### **Purpose of the High School Survey and Research Questions Addressed**

The annual high school senior survey serves two major purposes:

1. To ask background questions about the students' family backgrounds, lives in high school and plans for further education, as well as additional information that is not contained in administrative databases; and
2. To obtain contact information from the students for future follow-up surveys.

The survey is necessary to start answering the project's research questions because administrative student records do not capture many of the student-level background factors needed to determine why Central Texas high school students make their decisions regarding additional education and training. The major outcome the survey tracks is whether or not the high school graduate is planning to attend college or technical school; however, the survey also asks what the senior is planning to do if not continuing his or her education.

Survey questions include information about many aspects of the Central Texas high school experience and graduates' perceptions of how their experiences both inside and outside of school helped to influence what they do after high school. The survey also identifies the specific ways in which different school districts work to prepare their students for postsecondary education and how useful students felt these activities were. Finally, because the survey collects background demographic information, the results can determine how students' experiences and preparation vary for different population groups within Central Texas high schools.

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<sup>6</sup> A pilot survey of Central Texas seniors was conducted in the summer of 2005 to develop and test the survey approach and questions.

## Research Methods

The administration of the survey took place from late March through May of 2006 in 23 Central Texas high schools in the six participating districts. Three versions of the survey were used: one provided to Austin ISD students, an online version (used by schools in Del Valle, Manor, and Leander, and a paper version (used by schools in Leander, Pflugerville and Round Rock). Austin ISD regularly administers a senior exit survey online or in paper and partnered with the Ray Marshall Center by adding some questions to their survey and modifying the wording of others to better align their survey instrument to the one administered in other districts. Other participating districts were provided the option of either a survey which students could complete online or a paper version of the online survey. Districts made the survey format selection based on the needs of individual high schools in terms of survey timing and computer lab availability. More details about the survey administration are included in Appendix A. A copy of the Data Center survey can be found in Appendix B, while readers interested in the AISD Exit Survey may obtain the full report online at [www.austinisd.org/inside/accountability/evaluation](http://www.austinisd.org/inside/accountability/evaluation).

A few technical limitations impeded the receipt of complete 2006 survey data across all districts in the study. These problems primarily affected the overall survey response rate in Del Valle ISD and the ability to compare the characteristics of survey respondent to non-respondents in Leander ISD. Both of these problems were corrected prior to the administration of the 2007 senior survey. Also, because the content of the Austin ISD survey differs somewhat from the Data Center survey, a few variables needed to be redefined or omitted when combining results from both surveys. Specific instances are referenced in the report and full details are provided in Appendix A. In future years, Data Center researchers will continue to work with Austin ISD to minimize differences in key survey variables.

In analyzing survey results, the researchers first describe the demographic characteristics of survey respondents and the overall survey response rates for all high schools and districts in the study. They also report on the extent to which survey respondents represent all of the seniors in participating school districts.<sup>7</sup>

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<sup>7</sup> Researchers only received the data needed to compare survey respondents to all seniors in four of the six school districts —Austin, Manor, Pflugerville and Round Rock.



The analysis of survey questions only includes those questions asked on all versions of the survey. Answers are summarized on the three major survey topics —family background and influences, high school experiences and preparation for life after high school —both for all survey respondents and for significant differences by selected groups of students. The student groups for which differences are reported are:

- Students planning further education - students who plan to attend college or technical school within one year after high school graduation
- First-generation students - students reporting that neither of their parents had completed any education beyond high school<sup>8</sup>
- Low-income students - students reporting that their families participate in the Food Stamp, TANF or free/reduced-price school meal programs
- Low-income schools - schools in which at least 40% of students come from low-income families. Of the 23 participating high schools, nine meet this definition, with eight schools having low-income student populations of at least 50%.
- Race/ethnicity, and
- Gender.

These student-groups were chosen due after an extensive literature review which can be found in the *Central Texas High School Graduate Data Center Year One Final Report* (Schexnayder et al., 2006). Certain other groups (in particular, Hispanic and first-generation students) are discussed in more detail because they are of particular interest to our funders.

Survey responses were also tabulated and significant differences tested for each school district. In general, differences by school or school district reflected the demographic make-up of the campuses or districts. Districts whose students come from one demographic group (e.g. large share of first-generation college students) had responses consistent with that category while districts with more diverse student demographics reflected that diversity in their overall pattern of responses. Findings by district will not be noted in the text unless survey responses seem inconsistent with the demographic composition of the school districts. Complete survey responses by school district are included in Appendix C.<sup>9</sup>

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<sup>8</sup> For Austin ISD, only mother's educational level was available.

<sup>9</sup> Due to a low response rate in Del Valle ISD, results from that district were not included in the analysis of differences across districts or in Appendix C results.

## **Characteristics of Survey Respondents**

A total of 5,146 seniors from the Austin, Del Valle, Leander, Manor, Pflugerville and Round Rock ISDs completed the survey during the spring semester prior to graduation. As shown in Table 2, the demographic characteristics of survey respondents were quite varied. Slightly more female (53%) than male (47%) students responded to the survey. Nearly half of all respondents were White, 35% were Hispanic and 12% were Black, with the remainder divided among other race/ethnic groups. Nearly three of every ten respondents came from low-income families, and 37% attended low-income high schools. Over 80% of all respondents expected to attend college or technical school within one year of graduation.

Parent education level was also quite varied among respondents. Four of every ten students said that their mothers hold a high school degree or less. Another 35% identified their mothers as having a bachelor's degree or more. If they choose to attend college, over 30% of surveyed students would be the first generation in their families to do so. The difference between the share of students whose mothers have no education beyond high school (40%) and the number of first-generation students is due to families in which mothers did not have education after high school but fathers did. It is not possible to calculate this statistic for Austin ISD students because their survey did not ask for fathers' educational attainment level. Thus, the share of first-generation students in the sample may be somewhat overstated.

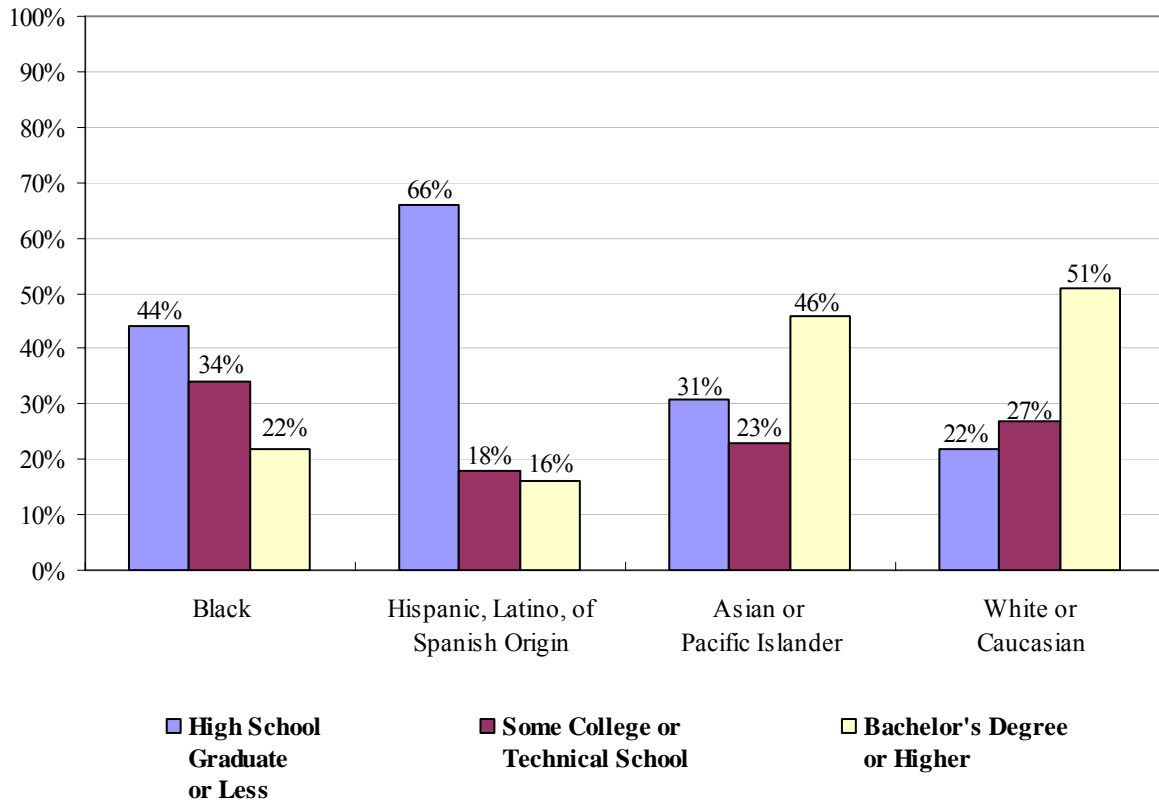
**Table 2. Characteristics of Survey Respondents**

Total	Number	Percent
	5,146	100%
<b>Ethnicity</b>		
Black	598	12%
Asian or Pacific Islander	228	4%
Hispanic, Latino, of Spanish Origin	1,794	35%
White or Caucasian	2,471	48%
Other	27	1%
<b>Gender</b>		
Female	2,711	53%
Male	2,434	47%
<b>Family Income Status</b>		
Low income	1,513	29%
Not low income	3,603	70%
<b>Plans for Further Education</b>		
Going to college or technical school	4,187	82%
Not going to college or technical school	892	18%
<b>Mother's Education Level</b>		
Not a high school graduate	733	16%
High school graduate	1,086	24%
Vocational/technical, no degree	368	8%
Some college, no degree	476	10%
Associate's degree	281	6%
Bachelor's degree	1,015	22%
Master's, professional degree, or doctorate	602	13%
<b>First Generation*</b>		
Yes	1,607	31%
No	3,539	69%
<b>School Income Status</b>		
Low-income	1,916	37%
Not low-income	3,228	63%

\* Based only on mother's education for Austin ISD respondents.

Much of the literature on student success cites mother's educational attainment level as an important variable in predicting student success. However, because this variable is not reported by school districts to the Texas Education Agency, it is typically not possible to identify the distribution of mothers' educational attainment levels within the demographic categories (e.g., race/ethnicity and economically disadvantaged) that are reported for each school and district. As shown in Figure 1 below, the race/ethnicity categories within our sample often mask considerable differences in the mothers' educational levels of seniors completing the survey.

**Figure 1. Mother's Education by Ethnicity**



The low-income variable used in many educational studies based on Texas Public Education Information Management System (PEIMS) data also masks the interplay of several underlying demographic characteristics of low-income Texas families – in particular, educational level, ethnicity and family structure. Contrary to other parts of the United States, less than half of low-income children in Texas are headed by single parents while the other half are two-parent (mostly Hispanic) families.<sup>10</sup> For the students in this study, it is possible to identify which students live in single-parent families only in those districts completing the Data Center survey (i.e., non-AISD students). Using survey data, an analysis of the relationship of that variable to the low-income and ethnicity variables more commonly reported in Texas educational statistics is included in Appendix A.

<sup>10</sup> Schexnayder et al, 2007.

## **Response Rates of Districts**

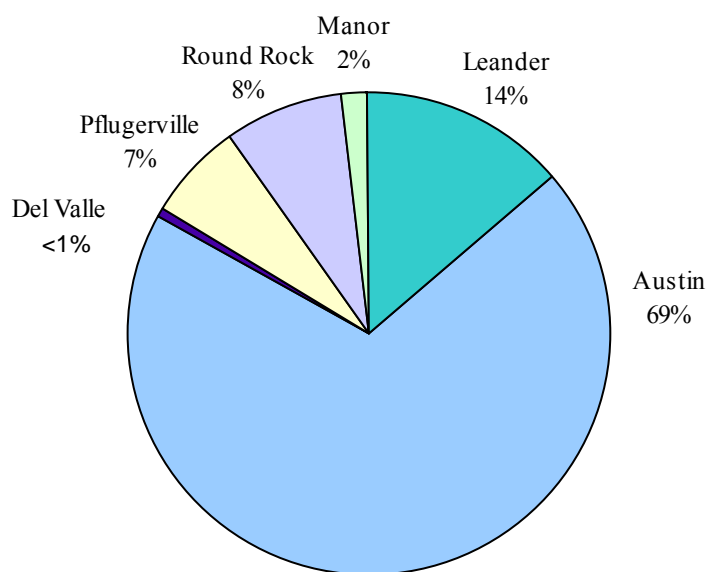
As Table 3 indicates, survey responses also varied substantially across participating districts and campuses. These variations were a result of several factors, including: planning and preparation for survey administration at the district and campus level, and timing and logistics of survey administration at the campus level. These issues had a greater impact on survey response rates than whether the survey was offered online or in a paper version.

Across all districts, 57% of 2006 seniors responded to the survey. Austin ISD high schools measured the largest response rate at 81%. This is largely due to the district's support of its own end-of-year survey that has been administered annually since 2003. Due both to its larger overall size and higher response rate, 69% of all survey respondents attended an Austin ISD high school (Figure 2). Appendix C-1 provides more details about survey response rates for each high school that participated in the 2006 senior survey.

**Table 3. Distribution of Respondents by School and District**

	Number	Percent of all Survey Respondents	Response Rate
<b>District</b>			
Austin	3,564	69%	81%
Del Valle	19	<1%	8%
Pflugerville	352	7%	37%
Round Rock	415	8%	19%
Manor	80	2%	53%
Leander	716	14%	63%
<b>Total</b>	5146	100%	57%
<b>High School</b>			
Akins	422	8%	86%
Anderson	442	9%	90%
Austin	389	8%	87%
Bowie	521	10%	90%
Cedar Park	355	7%	64%
Crockett	315	6%	78%
Del Valle	19	<1%	8%
Garza	79	2%	45%
Hendrickson	67	1%	31%
John Connally	183	4%	55%
Johnston	109	2%	75%
Lanier	248	5%	81%
LBJ	296	6%	86%
Leander	361	7%	62%
Manor	80	2%	53%
McCallum	309	6%	84%
McNeil	58	1%	10%
Pflugerville	102	2%	25%
Reagan	170	3%	80%
Round Rock	39	1%	9%
Stony Point	221	4%	33%
Travis	257	5%	75%
Westwood	97	2%	18%

**Figure 2. Composition of Survey Respondents by ISD**



***Differences Between Survey Respondents and Non-Respondents in Participating Districts***

To determine the degree to which the survey respondents represent the entire population of seniors from which they were drawn, Data Center researchers compared the differences in the means of a set of demographic characteristics between survey respondents and non-respondents in each of the four districts—Austin, Manor, Pflugerville and Round Rock—for which demographic information was available for all 2006 seniors.<sup>11</sup>

In Manor and Pflugerville ISDs, there were no statistically significant differences between survey respondents and non-respondents. In Round Rock ISD, survey respondents were somewhat more likely to be female or Hispanic than those who did not take the survey.<sup>12</sup> In Austin ISD, survey respondents were slightly younger than non-respondents, and somewhat more likely to be White and less likely to be Black than non-respondents.

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<sup>11</sup> Variables upon which the two groups were compared are: age, gender, race/ethnicity and low-income status. Leander ISD was excluded from this analysis because the Data Center only received this information for 2006 seniors who provided student consent.

<sup>12</sup> The threshold of statistical significance discussed in this portion of the text is less than 5%. Additional results are presented in Appendix A.

They were also less likely to come from low-income families than students who did not complete the survey. Due to the high overall survey response rate (81%) for Austin ISD, this discrepancy is likely due to the fact that certain sub-groups of students (e.g., special education students) may have not completed the AISD senior survey.<sup>13</sup>

Data Center researchers also compared the characteristics of all survey respondents against all non-respondents *across* all four districts that provided demographic information for all seniors. This analysis revealed that the total sample of survey respondents includes significantly higher shares of Hispanic and low-income students than expected and lower shares of White and Asian students. This is the result of the higher survey response rates in Austin ISD (which also has a relatively high share of Hispanic and low-income students) than in the other three districts (which have higher shares of White and Asian students).

Based on these analyses, readers should be aware that the summary statistics presented for all survey respondents in the rest of this report over-represent Austin ISD students. This caution should not affect the analysis of survey responses for individual population groups, which are defined to identify differences in responses across certain types of students enrolled in any school district. Appendix A provides more information on this topic.

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<sup>13</sup> Researchers in the AISD Department of Program Evaluation, who had access to a special education variable not available to Data Center researchers, conducted an analysis verifying this portrayal of survey non-respondents.



### **Chapter III. Analysis of 2006 Survey Responses**

The 2006 senior survey covered three main topics about which information is not typically collected by school districts through their administrative data systems: family background and influences on students' views toward education beyond high school, high school experiences, and preparation for life after high school. The following sections discuss major findings in these three topic areas for the questions that were asked in all versions of the survey. Key findings will be presented for all survey respondents, and statistically significant differences greater than five percentage points will be noted for the following groups of respondents: those planning further education within one year of graduation; first-generation students; low-income students; students attending low-income high schools; and students by race/ethnic groups and gender.

Significant differences by school district generally can be explained by the differences in the demographic makeup of students in each district; thus, school district differences will only be discussed if their responses do not follow that general pattern. Complete school district responses can be found in Appendix C.

#### **Family Background/Influences**

Nearly all parents (95%) of respondents encouraged their children to go to college. However, variations existed in the degree to which seniors reported such parental encouragement, with 78% of all respondents stating that their parents had encouraged them “a great deal” and another 17% stating that their parents had “somewhat” encouraged college attendance. These seemingly subtle differences in responses become magnified when examining responses by student subgroups. In general, students planning to pursue further education as well as White students were significantly more likely to say that their parents had encouraged them to go to college “a great deal.” As shown in Table 4, students not planning further education, first-generation students and Hispanic students were significantly more likely to respond that their parents had only encouraged them “somewhat” rather than “a great deal.”

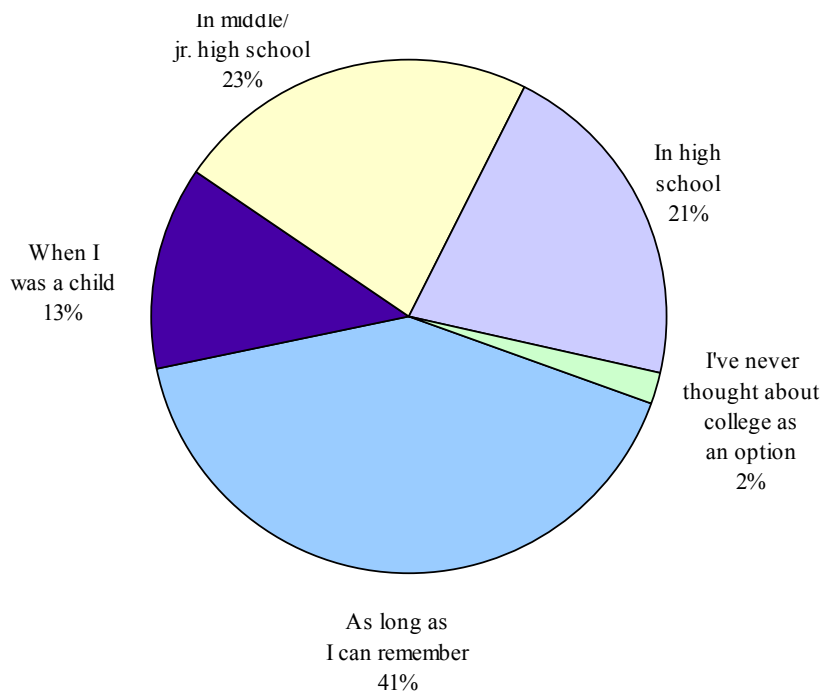
**Table 4. Level of Parental Encouragement**

	A Great Deal of Encouragement	Somewhat Encouraged
Planning further ed	82%	13%
Not planning further ed	56%	34%
First generation	69%	24%
Not first generation	82%	14%
White	82%	13%
Asian	82%	13%
Hispanic	73%	21%
Black	74%	20%

NOTE: This table only includes groups for which differences are statistically significant at or above .the .05 level.

Another measure of families’ influence on views toward college attendance concerns *when* seniors began thinking about postsecondary education. While 41% of respondents reported thinking about college as an option “for as long as I can remember,” a nearly equal share (44%) did not think about college as an option until middle and/or high school (Figure 3).

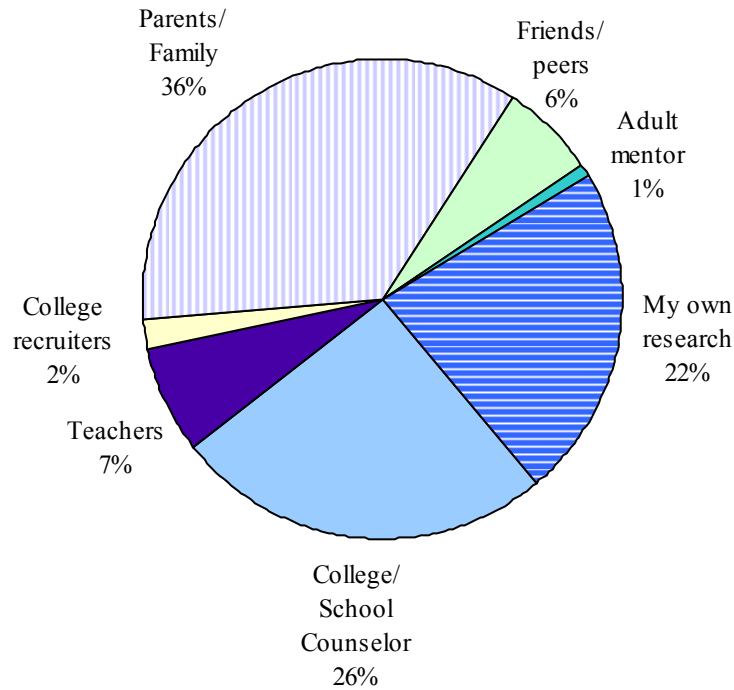
**Figure 3. When Did You Start Thinking About College**



Once again, these differences vary greatly by student group. Students planning to pursue further education were much more likely to have thought of college as an option “for as long as I can remember” than was true for students not planning further education. Those respondents were more likely to begin thinking about college in high school. Over half of all low-income students, students attending a low-income high school, and first-generation students responded that they did not think about college as an option until middle and/or high school. Variations also existed by race/ethnicity, with approximately half of both White and Asian students responding “for as long as I can remember.” Black students were more likely to begin thinking about college while in middle school, and Hispanic students in high school. Finally, a significantly larger share of female respondents reported “for as long as I can remember” than males, who were more likely to begin thinking about college in high school.

When asked who offered the most help in preparing for college, parents and/or family members were identified most often, with just over one-third (35%) of respondents choosing that option (Figure 4). However, first-generation, low-income students and students attending low-income high schools were less likely to respond in such a manner than the groups to which they were compared. When examining differences between ethnic groups, White students were more likely to identify parents and/or family members as most helpful than was true for students from other race/ethnic groups. Unlike other student groups, low-income students stated that school and/or college counselors were most helpful with the college application process.

**Figure 4. Who Offered the Most Help in Preparing for College?**



### ***High School Experiences***

Nearly all respondents (96%) reported participating in school-affiliated extracurricular activities. However, the types of activities varied by student subgroup. Students planning further education and female students were more likely to participate in organized music groups (such as band, chorus and/or orchestra) and language-based clubs. Both low-income and first-generation students were less likely to participate in University Interscholastic League (UIL) academic competitions and/or academic clubs than their counterparts.<sup>14</sup> Asian students were less likely to report participation in any extracurricular activities than students from other race/ethnic groups; however, those Asian students that did participate were more likely to do so in UIL academic competitions and academic clubs.

Most respondents (85%) also reported participating in non-school-affiliated activities outside of school hours. Once again, the type of activities differed when examining subgroups. Students planning further education and male students were more likely to participate in organized sports activities outside of school while first-generation and low-income students were less likely to participate in organized sports not affiliated with their schools. As shown in Table 5, Asian, White, female, and college-bound students all reported

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<sup>14</sup> Sets the rules for all statewide academic and athletic competitions for Texas schools.

significantly higher levels of participation in community service activities than did first-generation, low-income, Black and Hispanic students. Over one-fourth of all survey respondents reported providing routine care to family members; low-income, first-generation, Hispanic, Black and female students reported significantly higher rates of family care than student groups to which they were compared.

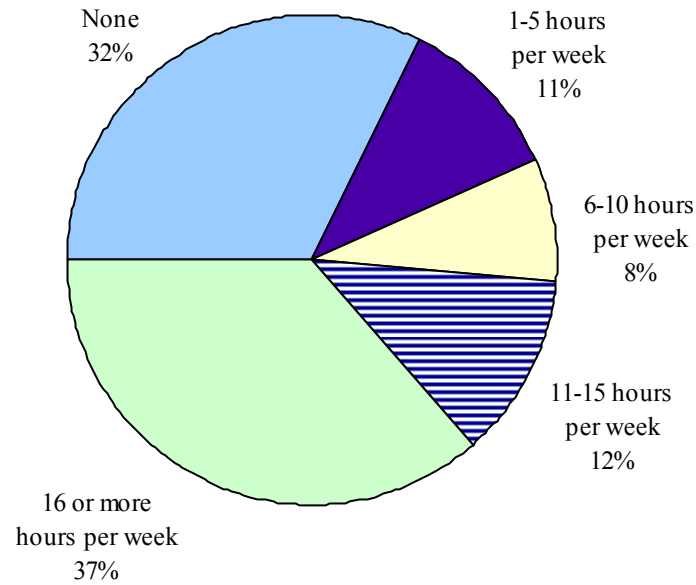
**Table 5. Community Service versus Routine Care for Family Members**

	<b>Community Service</b>	<b>Family Care</b>
Pursuing higher education	48%	26%
Not pursuing higher education	24%	30%
First generation	36%	38%
Not first generation	47%	21%
Low income	35%	43%
Not low income	47%	20%
Black	36%	34%
Asian	60%	21%
Hispanic	34%	38%
White	51%	16%
Female	51%	30%
Male	32%	23%

NOTE: This table only includes groups for which differences are statistically significant at or above the .05 level.

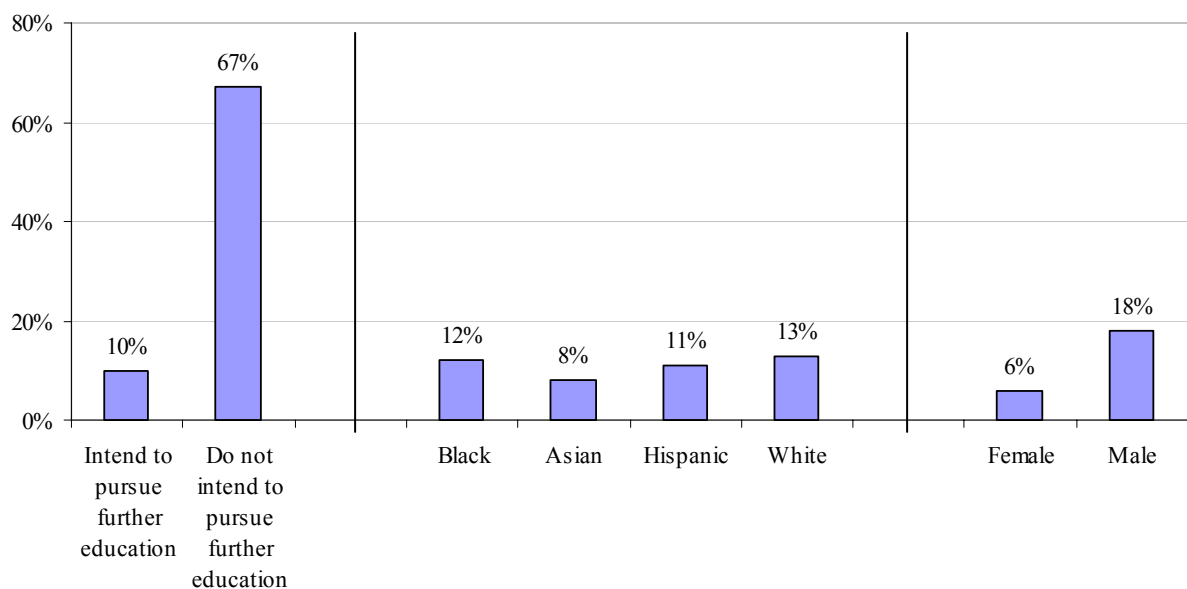
Approximately two-thirds of respondents said that they worked during their senior year (Figure 5). Reports of working did not vary significantly across subgroups, except for Asian students who were much less likely (8%) to work during their senior year. Of those students who reported working, nearly 30% worked 1-5 hours per week, 18% worked 11-15 hours per week, and slightly more than half reported working 16 hours or more per week. Low-income and first-generation students were more likely to report 16 or more hours of work per week, as were students not planning to pursue further education.

**Figure 5. Hours Worked During Senior Year**



Nearly nine out of ten respondents also reported studying, doing research, or completing homework assignments outside of school hours. Of those who reported studying, two thirds of respondents studied 1-5 hours per week and another fourth studied 6-10 hours per week. As displayed in Figure 6, students not planning to pursue further education were more likely (21%) to report not studying than students planning to continue their education (10%). Asian students reported studying more often than White, Black, and Hispanic students. Finally, a significantly larger portion of male students (18%) reported not studying than female students (6%).

**Figure 6. Respondents Who Reported No Outside Studying**



NOTE: This figure only includes groups for which differences are statistically significant at or above the .05 level.

### ***Preparation for Life after High School***

General views toward academic preparation. Over 80% of survey respondents felt that their high schools helped them to further develop their knowledge and skills in major academic subject areas, including writing, social studies, math, science, foreign language, and computer technology. However, students across population groups differed in the degree to which they felt that their high schools had further developed their skills. A significantly higher share of students planning to pursue further education rated their high schools “very well to well” for furthering their mathematics and science skills while students not planning further education were more likely to answer “somewhat well” to those questions. Low-income students and those attending low-income high schools were less likely to say that their schools had furthered their skills “very well or well” in the same subjects. Nearly 70% of Asian students gave their schools the highest rating for furthering their mathematics skills, which was significantly higher than for students from other race/ethnic groups. Gender differences were seen as well. Male respondents were more likely to rate their schools highly

for furthering their skills in mathematics, science and social studies, while female respondents were more likely to give their schools the highest marks for furthering their writing and foreign language skills.

Specific college preparation activities. Students who were planning further education typically engaged in many activities, both in and out of the classroom, to prepare for these pursuits. College preparation activities encompass completion of advanced coursework at both the high school and college levels, taking college entrance exams, visiting prospective colleges, submitting applications to colleges, and applying for various types of financial aid.

The survey included questions for nine different types of college preparation activities. Nearly 90% of respondents reported participating in at least one such college preparation activity. Table 6 lists the actual share of respondents who participated in each of these individual activities. As shown there, two-thirds of seniors reported taking college entrance tests (typically SAT or ACT), the most common of all reported activities. Surprisingly, only 56% of seniors said that they completed at least the Recommended High School Graduation Plan, which is the default curriculum for all Texas high school students. In future reports, this self-report will be compared to students’ actual school records, as it is possible that students may not be familiar with the official name of the curriculum that they completed. The activity reported least often was completion of Austin Community College courses while in high school, with only 22% of students taking advantage of that opportunity.

**Table 6: Reported College Preparation Activities**

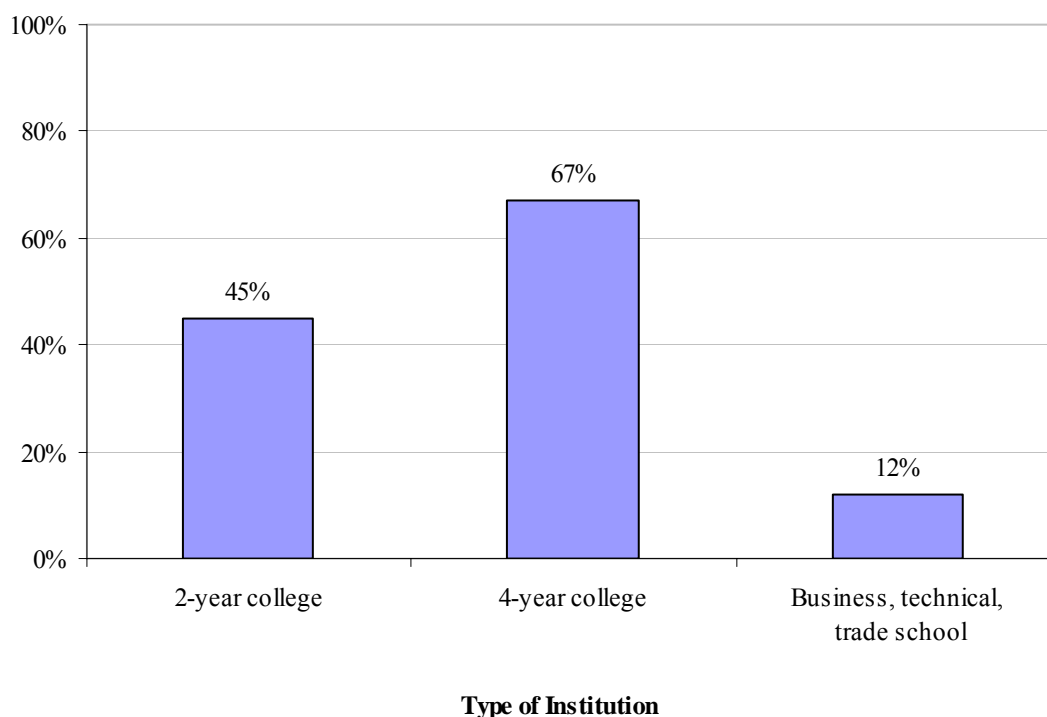
Activity	% of Respondents Completing
Took college entrance tests (typically SAT or ACT)	67
Took PSAT exam	59
Visited one or more college campuses	56
Completed Distinguished Achievement or Recommended High School Plan	56
Completed one or more AP/IB course	47
Ordered and submitted a transcript to a postsecondary institution	44
Completed and submitted a FAFSA	40
Completed and submitted a scholarship application	34
Completed ACC courses	22



There were large and significant differences among groups both in the number of college preparation activities completed and participation in each activity. Of those students who completed at least one college prep activity, students planning further education and female students were significantly more likely to have engaged in four or more of the listed activities than the groups to which they were compared. First-generation students, low-income students, and students attending a low-income high school were more likely to have reported completing between one and three of the activities. Furthermore, female students, students planning further education, those with college-educated mothers, White and Asian students were more likely to have completed each of the individual college preparation activities than their counterparts.

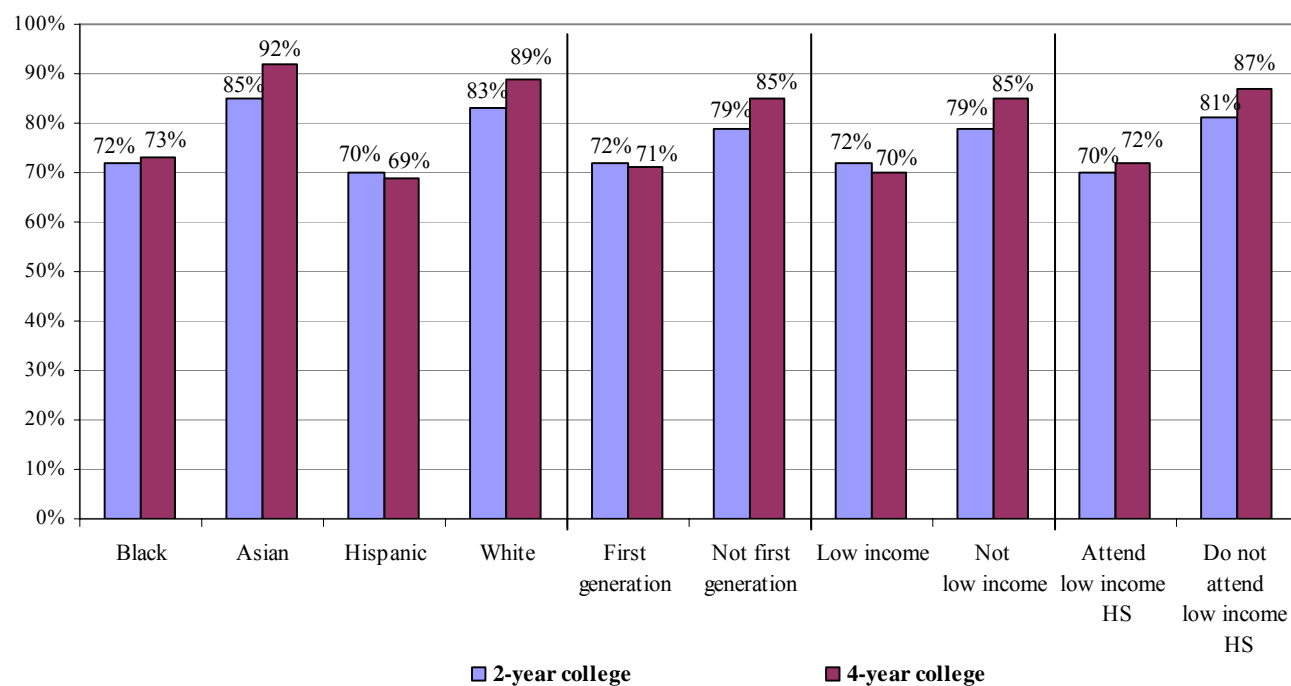
Application and acceptance to postsecondary education. Another vital step that students must take to pursue further education is actually to apply to colleges, business/technical school or other educational entities. Over three-fourths (85%) of all respondents submitted at least one application to some type of postsecondary institution. As Figure 7 illustrates, some students applied to more than one type of postsecondary institution (45% to 2-year colleges, 67% to 4-year colleges, and 12% to business, technical or trade school). Low-income students, those attending a low-income high school, first-generation students, Black and Hispanic students were more likely to report applying to a 2-year college than other respondents; similar patterns, but with smaller differences, were found for applications to business, technical, or vocational schools.

**Figure 7: Rates of Application to Postsecondary Institutions**



Of respondents submitting applications to further their education beyond high school, 84% reported acceptance into some type of postsecondary institution as of the date they completed the survey. Acceptance rates also varied by type of institution. Of students applying to 4-year colleges, 81% were accepted, while 75% of 2-year college applicants and 64% of business/technical school applicants reported acceptance. Acceptance rates varied significantly across population groups. First-generation and low-income applicants, as well as those attending a low-income high school, were less likely to report that they had been accepted to either a 2-year or 4-year college than their counterparts. Additionally, White and Asian applicants were more likely to report acceptance into a 4-year college than Black and Hispanic applicants. Figure 8 displays the acceptance rates of these subgroups to both 2-year and 4-year colleges.

**Figure 8. Acceptance to Higher Education**



NOTE: This figure only includes groups for which differences are statistically significant at or above .05 level.

It is important to note that these acceptance rates only account for those students who knew that they had been accepted at the time they completed the survey. This timing issue may have affected the rates slightly as students applying to 4-year colleges typically do so earlier in the year and may have had more complete information regarding future plans. This topic will be explored further in the outcomes report, which will compare actual college enrollment to student responses to these survey questions.

It is important to note that these acceptance rates only account for those students who knew that they had been accepted at the time they completed the survey. This timing issue may have affected the rates slightly as students applying to 4-year colleges typically do so earlier in the year and may have had more complete information regarding future plans. This topic will be explored further in the outcomes report, which will compare actual college enrollment to student responses to these survey questions.

Application for financial aid. Finally, given today’s cost of postsecondary education, many students need financial assistance outside of their personal or family resources to pay for further education. Over half of survey respondents said that they would definitely or probably borrow money for college and another 21% said that they might do so.<sup>15</sup> However, only 40% of respondents reporting completing the Free Application for Federal Student Aid (FAFSA), which is typically required by all postsecondary institutions prior to any financial aid awards being granted. Of students who actually applied to some type of postsecondary educational institution, female applicants were more likely to have completed a FAFSA than males, while Hispanic applicants were significantly less likely to have completed a FAFSA than applicants in other race/ethnic groups.

### **Summary of Findings from the 2006 Survey of High School Seniors**

A total of 5,146 seniors —57% of seniors in the Austin, Del Valle, Leander, Manor, Pflugerville and Round Rock ISDs —responded to the survey. Across all districts, total survey respondents slightly over-represent Hispanic and low-income students and under-represent White and Asian students. The slight over-representation is due to the higher overall survey response rate (81%) by Austin ISD seniors and that school district’s higher share of Hispanic and low-income students.

The findings from the three major topics covered by the senior survey are summarized below:

#### ***Family Background/Influences***

- Nearly all parents (95%) encouraged their children to pursue further education beyond high school. However, differences were found in the extent of parental encouragement among student groups. Specifically, students planning to pursue further education and White students were significantly more likely to say that their parents encouraged them “a great deal.” Students not planning to pursue further education, Hispanic students, and first-generation students were more likely to respond that their parents had only “somewhat” encouraged further education

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<sup>15</sup> Information on other types of financial aid for which students applied (e.g., scholarships, grants, etc.) was only available for non-AISD students so those will not be discussed in this report.

- More than three-fourths of seniors reported thinking about college or technical school as a possibility before they entered high school. Among students planning to pursue further education, White, Asian and female students were far more likely to have thought about college as an option “for as long as I can remember.” Over half of all low-income students, students attending low-income high schools and first-generation students reported that they did not think about college as an option until middle and/or high school. Black students were more likely to begin thinking about college while in middle school; Hispanic and male students were more likely to begin doing so while in high school.
- When asked about who had been most helpful in applying for college and financial aid, “parents” came up as the most frequently chosen answer. However, first-generation students, low-income students, and students attending low-income high schools cited their parents less often than the groups to which they were compared. White students were more likely to identify parents and/or family members as most helpful than were seniors in other race/ethnic groups. Unlike other groups of students, low-income students stated that school and/or college counselors were most helpful with this process.

### *High School Experiences*

- Almost all respondents (96%) participated in non-classroom activities, either those associated with their high schools or non-school-based activities. However, the types of activities varied widely. Specifically, Asian, White and female students, as well as students planning to pursue further education, reported significantly higher rates of participation in community service activities than did first-generation, low-income, Black and Hispanic students. One-fourth of respondents provided routine care to family members; low-income, first-generation, Hispanic, Black, and female students were more likely to provide such care.
- Roughly a third of high school seniors did not work during their senior year, another third worked from one to 15 hours per week, and the remainder worked more than 15 hours a week. This pattern holds for all ethnicities except Asian, over half of whom did not work during their senior year. Low-income and first-generation students as well as those not planning to pursue further education were the most likely to work more than 15 hours per week.
- Nearly nine out of ten respondents reported studying, with most students studying between one and five hours per week during their senior year. Male students and those students not planning on pursuing higher education were less likely to report any studying, while Asian students studied more than White, Black and Hispanic students.

### *Preparation for Life after High School*

- Over 80% of all respondents felt that their high schools had helped them further develop their knowledge and skills in major academic subject areas. Students intending to pursue further education and male students were more likely to give their schools highest ratings in mathematics and science, while low-income students and those attending low-income schools were less likely to report the highest rating in those subjects. Asian students were significantly more likely to rate their schools highly for furthering mathematics skills than students from other ethnic groups.
- Nearly 90% of respondents reported completing at least one college preparation activity. Overall, 55% of students engaged in four or more college preparation activities; however, students planning to pursue further education and female students were more likely to have completed four or more activities. Female students, students planning further education, White and Asian students were also significantly more likely to complete each of the individual college preparation activities defined in the survey than the groups to which they were compared.
- Over eight of every ten (85%) respondents reported applying to at least one postsecondary institution, and 67% applied to 4-year colleges. Students attending low-income high schools, first-generation, low-income, Black and Hispanic students were all more likely to report applying to a 2-year college. A majority of reported applicants also reported acceptance as of the date the survey was completed; however, those attending low-income high schools as well as first-generation and low-income students were less likely to report acceptance to both 2-year and 4-year colleges. White and Asian students were more likely to report acceptance to a 4-year college.
- While over 70% of respondents said that they might borrow money for college, only 40% of survey respondents said that they or their parents had completed and submitted a Free Application for Federal Student Aid (FAFSA) in order to qualify for income-based grants and loans. Of students who had applied to at least one educational institution, female students were more likely to have completed a FAFSA and Hispanic students less likely when compared to their counterparts.

## **Chapter IV. Conclusions from 2006 Survey and Plans for Future Work**

Except in a few circumstances noted throughout the report, the survey findings discussed in the last chapter generally represent the views of most seniors in five of the six school districts participating in the 2006 survey.

### **Conclusions**

Several overall conclusions emerge from this work.

**1. Survey respondents and the classes from which they were drawn represent a wide range of demographic traits.**

Respondents are composed of near equal shares of females and males with all major race/ethnic backgrounds represented. Nearly a third of respondents are classified as coming from low-income families and a slightly larger share attend low-income high schools. Parental education levels also varied significantly.

**2. Despite these differences in student backgrounds, there was widespread agreement in respondents' interest in further education beyond high school.**

Over 80% of all respondents not only *said* they planned to pursue further education but also applied to some type of post-secondary institution. Parents of almost all students had encouraged the pursuit of further education to some degree. Nearly all respondents reported both studying in their senior years and participating in some type of activity outside of the classroom.

**3. Major differences existed among different groups of students in completing the detailed steps needed to successfully pursue education beyond high school.**

Although over 80% of students intended to pursue further education, large differences were seen when considering who was completing preparation activities needed to ensure both acceptance and further success in post-high school educational activities. In almost all instances, female, White and Asian students were the most likely to complete the necessary activities while low-income and first-generation students were the least likely to do so. Major differences were also observed in both the level of

parental encouragement and when students began thinking about college. Finally, the nature of activities performed outside of the classroom as well as the hours of participation seen varied significantly amongst subgroups.

It is important to remember that this survey report only examines students' own reports and perceptions while still in high school. These findings are not directly linked to any actual outcomes, just students' plans for the future. Finally, the simple differences noted between any two groups may not necessarily stand up to more rigorous statistical techniques that control for a number of variables simultaneously.

### **Plans for Future Work**

The final Data Center Cycle Two report, to be released in the summer of 2007, will link initial postsecondary and labor market participation data —such as enrollment in postsecondary institutions and employment —to the data obtained in the student survey. Statistical models that incorporate all of these data sources will be developed and analyzed in the final report. That process will include a much more rigorous statistical analysis and may provide further insight as to how these student backgrounds and activities to prepare for life after high school are related to students' actual outcomes.



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## **Appendix A: Research Activities, Methods, and Future Plans**

### **Overall Data Center Analysis Plan**

In Research Cycle 2, prior administrative data from grades 9-12 was added to the research data set for 2006 graduates in the spring of 2007, along with postsecondary participation data. Statistical models that incorporate all of these data sources for 2006 graduates are being developed in the spring of 2007. Annual reports in subsequent years of the project will repeat this process for each new graduating class and update the information for 2006 graduates and all following graduating classes through available administrative data sources (and limited use of surveys if needed).

In Research Cycles 3-5 –January 2007 through August 2010 – the Data Center will conduct the following activities on an annual basis:

- Negotiate MOUs with additional ISDs to secure their participation.
- Negotiate/renew data-sharing agreements with agencies to provide for access to electronic administrative databases used to track educational and workforce progress of individual students for up to four years after graduation.
- Conduct in-school surveys of high school seniors in all high schools from participating ISDs just prior to their high school graduation.
- Conduct follow-up surveys of prior-year graduates approximately one year after graduation.
- Expand research and analysis on students' postsecondary education experiences, focusing on enrollment, achievement, retention and completion.
- Provide longitudinal portraits on transitions of each year's high school graduates, identifying factors associated with success.
- Engage policymakers and education stakeholders in the drive toward significant improvements in policy and practice among the region's educational institutions.
- Facilitate continuous improvement through workshops, seminars and related efforts in Central Texas' education systems.
- Serve as a pilot to demonstrate a successful approach for adoption by other Texas regions and communities.
- Secure funding to sustain and support Data Center activities.

Central Texas ISDs that may be invited to join this project in subsequent years include: Georgetown, Hays Consolidated, Eanes, Dripping Springs, Wimberley, Lago Vista, Hutto, Taylor, Liberty Hill, Florence, Coupland, Jerrell, Granger, Thrall, San Marcos Consolidated and Lake Travis. The number of districts invited to participate ultimately will depend upon the availability of funds.

The Data Center will collect and track two different types of data, administrative data and survey data, linked through the use of an individual identifier. The Data Center will assess the importance of high school experiences on whether students go on to college and/or find employment. In addition to tracking the outcomes of the students through administrative databases, the Data Center will survey students to gather data on why these postsecondary choices were made, and why they were successful or not in their transition to adult life after completing high school.

Statistical models are currently being developed using student-reported survey information and data from administrative databases from the districts, state agencies and private institutions. The goal of this analysis will be to identify those variables which are statistically associated with student outcomes, whether they are work, postsecondary education, or a combination of the two. The statistical approach used will be to progress from relatively simple exploratory estimation using logit, probit, and tobit techniques to use of more sophisticated methods which may include hierarchical linear modeling (HLM), event history analysis, and other methods as deemed appropriate after the initial statistical analysis. The level and detail of the analysis will depend upon the availability of administrative data sources and the ability to link information across them. Analysis involving simple exploratory estimation will be completed for the Summer 2007 report.

## **Administration and Survey Analysis**

### *Total Number of Survey Respondents*

Students took three versions of the 2006 senior survey; 1,175 sat for the paper version of the survey, 461 took the survey online, and 3,563 students took the AISD-administered survey. For both the paper and the web versions of the survey, students were assigned a random alphanumeric identification code, the primary purpose of which was to provide anonymity for the survey taker, yet also allow for future connection to the student's consent form so as to link survey responses with student administrative records.

An answer sheet not specific to the project was provided for students taking the paper survey; this did not allow multiple-response questions, (e.g. "Who lives in your current household? Check all that apply") to be scanned. Hence, the paper survey consisted of two sets of questions: single-response questions, which were scanned into an Excel database, and multiple-response questions, which were hand-entered into another Excel database. The random alphanumeric identification code was then used to merge the two databases. Those surveys that contained an invalid identification code or a duplicate ID code were removed from the set of surveys, since their multiple-response answers and single-response answers could not be accurately merged; this process removed 33 surveys, leaving 1,142 complete paper surveys.

Each complete paper survey was examined for out-of-bounds responses in which students entered an invalid answer choice. If any single survey contained more than seven of these invalid answer choices out of the 91, roughly 8%, then that survey was removed; this process resulted in dropping 22 surveys, leaving 1,122 complete surveys. Out of these surveys, an effort was made to determine if any significant conceptual errors occurred within each survey (i.e. a student responding that their yearly income was greater than \$160,000 and also reporting using food stamps during their senior year) and, if so, how many of these errors any single survey exhibited. No remaining survey contained a large number of these errors; the individual answers in those situations were coded "missing data" as appropriate.

Because the web survey's structure prevented students from providing invalid answers and limited conceptual errors by using skip-logic for the questions, all 461 students who took the

web survey were included in the combined paper and web survey dataset, providing a total of 1,583 surveys.

The Austin Independent School District administered its own senior survey, and 37 of these survey questions were identical to those in the other versions of the survey. AISD staff managed the survey process in their schools and provided Data Center researchers with an electronic data set of student responses to the survey. No conceptual errors were expected or detected when examining their data. Hence, all 3,563-survey responses were included in the final database, providing a total of 5,146 surveys from the Central Texas area for analysis. Only those students who were in the October 2005 PEIMS Snapshot in Austin were included in the survey responses provided to Ray Marshall Center researchers, though reports from Austin ISD about their survey responses include all survey respondents; thus, other publicly available reports from Austin ISD on Austin's survey may vary slightly from those reported in this document. Note that the relatively high response rate from Austin ISD implies that the survey sample over-represents it when compared to the overall population of high school seniors in each of the districts surveyed. Efforts to weight survey responses to account for this difference in representation will occur prior to and be discussed in the outcomes report, which will be produced in the summer of 2007.

#### *Aligning the surveys*

As students took three versions of the survey, and the questions and answer choices for each version varied slightly, some modifications were required to bring the three versions into closer alignment prior to analysis. One type of modification included combining some answer choices from one version so that they more closely resembled another version. For example, when asked, "How well did your high school help you to further develop knowledge and skills in each of the following areas?" students taking the online and paper non-AISD surveys had five answer options (very well, well, somewhat well, not very well, and not at all well). While students taking the Austin survey had three options (very well, somewhat well, or not well). Thus, students who used the five answer choices had their responses combined to more closely align with the three answer choices provided to students taking the Austin version of the senior exit survey.

### *Choosing items for analysis*

Analysis of survey responses in this report was limited to those questions common to all three versions of the survey. Because the total number of survey respondents is greatly influenced by inclusion of survey information from the largest school district in the region, responses to questions not asked in the Austin senior exit survey but which were asked in the other districts were provided to the districts themselves, rather than being included in this report.

Researchers tested and compared the means between population groups on question responses to determine statistically significant differences. Where the difference between subgroup responses was greater than 5 percent from response of the entire population, researchers highlighted the difference in the analysis.

### *Similarity between survey takers and non-respondents*

Researchers linked student survey responses to district-provided administrative data on the entire class of students in order to test the means between survey takers and non-survey takers on the categories of age, race, gender, and income status (see Table A-1).<sup>16</sup> When statistically significant differences between respondents and non-respondents arise, this implies that the survey takers are different from a randomly drawn sample. The basis behind the external validity of the survey is that the sample is random. Despite this limitation, if a large majority of students are surveyed in a district then conclusions drawn on that sample do speak to the majority of students in that district, even though the sample itself may not be random.

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<sup>16</sup> For districts outside of Austin ISD, this linking used information provided on each student's consent form, while in Austin ISD, a scrambled identification number provided by the district linked the survey to their administrative data.

**Table A-1: Comparison of Surveyed and Non-Surveyed Populations by District**

Variables (by district)	Percent of Unsurveyed Population	Percent of Surveyed Population	Level of Statistical Significance
<b>Austin ISD</b>			
Age (Mean)	19	18	<.0001
Black	17	12	<.0001
White	34	42	<.0001
Asian	2	3	<.10
Hispanic	46	42	<.001
Females	46	51	<.001
Economically Disadvantaged	48	35	<.0001
<b>Pflugerville ISD</b>			
Age (Mean)	17	17	
Black	27	29	
White	39	40	
Asian	10	8	
Hispanic	24	23	
Females	50	50	
Economically Disadvantaged	32	29	
<b>Round Rock ISD</b>			
Age (Mean)	18	18	
Black	10	9	
White	65	65	
Asian	8	3	<.10
Hispanic	17	23	<.05
Females	51	61	<.01
Economically Disadvantaged	14	19	
<b>Manor ISD</b>			
Age (Mean)	18	18	
Black	21	26	
White	32	29	
Asian	1	1	
Hispanic	46	43	
Females	51	51	
Economically Disadvantaged	62	49	

Limitations of this analysis. Students who took the survey but provided inaccurate information on, or chose not to sign, their consent form were excluded from this analysis. Additionally, researchers deleted students who attended alternative schools, as indicated by administrative data. Since Leander provided only administrative data for consenters and Del Valle provided no administrative data, no comparison between survey takers and the non-survey takers took place for these districts, and so results in the table above exclude them.

*Category Construction*

Several variables not directly asked of students on their survey were used in grouping students in various categories; these constructed variables used one or more survey question(s) to



derive the category. For example, rather than use all of the potential answers to the student's high school as separate categories, students were grouped as either being enrolled in a school with more than 40% of students signed up for the free and reduced lunch program, or in a school with a population under 40% accepting these services. The sole category derived from more than one question deserves more discussion: whether the student was the first generation to go to college.

First Generation. First-generation college student refers to those students whose parents never attended college. This question was not asked directly of students; in the surveys administered by the Data Center, students were asked the education level of both their parents so this variable could be derived. Austin ISD's survey asked only about the mother's educational achievement, not the father's. However, students who indicated they were going to college were asked if they were the first in their immediate family to do so. This question poses a problem in attempting to identify first-generation college students: one, only students who intend to go to college answered the question and two, students whose older sibling(s) attended college but whose parents had never attended college would answer 'no' to the question, even though they would also be considered a first-generation student.

Researchers explored two alternative computations to determine first-generation college students in Austin ISD. Students who answered that they intended to go to postsecondary education and that they were the first in their immediate family to do so were categorized as first generation; students who indicated they were not going on to postsecondary education were categorized as first generation based on the educational attainment of their mothers. Using this definition, 35% of students in Austin were classified as being first generation. Since there are some students who, as mentioned earlier, have siblings with some college experience, the figure above probably under-estimates the number of first-generation students.

An alternate computation involved using the mother's education level as the proxy for first generation for all Austin ISD students. This produced a figure of 37% of students in Austin being classified as first generation. Since this computation addressed parental education directly, and was consistent across all students rather than across the subset of students who intended to pursue postsecondary education, it was adopted for this analysis.

Efforts to include the father's education level in the Austin survey or to replace their current question asking if the student was the first in his or her immediate family proved futile in

2006. Additional analyses of how best to computationally define first generation using current survey questions from both the Data Center and the AISD surveys, and what benefits and impediments the computations provide, will be examined using survey data from the class of 2007.

Single Parent. Since only the Data Center survey asked about the composition of the student's family during high school, this constructed variable was not included in the above discussion. If students replied that they had lived with either their mother or their father, but not both, then they were classified as coming from a single-parent family. Of those students who responded to this question (1,553), their demographic make-up is as follows: 36% of low-income students reported being from a single parent household, while 17% of non-low-income students reported the same. Furthermore, 38% of Blacks, 21% of Hispanics, 9% of Asians, and 19% of Whites reported being in a single-parent household.

## Appendix B: High School Graduate Data Center Student Survey

### Instructions:

- Please take the 6-Digit Alpha-Numeric Code from the upper left hand corner of your consent form and (1) write it into the Identification boxes on your answer sheet and (2) fill in the appropriate bubbles below. Start at the left-hand side of the identification number boxes.
- Do NOT fill in any other identifying information on your answer sheet. (name, birth date, etc.) The ONLY information that should be filled in on the answer sheet is your ID number and your answers to the following questions.
- Please note that this survey contains questions on both the FRONT of each page and the BACK of each page.

### SELF AND FAMILY BACKGROUND

---

**1. What is your gender?**

- (A) Female  
(B) Male
- 

**2. What is your race/ethnicity?**

- (A) African American  
(B) Hispanic, Latino, of Spanish Origin  
(C) American Indian, Eskimo, or Aleut  
(D) Asian or Pacific Islander  
(E) White or Caucasian
- 

**3. Was your father born in the United States?**

- (A) Yes  
(B) No
- 

**4. Was your mother born in the United States?**

- (A) Yes  
(B) No
- 

**5. Were you born in the United States?**

- (A) Yes  
(B) No
- 

**6. How many siblings do you have?**

- (A) 0  
(B) 1  
(C) 2  
(D) 3  
(E) 4 or more
- 

**7. Have any of your older siblings graduated from high school? (Choose only one answer)**

- (A) Yes  
(B) No  
(C) I am the oldest child
- 

**8. Have any of your older siblings attended or are currently enrolled in college? (Choose only one answer)**

- (A) Yes  
(B) No  
(C) I am the oldest child
-

---

9. Have any of your older siblings graduated from college? (Choose only one answer)

- (A) Yes
- (B) No
- (C) I am the oldest child

---

10. Who lives in your current household? (Bubble in all that apply.)

- (A) Mother/step-mother
- (B) Father/step-father
- (C) Grandparent(s)
- (D) Aunt
- (E) Uncle
- (F) Sibling(s)

---

11. What is the highest education level completed by your mother?

- (A) Not a high school graduate
- (B) High school graduate
- (C) Less than 2 years vocational/technical degree)
- (D) 2 or more years vocational/technical
- (E) Less than 2 years college
- (F) Associate's degree
- (G) Bachelor's degree
- (H) Master's or Professional degree (e.g., law or medical degree)
- (I) Doctoral degree (e.g. Ph.D., Ed.D.)
- (J) Don't know

---

12. Which of the categories below best describes the type of job your mother had for most of the time you were in high school?

- (A) Did not work in a paid job
- (B) CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent
- (C) CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
- (D) FARMER, FARM MANAGER
- (E) LABORER such as construction worker, car washer, sanitary worker, farm laborer
- (F) MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
- (G) MILITARY such as career officer, enlisted man or woman in the Armed Forces
- (H) OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver
- (I) PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, clergyman, dentist, physician, lawyer, scientist, college teacher, but not including school teacher
- (J) **None of the Above** (Fill this in and go to the next question)

---

13. (Continued from 12) Which of the categories below best describes the type of job your mother had for most of the time you were in high school?

- (A) *If you chose any answer on question 12 other than option (J), then fill this in and go on to the next question.*
- (B) PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner
- (C) PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter
- (D) SALES such as salesperson, advertising or insurance agent, real estate broker
- (E) SCHOOL TEACHER such as elementary or secondary
- (F) SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter
- (G) TECHNICAL such as draftsman, medical or dental technician, computer programmer
- (H) Don't know

---

14. What is the highest education level completed by your father?

- (A) Not a high school graduate
  - (B) High school graduate
  - (C) Less than 2 years vocational/technical degree)
  - (D) 2 or more years vocational/technical
  - (E) Less than 2 years college
  - (F) Associate's degree
  - (G) Bachelor's degree
  - (H) Master's or Professional degree (e.g., law or medical degree)
  - (I) Doctoral degree (e.g. Ph.D., Ed.D.)
  - (J) Don't know
-

---

15. Which of the categories below best describes the type of job your father had for most of the time you were in high school?

- (A) Did not work in a paid job
- (B) CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent
- (C) CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
- (D) FARMER, FARM MANAGER
- (E) LABORER such as construction worker, car washer, sanitary worker, farm laborer
- (F) MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
- (G) MILITARY such as career officer, enlisted man or woman in the Armed Forces
- (H) OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver
- (I) PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, clergyman, dentist, physician, lawyer, scientist, college teacher, but not including school teacher
- (J) None of the Above (Fill this in and go to the next question)

---

16. (Continued from 15) Which of the categories below best describes the type of job your father had for most of the time you were in high school?

- (A) *If you chose any answer on question 15 other than option (J), then fill this in and go on to the next question.*
- (B) PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner  
AND PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter
- (D) SALES such as salesperson, advertising or insurance agent, real estate broker
- (E) SCHOOL TEACHER such as elementary or secondary
- (F) SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter
- (G) TECHNICAL such as draftsman, medical or dental technician, computer programmer
- (H) Don't know

---

17. What was the approximate yearly average income of your family while you were in high school?

- (A) \$25,000 or less
- (B) \$25,000 to \$50,000
- (C) \$50,000 to \$90,000
- (D) \$90,000 to \$160,000
- (E) \$160,000 or greater

---

18. Over the last four years, how would you describe your overall relationship with your parents?

- (A) Very good
- (B) Good
- (C) So-so
- (D) Bad
- (E) Very bad

---

19. How involved are/were your parents in your education.

- (A) Very active
- (B) Active
- (C) Not very active
- (D) Not at all active

---

20. To what extent did your parents encourage you to pursue further education or training after high school?

- (A) A great deal
- (B) Somewhat
- (C) Not very much
- (D) Not at all

---

21. To what extent did other family members besides your parents encourage you to pursue further education or training after high school?

- (A) A great deal
  - (B) Somewhat
  - (C) Not very much
  - (D) Not at all
-

- 
22. Thinking back, at what time in your life did you start *thinking about* college as a possibility after high school?
- (A) As long as I can remember
  - (B) When I was a child
  - (C) In middle/junior high school
  - (D) In high school
  - (E) I've never thought about college as an option after high school
- 

23. Before your senior year, did you *expect* to go to college?
- (A) Mostly yes
  - (B) Mostly no
  - (C) Not sure
  - (D) Had not thought about it
- 

In regard to decisions that you make about your life, please rank each of the following in terms of importance, with 1 being the most important and 9 being the least. (For each question use each ranking **ONLY** once...so if you respond to Question 24 as being the **MOST** important (1) then you should not use that number on any of the other questions in this section)

- 24. What my parents/grandparents think
  - 25. What other adults (besides family) think
  - 26. What my siblings think
  - 27. What my teachers suggest
  - 28. What my friends think
  - 29. Experiences I've had in life
  - 30. Data/information I collect
  - 31. My religion's teachings
  - 32. My own beliefs and ideas
- 

33. Do you regularly attend a religious institution or youth group?
- (A) Yes
  - (B) No
- 

34. Are you eligible to vote?
- (A) Yes
  - (B) No
- 

35. Have you registered to vote? (Choose only one answer)
- (A) Yes
  - (B) No
  - (C) I am not eligible to vote
- 

36. Have you voted in any school board, city, county, state, or national election? (Choose only one answer)
- (A) Yes
  - (B) No
  - (C) I am not eligible to vote
- 

### **HIGH SCHOOL EXPERIENCE**

37. Did you participate in any extra-curricular activities (not school courses, but affiliated with your school) while in high school? (If yes, Bubble-In all that apply.)
- (A) No (If not, fill in the first bubble on this answer (#37) and the LAST bubble on the next question (#38))
  - (B) Yes (Fill in this bubble and all those that apply below)
  - (C) Music (Chorus, Band, Orchestra, etc.)
  - (D) Theater/Drama
  - (E) Dance
  - (F) Sports
  - (G) UIL Academic Competitions (e.g., Number Sense, Spelling, Prose, Poetry, One Act Play, etc.)
  - (H) Journalism (Newspaper, Yearbook, etc.)
  - (I) Speech/Debate
  - (J) Language Clubs
-

---

38. (*Question 37 Continued*) (Bubble-In all that apply—if you answered No on the previous question, then fill in the last bubble (J) on this question and go to the next question)

- (A) Political Clubs
  - (B) Academic Clubs (e.g., Science Olympiad, math team, Quiz Bowl, Youth in Government)
  - (C) Service Clubs (National Honor Society, PALS, Key Club, etc.)
- 

39. Did you participate in any of the following activities outside of school during your senior year? (If yes, Bubble-In all that apply.)

- (A) No
  - (B) Yes (Continue and Bubble-In all that apply)
  - (C) Organized sports activities (not related to school)
  - (D) Arts/Music/Performance activities (not related to school)
  - (E) Community service activities, including volunteering (e.g., hospitals, nursing homes, museums, libraries, food drives)
  - (F) Environmental projects/activities (e.g., recycling, clean-up campaigns, tree planting)
  - (G) Faith-based or charitable organizations
  - (H) Other organizations (e.g., Boy/Girl Scouts, Red Cross, Special Olympics)
  - (I) Helping my family by providing routine care for family members
  - (J) Work
- 

40. On average, during your senior year, approximately how many hours per week did you spend studying, doing research, or completing homework assignments *outside* of class?

- (A) None. I never worked on schoolwork outside of class.
  - (B) 1-5 hours per week
  - (C) 6-10 hours per week
  - (D) 11-15 hours per week
  - (E) 16 or more hours per week
- 

41. Did you work while in high school?

- (A) Yes
  - (B) No
- 

42. Did your paycheck/wages contribute toward paying household expenses? (Choose only one answer)

- (A) Yes
  - (B) No
  - (C) I did not work while in High School
- 

43. During your senior year, approximately how many hours per week were you/have you been working?

- (A) I did not work during my senior year
  - (B) 1-5 hours per week
  - (C) 6-10 hours per week
  - (D) 11-15 hours per week
  - (E) 16 or more hours per week
- 

44. During your senior year, did you or anybody in your household participate in any of the following? (If yes, Bubble-In all that apply.)

- (A) No (*Fill in this bubble and then go on to question 45*)
  - (B) Yes (*Fill in this bubble AND all of the bubble that apply to you in this question*)
  - (C) Free or reduced price meal program
  - (D) TANF
  - (E) Food stamps/Lone Star card
- 

How well did your high school help you to further develop knowledge and skills in each of the following areas?

45. Writing

- (A) Very well
- (B) Well
- (C) Somewhat well
- (D) Not very well
- (E) Not at all well

46. Mathematics

- (A) Very well
- (B) Well
- (C) Somewhat well
- (D) Not very well
- (E) Not at all well

47. Science

- (A) Very well
- (B) Well
- (C) Somewhat well
- (D) Not very well
- (E) Not at all well

48. Social Studies

- (A) Very well
- (B) Well
- (C) Somewhat well
- (D) Not very well
- (E) Not at all well

49. Computer/Technology

- (A) Very well
- (B) Well
- (C) Somewhat well
- (D) Not very well
- (E) Not at all well

50. Foreign Language

- (A) Very well
- (B) Well
- (C) Somewhat well
- (D) Not very well
- (E) Not at all well

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51. Performing/Fine Arts

(A) Very well (B) Well (C) Somewhat well (D) Not very well (E) Not at all well

52. Teamwork

(A) Very well (B) Well (C) Somewhat well (D) Not very well (E) Not at all well

53. Creative thinking

(A) Very well (B) Well (C) Somewhat well (D) Not very well (E) Not at all well

54. Problem solving

(A) Very well (B) Well (C) Somewhat well (D) Not very well (E) Not at all well

55. Conflict resolution

(A) Very well (B) Well (C) Somewhat well (D) Not very well (E) Not at all well

---

56. Personal Health/Fitness

(A) Very well (B) Well (C) Somewhat well (D) Not very well (E) Not at all well

---

**57. Did you take any Career and Technology Education/Vocational Courses while in high school?**

(A) Yes

(B) No

---

**58. How will the skills that you learned in the Career and Technology/Vocational courses prepare you for work or further schooling in those areas?**

(A) Very well (B) Well (C) Somewhat well (D) Not very well (E) Not at all well (F) I did not take these courses

---

**59. Did you ever meet with your school counselor?**

(A) No (Did not meet)

(B) Yes (Fill in this bubble and all those that apply below)

(C) In class

(D) Outside of class

(E) Individually

---

**60. How well did your counselor(s) advise you in planning your high school course selection?**

(A) Very well (B) Well (C) Somewhat well (D) Not very well (E) Not at all well (F) I never saw my counselor

---

**61. How helpful were the meetings with your school counselor?**

(A) Very Helpful (B) Helpful (C) Somewhat helpful (D) Not very helpful (E) Not at all helpful (F) I never saw my counselor

---

**62. For which of the following issues did you meet with a school counselor? (Bubble-In all that apply.)**

(A) I did not meet with my school counselor

(B) Scheduling

(C) Building Resumes and College Essays

(D) Course Selection and Placement

(E) Financial Aid Information/Application

(F) Poor grades/academic performance

(G) Scholarship Information/Application

(H) Standardized tests [SAT, ACT, etc.]

(I) Conflict Resolution

(J) Graduation Plans

---



---

**63. (Continued from 62) For which of the following issues did you meet with a school counselor? (Bubble-In all that apply.)**

- (A) I did not meet with my school counselor
- (B) Personal and/or Family Issues
- (C) 4 Year Plan
- (D) Parent Conference
- (E) Graduation Credit Verification
- (F) Teacher Conference
- (G) Testing Interpretation
- (H) Career Information
- (I) College Information/Applications

---

**64. On the whole, I liked high school.**

- (A) Strongly Agree (B) Agree (C) Neutral (D) Disagree (E) Strongly disagree

---

**65. If I had to do it again, I would do pretty much the same things in high school as I did before.**

- (A) Strongly Agree (B) Agree (C) Neutral (D) Disagree (E) Strongly disagree

---

**PLANS FOR AFTER HIGH SCHOOL**

---

**66. How well did your high school staff prepare you to meet your college and career goals?**

- (A) Very well (B) Well (C) Somewhat well (D) Not very well (E) Not at all well

---

**67. How well prepared are/were you to apply to college (whether or not you applied)?**

- (A) Very well (B) Well (C) Somewhat well (D) Not very well (E) Not at all well

---

**Whether or not you applied, how helpful were your high school staff (teachers, counselor, college counselor) with the following processes?**

---

**68. College Search/Selection Process**

- (A) N/A – did not meet
- (B) Very helpful (C) Somewhat helpful (D) Not very helpful (E) Not at all helpful

**69. Admissions Process**

- (A) N/A – did not meet
- (B) Very helpful (C) Somewhat helpful (D) Not very helpful (E) Not at all helpful

**70. Financial Aid Process**

- (A) N/A – did not meet
- (B) Very helpful (C) Somewhat helpful (D) Not very helpful (E) Not at all helpful

**71. Scholarship Process**

- (A) N/A – did not meet
- (B) Very helpful (C) Somewhat helpful (D) Not very helpful (E) Not at all helpful

---

**72. To prepare for college, did you attend Go Center events?**

- (A) Yes
- (B) No

---

**73. How helpful were Go Center events in your preparation for college?**

- (A) Very helpful (D) Not very helpful
- (B) Helpful (E) Not at all helpful
- (C) Somewhat Helpful (F) I did not attend Go Center events

---

**74. Regardless of whether or not you applied, in which college preparation activities did you participate? (Bubble-In all that apply.)**

- (A) Took one or more Advanced Placement or International Baccalaureate classes
- (B) Visited one or more college campuses
- (C) Completed the Distinguished Achievement Program (DAP)
- (D) Completed the Recommended High School Plan
- (E) Completed and submitted a financial aid form (FAFSA)
- (F) Completed and submitted a scholarship application
- (G) Took the PSAT examination
- (H) Took college entrance tests (ACT, SAT, SATII, THEA)
- (I) Met with my College Counselor (if different from regular school counselor)
- (J) Met with my school counselor

---

**75. (Continued from 74) Regardless of whether or not you applied, in which college preparation activities did you participate? (Bubble-In all that apply)**

- (A) Completed application to Austin Community College (ACC)
- (B) Completed ACC courses (Early College Start, Dual Credit, Tech Prep)
- (C) Ordered and submitted a transcript to a postsecondary institution
- (D) Only those items on question 63 applied to my situation

---

**76. Did you submit any applications for college or training after high school?**

- (A) Yes
- (B) No

---

**77. Where have you submitted applications for college or training after high school? (Bubble-In all that apply.)**

- (A) 2-year college
- (B) 4-year college
- (C) Business, technical (trade), or vocational school
- (D) I have not submitted applications for college or training after high school

---

**78. Where have you been accepted for college or technical training? (Bubble-In all that apply.)**

- (A) 2-year college
- (B) 4-year college
- (C) Business, technical (trade), or vocational school
- (D) I have not submitted applications for college or training after high school

---

**79. Do you have a declared major program or field of study?**

- (A) Yes
- (B) No
- (C) I have not submitted applications for college or training after high school

---

**80. Who helped you the most in preparing you to apply to college?**

- (A) School Counselors
- (B) College Counselor (if different from regular school counselor)
- (C) Teachers
- (D) College Recruiters
- (E) Parents/Family/Relatives
- (F) Friends or peers
- (G) Adult mentor (outside my family)
- (H) My own independent research
- (I) Financial Institution (Credit Union or Bank)
- (J) I did not apply to college

---

**81. How well informed are/were you about obtaining financial aid for college or postsecondary education (whether or not you applied)?**

- (A) Very well
  - (B) Well
  - (C) Somewhat well
  - (D) Not very well
  - (E) Not at all well
-

---

**82. Who helped you the most in obtaining financial aid information for college or postsecondary education (whether or not you applied)?**

- (A) School Counselors
- (B) College Counselor (if different from regular school counselor)
- (C) Teachers
- (D) College Recruiters
- (E) Parents/Family/Relatives
- (F) Friends or peers
- (G) Adult mentor (outside my family)
- (H) My own independent research

---

**83. Did you/family/your parents attend a college or financial aid event on or off your high school campus?**

- (A) Yes
- (B) No
- (C) Don't know

---

**84. Did you apply for any types of financial aid? (If yes, Bubble-In all that apply.)**

- (A) No (Go to the next question after filling this in)
- (B) Yes (Fill in all that apply below)
- (C) Non-institutional loan only (e.g. Federal Stafford, Access Loan, A-DEAL, etc.)
- (D) Institutional loans
- (E) Scholarships
- (F) Grants
- (G) Work Study

---

**85. Describe how easy to understand the process of financial aid was for you and your parents.**

- (A) Very easy
- (B) Easy
- (C) Somewhat easy, somewhat difficult
- (D) Difficult
- (E) Very difficult.
- (F) We did not apply for financial aid

---

**86. Will you or your family be borrowing any money for college?**

- (A) Yes, Definitely
- (B) Yes, Probably
- (C) Probably Not
- (D) Definitely Not (Because we will be paying for it ourselves)
- (E) Definitely Not (Because I will not be attending college or training)
- (F) Maybe

---

**87. Within a year after graduating from high school, what do you plan to do? (Bubble-In all that apply.)**

- (A) Go to college or technical school
- (B) Be a full-time parent
- (C) Go to work full-time
- (D) Go into the military
- (E) Go to work part-time
- (F) I have no specific plans yet
- (G) Travel

---

**88. How do you plan to further your education?**

- (A) I DON'T intend on furthering my education.
  - (B) Attend a college or university for a postsecondary degree.
  - (C) Attend a school or college for a business, technical, trade or vocational certificate/certification.
-

---

**89. If you are not planning to pursue further education or training at this time, do you intend to pursue it at a later time?**

- (A) I DO intend on furthering my education or training immediately after high school.
- (B) Yes, Definitely
- (C) Yes, Probably
- (D) Maybe
- (E) Probably Not
- (F) Definitely Not
- (G) Don't Know

---

**90. If you are not planning to pursue college at this time, what are your primary reasons? (Bubble-In all that apply.)**

- (A) Cannot afford to attend school
- (B) Childcare responsibilities
- (C) Don't like attending school
- (D) Grades/test scores aren't high enough
- (E) Don't feel academically prepared for college
- (F) Need income from working
- (G) My career goals do not require college education
- (H) I DO intend to pursue college at this time

---

**91. When are you planning on graduating?**

- (A) May 2006
- (B) Summer 2006
- (C) Fall 2007
- (D) Later than Fall 2007
- (E) I am not planning on graduating from High School?

---

*Thank you for participating in this survey. Your responses will help your school district improve its instruction and other activities to help prepare students for their college and career goals*

### Appendix C: Complete Survey Responses to Questions Asked in All Surveys

C-1

	Total	Planning Further Education	Not Planning Further Education	First Generation	Not First Generation	Low income	Not low income	Low Income HS	Not Low Income HS	Black	Asian	Hispanic	White/Caucasian	Female	Male	Austin ISD	Leander ISD	Manor ISD	Pflugerville ISD	Round Rock ISD	
<b>Total Survey Responses</b>	5146	4187	892	1607	3539	1513	3603	1912	3234	598	228	1794	2471	2711	2434	3568	716	77	352	415	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Percent of Total</b>	100	81	17	31	69	29	70	37	63	12	4	35	48	53	47	69	14	1	7	8	
<b>What is the highest education level completed by your mother? N=4561</b>																					
Not a high school graduate	16	14	27	43	1	39	7	31	7	10	13	38	3	17	15	19	7	29	11	9	
High school graduate	24	22	30	57	6	31	21	29	21	34	18	28	19	23	25	23	27	28	31	19	
Vocational/technical, no degree	8	8	7	0	12	9	8	9	7	13	6	8	7	8	8	9	7	4	6	6	
Less than 2 years college	10	11	8	0	16	6	12	7	12	11	9	6	13	11	10	8	16	13	12	19	
Associate's degree	6	6	6	0	10	5	6	6	6	9	8	5	6	7	5	5	9	9	10	9	
Bachelor's degree	22	24	14	0	34	7	28	11	29	14	26	10	32	21	24	22	25	13	19	28	
Master's, Professional or Doctorate	13	14	8	0	20	3	17	7	17	9	20	6	19	13	13	15	9	3	9	10	
<b>To what extent did your parents encourage you to pursue further education or training after high school? N=5068</b>																					
A Great Deal	78	82	56	69	82	69	82	71	82	74	82	73	82	80	76	77	82	64	79	78	
Somewhat	17	13	34	24	14	23	14	22	14	20	13	21	13	15	19	17	14	30	17	19	
Not Very Much	3	3	6	5	3	5	3	4	3	4	2	4	3	3	4	4	3	5	2	3	
Not at All	2	1	4	2	2	3	1	3	1	2	3	3	1	2	2	2	1	1	1	1	

This appendix excludes responses from small groups (e.g. Del Valle ISD, other race/ethnic groups, etc.), so total number does not agree with main report.

**Appendix C (continued)**

C-2

	Total	Planning Further Education	Not Planning Further Education	First Generation	Not First Generation	Low income	Not low income	Low Income HS	Not Low Income HS	Black	Asian	Hispanic	White/Caucasian	Female	Male	Austin ISD	Leander ISD	Manor ISD	Pflugerville ISD	Round Rock ISD
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Percent of Total	100	81	17	31	69	29	70	37	63	12	4	35	48	53	47	69	14	1	7	8
<b>Thinking back, at what time in your life did you start THINKING ABOUT college as a possibility after high school? N=5089</b>																				
As long as I can remember	41	46	21	25	49	25	48	30	48	32	47	28	52	46	36	40	47	22	39	50
When I was a child	13	14	11	14	13	14	13	14	13	16	15	13	12	14	12	13	13	17	16	10
In middle/junior high school	23	22	26	30	20	29	20	28	20	32	17	27	18	22	23	24	18	26	26	19
In high school	21	18	32	29	17	29	17	26	18	19	19	28	16	16	25	21	20	34	18	19
I've never thought about college as an option after High School	2	1	9	3	2	3	2	3	2	2	1	4	2	1	3	3	1	1	1	1
<b>Are you eligible to vote? N=3854</b>																				
Yes	36	34	43	32	37	35	36	24	41	25	43	35	38	35	36	16	66	61	60	70
<b>Have you registered to vote? N=3524</b>																				
Yes	15	15	14	8	18	7	18	4	20	8	12	7	21	15	15	1	36	35	22	40
<b>Have you voted in any school board, city, county, state, or national election? N=1026</b>																				
Yes	13	12	14	10	13	11	13	16	13	15	2	10	14	12	14	75	12	15	8	15
<b>Did you participate in any extra-curricular activities (not school courses, but affiliated with your school) while in high school? N=4265</b>																				
Yes	96	97	93	97	96	97	96	100	94	97	91	97	96	96	96	100	92	94	85	86

## Appendix C (continued)

C-3

	Total	Planning Further Education		Not Planning Further Education		First Generation		Not First Generation		Low income	Not low income	Low Income HS	Not Low Income HS	Black	Asian	Hispanic	White/Caucasian	Female	Male	Austin ISD	Leander ISD	Manor ISD	Pflugerville ISD	Round Rock ISD
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Percent of Total	100	81	17	31	69	29	70	37	63	12	4	35	48	53	47	69	14	1	7	8				
<b>Check all extra-curricular activities (not school courses, but affiliated with your school) you participated in while in high school? N=5127</b>																								
Music (Chorus, Band, Orchestra, etc.)	25	27	17	21	27	19	27	23	26	26	25	20	28	29	21	25	24	23	23	26				
Theater/Drama	13	14	11	9	15	11	14	11	14	15	7	8	17	15	11	12	13	26	17	15				
Dance	13	13	10	14	12	14	13	13	13	16	7	13	12	23	2	13	10	10	9	19				
Sports	47	49	40	45	49	45	49	48	47	56	41	44	49	39	57	48	48	60	43	42				
UIL Academic Competitions (e.g., Number Sense, Spelling, Prose, Poetry, One Act Play, etc.)	13	14	7	7	15	9	14	10	14	7	27	8	15	13	12	11	16	17	14	17				
Journalism (Newspaper, Yearbook, etc.)	10	11	7	9	11	9	10	12	9	11	13	10	10	13	7	10	10	17	8	9				
Speech/Debate	8	8	6	6	9	7	8	6	9	10	8	6	8	9	7	7	10	10	7	10				
Service Clubs (National Honor Society, PALS, Key Club, etc.)	42	47	25	27	45	34	43	28	43	29	60	30	46	50	30	40	40	32	37	52				
<b>Did you participate in any of the following activities outside of school during your senior year? (If yes, check all that apply) N=5119</b>																								
Organized sports activities (not related to school)	30	32	24	26	32	25	33	28	32	32	24	25	34	23	38	33	30	35	19	21				
Arts/Music/Performance (not related to school)	22	23	16	17	25	16	25	19	24	22	22	17	27	22	22	24	19	22	12	21				
Community service activities, including volunteering	44	48	24	36	47	35	47	39	46	36	60	34	51	51	35	45	44	36	31	41				

Appendix C (continued)

C-4

	Total	Planning Further Education	Not Planning Further Education	First Generation	Not First Generation	Low income	Not low income	Low Income HS	Not Low Income HS	Black	Asian	Hispanic	White/Caucasian	Female	Male	Austin ISD	Leander ISD	Manor ISD	Pflugerville ISD	Round Rock ISD
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Percent of Total	100	81	17	31	69	29	70	37	63	12	4	35	48	53	47	69	14	1	7	8
Environmental projects/activities	12	13	9	9	14	10	13	12	12	11	14	9	15	13	11	14	9	16	8	9
Faith-based or charitable organizations	22	25	15	14	24	16	24	24	22	12	20	15	27	26	18	0	25	26	17	23
Other (e.g., Boy/Girl Scouts, Red Cross, etc.)	20	22	11	15	23	14	23	19	21	18	23	15	25	23	17	24	11	5	7	14
Helping my family by providing routine care for family members	26	26	30	38	21	43	20	39	19	34	21	38	16	30	23	31	17	27	11	14
Work	59	61	53	59	59	56	60	59	59	51	40	54	65	62	56	40	69	62	45	55
I did not participate in the above activities	15	12	23	20	13	19	14	16	15	18	15	20	12	12	18	20	9	16	23	17
<b>On average, during your senior year, approximately how many hours per week did you spend studying, doing research, or completing homework assignments outside of class? N=5074</b>																				
None. I never worked on schoolwork outside of class	12	10	21	12	12	10	13	12	12	12	8	11	13	6	18	13	8	17	9	11
1-5 hours per week	55	55	55	58	54	57	55	56	55	59	34	57	55	57	54	55	54	52	59	54
6-10 hours per week	22	23	16	22	22	23	22	23	22	20	27	23	22	25	19	22	24	26	21	22
11-15 hours per week	7	7	4	5	7	6	7	6	7	5	17	6	7	8	5	7	8	4	6	8
16 or more hours per week	4	4	4	3	4	4	4	3	5	4	13	3	4	4	4	4	6	1	5	4
<b>During your senior year, approximately how many hours per week did you work? N=1513</b>																				
1-5 hours per week	11	11	9	9	12	9	12	11	11	10	11	10	12	11	11	13	5	10	7	6
6-10 hours per week	8	8	7	7	9	8	8	8	9	11	9	8	8	9	8	8	10	6	8	10
11-15 hours per week	12	13	9	11	13	8	14	9	14	9	11	9	16	14	11	11	19	8	15	15



**Appendix C (continued)**

C-5

	Total	Planning Further Education	Not Planning Further Education	First Generation	Not First Generation	Low income	Not low income	Low Income HS	Not Low Income HS	Black	Asian	Hispanic	White/Caucasian	Female	Male	Austin ISD	Leander ISD	Manor ISD	Pflugerville ISD	Round Rock ISD
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Percent of Total</b>	<b>100</b>	<b>81</b>	<b>17</b>	<b>31</b>	<b>69</b>	<b>29</b>	<b>70</b>	<b>37</b>	<b>63</b>	<b>12</b>	<b>4</b>	<b>35</b>	<b>48</b>	<b>53</b>	<b>47</b>	<b>69</b>	<b>14</b>	<b>1</b>	<b>7</b>	<b>8</b>
16 or more hours per week	36	35	42	41	34	40	35	36	37	37	18	39	35	35	38	34	44	40	38	43
None	32	32	33	32	32	36	31	37	29	33	52	34	29	32	33	35	22	35	33	26
<b>During your senior year, did you or anybody in your household participate in any of the following (Free/Reduced Lunch/TANF)? N=5040</b>																				
Yes	30	27	42	53	19	100	0	55	15	51	25	53	8	31	28	35	13	38	22	17
<b>How well did your high school help you to further develop knowledge and skills in each of the following areas? (Writing) N=5081</b>																				
Very Well or Well	56	57	53	54	58	54	57	53	58	57	52	55	57	60	52	50	68	75	72	72
Somewhat Well	37	37	39	41	35	41	35	42	34	36	44	40	35	34	40	43	24	21	24	21
Not Very Well or Not at All Well	7	6	8	5	7	5	7	5	7	8	4	5	8	5	8	7	8	4	4	6
<b>How well did your high school help you to further develop knowledge and skills in each of the following areas?(Mathematics) N=5069</b>																				
Very Well or Well	51	53	44	49	53	47	53	44	56	44	69	47	55	48	55	44	69	51	71	67
Somewhat Well	36	36	41	38	36	40	35	42	33	39	27	40	34	38	34	43	21	26	19	21
Not Very Well or Not at All Well	12	11	15	13	12	13	12	13	11	17	4	13	11	13	11	13	9	23	10	11



### Appendix C (continued)

C-7

	Total	Planning Further Education	Not Planning Further Education	First Generation	Not First Generation	Low income	Not low income	Low Income HS	Not Low Income HS	Black	Asian	Hispanic	White/Caucasian	Female	Male	Austin ISD	Leander ISD	Manor ISD	Pflugerville ISD	Round Rock ISD
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Percent of Total	100	81	17	31	69	29	70	37	63	12	4	35	48	53	47	69	14	1	7	8
<b>N=5026</b>																				
Very Well or Well	38	37	39	40	36	43	35	39	37	32	39	46	33	41	34	34	38	32	51	60
Somewhat Well	40	41	37	40	40	40	40	42	39	42	44	38	40	40	40	45	29	30	30	24
Not Very Well or Not at All Well	22	22	24	20	24	17	25	20	24	25	17	16	27	19	26	21	33	38	20	16
<b>How well did your high school help you to further develop knowledge and skills in each of the following areas?(Performing/Fine Arts) N=5025</b>																				
Very Well or Well	46	47	45	45	47	46	47	44	48	53	47	45	46	51	41	43	47	39	56	63
Somewhat Well	35	35	35	38	34	39	34	41	32	34	36	39	32	33	37	40	25	34	27	22
Not Very Well or Not at All Well	18	18	19	17	19	15	20	15	21	13	17	16	22	16	22	17	28	27	17	15
<b>How well did your high school help you to further develop knowledge and skills in each of the following areas?(Teamwork) N=5058</b>																				
Very Well or Well	53	53	55	57	52	57	52	55	52	65	56	57	48	56	50	47	65	56	76	66
Somewhat Well	36	37	34	35	37	34	37	37	36	26	37	36	39	35	38	42	23	18	18	26
Not Very Well or Not at All Well	10	10	12	7	12	8	11	8	12	9	7	7	13	9	12	11	12	26	6	8

**Appendix C (continued)**

8-C

	Total	Planning Further Education	Not Planning Further Education	First Generation	Not First Generation	Low income	Not low income	Low Income HS	Not Low Income HS	Black	Asian	Hispanic	White/Caucasian	Female	Male	Austin ISD	Leander ISD	Manor ISD	Pflugerville ISD	Round Rock ISD
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Percent of Total</b>	<b>100</b>	<b>81</b>	<b>17</b>	<b>31</b>	<b>69</b>	<b>29</b>	<b>70</b>	<b>37</b>	<b>63</b>	<b>12</b>	<b>4</b>	<b>35</b>	<b>48</b>	<b>53</b>	<b>47</b>	<b>69</b>	<b>14</b>	<b>1</b>	<b>7</b>	<b>8</b>
<b>How well did your high school help you to further develop knowledge and skills in each of the following areas?(Creative Thinking) N=5051</b>																				
Very Well or Well	54	54	51	55	53	55	53	55	52	61	56	56	50	55	51	50	57	57	71	61
Somewhat Well	36	36	37	36	35	36	36	37	35	32	35	36	36	36	36	40	28	27	22	26
Not Very Well or Not at All Well	11	10	13	9	12	9	12	8	13	6	9	8	14	9	13	10	15	16	7	12
<b>How well did your high school help you to further develop knowledge and skills in each of the following areas?(Problem Solving) N=5044</b>																				
Very Well or Well	51	51	48	48	52	49	52	48	53	53	60	50	50	49	53	45	63	56	67	68
Somewhat Well	41	41	42	45	39	43	40	44	39	39	31	43	41	43	39	47	28	25	26	26
Not Very Well or Not at All Well	8	8	11	7	9	8	8	8	8	8	9	7	9	8	8	8	9	19	7	6
<b>How well did your high school help you to further develop knowledge and skills in each of the following areas?(Conflict Resolution) N=5042</b>																				
Very Well or Well	40	40	39	41	40	41	40	39	41	44	42	41	38	40	40	34	51	45	62	56
Somewhat Well	44	44	44	45	43	45	43	46	42	39	43	45	44	45	43	49	33	30	27	30
Not Very Well or Not at All Well	16	16	17	14	17	15	17	15	17	17	15	14	18	16	17	17	16	25	12	14

**Appendix C (continued)**

6-9

	Total	Planning Further Education	Not Planning Further Education	First Generation	Not First Generation	Low income	Not low income	Low Income HS	Not Low Income HS	Black	Asian	Hispanic	White/Caucasian	Female	Male	Austin ISD	Leander ISD	Manor ISD	Pflugerville ISD	Round Rock ISD
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Percent of Total</b>	<b>100</b>	<b>81</b>	<b>17</b>	<b>31</b>	<b>69</b>	<b>29</b>	<b>70</b>	<b>37</b>	<b>63</b>	<b>12</b>	<b>4</b>	<b>35</b>	<b>48</b>	<b>53</b>	<b>47</b>	<b>69</b>	<b>14</b>	<b>1</b>	<b>7</b>	<b>8</b>
<b>How well did your high school help you to further develop knowledge and skills in each of the following areas?(Personal Health/Fitness) N=5042</b>																				
Very Well or Well	44	43	48	46	43	47	42	44	43	56	42	44	41	41	47	38	54	52	66	57
Somewhat Well	37	37	37	41	35	39	36	39	35	30	38	41	35	39	35	42	25	27	24	28
Not Very Well or Not at All Well	19	20	15	14	22	14	22	17	21	14	21	14	24	20	18	21	21	21	10	16
<b>How well did your counselor(s) advise you in planning your high school course selection? N=4844</b>																				
Very well or well	46	46	46	47	45	48	45	41	49	49	51	46	45	46	46	41	64	47	59	52
Somewhat well	38	38	37	38	37	38	37	42	35	36	34	39	38	37	39	43	23	22	24	25
Not Very Well or Not at All Well	16	16	18	15	17	14	17	17	16	15	15	16	17	17	15	16	13	31	17	23
<b>For which of the following issues did you meet with a school counselor? (Check all that apply.) N=4966</b>																				
Scheduling	81	83	72	81	82	80	82	78	84	74	81	81	83	84	79	81	88	71	75	76
Course Selection and Placement	59	62	47	55	61	54	61	53	63	54	70	55	63	60	58	60	68	52	45	47
Graduation Plans	50	50	48	52	48	53	48	50	49	53	52	52	47	50	50	52	48	27	42	42
4 Year Plan	26	27	22	23	27	24	27	20	30	31	30	22	28	25	27	22	51	16	28	27
Graduation Credit Verification	37	37	35	42	34	43	34	41	34	39	36	43	32	39	34	41	23	19	26	34
Testing Interpretation	13	13	12	16	11	19	10	16	10	19	16	16	8	13	12	15	6	5	5	5

**Appendix C (continued)**

C-10

	Total	Planning Further Education	Not Planning Further Education	First Generation	Not First Generation	Low income	Not low income	Low Income HS	Not Low Income HS	Black	Asian	Hispanic	White/Caucasian	Female	Male	Austin ISD	Leander ISD	Manor ISD	Pflugerville ISD	Round Rock ISD
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Percent of Total</b>	<b>100</b>	<b>81</b>	<b>17</b>	<b>31</b>	<b>69</b>	<b>29</b>	<b>70</b>	<b>37</b>	<b>63</b>	<b>12</b>	<b>4</b>	<b>35</b>	<b>48</b>	<b>53</b>	<b>47</b>	<b>69</b>	<b>14</b>	<b>1</b>	<b>7</b>	<b>8</b>
Career Information	15	15	17	17	14	18	14	15	15	18	16	17	13	13	17	15	13	17	14	17
College Information/ Applications	40	43	23	30	44	30	44	29	46	35	55	29	47	41	38	38	46	38	44	43
Building Resumes and Writing College Essays	10	11	6	8	12	9	11	9	11	10	17	8	12	10	11	11	6	4	11	13
Financial Aid Information/ Application	18	20	12	19	18	22	16	20	17	27	28	18	16	17	19	18	20	16	19	17
Scholarship Information/ Application	22	25	12	19	24	21	23	20	24	26	36	19	23	23	22	21	28	21	25	26
Conflict Resolution	11	10	13	11	11	12	11	12	11	11	14	12	10	13	9	11	8	17	12	10
Personal and/or Family Issues	11	11	13	11	11	12	11	10	12	12	6	11	11	14	8	11	10	19	13	12
Parent Conference	8	7	11	8	8	9	8	9	7	9	6	9	7	8	8	8	6	14	6	6
Teacher Conference	5	4	7	4	5	6	4	5	5	7	2	5	4	4	5	5	3	3	3	3
<b>How well did your high school staff prepare you to meet your college and career goals? N=4971</b>																				
Very Well or Well	43	44	35	44	42	45	41	42	43	44	48	45	41	44	41	38	51	36	56	54
Somewhat Well	44	43	46	44	44	43	44	45	43	44	42	43	45	42	45	49	35	30	34	30
Not Very Well or Not at All Well	14	13	19	12	14	12	14	14	14	12	10	13	15	14	14	13	14	34	10	17
<b>How well prepared are/were you to apply to college (whether or not you applied)? N=4961</b>																				
Very Well or well	41	44	27	36	43	37	42	36	43	43	48	36	43	41	40	35	54	40	52	56
Somewhat Well	43	42	45	47	41	47	41	48	40	44	38	47	40	42	44	50	27	23	30	22

**Appendix C (continued)**

C-11

	Total	Planning Further Education		First Generation		Low income		Low Income HS		Race/Ethnicity				Gender		ISD				
	%	%	%	%	%	%	%	%	%	Black	Asian	Hispanic	White/Caucasian	Female	Male	Austin ISD	Leander ISD	Manor ISD	Pflugerville ISD	Round Rock ISD
<b>Percent of Total</b>	<b>100</b>	<b>81</b>	<b>17</b>	<b>31</b>	<b>69</b>	<b>29</b>	<b>70</b>	<b>37</b>	<b>63</b>	<b>12</b>	<b>4</b>	<b>35</b>	<b>48</b>	<b>53</b>	<b>47</b>	<b>69</b>	<b>14</b>	<b>1</b>	<b>7</b>	<b>8</b>
Not Very Well or Not at All Well	16	14	28	17	16	16	17	16	17	13	14	16	17	17	16	15	19	36	18	22
<b>Regardless of whether or not you applied, what college preparation activities did you participate in? (Check all that apply.)</b> N=5003																				
Took one or more AP or IB classes	47	53	21	35	53	35	53	40	52	33	67	35	58	51	44	46	51	42	49	55
Visited one or more college campuses	56	62	28	46	61	48	60	52	59	48	53	47	65	62	50	56	62	51	48	59
Completed the Distinguished Achievement Program (DAP)	20	23	7	11	24	11	23	17	21	10	36	13	25	20	19	21	19	12	7	27
Completed the Recommended High School Plan	43	46	25	34	47	34	47	32	50	39	46	34	50	47	38	35	65	53	69	56
Completed and submitted a financial aid form (FAFSA)	40	45	15	36	42	39	40	41	40	47	50	34	42	45	35	39	43	49	45	38
Completed and submitted a scholarship application	34	39	10	27	38	27	37	31	36	34	41	26	40	39	29	33	41	40	34	40
Took the PSAT examination	59	66	30	44	66	43	67	49	66	48	74	45	72	63	55	58	75	42	55	57
Took college entrance tests (ACT, SAT, SATII, THEA)	67	74	30	53	73	52	73	57	73	59	83	53	77	72	61	65	77	65	66	67
Completed ACC courses	22	25	11	21	23	19	24	22	23	17	42	21	23	25	20	23	26	14	24	13
Ordered and submitted a transcript	44	50	16	31	50	31	50	38	49	37	55	33	54	50	38	46	45	38	30	41





Appendix C (continued)

C-13

	Total	Planning Further Education		Not Planning Further Education		First Generation		Not First Generation		Low income	Not low income	Low Income HS	Not Low Income HS	Black	Asian	Hispanic	White/Caucasian	Female	Male	Austin ISD	Leander ISD	Manor ISD	Pflugerville ISD	Round Rock ISD
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Percent of Total	100	81	17	31	69	29	70	37	63	12	4	35	48	53	47	69	14	1	7	8				
Adult mentor (outside my family)	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	0	2	1	1	2
My own independent research	22	22	20	20	22	22	22	26	20	20	30	20	22	22	21	23	19	19	18	18	18			
Financial Institution (Credit Union or Bank)	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1		
<b>How well informed are/were you about obtaining financial aid for college or postsecondary education (whether or not you applied)? N=4948</b>																								
Very Well or Well	38	40	31	41	37	43	36	43	35	49	39	40	34	38	38	37	40	40	43	40				
Somewhat well	40	40	41	41	40	41	40	42	39	37	35	42	41	40	41	45	32	30	31	30				
Not Very Well or Not at All Well	21	20	28	18	23	16	24	15	26	14	25	18	25	22	21	19	28	30	26	29				
<b>Who helped you the most in obtaining financial aid information for college or postsecondary education (whether or not you applied)? N=3883</b>																								
School Counselors	15	14	19	16	14	16	14	13	15	15	14	16	14	14	16	12	22	16	15	15				
College Counselor	22	23	16	29	19	32	19	28	20	24	19	30	18	23	21	31	3	12	6	12				
Teachers	7	6	13	10	6	9	6	9	6	9	3	9	6	6	8	6	9	16	10	6				
College Recruiters	4	4	3	3	4	3	4	4	4	1	3	3	5	4	4	4	3	6	2	4				
Parents/Family/Relatives	28	30	18	19	31	18	31	19	31	27	23	20	33	30	27	24	36	23	43	33				
Friends or peers	4	3	7	5	3	5	4	4	4	3	8	5	3	3	5	4	5	3	5	3				
Adult mentor (outside my family)	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	0	2	1	1	2				

**Appendix C (continued)**

C-14

	Total	Planning Further Education	Not Planning Further Education	First Generation	Not First Generation	Low income	Not low income	Low Income HS	Not Low Income HS	Black	Asian	Hispanic	White/Caucasian	Female	Male	Austin ISD	Leander ISD	Manor ISD	Pflugerville ISD	Round Rock ISD	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Percent of Total</b>	<b>100</b>	<b>81</b>	<b>17</b>	<b>31</b>	<b>69</b>	<b>29</b>	<b>70</b>	<b>37</b>	<b>63</b>	<b>12</b>	<b>4</b>	<b>35</b>	<b>48</b>	<b>53</b>	<b>47</b>	<b>69</b>	<b>14</b>	<b>1</b>	<b>7</b>	<b>8</b>	
My own independent research	19	19	22	17	20	17	20	21	19	20	29	16	20	20	18	19	17	17	18	26	
Financial Institution (Credit Union or Bank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	
<b>I or my family attended a college or financial aid event on or off my high school campus N=4772</b>																					
Yes	49	54	27	48	49	53	47	58	43	54	46	49	48	54	44	52	53	100	25	32	
<b>Describe how easy to understand the process of financial aid was for you and your parents. N=4334</b>																					
Very easy	15	15	13	13	16	13	16	16	15	20	11	14	15	14	16	16	7	10	8	15	
Easy	28	28	24	28	28	26	28	28	28	28	24	27	28	25	31	29	27	23	23	13	
Somewhat easy, somewhat difficult	42	42	41	42	42	43	42	41	43	38	43	43	43	46	38	41	50	50	49	50	
Difficult	10	10	14	12	10	11	10	10	10	8	18	11	9	11	10	10	13	18	15	13	
Very Difficult	5	4	9	5	4	6	4	5	4	5	4	5	5	4	5	5	3	0	5	8	
<b>Will you or your family be borrowing any money for college? N=4072</b>																					
Yes, definitely	28	30	19	32	27	29	28	31	27	31	26	28	28	31	25	28	27	30	27	30	
Yes, probably	23	23	20	23	23	24	23	25	22	24	22	24	22	22	24	23	23	29	19	22	
Maybe	21	20	25	25	19	25	19	25	19	23	22	27	17	21	20	24	10	3	26	18	
Probably not	15	14	17	11	16	12	16	11	16	13	20	11	17	14	16	14	20	21	12	14	



### Appendix C (continued)

	Total	Planning Further Education	Not Planning Further Education	First Generation	Not First Generation	Low income	Not low income	Low Income HS	Not Low Income HS	Black	Asian	Hispanic	White/Caucasian	Female	Male	Austin ISD	Leander ISD	Manor ISD	Pflugerville ISD	Round Rock ISD
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Percent of Total	100	81	17	31	69	29	70	37	63	12	4	35	48	53	47	69	14	1	7	8
<b>If you are not planning to pursue college at this time, what are your primary reasons? (Check all that apply) N=415</b>																				
Cannot afford to attend school	37	0	37	37	37	41	34	43	33	31	38	38	37	39	35	37	28	58	46	33
Don't feel academically prepared for college	20	0	21	19	22	19	22	24	18	9	31	25	19	25	18	22	13	37	18	21
Childcare responsibilities	11	0	11	14	8	16	8	12	10	20	8	13	6	14	9	10	3	11	20	14
Need income from working	29	0	29	34	25	37	24	42	19	22	31	34	25	30	28	42	20	32	14	14
Don't like attending school	21	0	21	20	22	18	23	22	21	25	15	14	27	18	23	25	21	5	18	15
My career goals do not require college education	18	0	18	13	22	10	23	14	21	15	8	9	31	12	22	22	24	5	12	10
Grades/test scores aren't high enough	27	0	27	31	24	33	24	36	21	18	38	34	22	26	27	39	23	16	6	16





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