

Austin Partners in Education

Annual Evaluation Report, 2018–2019

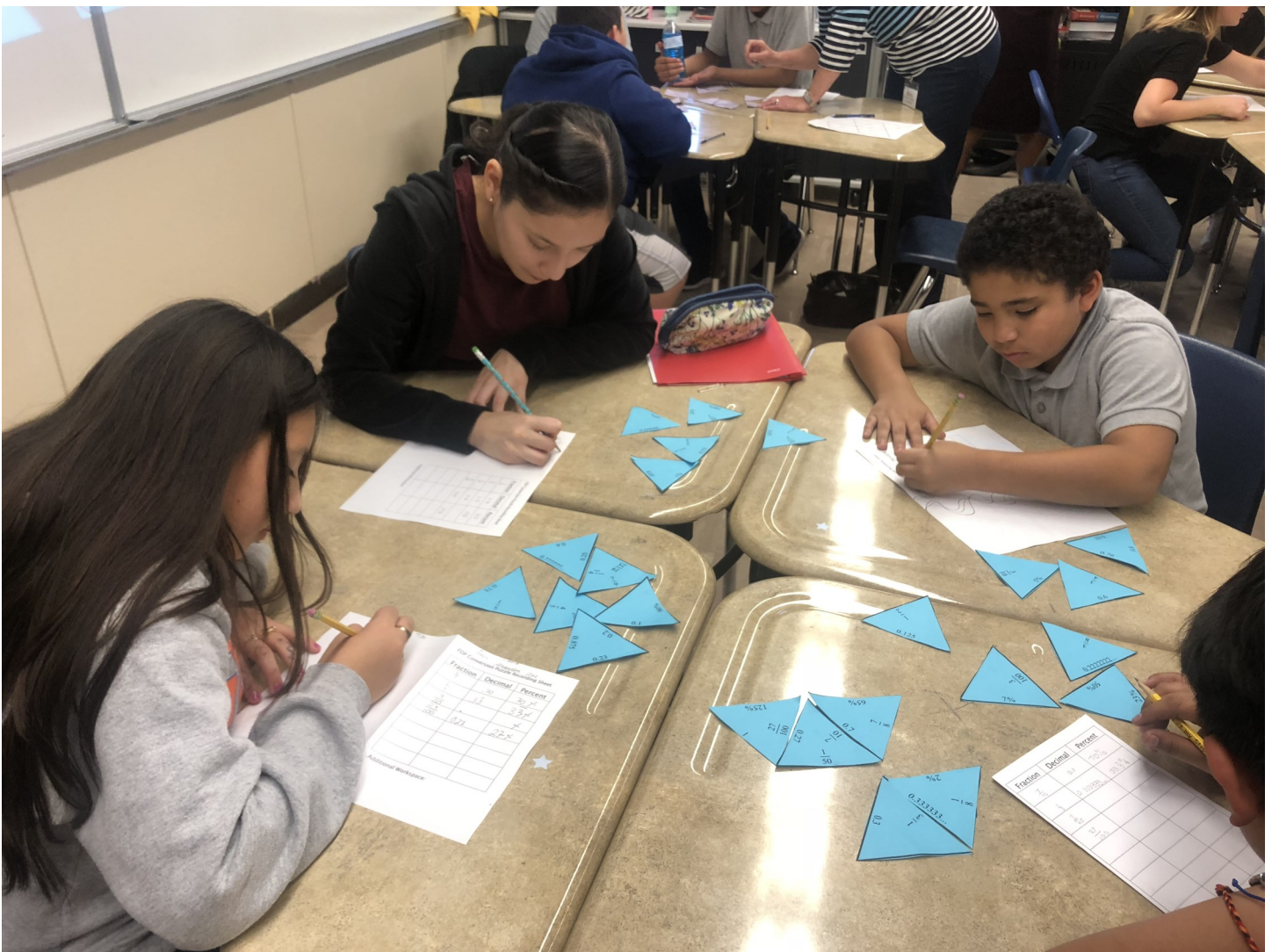


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Purpose

The Austin Independent School District (AISD) Department of Research and Evaluation (DRE) staff conducted this program evaluation to provide information about program effectiveness to Austin Partners in Education (APIE) and its stakeholders to facilitate decisions about program implementation and improvement. APIE designed programs to improve student's academic outcomes and to support learning.

During the 2018–2019 school year, APIE programs served students enrolled at AISD elementary, middle, and high schools. APIE academic support programs provided support to meet academic needs, model desirable academic behaviors, and encourage learning and engagement by students. APIE programs that supported students' academic performance in English language arts (ELA), math, and college readiness were evaluated. This evaluation report will describe the academic outcomes and engagement of students in APIE programs.

In 2018–2019, APIE expanded services to assist more students and additional grade levels across the district in response to priorities presented by district leaders. In past years, APIE focused on supporting students in 8th-grade math and 12th-grade college readiness; however, these services were expanded to support all grade levels from 6 through 12 in 2018–2019. Although APIE programs were originally designed to serve students in need of moderate academic support so they could meet grade-level or college readiness standards, APIE programs supported a wider range of students in 2018–2019, including those considered at great academic risk and in need of support for advanced academic work.

The 2018–2019 program evaluation focused on the following questions:

What APIE program structures were implemented across AISD campuses in 2018–2019?

Did APIE Math Classroom Coaching (MCC) Program participants experience changes in academic self-confidence and/or engagement?

What were the academic outcomes of APIE participants and how did these compare with those of similar non-participants?

Did APIE program participants, volunteers, and mentors believe the program was effective?

Did APIE program participants develop awareness and knowledge pertaining to future career opportunities?

What were the postsecondary enrollment outcomes for students who participated in the APIE College Readiness (CR) Program during their senior year?

Detailed information about the evaluation methodology used in this report is provided in Appendix A.

APIE Program Structure in AISD Schools

How were APIE programs organized?

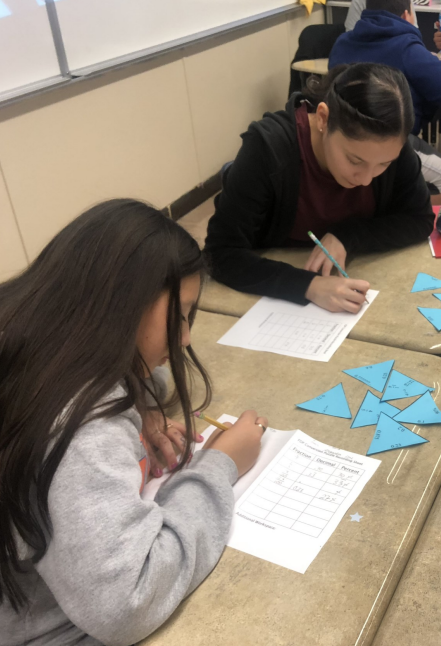
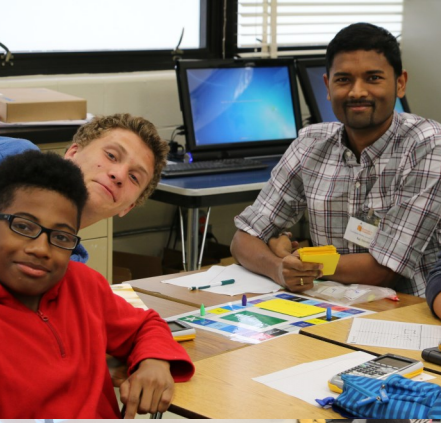
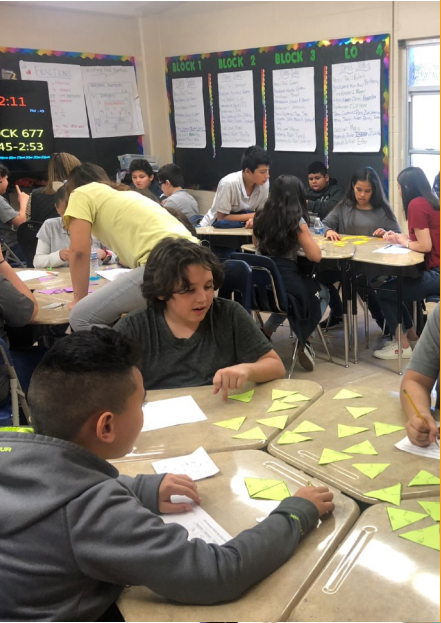
APIE's services built on the success of APIE's MCC and CR Programs and expanded to serve more students, subjects, and grade levels. In 2018–2019, APIE had two major programs (i.e., MCC and CR) that operated across the district. APIE also partnered with AISD's Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) to provide tutoring for its program participants in 7th grade. APIE recruited and helped to place volunteers in schools to mentor students across the district at all grade levels. Figure 1 provides an overview of APIE programs across the district.

Figure 1
APIE Direct Support Programs in AISD.

Classroom Coaching	• 6 th and 8 th grades, 6 middle schools, math
GEAR UP Tutoring	• 7 th grade, 11 middle schools, English language arts and math
College Readiness	• 8, 9, 10, 11, 12 grades, 10 schools, English language arts and math
Mentoring	• All grades, academic and social skills

Source. APIE program records, 2018-2019



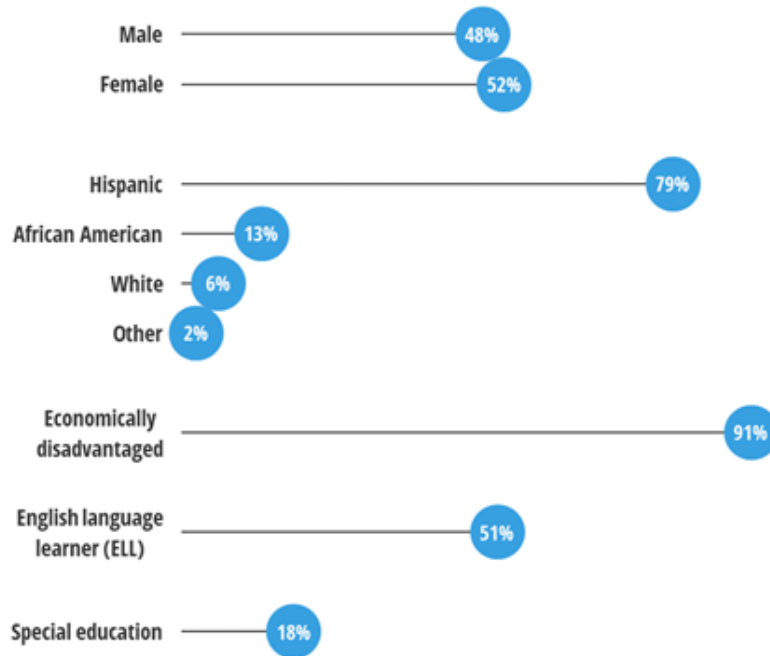


APIE's MCC Program

In 2018–2019, APIE expanded the 8th-grade MCC Program to include pilot 8th-grade algebra classroom coaching and 6th-grade classroom coaching. In the 8th-grade program, coaches worked with students in regular, pre-advanced placement (AP), and Algebra math classes; the 6th-grade program worked with students in pre-AP math. The MCC Program served six middle schools (i.e., Burnet, Covington, Dobie, Martin, Means, and Webb) in AISD.

A total of 714 students participating in the APIE MCC Program at the end of the year were included in the evaluation of student outcomes. This included 582 students enrolled in 8th grade and 132 students enrolled in 6th grade. The majority of APIE MCC participants were economically disadvantaged (91%), Hispanic (79%), or English learner (EL, 51%) (Figure 2).

Figure 2
A majority of APIE participants were Hispanic or economically disadvantaged.



Source. AISD student enrollment records, 2018-2019

Results for MCC: 8th-Grade Math

Who participated in the APIE 8th-grade MCC Program?

The APIE MCC Program was available to 8th-grade students enrolled at six middle schools: Burnet, Covington, Dobie, Martin, Means, and Webb. APIE MCC for 8th-grade Regular Math was offered at Burnet, Dobie, Martin, and Means Middle School. APIE MCC for 8th-grade Pre-AP Math was offered at Dobie Middle School. APIE MCC for Algebra I was offered at Covington, Dobie, Martin, and Means Middle School.

During the school year, 582 students in 8th grade participated in MCC for regular math, pre-AP math, and algebra I courses. There were 335 students enrolled in Regular Math, 103 students enrolled in Pre-AP Math, and 80 students in Algebra I who participated in the MCC Program. The majority of 8th-grade participants were Hispanic (79%) or economically disadvantaged (91%) (Appendix B).

What were the academic outcomes for 8th-grade students who participated in MCC Program?

State of Texas Assessment of Academic Readiness (STAAR): Passing Standard

Overall, high percentages of APIE students met the STAAR math passing standard. APIE MCC students enrolled in Regular Math and Pre-AP Math completed the 8th-grade STAAR exam, and students enrolled in Algebra I completed the Algebra end-of-course (EOC) exam. APIE participants enrolled in Regular Math who completed the STAAR math exam met passing standards at significantly higher rates than did a matched comparison group, with 79% and 61% passing, respectively (Figure 3). APIE participants enrolled in Pre-AP Math who completed the STAAR exam met passing standards at higher rates than did a matched comparison group, with 74% and 69% passing, respectively; however, the difference was not significant (Figure 4). APIE participants enrolled in Algebra did not differ significantly in meeting EOC passing standards, compared with a matched comparison group, with 94% and 97% passing, respectively (Figure 5).

Figure 3
APIE ($n = 335$) participants enrolled in a regular math course met passing standards at significantly higher rates than did students in matched comparison group ($n = 335$).

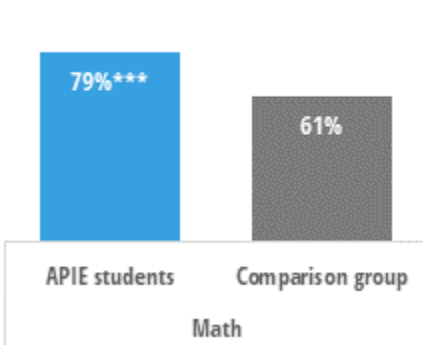


Figure 4
APIE ($n = 103$) participants enrolled in a pre-AP math course met passing standards at higher rates than did students in a matched comparison group ($n = 96$). This difference was not significant.

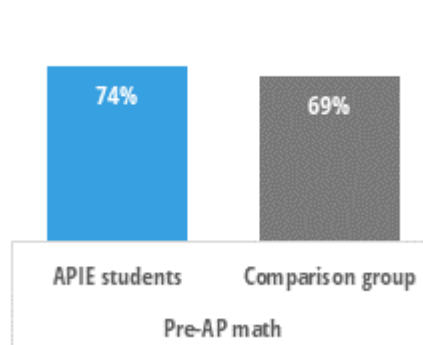
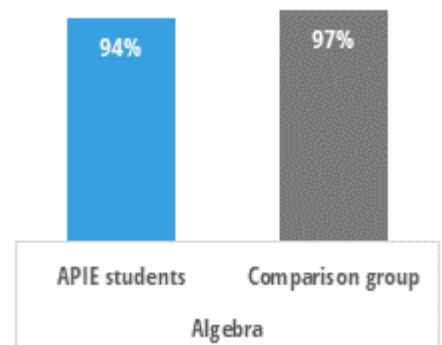


Figure 5
APIE ($n = 80$) participants enrolled in an Algebra math course met passing standards at lower rates than did students in a matched comparison group ($n = 79$). This difference was not significant.



Source. District STAAR math test files, 2018 and 2019
*** Statistically significant ($p < .001$)

STAAR: Academic Growth

For academic growth, a significantly greater percentage of APIE MCC students enrolled in Regular Math than of matched comparison group students were in the accelerated growth category (Figure 6). A greater percentage of APIE MCC students enrolled in Pre-AP Math than of the matched comparison group students were in the accelerated growth category; however, this difference was not significant (Figure 7). A smaller percentage of APIE MCC students enrolled in Algebra I than of matched comparison students were in the accelerated growth category (Figure 8); however, the difference was not statistically significant. More information about the progress measure used by the Texas Education Agency (TEA) is in Appendix A.

Figure 6
A greater percentage of APIE participants who were enrolled in a regular math course than of matched comparison group students met accelerated growth expectations.

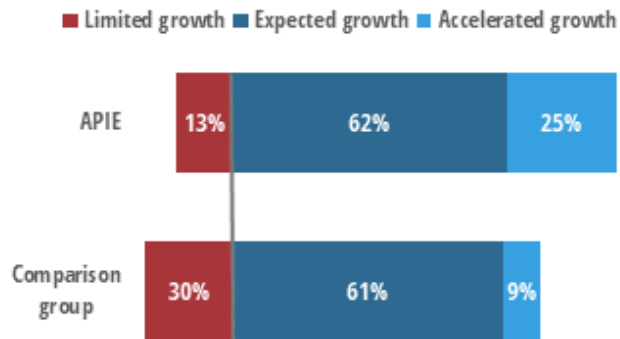


Figure 7
A greater percentage of APIE participants who were enrolled in a pre-AP math course than of matched comparison group students met accelerated growth expectations.

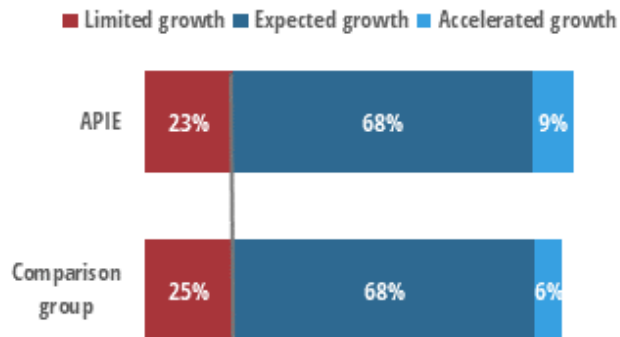
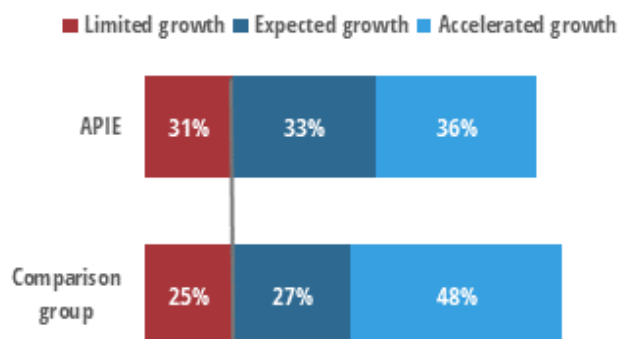


Figure 8
A smaller percentage of APIE participants who were enrolled in an algebra course than of matched comparison group students met accelerated growth expectations.



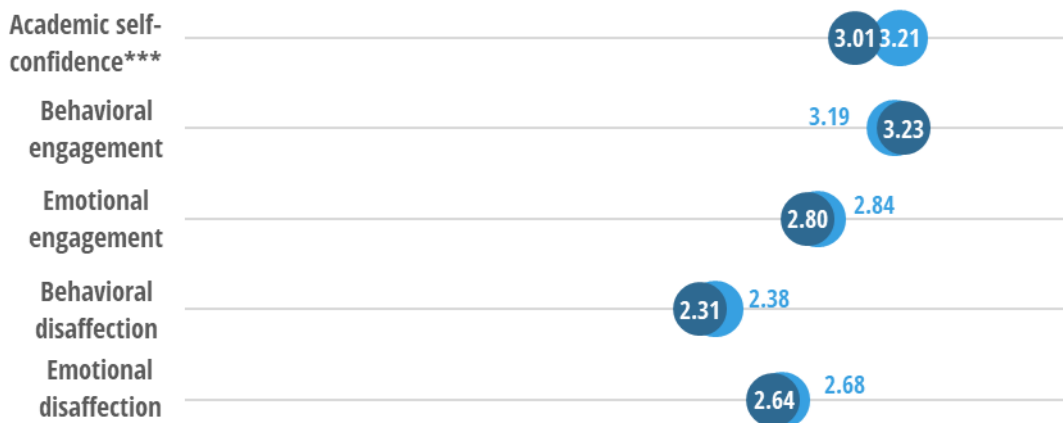
Source. District STAAR math test files, 2018 and 2019

What did APIE 8th-grade students report about academic self-confidence, school engagement, and experience with the program?

Of the 582 8th-grade students who were enrolled at the end of the semester and had participated in the APIE MCC, 220 took both pre- and post-APIE student surveys, a response rate of 38%. Pre-APIE MCC student surveys were completed by 55% of participants; post-APIE MCC Program student surveys were completed by 64% of participants.

Average academic self-confidence and behavioral engagement scores were at desirable levels (i.e., 3.0 or higher) at the start and end of the school year. A significant increase in academic self-confidence ratings was observed at the end of the year (Figure 9). When asked about the influences of the math program, most students reported the APIE academic support helped them in math (Figure 10). The percentages of participants reporting positive outcomes (i.e., like, understood, or were better at math) were slightly higher or the same in 2019 as reported in 2018.

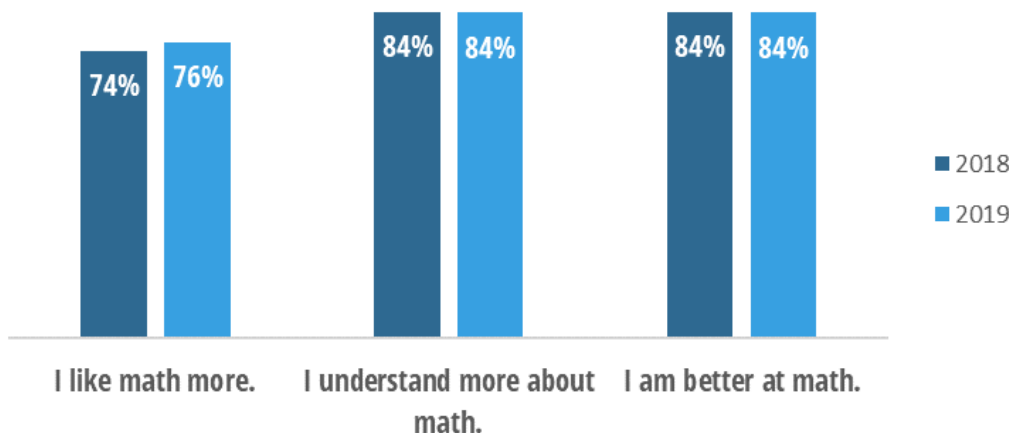
Figure 9
Participants in the 8th-grade MCC Program reported a significant increase in academic self-confidence ratings from the start to the end of the school year.



Source. APIE Student Survey, 2018–2019

Note. In behavioral and emotional disaffection, scores are preferably as low as possible, indicating students were less disaffected. Interpret survey results with caution because no survey results were available for a comparison group to determine whether to attribute outcomes to the program.
*** Statistically significant ($p < .001$)

Figure 10
MCC Program students agreed or strongly agreed that they liked, understood, or were better at math because of APIE.

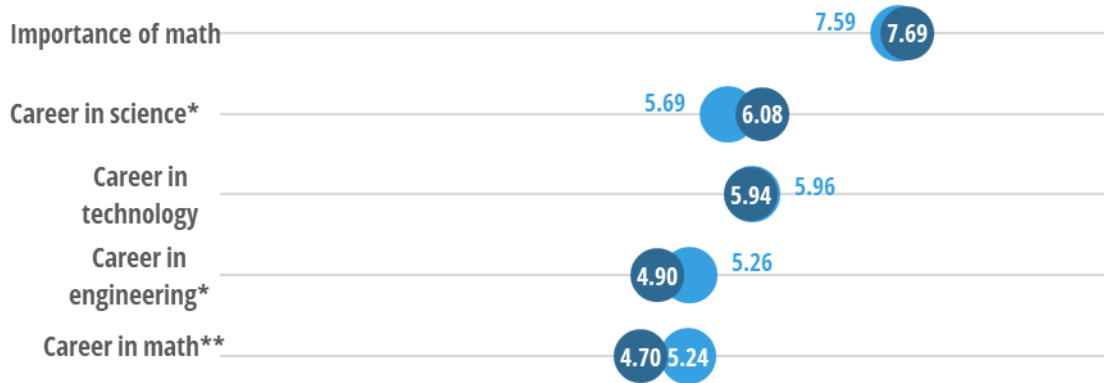


Source. APIE Student Survey, 2017–2018 and 2018–2019

Did 8th-grade math students' interests in STEM careers change after participating in MCC?

Students reported a statistically significant increase in interest in engineering and math careers as a result of participating in the APIE MCC Program; however, students also reported a statistically significant decrease in interest in science careers (Figure 11).

Figure 11
APIE students reported a significant increase in pursuing careers in engineering and math from the **start** to the **end** of the school year.



Source. APIE Student Survey, 2018–2019

Results for MCC: 6th-Grade Math

Who participated in the APIE 6th-grade MCC Program?

The APIE 6th-grade MCC Program was available to students enrolled in pre-AP 6th-grade math courses at the following three middle schools: Dobie, Martin, and Means. In 2018–2019, 132 students participated in the APIE MCC Program at the end of the year and were included in the evaluation of student outcomes. The majority of 6th-grade students who participated were Hispanic (79%) or economically disadvantaged (95%) (Appendix G).

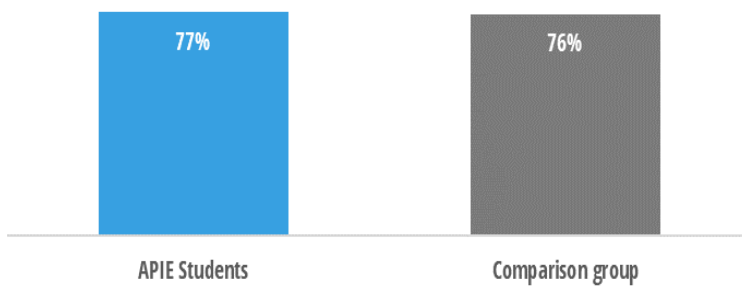
What were the academic outcomes for 6th-grade students who participated in MCC?

State of Texas Assessment of Academic Readiness (STAAR): Passing Standard

APIE participants and a matched comparison group did not differ significantly in meeting passing standard for 6th-grade STAAR math, with 77% and 76% passing, respectively (Figure 12).

Figure 12

In 2019, the percentage of 6th-grade students who met the STAAR passing standard was similar for APIE ($n = 132$) students and the matched comparison group students ($n = 132$). The difference was not statistically significant.



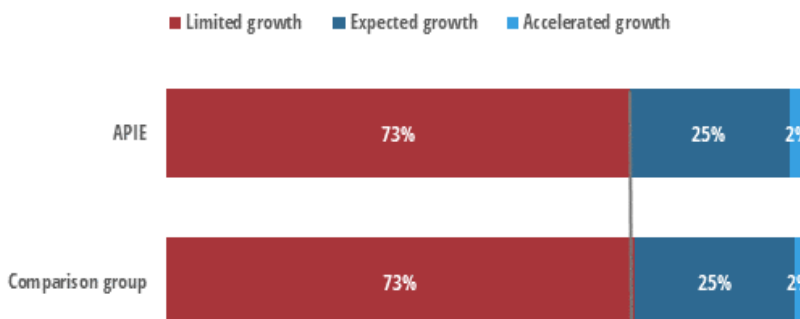
Source. District STAAR math test files, 2018 and 2019

STAAR: Academic Growth

With regard to academic growth, the percentages of APIE students and of students in the comparison group were similar in each growth category in 2019 (Figure 13). The differences between the percentages were not statistically significant. Detailed information about the progress measure used by the TEA is located in Appendix A.

Figure 13

In 2019, similar percentages of 6th-grade APIE math students and of matched comparison group students were in each growth category. The difference was not statistically significant.

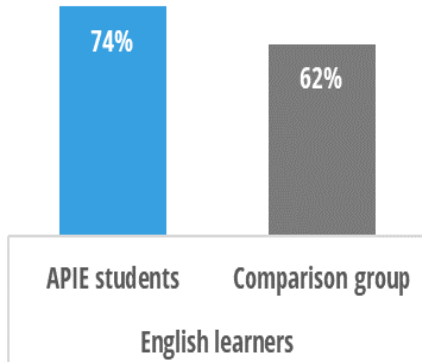


Source. District STAAR math test files, 2018 and 2019

EL and Hispanic Students: STAAR Passing Standard

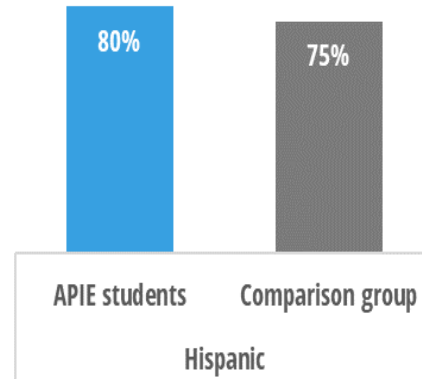
Because a high proportion of 6th-grade APIE students were categorized as EL (50%) or Hispanic (79%), results were disaggregated for APIE and comparison students in each category. Both EL and Hispanic APIE students had higher passing rates than did the matched comparison group, but the differences were not statistically significant (Figures 14 and 15). See Appendix A for information about sampling method used to select EL and Hispanic students.

Figure 14
A greater percentage of 6th-grade APIE ($n = 66$) ELs than matched comparison group ($n = 66$) met the STAAR passing standard; however, the difference was not statistically significant.



Source: District STAAR math test files, 2018 and 2019

Figure 15
A greater percentage of 6th-grade APIE ($n = 104$) Hispanics than matched comparison group ($n = 104$) met the STAAR passing standard; however, the difference was not statistically significant.

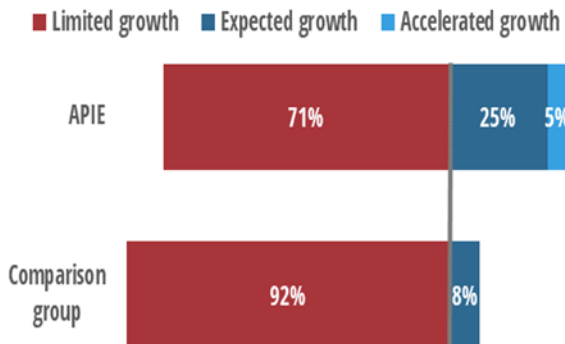


Source: District STAAR math test files, 2018 and 2019

EL and Hispanic Students: STAAR Academic Growth

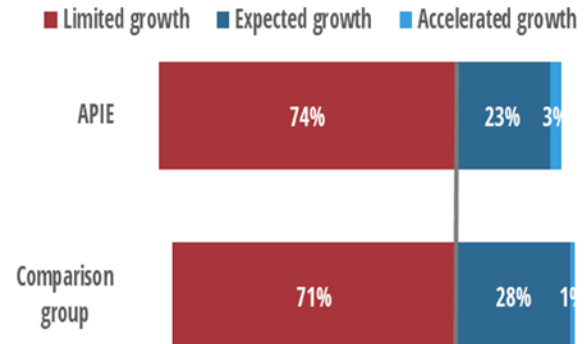
A greater percentage of 6th-grade APIE ELs than of students in a matched comparison group were in the expected and accelerated growth categories, and smaller percentage were in the limited growth category (Figure 19). A significantly smaller percentage of APIE ELs than of the matched comparison group were in limited growth category. Similar percentages of 6th-grade Hispanic and matched comparison group students were in each academic growth category (Figure 20). The differences between 6th-grade APIE Hispanic students and the matched comparison group in each category were not statistically significant.

Figure 16
A greater percentage of 6th-grade APIE ELs than matched comparison students met **expected** and **accelerated** growth; a smaller percentage of APIE ELs than matched comparison students were **limited**.



Source: District STAAR math test files, 2018 and 2019

Figure 17
A greater percentage of 6th-grade APIE Hispanic students than matched comparison students met **accelerated** growth expectations.

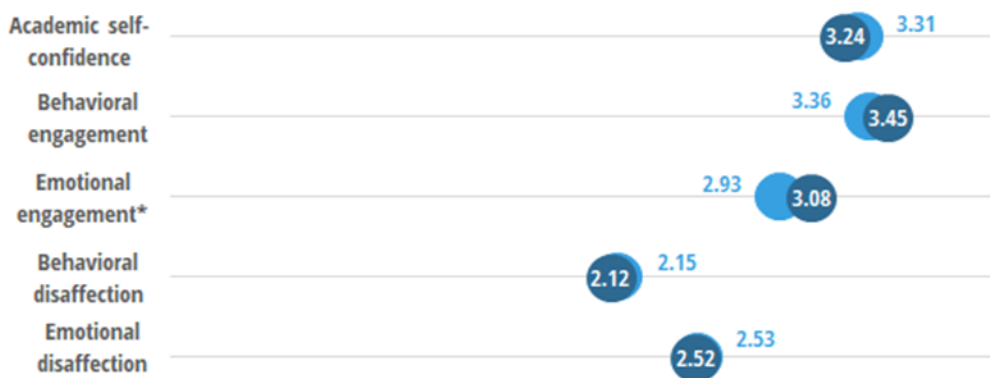


Source: District STAAR math test files, 2018 and 2019

How did 6th-grade students respond to items on the end-of-year survey about their academic self-confidence, school engagement, and experiences with the program?

In the 6th-grade MCC Program, 61 participants took both the pre- and post-APIE student surveys, a response rate of 45.2%. Among participants, 74 students (54.8%) completed the pre-APIE student survey at the beginning of the year, and 101 students (74.8%) completed the post survey at the end of the year. Average academic self-confidence and behavioral engagement scores were at desirable levels (i.e., 3.0 or higher) at the beginning and end of the school year. Participants reported higher academic self-confidence at the end of the school year. No significant differences were observed (Figure 18). When asked about the influences of the math program, most students reported the APIE support helped them in math (Figure 19). Due to the pilot year for the 6th-grade program, no survey results from previous years are available for comparison, and caution should be used in the interpretation of results.

Figure 18
MCC 6th graders reported academic self-confidence increased from the beginning to the end of the school year.

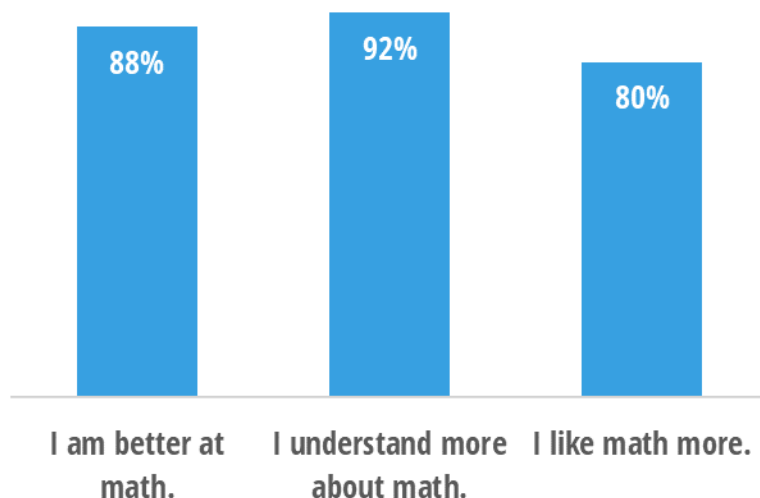


Source. APIE Student Survey, 2018–2019

Note. In the areas of behavioral and emotional disaffection, scores are preferably as low as possible, indicating students were less disaffected. Interpret survey results with caution because no survey results are available for a comparison group to determine whether to attribute outcomes to the program.

*** Statistically significant ($p < .001$)

Figure 19
MCC 6th graders agreed or strongly agreed they liked, understood, or were better at math because of APIE.

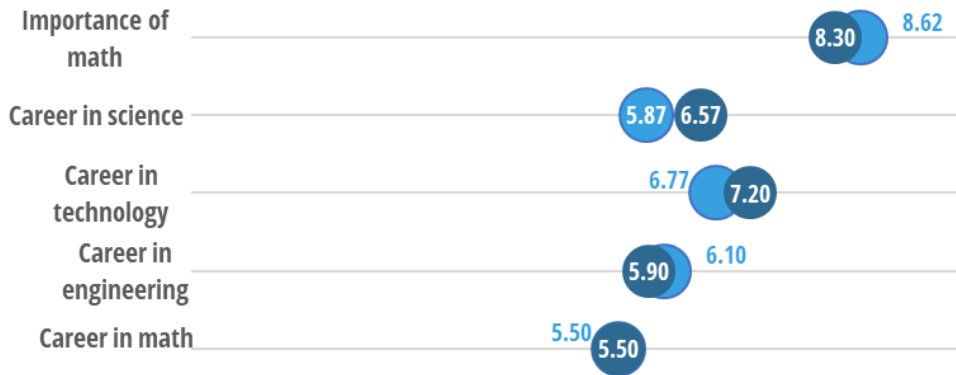


Source. APIE Student Survey, 2018–2019

Did 6th-grade math students' interests in STEM careers change after participating in MCC?

Students reported a decrease in interest in STEM careers as a result of participating in APIE MCC; however, these differences were not statistically significant (Figure 20).

Figure 20
APIE 6th-grade students reported a decrease in interest in pursuing careers in engineering and math from the beginning to the end of the school year. However, the difference was not significant.



Source. APIE Student Survey, 2018–2019

Results for APIE Math Volunteer Coach Surveys

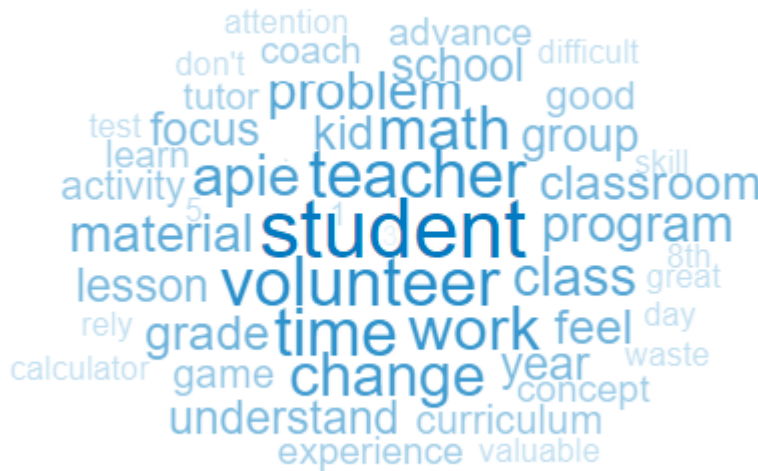
Who participated in APIE’s MCC Program Survey?

APIE’s program participants received support from classroom coaches who were community volunteers. Volunteer math coaches in the classroom offered a way for students to receive support and engagement from community members. The goal for classroom coaches was to increase students’ engagement, encourage students to form new relationships, and help students learn about professions and career avenues.

There were 227 MCC coaches. Coaches met with a small group (three to four students) once a week throughout the year. They did this in the classroom, with other volunteers, using materials (e.g., lessons, games) provided by the teacher and APIE staff.

Out of the 227 APIE volunteer MCC coaches, 97 (43%) responded to the end-of-year survey eliciting feedback about recruitment, support, implementation, and outcomes. Volunteer coaches gave feedback highlighting experience as volunteers, work with students and teachers, and the use of materials in math classrooms (Figure 21).

Figure 21
APIE volunteer MCC coaches reported enjoying experiences working with students in math classrooms and helping students with learning materials.



Source. APIE Volunteer Classroom Coach Survey, 2018–2019

How did MCC coaches respond to items on the end-of-year survey?

MCC coaches responded positively about their experiences with program organizers and implementation, with 100% of respondents reporting they were very clear or clear about their role. They also reported volunteer registration was very easy (59%) or easy (40%), but many suggested other ways for coordinators to reach a greater number of prospective volunteers (e.g., social media, advertise on KUT radio) to reduce the ratio of students to volunteers. Most coaches (94%) reported their experience was either very meaningful (37%) or meaningful (57%), and 94% were likely or very likely to recommend the program to others (Figure 22).

How should I interpret sample data?

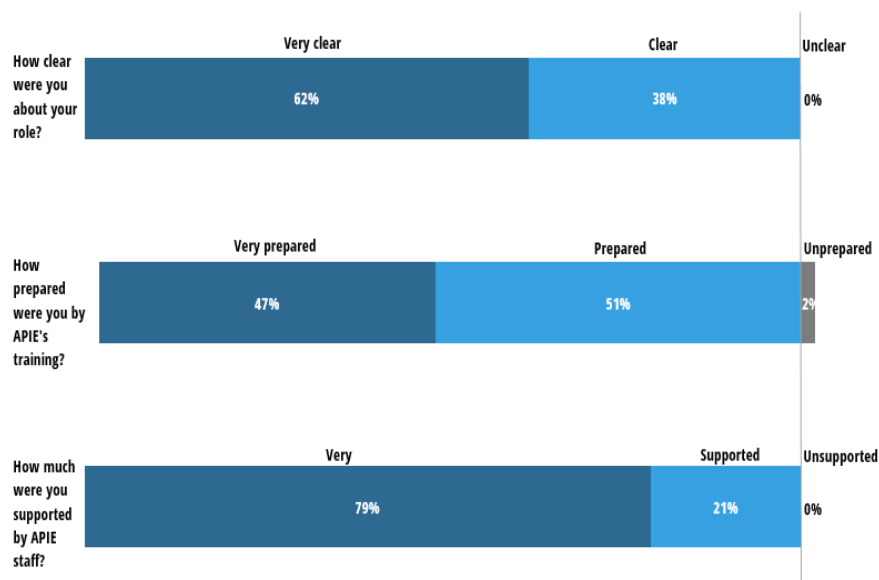
When it is not feasible to survey an entire population, researchers may use samples instead. When using a sample to make inferences about a population, interpret results with caution. For example, although 99% of a sample may select a particular survey response, this does not necessarily mean 99% of the entire population feels the same way.

To interpret the sample data cautiously, researchers from the AISD DRE used the population size and the sample size to construct a 95% confidence interval for each item. The interval allows one to be 95% confident that the true population result falls within that range. Based on the sample of 96 volunteers who answered the survey and the total population volunteers of 231, the confidence interval for volunteers is + and - 8 percentage points. To determine whether APIE met the threshold 90% for each survey question, subtract 8 percentage points from the total percentage for each item. If the intervals or ranges do not go below 90%, there is 95% certainty that APIE met its goal of 90% for each item.

Survey respondents also reported on the quality of training received and degree to which they felt prepared. Coaches felt very prepared or prepared (47% and 51%, respectively), and 99% felt very clear or clear on how to use the materials they were provided with. All coaches (100%) felt supported by APIE staff (Figure 22). For students' experience, the majority of coaches felt students were very engaged or engaged (89% combined), and 97% (combined score) said students found their participation very enjoyable or enjoyable. Although 91% felt their time in classroom was spent very effectively or effectively, many suggested effectiveness could be improved. Responses to an open-ended question about overcoming obstacles and improving the program ranged from "make games simpler so time is not wasted trying to understand the rules" to "more effort from the teachers in addressing student misbehavior during tutoring" (Figure 23).

Figure 22

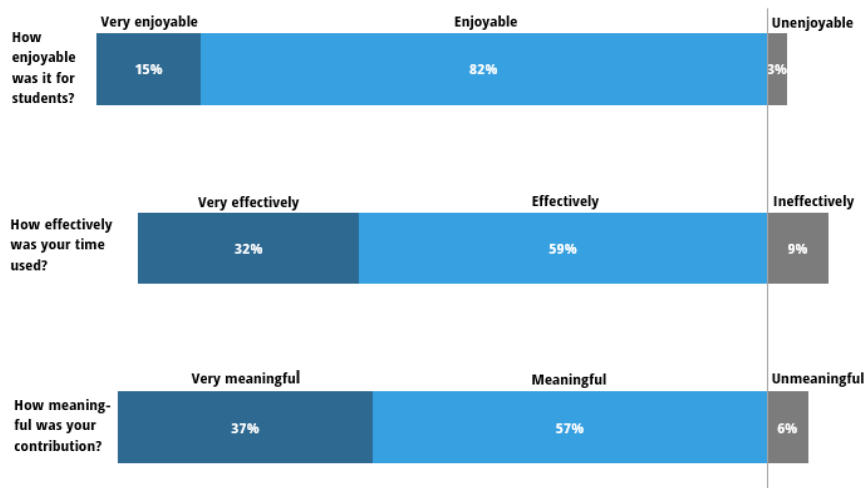
APIE volunteer MCC coaches reported they were clear on their role in the program, felt well prepared by APIE's training, and felt supported by APIE staff.



Source. APIE Volunteer Classroom Coach Survey, 2018–2019

Figure 23

APIE MCC coaches reported it was enjoyable for the students they worked with, their time was used effectively, and their contribution was meaningful.



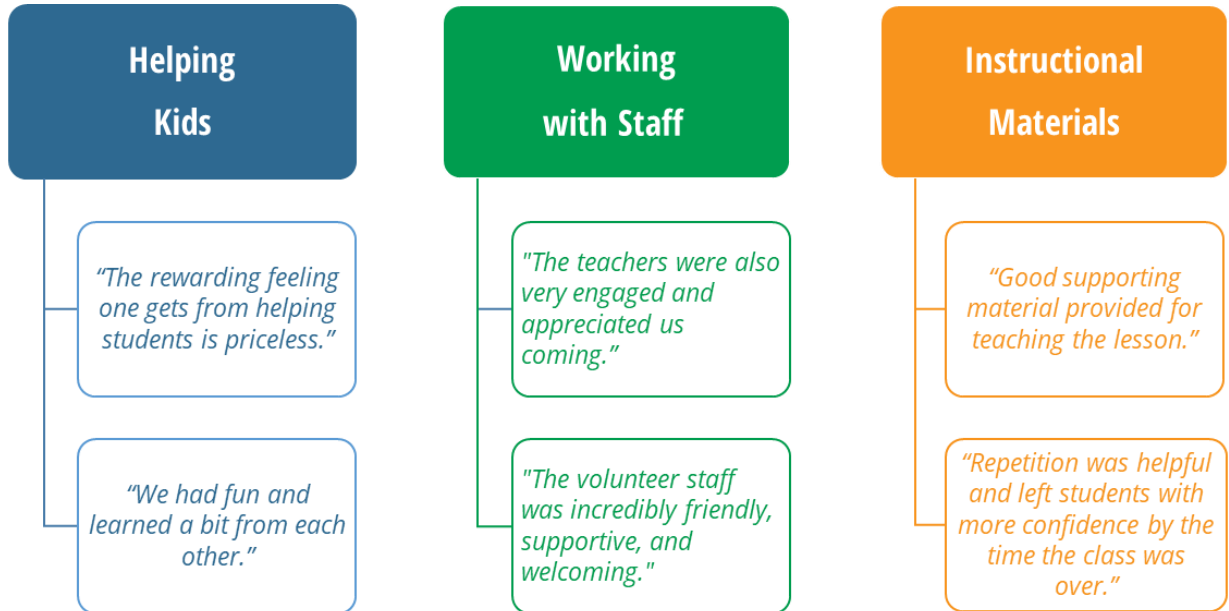
Source. APIE Volunteer Classroom Coach Survey, 2018–2019

What did you like best about the program as an APIE volunteer?

Many MCC coaches reported what they liked about the program. Most frequently cited reasons for enjoyment were “seeing the student learning,” “being able to help students succeed,” and “connecting and learning about the students I was working with.” Positive comments about teachers, coordinators, and APIE staff were provided (Figure 24).

Figure 24

APIE volunteers commented that helping students was one of the best parts of working with the MCC program.

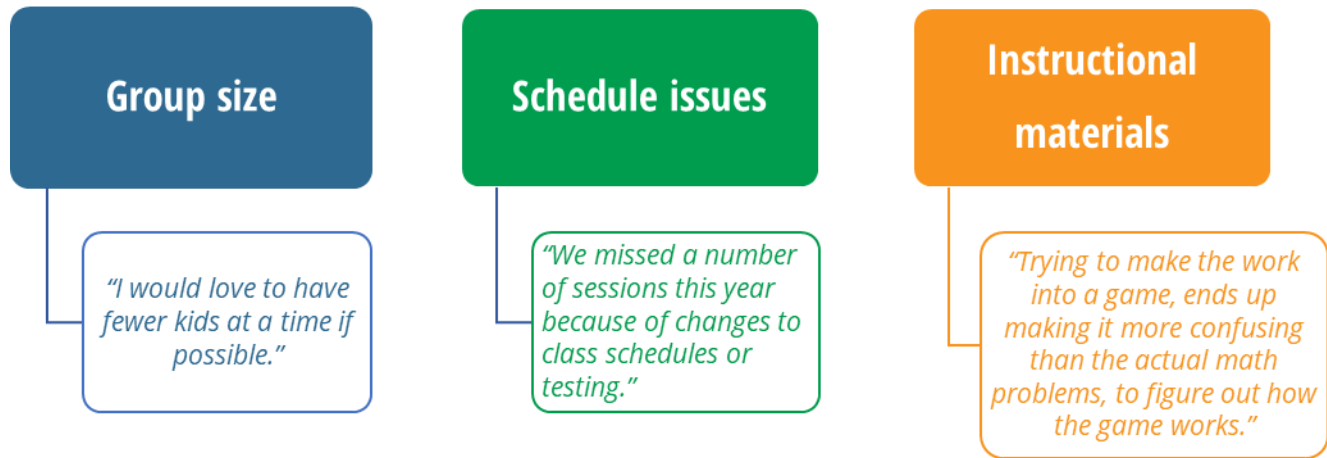


Source. APIE Volunteer Classroom Coach Survey, 2018-2019

What would you like to change about the program as an APIE volunteer?

When asked what they would like to change, 60% of respondents offered comments. Among volunteers who responded with a comment, 13% reported nothing to change. Respondents who did have suggestions mentioned several similar themes involving group size, student conduct, materials, schedule changes, and issues with teachers. A sampling of these responses is listed below (Figure 25).

Figure 25
APIE volunteers commented on group size as one area to improve in the program.



Source. APIE Volunteer Classroom Coach Survey, 2018–2019

GEAR UP and APIE Partnership: 7th-Grade Tutoring

GEAR UP Austin is a 7-year federally funded partnership grant program designed to encourage low-income at-risk students and their families to have high educational expectations, complete the required courses to enter college, and understand how to pay for their postsecondary education. Partnership grants are competitive 6-year matching grants that must support an early intervention component designed to increase college attendance and success and raise the expectations of low-income students. APIE is a GEAR UP Austin partner, and provides academic and mentoring support for the GEAR UP cohort participants in 2018–2019.

Specifically, APIE partnered with GEAR UP to provide tutoring support services for GEAR UP participants to achieve national GEAR UP objectives. GEAR UP objectives by the end of the year included: the percentage of GEAR UP students who met the state’s postsecondary readiness standard on the STAAR ELA and math tests will match the target in the district’s strategic plan; at least 50% of GEAR UP students will have successfully completed a pre-AP course; and, 100% of GEAR UP students with failing grades will have received tutoring services.

In 2018–2019, GEAR UP Austin served a cohort of 7th-grade students ($n = 2,536$) across 11 middle schools. GEAR UP middle schools were Bedichek, Burnet, Covington, Dobie, Fulmore, Garcia, Martin, Mendez, Paredes, Means, and Webb. In support of the GEAR UP program, APIE expanded its academic support services and tutoring for GEAR UP students through whole-group classroom settings and/or small-group tutoring that occurred within and outside the classroom in ELA and/or math. The context in which tutoring was provided by APIE tutors varied across schools and depended on student and campus needs. APIE tutors were supervised by APIE staff, who met regularly with the GEAR UP project director to review implementation activities and identify needs for improvement.

Results for GEAR UP 7th-Grade ELA and Math Tutoring

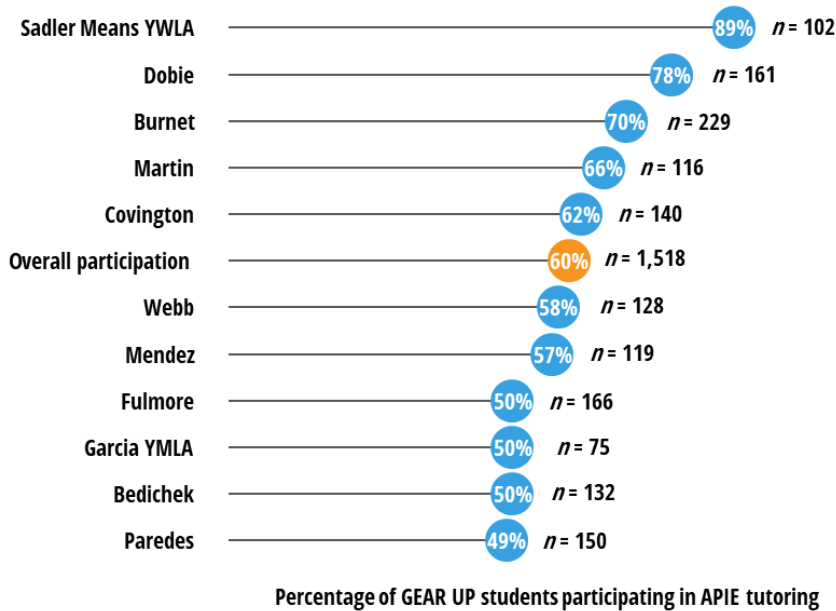
Who participated in GEARUP-APIE tutoring?

APIE tutoring was available to 7th-grade students enrolled in the 11 designated GEAR UP middle schools in AISD. Of 2,536 GEAR UP students, 60% ($n = 1,518$) received APIE tutoring services in ELA and/or math. Many GEAR UP students served by APIE were categorized as high need, having failing grades in their courses for one or more grading periods. GEAR UP participants served by APIE tutoring were primarily Hispanic (83%) or economically disadvantaged (88%) (Appendix I).

The percentage of GEAR UP students who received APIE tutoring services within small-group or one-on-one settings varied across campuses, ranging from 49% at Paredes Middle School to 89% at Means (Figure 26). On average, participating GEAR UP students received 4.3 hours of APIE tutoring support for ELA and math. Students at these schools also may have received support from an APIE tutor in a whole group setting, whereby the tutor circulated in the classroom to provide just-in-time support; however, this type of support was too cumbersome to record accurately on a daily basis and is not included in the summary of dosage.

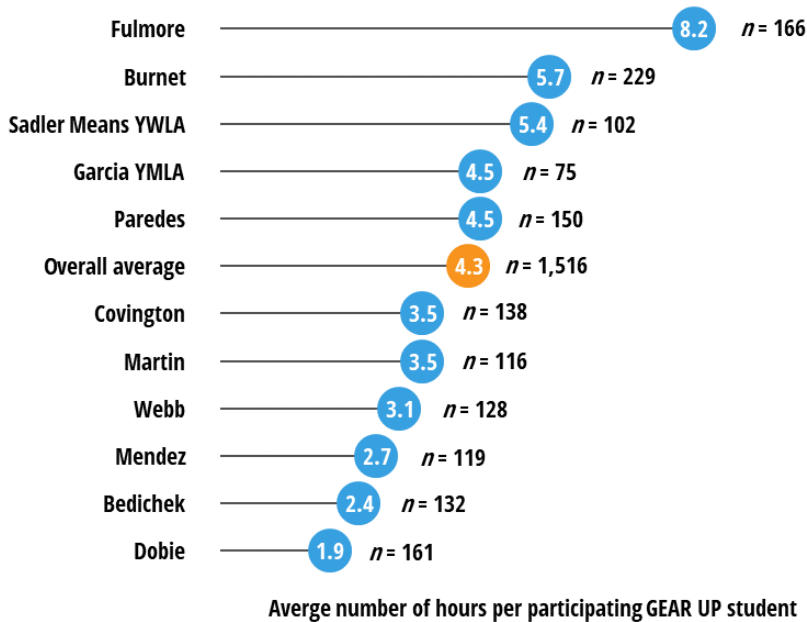
Tutoring dosage also varied across campuses. While 50% of GEAR UP students at Fulmore Middle School received APIE tutoring, the average number of hours each participating student received was highest at Fulmore (Figure 27). In contrast, 78% of GEAR UP students at Dobie Middle School received APIE tutoring, and the average number of hours each participating student received was lowest at Dobie.

Figure 26
At many GEAR UP campuses, the majority of GEAR UP students received APIE tutoring.



Source. AISD eCST data system, 2018–2019

Figure 27
The average number of hours per participating GEAR UP student for APIE tutoring ranged from 1.9 hours at Dobie Middle School to 8.2 hours at Fulmore Middle School.



Source. AISD eCST data system, 2018–2019

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

Due to the size and scope of the GEAR UP program across AISD middle schools, it was not feasible to select a matched group for comparison to help determine program outcomes. Thus, academic outcomes were compared for GEAR UP students who received above the average number of tutoring hours and for those below the average number of tutoring hours provided by APIE tutors.

Results also were summarized for the group of GEAR UP students who participated in APIE tutoring and the group of GEAR UP students who did not receive APIE tutoring. GEAR UP students who did not receive APIE tutoring may have received academic support or tutoring from other sources that were beyond the scope of this report, or they may not have included students who were most in need of academic support (e.g., not failing their course).

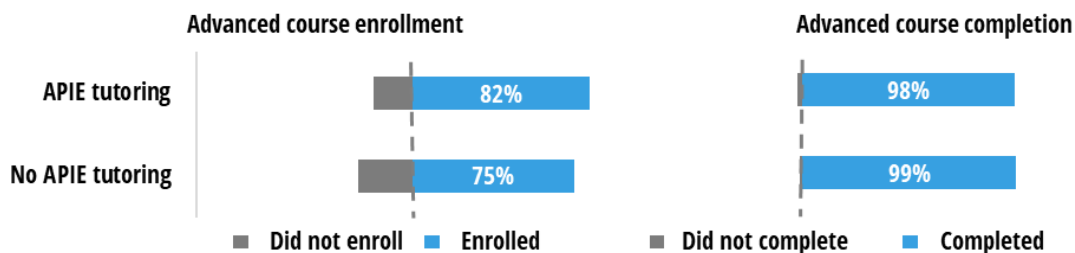
What were the academic outcomes for 7th-grade students who participated in the GEAR UP program and were supported by APIE tutoring?

Advanced Course Enrollment and Completion

Overall, 79% of GEAR UP students ($n = 2,003$) enrolled in at least one pre-AP course in the 2018–2019 school year, and APIE tutoring was provided for 82% of GEAR UP students enrolled in pre-AP courses. Greater percentages of GEAR UP students who received APIE tutoring (82%) than of the group of GEAR UP students who did not receive APIE tutoring (75%) were enrolled in advanced courses. Among GEAR UP students who enrolled in pre-AP courses and received APIE tutoring, 98% successfully completed the advanced course (Figure 28).

Figure 28

Greater percentages of GEAR UP students who received APIE tutoring services than of GEAR UP students who did not receive APIE tutoring services were enrolled in advanced courses; both groups had high course-passing rates.



Source. 2018–2019 AISD course enrollment records

Note. The difference in percentage of students taking advanced courses between GEAR UP students who received APIE tutoring services and GEAR UP students who did not receive APIE tutoring services was significant ($p < .01$).

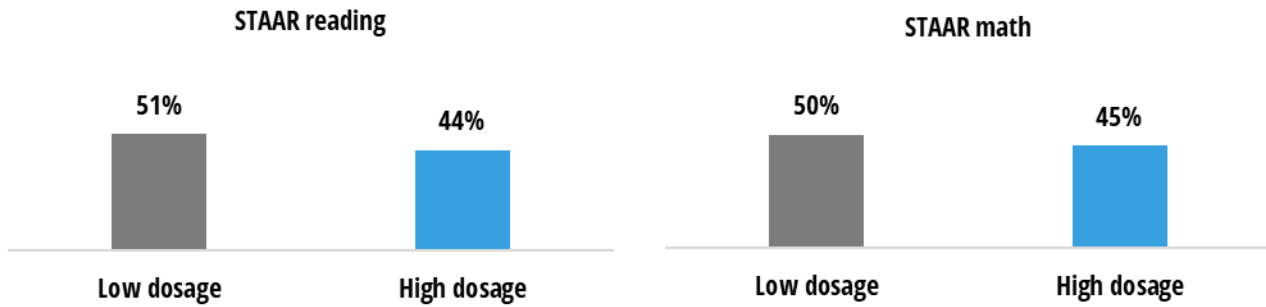
STAAR: ELA and Math

In both ELA and in math, the percentages of GEARUP students who received more than the average hours of APIE tutoring (> 4.3 hours) who met the STAAR passing standard in reading and math was lower than that of GEAR UP students who received less than 4.3 hours of APIE tutoring (Figure 29). However, the differences between the ELA and math passing rates were not statistically different. Notably, GEAR UP students with high dosages of tutoring included students who were most in need of academic support (e.g., not failing their course).

Additionally, the percentages of GEAR UP students who received more than the average hours of APIE tutoring (> 4.3 hours) who met the postsecondary readiness standards in reading and/or math was lower than that of GEAR UP students who received less than 4.3 hours of APIE tutoring (Figure 30). The percentage of GEAR UP students categorized as having a higher dosage level of APIE tutoring who met the postsecondary readiness standard in ELA was significantly lower than that of GEAR UP students categorized as having a low dosage level. GEAR UP students with high dosages of tutoring included students who were most in need of academic support (e.g., not failing course).

Figure 29

The percentage of GEAR UP students receiving a **high dosage** of APIE tutoring who met the STAAR passing standard in reading and math was lower than that of GEAR UP students who received a low dosage of APIE tutoring.

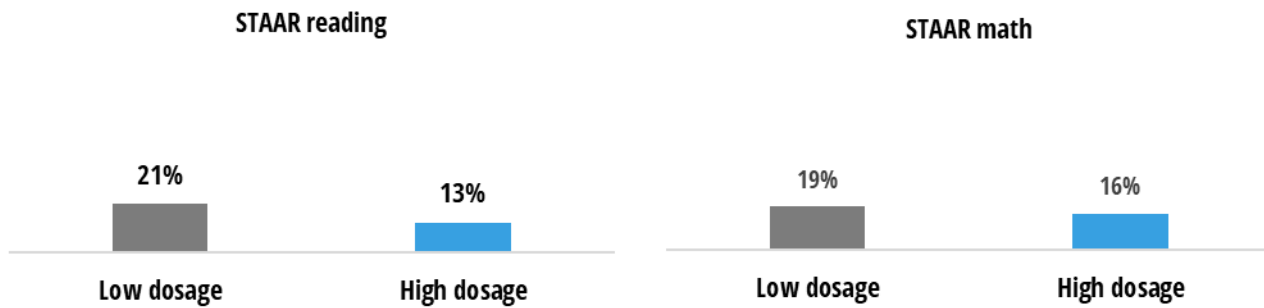


Source. AISD eCST data system, 2018–2019, 2018–2019 AISD student STAAR records

Note. The overall average dosage of APIE tutoring was used to divide GEAR UP students into high dosage (> 4.3) and low dosage (\leq 4.3) groups

Figure 30

The percentage of GEAR UP students receiving a **high dosage** of APIE tutoring who met the postsecondary readiness standard in STAAR reading and math was lower than GEAR UP students who received a low dosage of APIE tutoring.



Source. AISD eCST data system, 2018–2019, 2018–2019 AISD student STAAR records

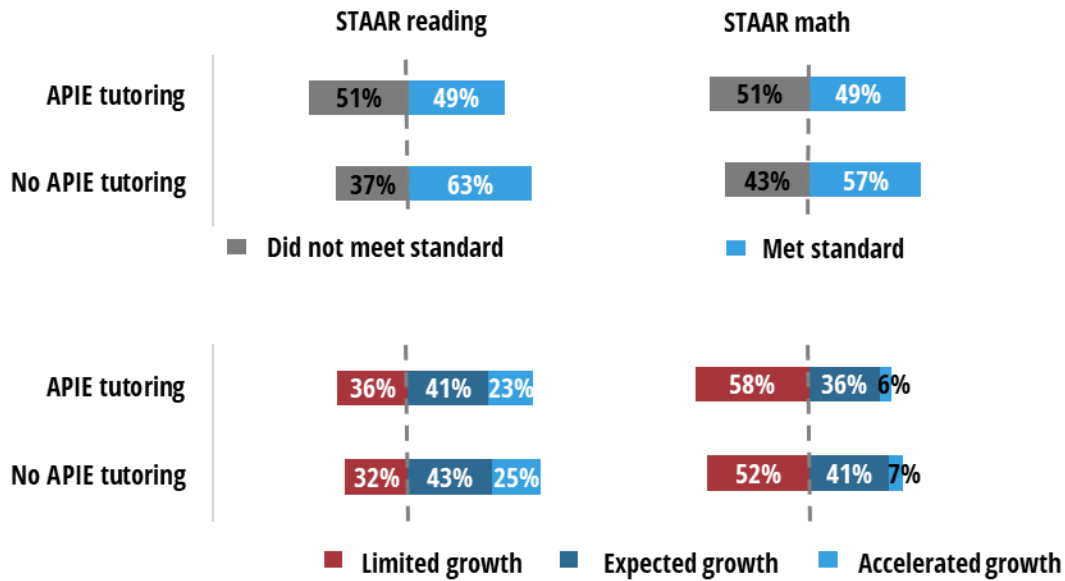
Note. The overall average dosage of APIE tutoring was used to divide GEAR UP students into high dosage (> 4.3) and low dosage (\leq 4.3) groups.

A gap existed between GEAR UP students who received APIE tutoring services and GEAR UP students who did not receive APIE tutoring services, with respect to the percentages meeting STAAR reading and math standards. Among GEAR UP students who received APIE tutoring, about half met STAAR standards in reading (49%) and in math (49%). The percentages of students meeting standards in reading and math were lower for GEAR UP students who received APIE tutoring than for students who did not receive APIE tutoring.

Academic outcomes on STAAR progress measures were comparable for GEAR UP students who received APIE tutoring and those who did not. For GEAR UP students who received APIE tutoring, 64% earned expected or accelerated growth on STAAR reading. On STAAR math, 41% of GEAR UP APIE tutoring students earned expected or accelerated growth (Figure 31).

Figure 31

A gap existed between GEAR UP students who received APIE tutoring services and GEAR UP students who did not receive APIE tutoring services, with respect to the percentage meeting STAAR reading and math standard; however, the percentage of GEAR UP students with expected or accelerated progress was similar for these two groups.



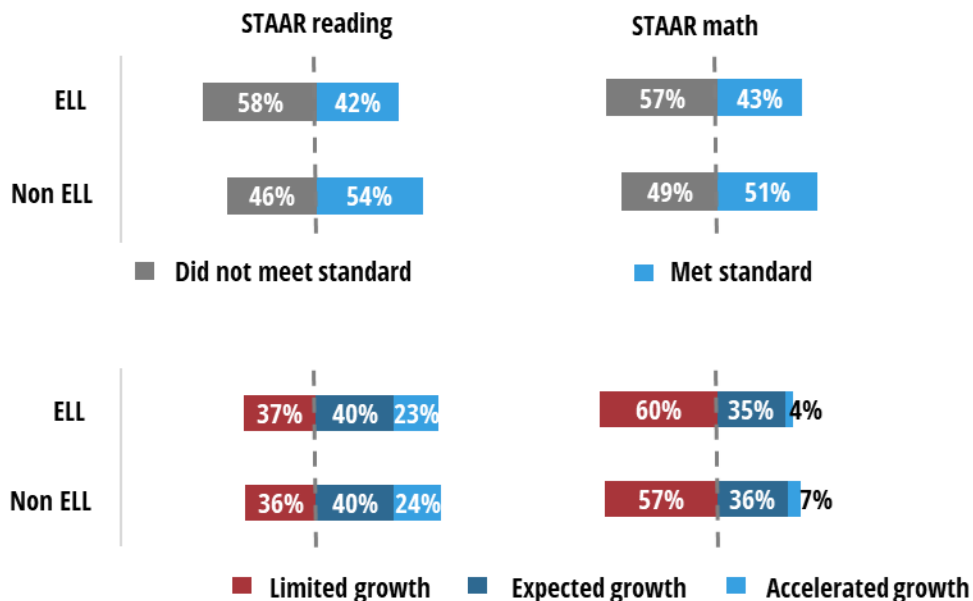
Source. AISD eCST data system, 2018–2019; AISD student STAAR records, 2018–2019

STAAR: GEAR UP EL

There were 760 GEAR UP participants categorized as EL and provided APIE tutoring services (Figure 32). Though the percentages of GEAR UP ELs who met STAAR passing standards in reading and math were lower than those of non-ELs, they performed similarly in terms of meeting STAAR progress measures in reading and math (Figure 32). Again, GEAR UP students who did not receive APIE tutoring may have received other academic support or tutoring beyond the scope of this report, or they may not have been students most in need of academic support.

Figure 32

A gap existed between GEAR UP APIE participants who were ELs and GEAR UP APIE participants who were not ELs with respect to the percentages meeting the STAAR reading and math standard; however, the percentage of GEAR UP students with expected or accelerated progress was similar for these two groups.



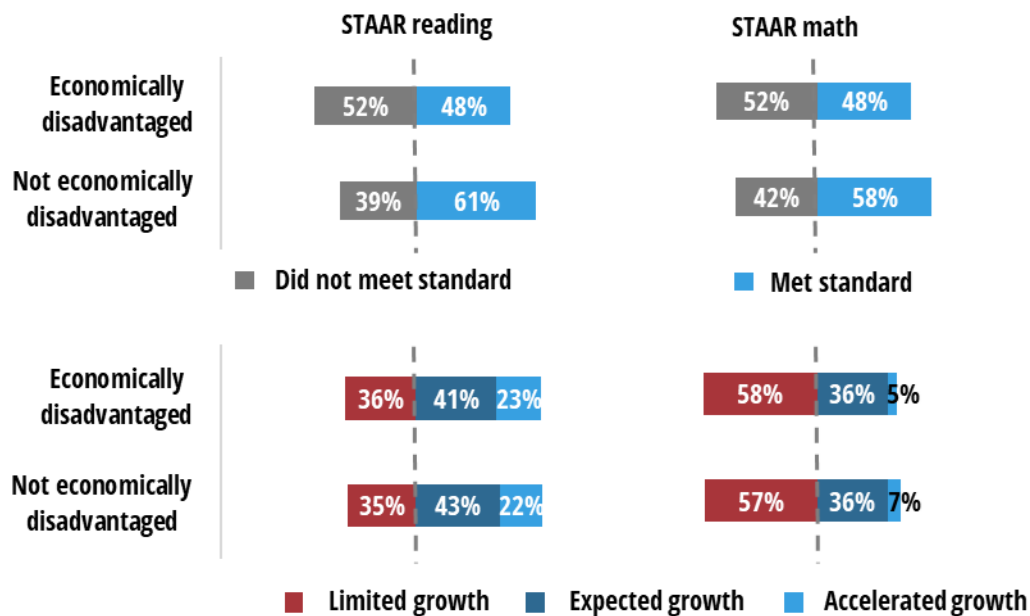
Source. 2018–2019 AISD student STAAR records

STAAR: Economically Disadvantaged GEAR UP Students

Most GEAR UP students (88%) who participated in APIE tutoring were categorized as economically disadvantaged. About half of those categorized as economically disadvantaged met the passing standards on the STAAR reading (48%) and STAAR math (48%) tests, and these passing percentages were lower than those of GEAR UP students who were not categorized as economically disadvantaged. The percentage of students with expected or accelerated progress was similar for economically disadvantaged and not economically disadvantaged students (Figure 33). It is not known whether GEAR UP students who did not receive APIE tutoring received other academic support or tutoring, or whether they were not students who were most in need of academic support.

Figure 33

A gap existed between GEAR UP APIE participants who were economically disadvantaged and GEAR UP APIE participants who were not economically disadvantaged with respect to the percentages meeting the STAAR reading and math standard; however, the percentage of GEAR UP students with expected or accelerated progress was similar for these two groups.

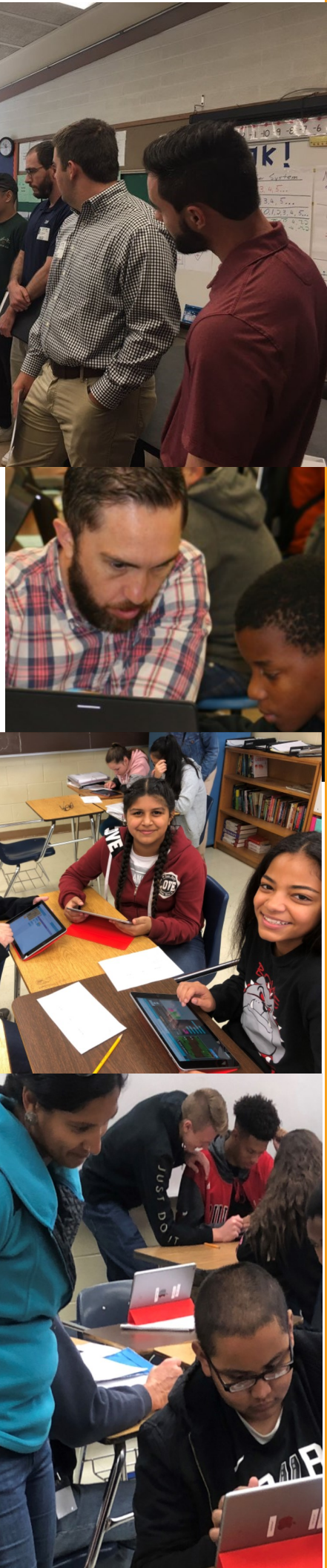


Source. 2018–2019 AISD student STAAR records

Results for GEAR UP Staff Interviews

What did teachers and staff who worked with GEAR UP students say about APIE tutoring?

The AISD evaluation team conducted focus groups with staff at GEAR UP middle schools in the spring of 2019. The focus group participants (e.g., teachers, counselors, instructional coaches, and parent support specialists) across all GEAR UP middle schools provided positive perspectives on the APIE tutoring services. Staff consistently reported APIE tutoring was a helpful activity that contributed to students' academic progress. Teachers enjoyed working with APIE tutors in their classroom and reported tutors were valuable to both teachers and students. Staff indicated the helpful nature of the APIE tutoring conducted one on one, in small groups, and in whole-class settings. Staff applauded APIE tutors in their classroom who were active in initiating activities, running lessons, and providing help to special education students. Staff emphasized that tutoring provided an additional avenue through which to engage students in learning and to motivate students to overcome challenges. Some staff stressed tutoring as the most helpful GEAR UP activity in preparing students for college (Wang & Orr, 2019).



College Readiness (CR) Program

The APIE CR Program focused on preparing students to meet college readiness standards on the Texas Success Initiative (TSI) exam. The APIE CR Program targeted middle school and high school students who may have struggled to meet stringent college readiness standards. Some students also may have taken the Scholastic Aptitude Test (SAT) and/or American College Testing (ACT) as they approached graduation to meet college admission requirements. In other cases, students may not have taken any type of college-level coursework or college admission exam prior to program participation.

In 2018–2019, the APIE CR Program shifted its focus from primarily assisting 12th-grade students to meet college readiness standards on the TSI and also began offering services to AISD students in grades 8 through 11 who were aspiring to begin college coursework while they were still in high school. The support helped students not only to meet college readiness benchmarks on an assessment necessary for completing college-level coursework but also to be eligible to participate in programs such as Career Launch and Early College High School.

The APIE CR Program was available for students in grades 8 through 12 across nine AISD schools: Akins, Crockett, Eastside, Lanier, Reagan, and Travis High Schools, and Dobie, Martin, and Means Middle Schools. APIE CR Program also started implementation at LBJ in late spring of 2019; however, these students are not included in the 2018–2019 evaluation. APIE college readiness tutoring was provided in ELA at all the schools and grade levels, and math tutoring was offered for some grade levels at the high schools.

CR Program 8th-Grade Pilot

In 2018–2019, APIE expanded its CR Program to include a number of 8th-grade students who needed to meet academic college readiness standards to participate in college-level coursework as part of Career Launch/P-Tech or Early College High School programs. The program curriculum was redesigned to align the college and career readiness standards to the 8th grade Texas Essential Knowledge and Skills (TEKS) standards, allowing APIE tutors to support students' learning in the classroom while preparing them for the TSI assessment.

APIE tutors were trained to execute the program as standalone tutoring (small groups or one on one) or as in-class support. In both cases, program coordinators and tutors worked closely with teachers to ensure APIE tutoring built upon the academic skills and strategies taught in the classroom. Although the delivery model differed depending on the school, the core elements of the program's success (i.e., frequency, consistency, and individualized instruction) were maintained in each variation. More information about APIE CR tutoring options in schools that outlined implementation approaches offered to middle school campuses on a block schedule can be found in Appendix R. Schools with a traditional schedule received similar options tailored for shorter class periods.

College Readiness Criteria

To be considered college ready, a student must have met college readiness criteria on the SAT, ACT, and/or TSI test. The criteria for each are as follows:

ELA

SAT: ≥ 480 on the evidence-based reading and writing portion of the assessment

or

ACT: ≥ 19 on English and ≥ 23 composite

or

TSI: ≥ 351 on reading and ≥ 340 on writing with ≥ 4 on essay or ≤ 340 on writing MC with ≥ 4 on essay OR ≤ 340 on writing MC with ≥ 5 on essay and an ABE ≥ 4

Math

SAT: ≥ 503 on the math portion of the assessment

or

ACT: ≥ 19 on math and ≥ 23 composite

or

TSI: ≥ 350 on the math assessment

For more information on these assessments, please refer to the following sites.

SAT: <https://collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf>

ACT: <http://www.act.org/content/act/en/college-and-career-readiness/standards.html>

TSI: <https://accuplacer.collegeboard.org/sites/default/files/accuplacer-tsi-assessment-interpreting-score-v2.pdf>

Who participated in the APIE CR Program in 2018–2019?

A total of 583 students participated in the APIE CR Program throughout the 2018–2019 school year. APIE supported 329 students in grades 8 through 11 and supported 254 students in grade 12 to meet college readiness standards on the TSI exam. APIE CR participants differed demographically, compared with the overall student population at AISD (Appendices L through Q). At each grade level, CR participants were more likely to be Hispanic or economically disadvantaged, compared with the overall student population at AISD (Appendices J through O).

Results for the CR Program: Grades 8-11

Overall

Most APIE CR participants took the TSI tests for which they were tutored, and TSI assessment results indicated the percentages of APIE students meeting college readiness standards generally increased with grade level (Figure 34). Greater passing percentages at the higher grade levels might be expected as, in addition to having tutoring support, students typically complete higher level coursework as they progress through high school.

The 2018–2019 school year was a pilot for programs in grades 8 through 10. Results reported for the CR Program in grades 8 through 11 are considered baseline, and more needs to be learned about participant selection criteria and/or performance expectations before a comparable group of non-participants could be matched for program evaluation purposes. Thus, a matched comparison group was not included in the analyses of results. Furthermore, due to differentiation needs across campuses and programmatic changes in the program expansion/pilot offerings this year, caution should be used in the interpretation of results for APIE CR Program participants.

Eighth Grade

In 2018–2019, APIE provided ELA tutoring to 168 students in 8th grade at three middle schools: Dobie ($n = 54$), Martin ($n = 68$), and Means ($n = 46$). Of the 168 8th-grade APIE CR participants who took the TSI, 24% met college readiness standards in ELA.

Ninth Grade

APIE provided tutoring to 54 9th-grade students at three high schools: Crockett ($n = 20$ students), Eastside ($n = 23$), and Reagan ($n = 11$). Ninth-grade students attending Crockett, Reagan, and Travis received ELA and math tutoring. Ninth-grade students attending Eastside received only ELA tutoring. Of the 54 9th-grade APIE CR participants, 46% met college readiness standards in ELA and 28% met college readiness in math.

Tenth Grade

APIE provided tutoring to 20 10th graders at five high schools: Crockett ($n = 6$), Eastside ($n = 1$), Lanier ($n = 5$), Reagan ($n = 7$), and Travis ($n = 1$). Tenth-grade students attending Crockett, Lanier, Reagan, and Travis received ELA and math tutoring. Tenth-grade students attending Eastside received only ELA tutoring. Of the 20 10th-grade APIE participants, 53% met college readiness standards in ELA and 40% met college readiness in math.

Eleventh Grade

In 2018–2019, APIE provided ELA tutoring to 82 11th-graders at six high schools: Akins ($n = 3$), Crockett ($n = 12$), Eastside Memorial ($n = 3$), Lanier ($n = 29$), Reagan ($n = 20$), and Travis ($n = 20$). Eleventh-grade students attending Akins, Crockett, Lanier, Reagan, and Travis received ELA and math tutoring. Eleventh-grade students attending Eastside received only ELA tutoring. Of the 82 APIE CR 11th-grade participants, 48% met college readiness standards in ELA and 38% met college readiness standards in math.

Figure 34

The percentages of APIE students in grades eight through 11 who met college readiness standards for ELA and math on the TSI generally increased by grade level.

Grade	ELA tutoring	Took ELA TSI	ELA college ready	Took math TSI	Math college ready
8	168	106	24%	n/a	n/a
9	54	46	46%	22	28%
10	20	17	53%	10	40%
11	87	62	48%	64	37.5%

Source. District TSI testing records for 2018–2019

Note. Due to programmatic changes in 2018–2019, caution should be used in the interpretation of results.

Results for College Readiness: Grade 12

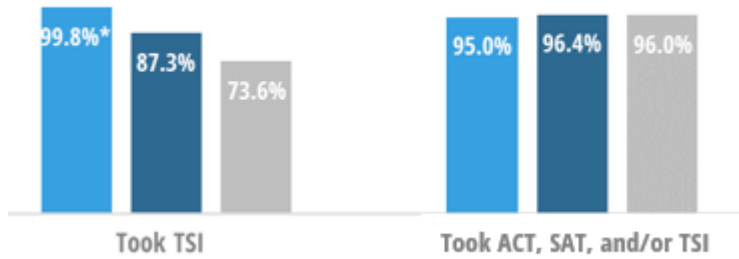
In 2018–2019, APIE provided ELA and math tutoring to a total of 254 seniors attending five high schools: Akins ($n = 133$), Eastside Memorial ($n = 11$), Lanier ($n = 11$), Reagan ($n = 22$), and Travis ($n = 76$). APIE CR 12th-grade students were more likely to be Hispanic or economically disadvantaged compared with students in the district overall and in the matched comparison group (Appendix P).

What were the outcomes for 12th-grade participants in CR Program?

A significantly greater percentage of APIE CR Program seniors than of the matched comparison group and district seniors took TSI assessments. Across the ACT, SAT, and TSI assessments, APIE CR participants, the matched comparison group, and district seniors took college readiness exams at similar rates

Figure 35

A significantly greater percentage of APIE CR Program seniors than of the matched comparison group and district seniors took TSI assessments.



Source. District SAT, ACT, and TSI testing records provided by College Board and ACT (TEAMS)

Note. Seniors across the district do not include APIE or comparison group students.

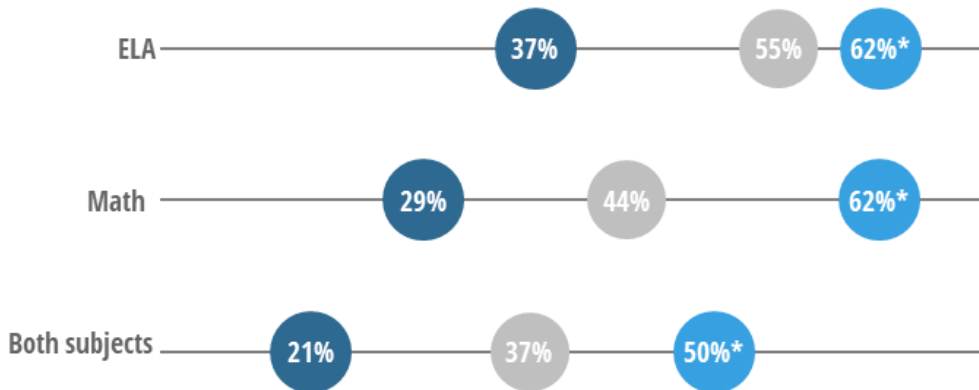
* Statistically significant ($p < .05$)

TSI Assessment

On the TSI, significantly higher percentages of APIE participants and district seniors than of the matched comparison group met college readiness standards in ELA, math, and both subjects (Figure 36). The percentages of APIE CR participants who met college readiness standards in ELA and math were significantly greater than those of seniors across the district and in the matched comparison group.

Figure 36

Significantly greater percentages of APIE seniors than matched comparison group and district seniors met college readiness standards on TSI assessments in ELA, math, and both subjects.



Source. District TSI testing records provided by College Board and ACT (TEAMS)

Note. Seniors across the district do not include APIE or comparison group students

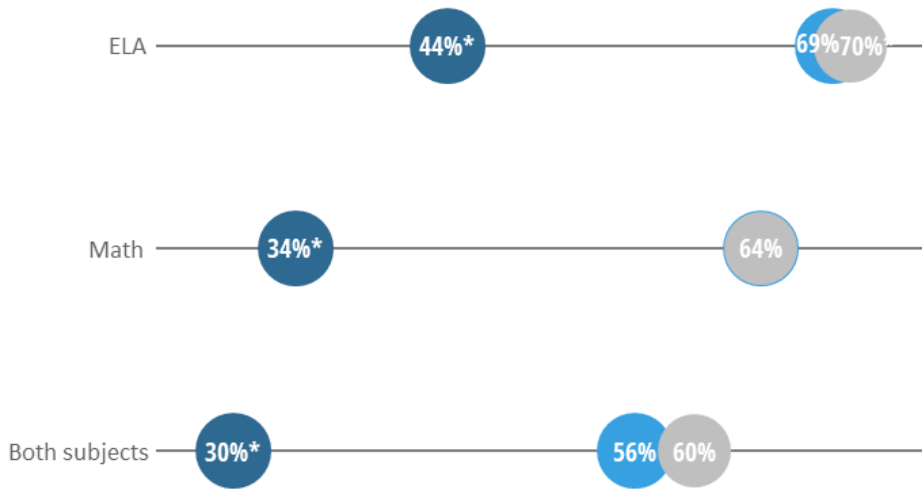
* Statistically significant ($p < .05$)

ACT, SAT, and TSI Assessments

ACT and SAT results were analyzed along with TSI results to determine any differences in students' overall college readiness. Greater percentages of APIE seniors and district seniors than of students in the matched comparison group met college readiness standards across all three college admission tests (ACT, SAT, and TSI) (Figure 37). Across all college readiness assessments (i.e., SAT, ACT, and TSI), APIE participants and district seniors met college readiness standards at significantly higher rates in ELA and math than did the matched comparison group. The percentage of seniors across the district who met college readiness standards in both subjects was greater than the percentages of APIE participants and matched comparison group.

Figure 37

Across all college readiness assessments (ACT, SAT, and TSI), higher percentages of **APIE College Readiness Program seniors** and district seniors than of the **matched comparison group** met college readiness standards.



Source. District SAT, ACT, and TSI records provided by College Board and ACT (TEAMS)

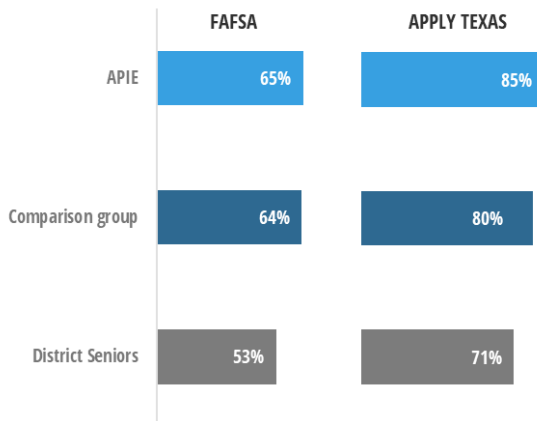
* Statistically significant ($p < .05$)

Did participants in the APIE CR Program complete other steps in preparation for postsecondary enrollment?

Analysis of Free Application for Federal Student Aid (FAFSA) and Apply Texas application submissions revealed greater percentages of APIE CR Program participants than of the matched comparison group and seniors district wide completed FAFSA and Apply Texas applications (Figures 38 and 39). Though APIE staff focused on preparing program participants to meet college readiness standards on college admission exams, conversations also included college preparation, such as college and financial aid applications. Conversations supported the AISD strategic plan and Direct to College Initiative (DTC) to assist students in completing Apply Texas applications for postsecondary enrollment in Texas. APIE and comparison group students enrolled in postsecondary institutions at similar rates (50% and 54%, respectively), compared with seniors district wide (63%) (Figure 38).

Figure 38

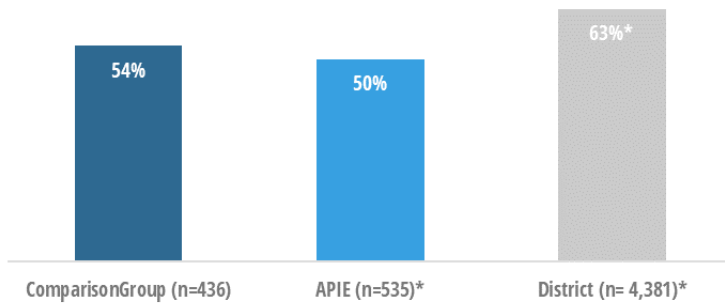
Higher percentages of **APIE seniors** than of the **matched comparison group** and district seniors completed **FAFSA** and **Apply Texas** applications.



Source. District Apply Texas and FAFSA records provided by The Apply Texas Counselors' Suite, 2018–2019

Figure 39

The postsecondary enrollment rate of seniors district wide was significantly greater than the rates of APIE CR Program participants and the matched comparison group.



Source. National Student Clearinghouse 2017-2018
Note. * Statistically significant ($p < .05$)

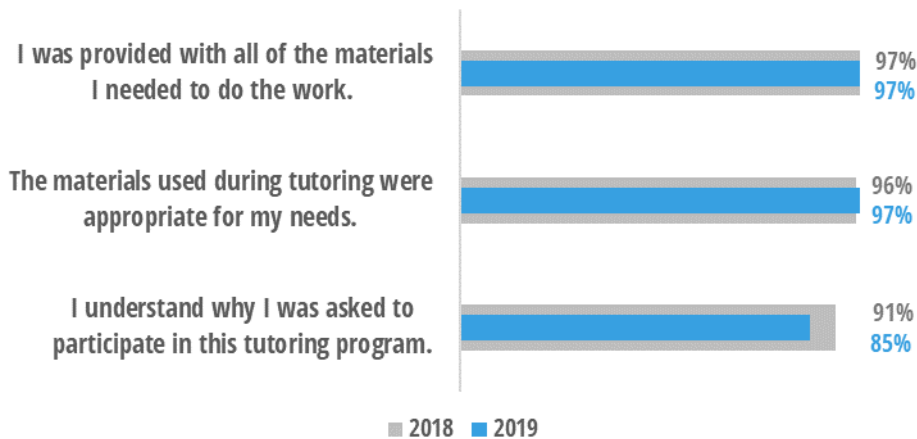
Results for the CR Program: Student Surveys

What did students say about the CR Program?

Upon completion of college readiness tutoring, APIE CR participants ($n = 439$) were asked to complete a survey about their perceptions of the program’s helpfulness and outcomes related to college readiness. The survey was completed by 425 students (85%). Survey results were highly positive in both 2018 and 2019 (Figures 40 through 43).

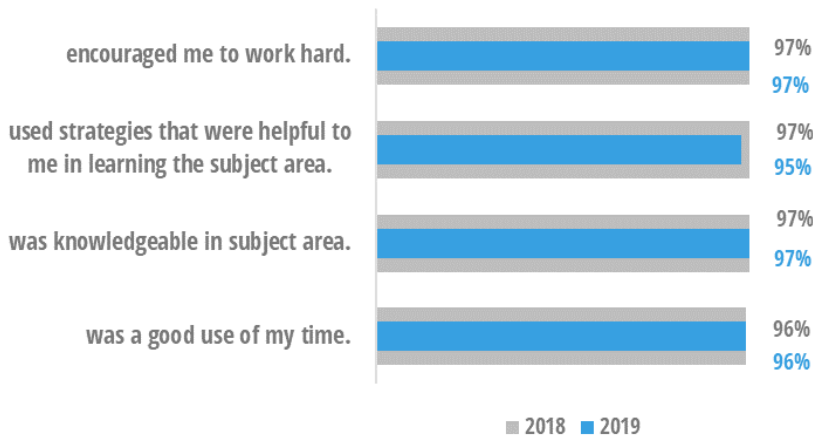
Figure 40

Most APIE students understood why they were in the program and said they had appropriate resources.



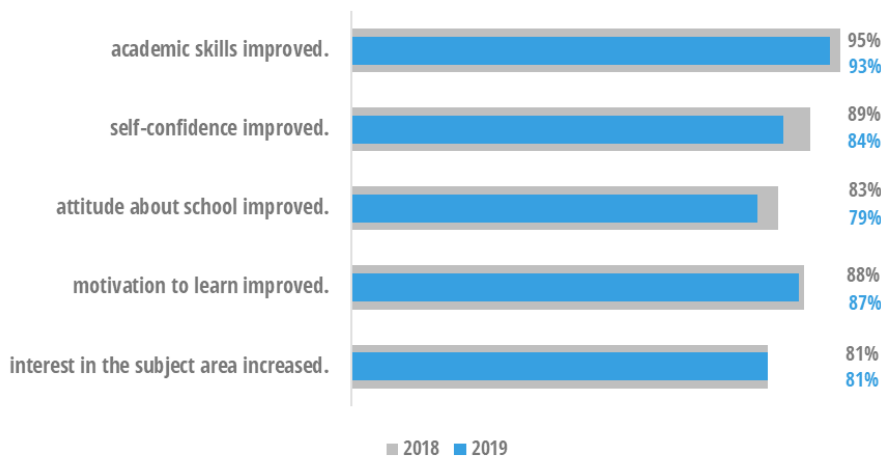
Source. APIE College Readiness Student Survey, 2018–2019

Figure 41
Most APIE students rated their CR Program advocates highly.
 My College Readiness advocate...



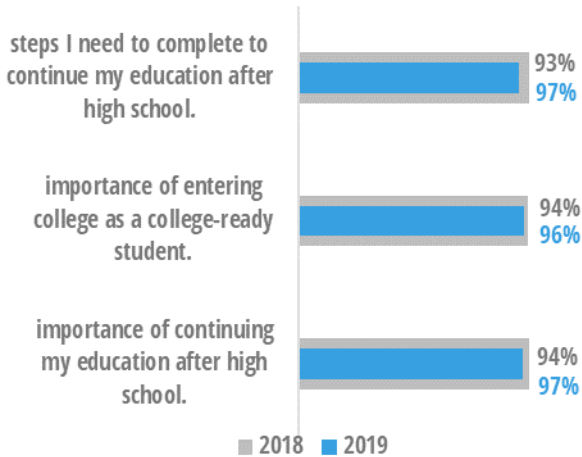
Source. APIE College Readiness Student Survey, 2018–2019

Figure 42
Most APIE students perceived positive academic outcomes as a result of the program.
 As a result of this program and in the subject area in which I was tutored, my...



Source. APIE College Readiness Student Survey, 2018–2019

Figure 43
Almost all APIE students perceived positive college preparation outcomes as a result of the program.
 As a result of the program, I gained a better understanding of...



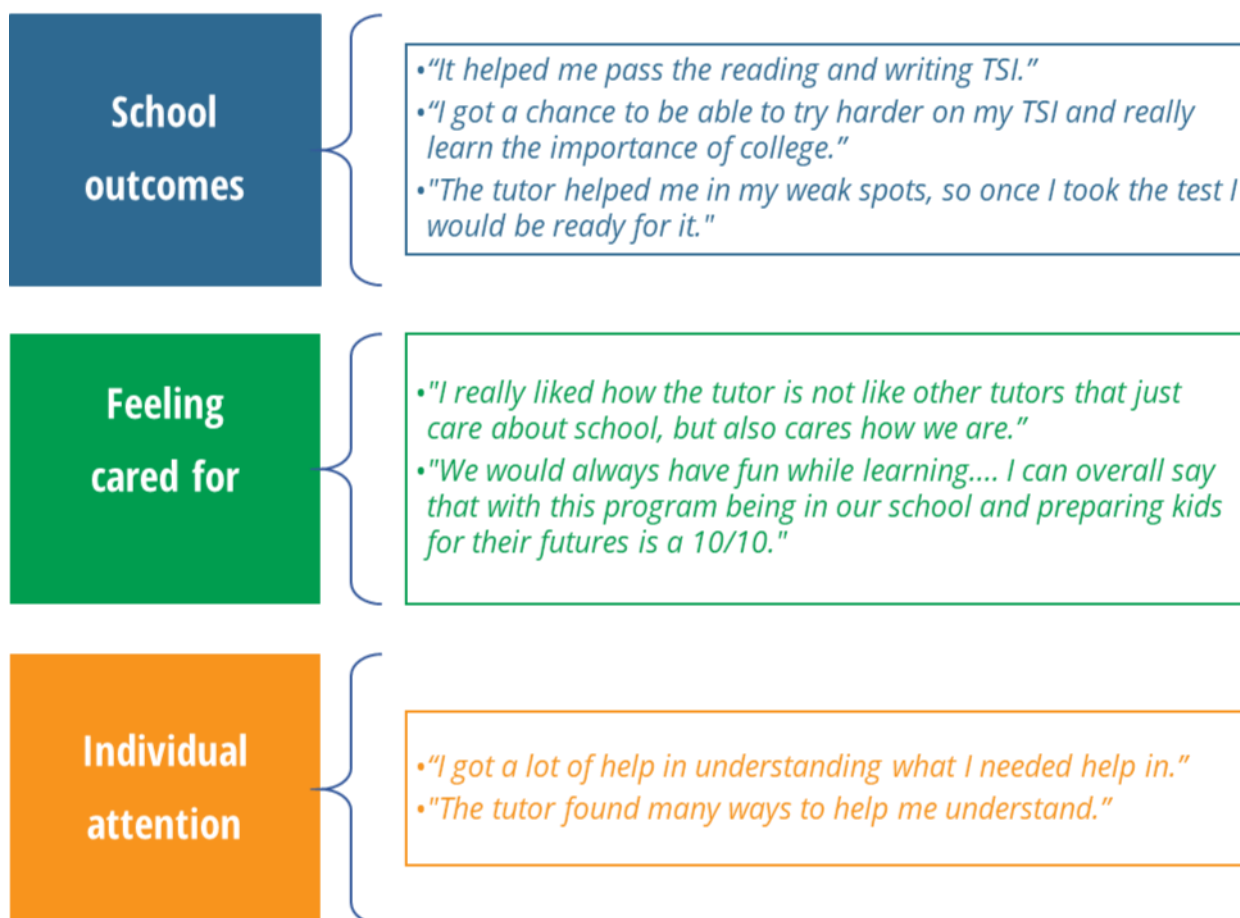
Source. APIE College Readiness Student Survey, 2018–2019

Open-Ended Survey Responses

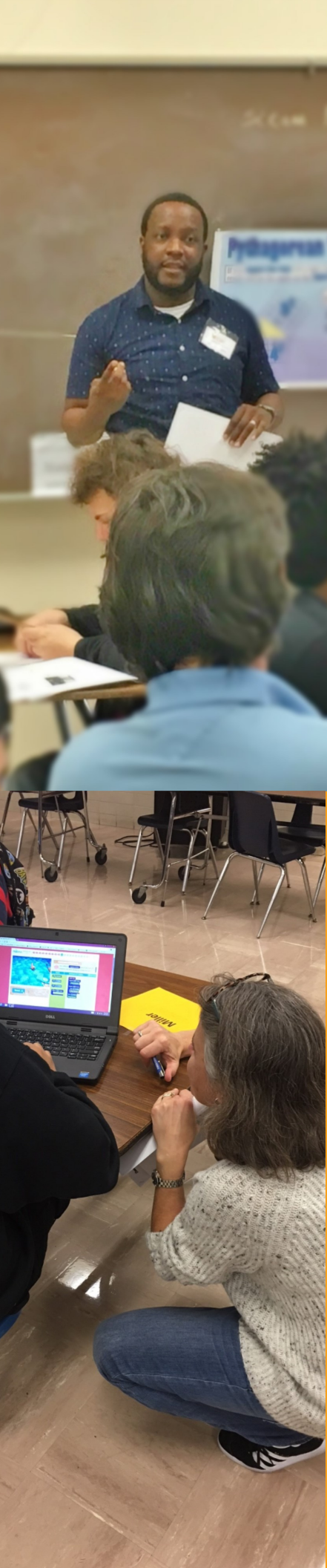
In open-ended survey responses, students stressed the importance of their tutors and preparation for the TSI, college, and future. Students reported high levels of tutor expertise, helpfulness, encouragement, care, and understanding—which led to positive and successful academic outcomes (Figure 44). Most students valued the opportunity to use this program to improve gaps in their knowledge and areas of weakness. Students commented on the individualized and dedicated time to practice and prepare for TSI. Many observed improvements in their academic knowledge and skills in specific areas for the TSI as well as gained more understanding and confidence about attending college. Students highlighted that they liked how the program gave them an opportunity to prepare for their futures.

Most APIE CR Program participants reported they would not change anything about the program. Some students were interested in more time with their tutor, one-on-one tutoring, more tutoring opportunities, and more tutors to be able to work with more students. Students requested additional opportunities to learn more and prepare for attending college. Many students wanted more time to be able to prepare for their future and learn more about what will be next after they pass the TSI.

Figure 44
Most APIE seniors provided positive feedback in open-ended survey questions.



Source. APIE College Readiness Student Survey, 2018–2019



The APIE Mentoring Program

In keeping with APIE's mission to improve students' college and career readiness and community engagement, mentors from the community were recruited, trained, and paired with students. Research indicated students who were mentored experienced positive academic outcomes (including increased likelihood of going on to higher education) as well as a decrease in likelihood of risky behavior, such as alcohol and drug use (DuBois, Holloway, Valentine, & Cooper, 2002; McQuillin, Strait, Smith, & Ingram, 2015; National Mentoring Partnership, 2019).

The APIE Mentoring Program has been in place for the past 10 years. In 2018–2019, a mentor survey was piloted during the implementation of the program, with the intention that mentor volunteers would work one on one with Austin students during the school day. Mentors were trained to help support students in a variety of ways, including building communication, improving academic and social skills, as well as expanding outlook and perspective. Mentors met with their students for 45 minutes during lunch to build a supportive relationship conducive for students to potentially develop confidence in themselves and explore their interests. Mentoring opportunities were available for students in any school and any grade within AISD. Mentor coordinators at the campus level coordinated mentor assignments.

Of the 507 APIE mentors who participated in the mentoring program, 134 (26%) responded to the end-of-year survey eliciting feedback about their perceptions and experiences of the APIE Mentoring Program.

Results for the APIE Mentoring Program

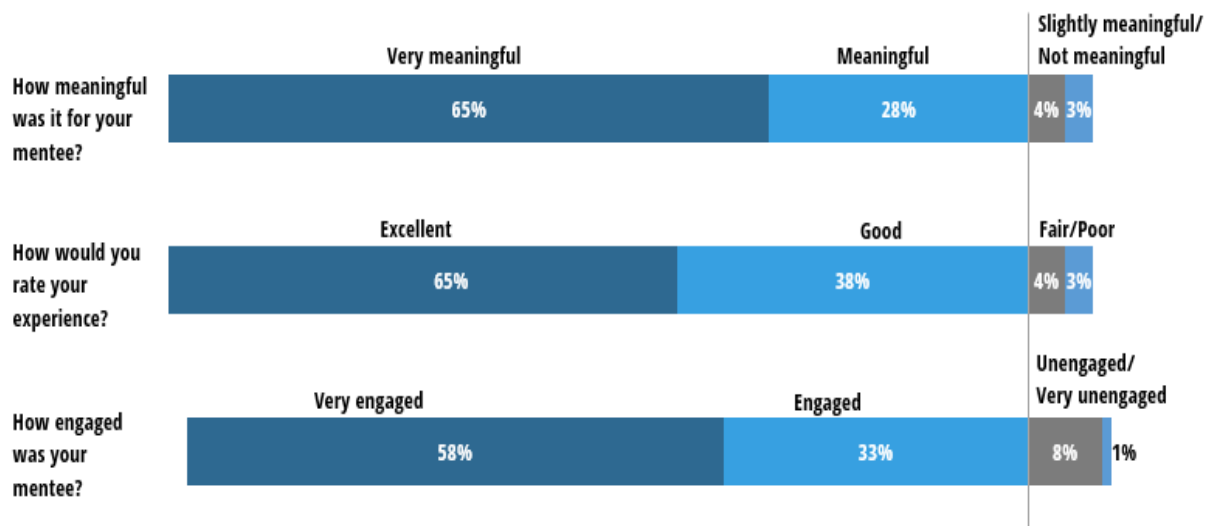
How did APIE mentors respond to items on the end-of-year survey?

In a mentor survey, 93% reported their contribution was meaningful or moderately meaningful, and 96% reported they would recommend the APIE Mentoring Program to others who want to support AISD students. Similarly, a majority of mentors reported they were either moderately close (52%) or very close (31%) to their mentees, and 73% planned to continue their mentoring relationship next year. Mentors felt the mentoring experience was very helpful (45%) or moderately helpful (38%) for mentees, while only 1% reported it was unhelpful. Also importantly, most mentors reported feeling their mentees were very engaged (58%) or engaged (33%).

For recruiting and training, mentors reported it was very easy (64%) or moderately easy (29%) to sign up for mentoring, and communication from APIE staff and matching assignments were received in a very timely (59%) or timely (57%) manner. Furthermore, 91% were very satisfied or moderately satisfied with the matching and placement process. As a result of the training provided, a majority of mentors reported feeling very prepared (56%) or moderately prepared (40%), and initial orientation provided a very clear idea (35%) or moderately clear idea (55%) about what to expect. In addition, 95% of mentors were very satisfied (69%) or moderately satisfied (27%) with orientation, and 91% felt training provided strategies for engaging students.

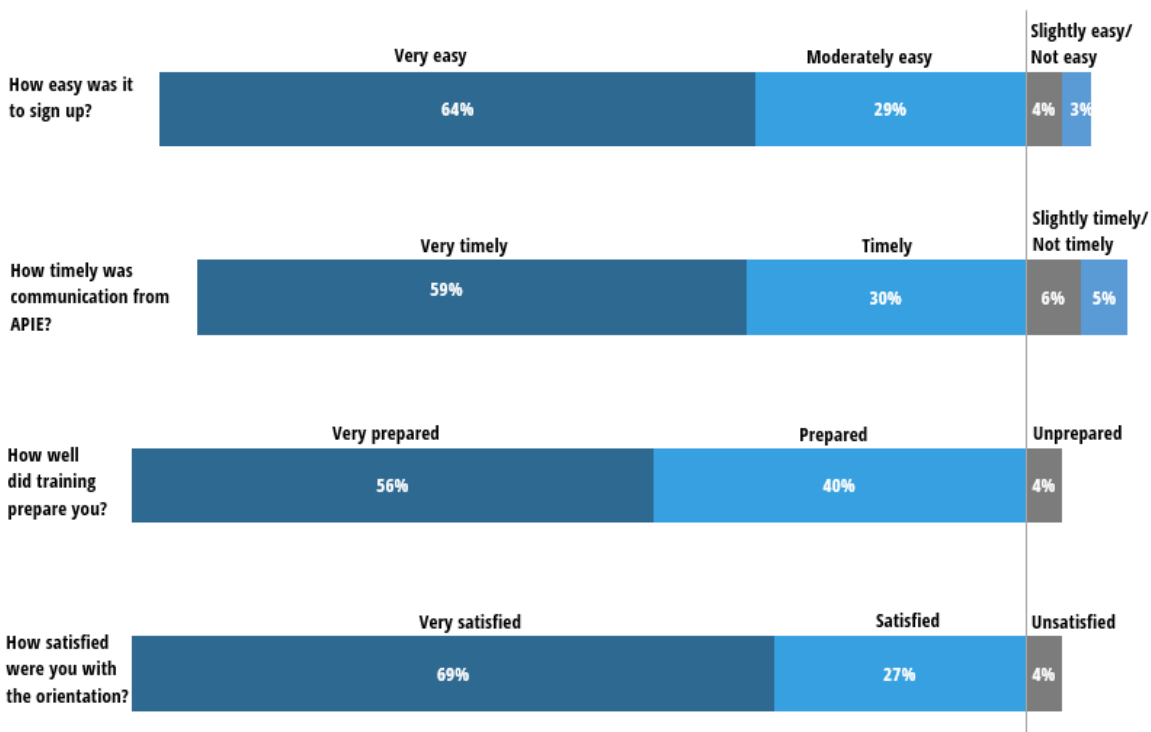
Of the 134 respondents, 98 reported interest in training on topics ranging from bullying and cultural competency to coping with attention deficit hyperactivity disorder (ADHD) and attention deficit disorder (ADD). Most mentors served only one student (83%), but some served as many as five students. Students in the mentor program were in grades prekindergarten through 12. Mentors, who reported finding out about the program primarily through a friend or school staff member, reported positive experiences and meaningful contributions (Figures 45 and 46).

Figure 45
APIE mentors reported feeling they made a meaningful contribution, having an overall positive experience with APIE, and feeling their mentees were engaged during their mentoring.



Source. APIE Mentor Perceptions Survey, 2018–2019

Figure 46
APIE mentors reported it was easy to sign up for the program, they received timely communication, they were prepared by the training, and they were satisfied with the orientation.



Source. APIE Mentor Perceptions Survey, 2018–2019



Conclusion

APIE has been serving the Austin community for more than 36 years. APIE has partnered with AISD to positively influence the lives of hundreds of children who were predominately economically disadvantaged and enrolled in AISD's Title I schools. programs addressed a critical need by supporting children who had high levels of academic need or whose families may not have a history of enrolling in college. Students were provided with academic support through math and ELA tutoring from mentors, volunteers, and teachers who were invested in their academic growth and development.

APIE programs provided chances to level the playing field for these students who typically may not thrive academically. The relationships with APIE volunteers created a learning environment for students to grow personally and develop effective academic habits. More students had learning opportunities they might not otherwise have had to succeed. APIE program experiences are likely to have long-lasting effects in multiple areas of students' lives.

APIE offered opportunities for community members and schools to work closely together to promote collaboration, communication, and problem solving for students with whom they worked in schools. As they provided tutoring and assistance in completing academic coursework, APIE volunteers also modeled how to overcome challenges students faced inside and outside the classroom across the Austin area. APIE fostered partnerships between schools and community members, where resources could be maximized to help students achieve their maximum potential. The ongoing community conversations related to providing students with academic support may contribute to making decisions and developing effective programs to better meet the needs of Austin students who are primarily economically disadvantaged and Hispanic. In sum, this program evaluation was a systematic method for collecting, analyzing, and using information to answer questions about APIE programs.

Was the program implemented well?

Overall, APIE greatly expanded volunteer recruiting and training to help the program serve more grade levels and students across the district. The academic content provided this year included more than the 8th-grade math curriculum and general college readiness tutoring for seniors. The additional academic content included ELA and math in grades 6 through 12.

Did change occur in academic self-confidence and school engagement?

The average academic self-confidence scores for program students were at desirable levels and increased from the beginning to the end of the school year. Students and volunteers reported high levels of student engagement across all programs.

Did participants experience positive academic outcomes?

Many APIE participants experienced positive academic outcomes as a result of their participation. Eighth-grade students participating in MCC and seniors who participated in CR had significantly better academic outcomes than did matched comparison groups, which was consistent with outcomes in prior years. For piloted APIE programs in 2018–2019, the data presented in this report provide baseline descriptive information intended to be used for ongoing program development. In support of the GEAR UP program, APIE expanded its tutoring support for students most in need.

APPENDICES

Appendix A

APIE Evaluation Methodology

Data Collection

To assess the processes and impact of APIE programs, DRE staff conducted qualitative and quantitative analyses using various forms of data. Staff used district information systems to obtain students' demographic, course enrollment, and testing history records. APIE staff collected program participation information. Students, volunteers, coaches, and mentors submitted surveys about their experiences with APIE.

Participation Records

APIE staff tracked participating classrooms in the 2018–2019 school year. At the end of the year, DRE reviewed cumulative student participation records with APIE staff to ensure the accuracy of student lists.

Assessments

In this evaluation, DRE staff used multiple assessments to determine academic outcomes for APIE participants and matched comparison groups.

STAAR. State of Texas Assessments of Academic Readiness (STAAR) includes annual tests in reading and math for 3rd through 8th grade, writing tests for 4th and 7th grade, science assessments for 5th and 8th grade, a social studies test for 8th graders, and EOC assessments for 9th through 11th graders in English I, English II, Algebra I, Biology, and U.S. History. For more information, refer to <http://www.tea.state.tx.us/student.assessment/staar/>

TSI. Texas Success Initiative (TSI) assessment is used to gauge whether high school students are ready for college-level material in the areas of reading, writing, and math. The TSI assessment also provides information on what type of intervention would help a student prepare for college-level coursework. For more information, refer to <http://www.theceb.state.tx.us/reports/PDF/9055.PDF?CFID=75220234&CFTOKEN=58522132>

SAT. The Scholastic Aptitude Test (SAT) is a college admission test that measures knowledge in the areas of reading, writing, and math. The SAT also offers optional subject tests in various areas. For more information, refer to <http://sat.collegeboard.org/home>

ACT. The American College Testing (ACT) is a college readiness assessment that tests English, math, reading, and science reasoning. It also includes an optional writing section. For more information, refer to <http://www.actstudent.org/>

Surveys

Students, teachers, and volunteers completed surveys to describe program implementation, participants' attitudes, and perceived outcomes. In addition, student participants' pre- and post-surveys measured their academic self-confidence, engagement, and disaffection with learning.

Middle School Surveys. Students who participated in APIE's MCC Program completed program surveys in the fall and spring semesters that measured their academic self-confidence, emotional and behavioral engagement, and disaffection. The academic self-confidence survey questions were those used in the AISD Student Climate Survey, administered annually to all district students from 3rd through 11th grade. Additional survey items from the Engagement vs. Disaffection with Learning Survey also were used.¹ All APIE survey items were validated for use with 3rd–6th graders.

High School Surveys. Students who participated in the APIE CR Program took an exit survey after completing the program. Students responded to questions about program implementation, program activities, and overall results, and they commented on what they liked best and what they would like to see changed about the program.

Volunteer Surveys. This survey asked volunteers for their views on registration and placement, training and classroom materials, overall experience, and perceived student outcomes. As part of the survey, volunteers were asked two open-ended questions about what they most liked and what they would like to change about their APIE program.

Mentor Surveys. This survey asked mentors for their views on their overall experience with the program, engagement with students, and perceived student outcomes.

Focus Groups

Due to the small sample of teachers in the APIE program, DRE staff conducted five focus group sessions with APIE teachers who had middle school math students participating in the MCC Program. Focus group participants were selected based on their interest and availability. Nine 8th-grade teachers participated in the focus groups. DRE staff moderated the discussion, audio recorded it, and transcribed participants' responses. Major topics of discussion centered around program implementation, student outcomes, and whether teachers would recommend the program to other teachers and schools.

Data Analysis

DRE staff used a mixed-methods approach to determine outcomes for APIE programs. Quantitative data (e.g., test scores and surveys) were summarized using descriptive statistics (e.g., numbers and percentages). Inferential statistics (e.g., tests of statistical significance, and linear and logistic regression analyses) were used to make judgments of the probability that an observed difference between groups might have happened as a result of the program, rather than by chance. Qualitative data were analyzed using content analysis techniques to identify important details, themes, and patterns within survey responses. Results from all analyses were triangulated, or cross-examined, to determine the consistency of results and provide a more detailed and balanced picture of program outcomes.

To calculate academic progress for APIE participants and their comparison groups, DRE staff followed the TEA criteria and methodology. The TEA measures academic progress on the STAAR exam in each content area from year to year for students who meet certain criteria, such as taking the test in the same language and test version from one year to the next. The scale score is a measure that takes into account the difficulty level of the specific set of test questions on which it is based. It quantifies a student's performance relative to the passing standards or proficiency levels. Students who fall in the approaches-grade-level category meet the minimum passing standard scale score within the score range of 1595 and 1685. The agency publishes a STAAR Progress Measure and English Learner (EL) Progress Measure for students. These progress measures indicate whether students did or did not meet an expected level of progress, as defined by the TEA. Only students with a TEA progress measure were included in the APIE academic growth analyses.

Linear regression analyses were used to determine whether APIE program participation influenced a change in STAAR scores from the 2015–2016 school year to the 2016–2017 school year. The dependent variable in the linear regression analysis was students' 2016–2017 STAAR scores. The independent variables in the models were variables that might directly or indirectly influence STAAR scores. These variables included students' previous year scores, race/ethnicity, economic status, ELL status, attendance, gender, and APIE program participation. In some instances, the small number of students within a group prevented the use of linear regression, and the difference in mean scores for both APIE participants and comparison group were analyzed using *t* tests to see if a significant difference existed.

Selection of Comparison Groups

To determine whether academic outcomes were related to program participation, a matched student comparison group was selected using propensity score matching. This statistical technique considers variables that may influence program participation (e.g., prior test scores, attendance, gender, economic disadvantage status) when matching APIE program participants to students with very similar observable characteristics. This technique is useful when there are numerous characteristics on which to match students, and a sufficient number of possible comparison students from which to choose. The procedure also is used to achieve a high level of rigor when it is impossible to conduct a random experiment.

Multiple variables were used in the selection of the matched comparison groups. The variables included gender, ethnicity, economic status, special education status, school attendance, and prior-year test scores before program implementation. Different assessments were used for matched comparison group selection and were program dependent.

Comparison groups were primarily selected from students attending APIE schools who were not receiving APIE services. In some cases, students from non-APIE schools were included in the comparison group because a larger group of students with similar characteristics was needed to ensure an appropriate match. Additional propensity score matching analyses were conducted to evaluate whether APIE had an impact on ELLs, economically disadvantaged students, and Hispanic students. It is suggested that a comparison sample be three to four times the size of a treatment group. Because the comparison samples had to be at least three times the size of the treatment group, random samples of APIE students were selected from the original total treatment group of 245 ELLs and 487 economically disadvantaged students. For the CR Program, a stratified random sampling process was used due to the lack of additional schools needed for propensity score matching.

Limitations

The lack of comparison groups in some instances limited what may be concluded from the results presented in this report. Because only APIE participants were surveyed it was not possible to compare their results with those of similar students in the district.

Appendix B

APIE 8th Grade Pre-AP Classroom Coaching Demographics

APIE 8th-Grade MCC Program Demographics and Grade-Level Achievement for Participants and Comparison Group

	APIE group		Comparison group		
Middle schools	Burnet, Covington, Dobie, Martin, Means, Webb		Bailey, Bedichek, Burnet, Covington, Dobie, Fulmore, Garcia YMLA, Gorzycki, Kealing, Lamar, Martin, Mendez, Muchison, OHenry, Paredes, Means, Small, Webb		
	Frequency	Percentage	Frequency	Percentage	
Gender					
	Male	191	57%	193	58%
	Female	144	43%	142	42%
Race/ethnicity					
	Black or African American	40	12%	43	13%
	Hispanic	270	81%	267	80%
	White	22	7%	22	7%
	Other	3	1%	3	1%
Economically disadvantaged					
	No	34	10%	35	10%
	Yes	301	90%	300	90%
EL					
	No	167	50%	169	50%
	Yes	168	50%	166	50%
Special education					
	No	248	74%	242	72%
	Yes	87	26%	93	28%
Total	335	100%	335	100%	
Met 8 th -grade STAAR math standard		79%		61%	

APIE 8th-grade MCC participants and comparison students differed significantly in meeting the

Appendix C

APIE 8th Grade Pre-AP Classroom Coaching Demographics

APIE 8th-Grade Pre-AP MCC Program Demographics and Grade-Level Achievement for Participants and Comparison Group

Middle schools	APIE group		Comparison group	
	Burnet, Covington, Dobie, Martin, Means, Webb		Bailey, Bedichek, Burnet, Covington, Dobie, Fulmore, Garcia YMLA, Gorzycki, Kealing, Lamar, Martin, Mendez, Murchison, OHenry, Paredes, Means, Small, Webb	
	Frequency	Percentage	Frequency	Percentage
Gender				
Male	51	50%	40	42%
Female	52	50%	55	58%
Race/ethnicity				
Black or African American	11	11%	13	14%
Hispanic	87	84%	79	83%
White	4	4%	2	2%
Other	1	1%	1	1%
Economically disadvantaged				
No	1	1%	1	1%
Yes	102	99%	94	99%
EL				
No	30	29%	32	34%
Yes	73	71%	63	66%
Special education				
No	80	78%	82	86%
Yes	23	22%	13	14%
Total	103	100%	95	100%
Met 8th-grade STAAR math standard		74%		69%

APIE 8th-grade pre-AP MCC participants and comparison students did not differ significantly in meeting the passing standard for STAAR math.

Appendix D

APIE 8th Grade Algebra I Classroom Coaching Demographics

APIE 8th-Grade Algebra MCC Program Demographics and Grade-Level Achievement for Participants and Comparison Group

Middle schools	APIE group		Comparison group	
	Burnet, Covington, Dobie, Martin, Means, Webb		Bailey, Bedichek, Burnet, Covington, Dobie, Fulmore, Garcia YMLA, Gorzycki, Kealing, Lamar, Martin, Mendez, Murchison, OHenry, Paredes, Means, Small, Webb	
	Frequency	Percentage	Frequency	Percentage
Gender				
Male	26	33%	31	39%
Female	54	68%	48	61%
Race/ethnicity				
Black or African American	9	11%	13	16%
Hispanic	63	79%	57	72%
White	1	1%	1	1%
Other	7	9%	8	10%
Economically disadvantaged				
No	0	0%	0	0%
Yes	80	100%	79	100%
EL				
No	0	0%	0	0%
Yes	80	100%	79	100%
Special education				
No	77	96%	74	94%
Yes	3	4%	5	6%
Total	80	100%	79	100%
Met 8th-grade Algebra STAAR math standard		94%		97%

APIE 8th-grade Algebra MCC participants and comparison students did not differ significantly in meeting the passing standard for STAAR math.

Appendix E

APIE 6th Grade Classroom Coaching Demographics

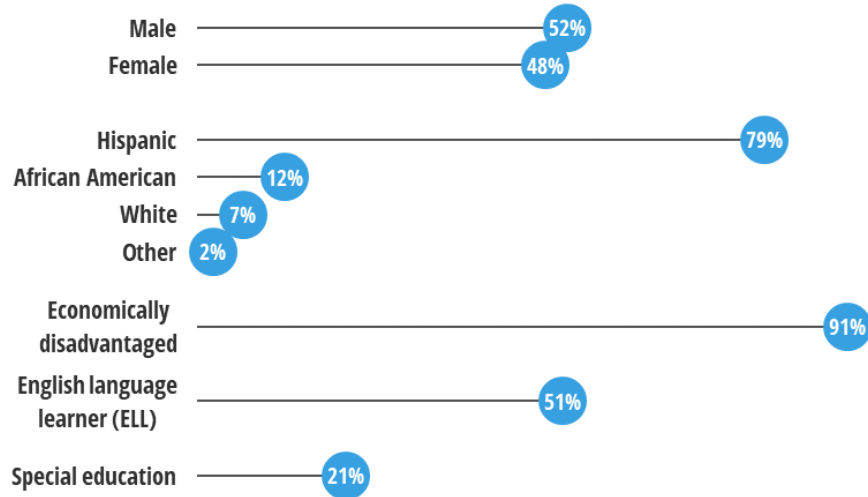
APIE 6th-grade MCC Program Demographics and Grade-Level Achievement for Participants and Comparison Group

	APIE group		Comparison group	
	Frequency	Percentage	Frequency	Percentage
Middle schools	Dobie, Martin, Means		Bailey, Bedichek, Burnet, Covington, Dobie, Fulmore, Garcia YMLA, Gorzycki, Kealing, Lamar, Martin, Mendez, Murchison, OHenry, Paredes, Means, Small, Webb	
Gender				
Male	45	34%	46	35%
Female	87	66%	86	65%
Race/ethnicity				
Black or African American	20	15%	18	14%
Hispanic	104	79%	108	82%
White	4	3%	5	4%
Other	4	3%	1	1%
Economically disadvantaged				
No	7	5%	3	2%
Yes	125	95%	129	98%
EL				
No	66	50%	65	49%
Yes	66	50%	67	51%
Special education				
No	124	94%	126	95%
Yes	8	6%	6	5%
Total	132	100%	132	100%
Met 6th-grade STAAR math standard		77%		75%

APIE 6th-grade MCC participants and comparison students did not differ significantly in meeting the passing standard for STAAR math.

Appendix F

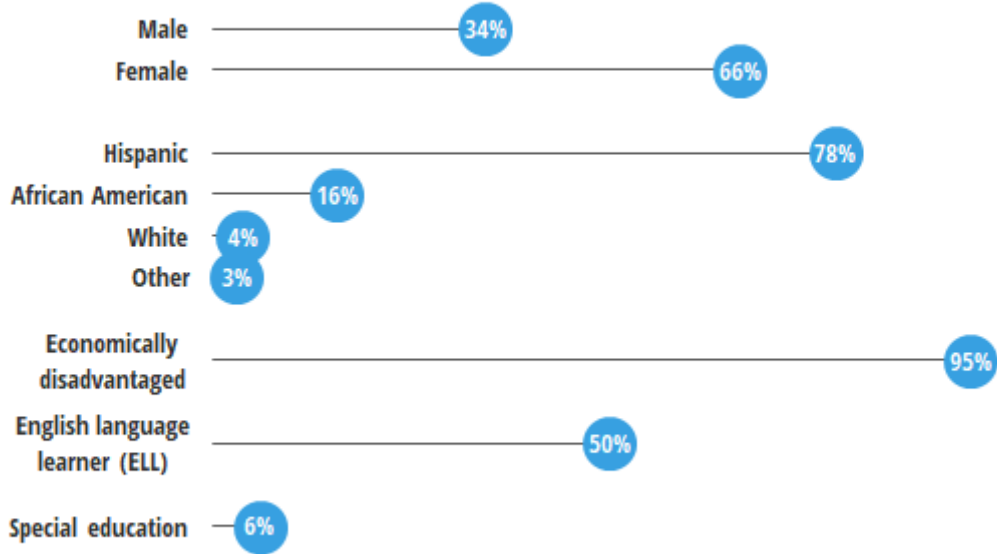
MCC 8th Grade Demographics



Source. AISD student enrollment records, 2018–2019

Appendix G

MCC 6th Grade Demographics



Source: AISD student enrollment records, 2018–2019

Appendix H

APIE Career Conversations List

Austin Partners in Education

2018–2019 Career Conversations Professions

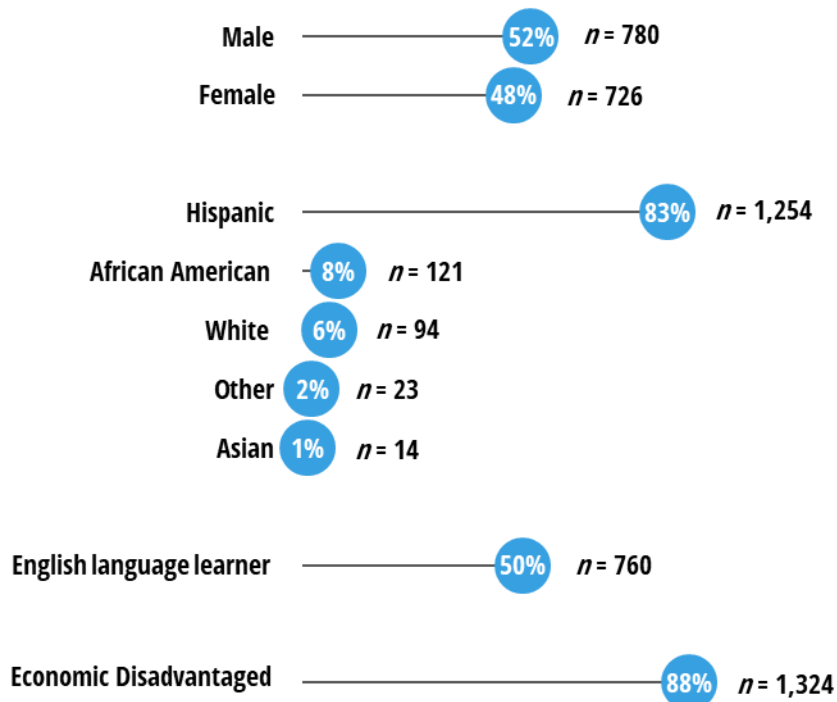
Project manager
Product manager
Program manager
Project coordinator
Nonprofit program coordinator
Managing analyst
Foreign service officer
Cyberware marketer
Transportation analyst
Helicopter pilot
Customer service representative
Marketing coordinator
Computer architect
Senior planner, transportation
Risk manager
Software salesperson
Business systems analyst
Former educator
Support manager/software developer
Customer program manager
Certified public accountant
Nonprofit executive director
Professional recruiters (multiple)
Product test engineer
Senior staff software quality engineer
Power systems engineer
Design Automation engineer
Software engineers (multiple)
Nuclear scientist
Chemical engineer
Hardware engineer
Landscape engineer

Students' areas of interest

Pre- dental
Pre-med
Engineering
Education
Criminal justice
Behavioral neuroscience

Appendix I

GEAR UP 7th Grade Demographics



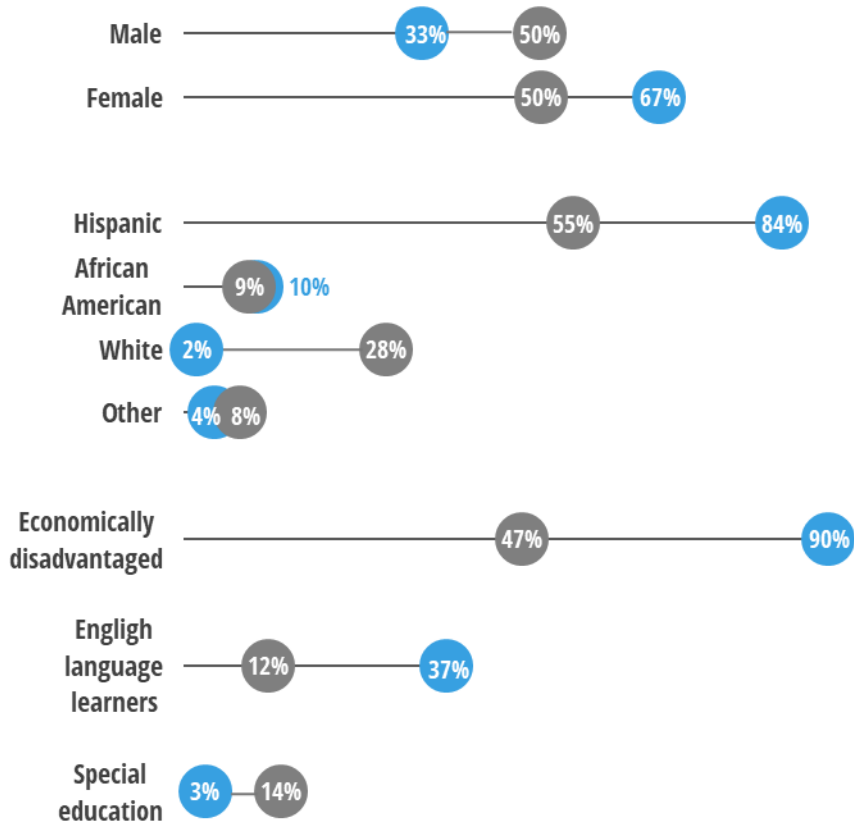
Source. 2018–2019 AISD student STAAR records

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

Appendix J

CR 8th Grade Demographics

APIE CR Program 8th-graders ($n = 168$) were more likely to be Hispanic (84%) or economically disadvantaged (90%), compared with the overall district population.

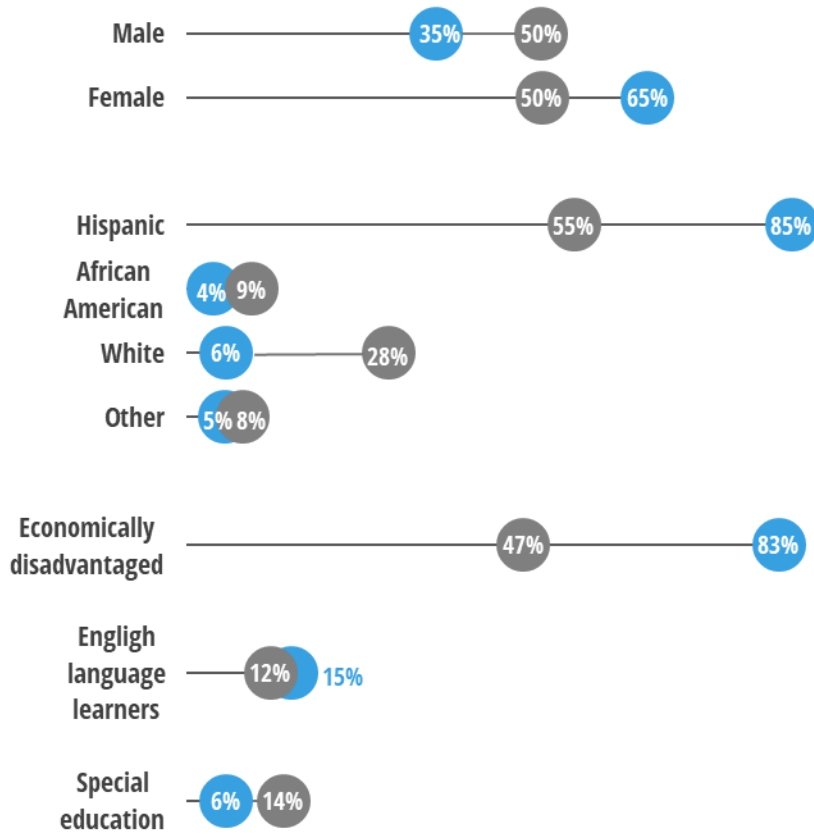


Source. AISD student enrollment records, 2018–2019

Appendix K

CR 9th Grade Demographics

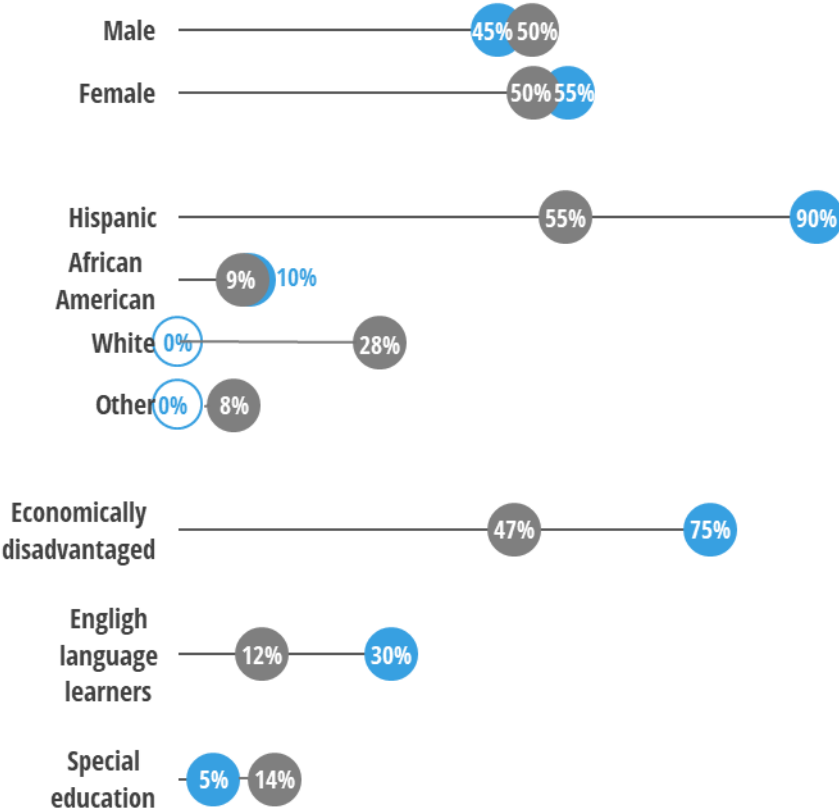
APIE CR Program 9th-graders were more likely to be Hispanic (84%) or economically disadvantaged (83%), compared with the overall district population.



Source. AISD student enrollment records, 2018–2019

Appendix L

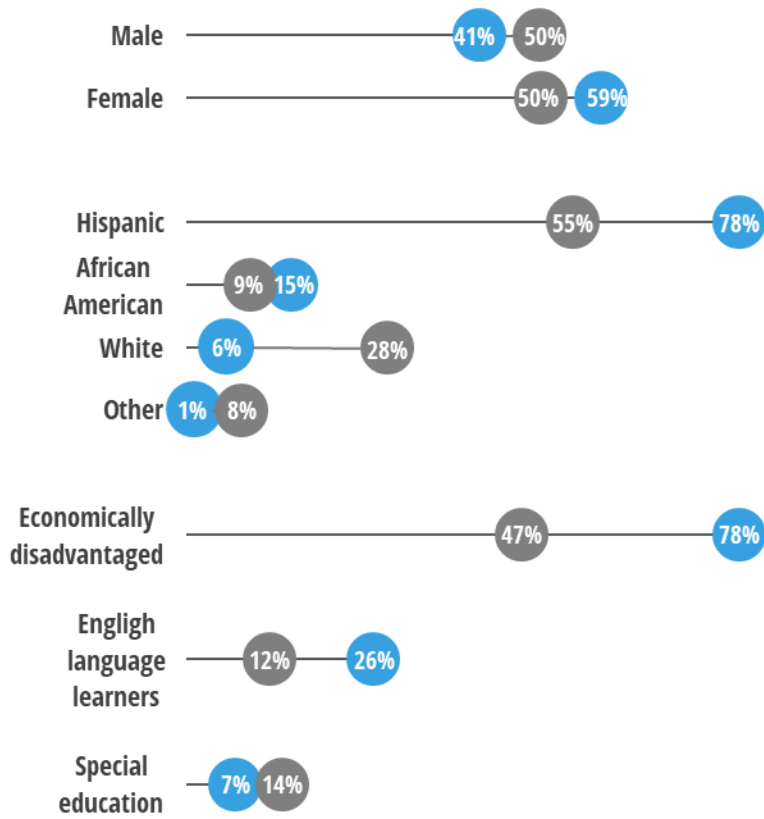
CR 10th Grade Demographics



Source. AISD student enrollment records, 2018–2019

Appendix M

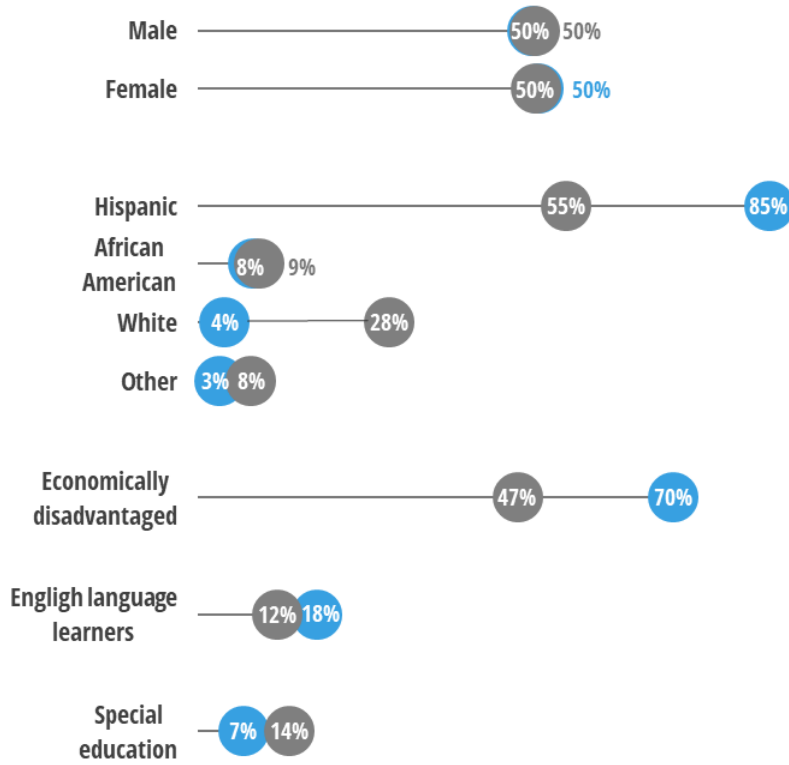
CR 11th Grade Demographics



Source. AISD student enrollment records, 2018–2019

Appendix N

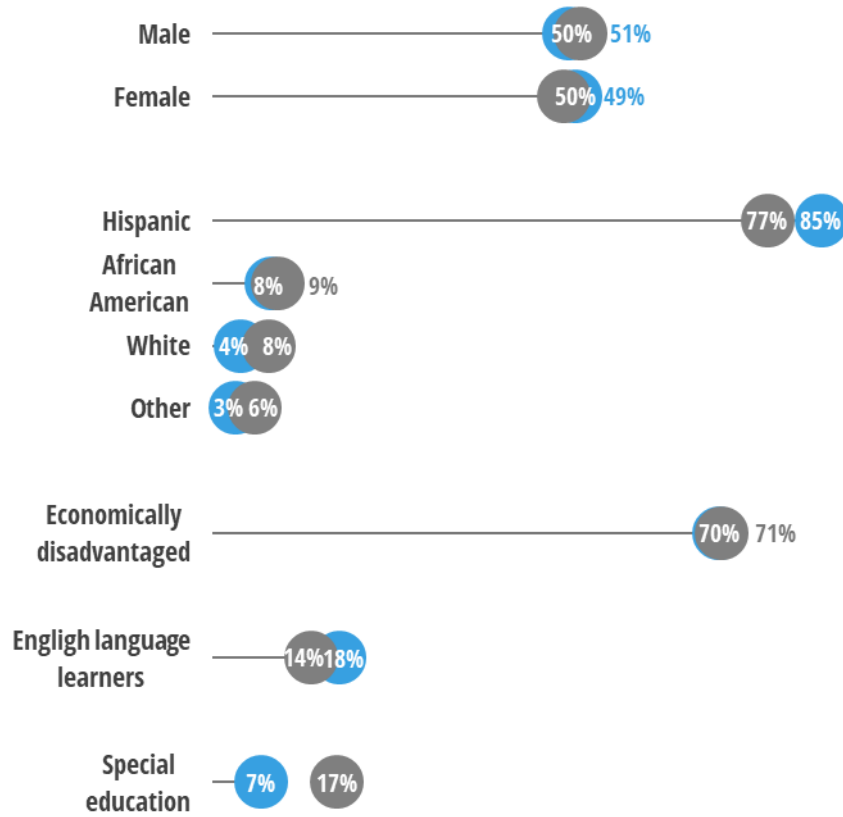
CR 12th Grade and District Demographics



Source. AISD student enrollment records, 2018–2019

Appendix O

CR 12th Grade APIE CR and Matched Comparison Group Demographics



Source. AISD student enrollment records, 2018–2019

Appendix P

College Readiness: 8th Grade ELA Curriculum Summary

Introduction Unit

Summary of the TSI

How to use the curriculum

General instructional strategies

Reading comprehension strategies and practice

Vocabulary development strategies and practice

Practice with sentence comparison questions

Challenges and instructional strategies

Reading Unit

The unit is broken into four units for each of the four content areas covered: literary analysis, main idea and supporting details, inferences, and author's use of language.

Each unit includes preparation material for the CR advocate, including an explanation of the topic, challenges to anticipate with the content area, and specific instructional strategies.

Each unit includes worksheets and handouts for the student. The handouts can be used either for independent work study or with guided instruction by the advocate.

Each unit ends with a "skills check" with TSI-style questions that assess whether or not a student has mastered the content area.

Writing Unit

Two units are covered: multiple choice and essay writing.

Multiple choice includes instructional strategies, an overview of each content area for advocates, and handouts and practice in the four content areas for students.

Multiple choice ends with an assessment (skills check).

Essay writing includes an overview of the testing format of the essay section on the TSI, sample prompts and responses of various scores, and instructional strategies.

Student material on the essay writing unit includes handouts on the various steps of the essay writing process, examples of organization strategies, and practice with different essay components.

Appendix Q

College Readiness: 8th Grade Academic Support



College Readiness Academic Support for 8th Grade Students

Why is 8th grade the right time to provide students academic support for the Texas Success Initiative Assessment (TSI Test)?

- Students planning to participate in Early College High School or the Career Launch program must pass the reading and writing portions of the TSI assessment in order to enroll in college-level coursework.

How can Austin Partners in Education help prepare 8th grade students for both the TSI Assessment and the reading STAAR?

- APIE's College Readiness curriculum objectives align to both the TEKS and the College and Career Readiness Standards (TSI).
- The program provides individualized, college readiness academic support in small groups or one-to-one based on students' TSI diagnostic results.
- APIE tutors can adapt curriculum and instruction to operate the program as stand-alone tutoring or as in-class support.
- In-class support implementation requires close collaboration with the classroom teacher.

What results can students expect from APIE College Readiness tutoring?

- Students will understand the importance of meeting the college readiness standards on the TSI Assessment.
- Students will demonstrate improvement in the following reading and writing skills: *main idea & supporting details, author's use of language, inferences in a text/s, literary analysis, essay revision, sentence structure, sentence logic, agreement, and persuasive writing.*
- Students will understand the format and structure of the TSI exam and will learn testing taking strategies to apply their knowledge and skills.

Appendix R

College Readiness: 8th Grade Block Scheduling

OPTION 1

Monday		Tuesday	Wednesday		Thursday	Friday*	
AISD Teacher	APIE Advocate**	AISD Teacher	AISD Teacher	APIE Advocate**	AISD Teacher	AISD Teacher	APIE Advocate**
Regular Instruction (90 mins) - Full class	Group 1 - 22 mins	Regular Instruction (90 mins) - Full class	Regular Instruction (90 mins) - Full class	Group 1 - 22 mins	Regular Instruction (90 mins) - Full class	Regular Instruction (90 mins) - Full class	Groups 1 & 2 - 22 mins
	Group 2 - 22 mins			Group 2 - 22 mins			
	Group 3 - 22 mins			Group 3 - 22 mins			Groups 3 & 4 - 22 mins
	Group 4 - 22 mins			Group 4 - 22 mins			

OPTION 2

Monday		Tuesday	Wednesday		Thursday	Friday*	
AISD Teacher	APIE Advocate**	AISD Teacher	AISD Teacher	APIE Advocate**	AISD Teacher	AISD Teacher	APIE Advocate**
Regular Instruction (90 mins) - Full class	Group 1 - 45 mins	Regular Instruction (90 mins) - Full class	Regular Instruction (90 mins) - Full class	Group 1 - 45 mins	Regular Instruction (90 mins) - Full class	Regular Instruction (90 mins) - Full class	Group 1 & 2 - 45 mins
	Group 2 - 45 mins			Group 2 - 45 mins			

OPTION 3

Monday		Tuesday	Wednesday		Thursday	Friday*	
AISD Teacher	APIE Advocate**	AISD Teacher	AISD Teacher	APIE Advocate**	AISD Teacher	AISD Teacher	APIE Advocate**
Regular Instruction (90 mins) - Full class	Group 1 - 22 mins	Regular Instruction (90 mins) - Full class	Regular Instruction (90 mins) - Full class	Group 1 - 22 mins	Regular Instruction (90 mins) - Full class	Regular Instruction (90 mins) - Full class	Group 1 - 22 mins
	Group 2 - 22 mins			Group 2 - 22 mins			
	Off / Teacher Aide - 45 mins			Off / Teacher Aide - 45 mins			Group 2 - 22 mins

*Advocate's Friday availability will be contingent upon their schedule at their assigned high school. A calendar will be provided at the beginning of the school year.

**APIE Advocate will work with students in small groups (3 - 5 students) through a push-in or pull-out model.

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