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Austin Partners in Education

Annual Evaluation Report, 2014–2015



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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 help them facilitate decisions about program implementation and improvement. APIE designed its programs to improve students’ academic outcomes and develop their enjoyment of learning. Thus, this evaluation report describes the academic outcomes for students in each APIE program, as well as factors that may have influenced their learning.

In the 2014–2015 school year, APIE served approximately 2,600 AISD elementary, middle, and high school students in academic support programs tailored to meet student needs at each level (Figure 1). Volunteers provided academic support, typically in a small group setting (3 to 1 student to volunteer ratio) within the classroom. While focused on assisting students to attain academic success, APIE volunteers also modeled desired academic behaviors and encouraged students’ engagement.

Figure 1
APIE provided academic support programs in reading and mathematics (math) for students in elementary, middle, and high schools.

APIE Programs for Direct Student Support, 2014-2015					College Readiness
Classroom Coaching					
Elementary Reading Grade 2 1x/week for all students in class	Compañeros en Lectura Grade 2 1x/week for all students in class	Middle School Reading Grade 6 1x/week for all students in class	Middle School Math Grade 8 1x/week for all students in class	Step Up Reading or Math Grades 6 or 8 3x/week for all students in class	Case mgmt. or class-based Grade 12 1x/week or for all students in class

Source. APIE program records

In 2014-2015 the annual program evaluation focused on these major questions:

Were APIE programs implemented effectively, as evidenced by teachers’ and volunteers’ preparation and satisfaction?

What were the academic outcomes for APIE participants, and how did the outcomes compare with those for similar nonparticipants?

Did students’ academic self-confidence change as a result of their participation in APIE programs?

Did APIE participation improve students’ engagement?

Did APIE students, teachers, and volunteers believe the program was effective?

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



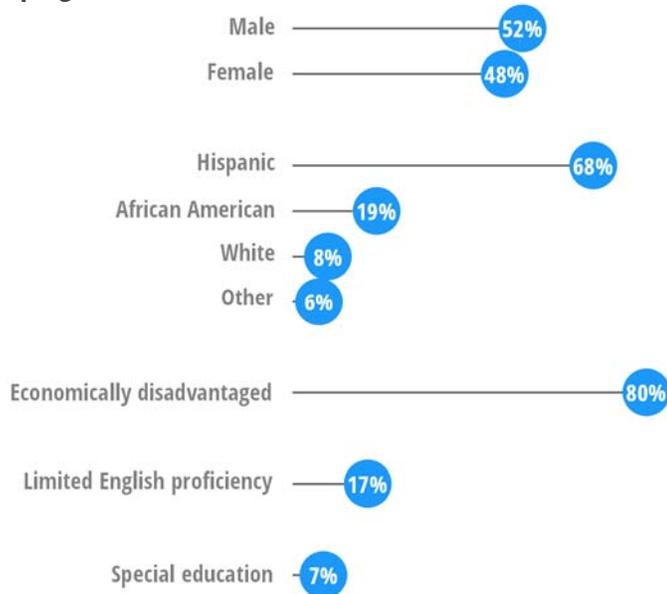
Results for Classroom Coaching: Second-grade Reading

Who participated in APIE's 2nd-grade Reading Classroom Coaching program?

Second-grade students from 11 schools participated in the program: Allison, Blanton, Brooke, Brown, Dawson, Odom, Pecan Springs, Sanchez, St. Elmo, Walnut Creek, and Wooten Elementary Schools (Figure 2).

Figure 2

A total of 416 students participated in APIE's 2nd-grade Reading Classroom Coaching program.



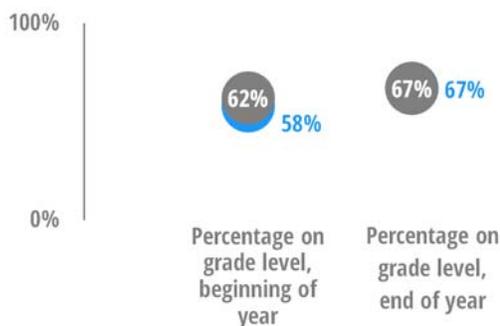
Source. AISD student enrollment records, 2014–2015

What were the outcomes for 2nd-grade Reading Classroom Coaching participants?

APIE's 2nd-grade reading program was expected to improve students' reading fluency and comprehension. The Developmental Reading Assessment (DRA) was used to measure the reading outcomes for 2nd-grade participants and a matched comparison group. It was expected that APIE participants' outcomes would exceed those of non-participants. No significant difference was found between the groups (Figure 3).

Figure 3

APIE 2nd-grade Reading Classroom Coaching participants and comparison students met grade-level expectations on the end-of-year Developmental Reading Assessment at similar rates.



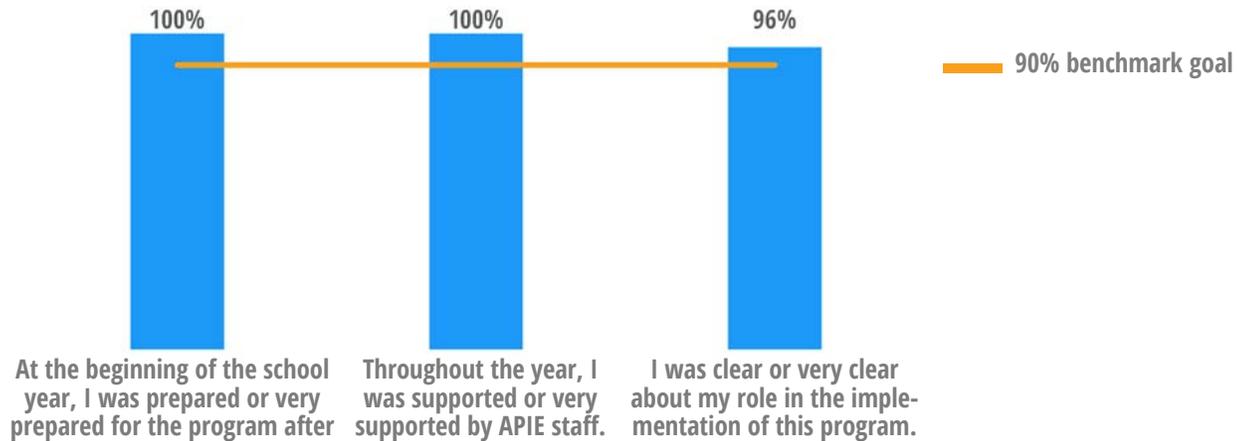
Source. AISD DRA records, 2014–2015

What did teachers say about the 2nd-grade Reading Classroom Coaching program?

Twenty-three teachers from APIE's 2nd-grade Reading Classroom Coaching program participated in the end-of-year survey, a response rate of 74% (Figures 4 through 8). Teachers responded favorably to survey questions, exceeding APIE's goal of 90% for every item, except in the area of student engagement (87%). When asked what they liked best about the program, teachers gave high praise for the volunteers and said they liked the small group setting. When asked what they would change about the program, teachers expressed that they would like more consistent attendance and persistence to the end of the program from volunteers, and increased program time.

Figure 4

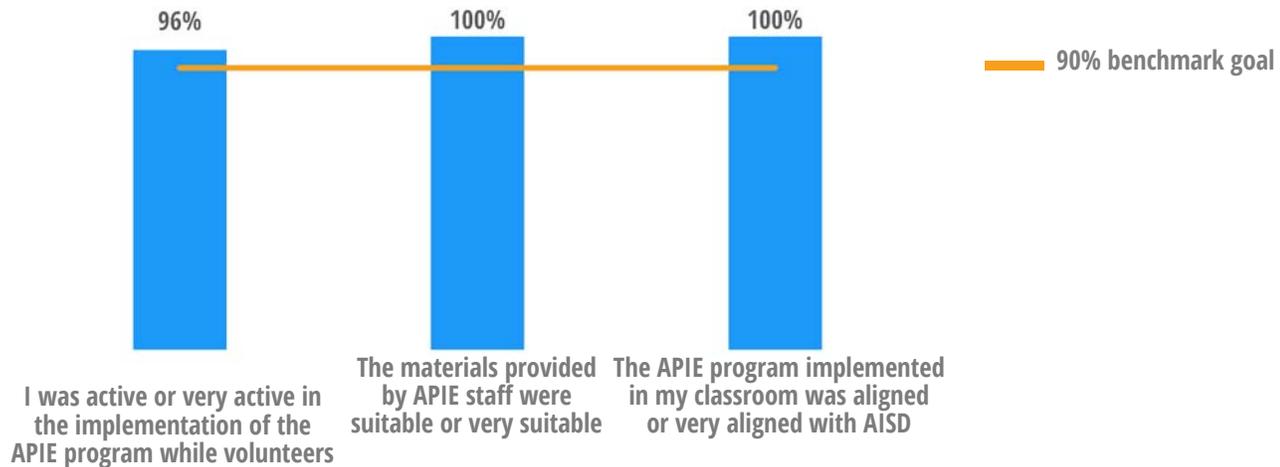
Second-grade Reading Classroom Coaching teachers felt prepared, felt supported, and understood their role in the pro-



Source. APIE Teacher Survey, 2014–2015

Figure 5

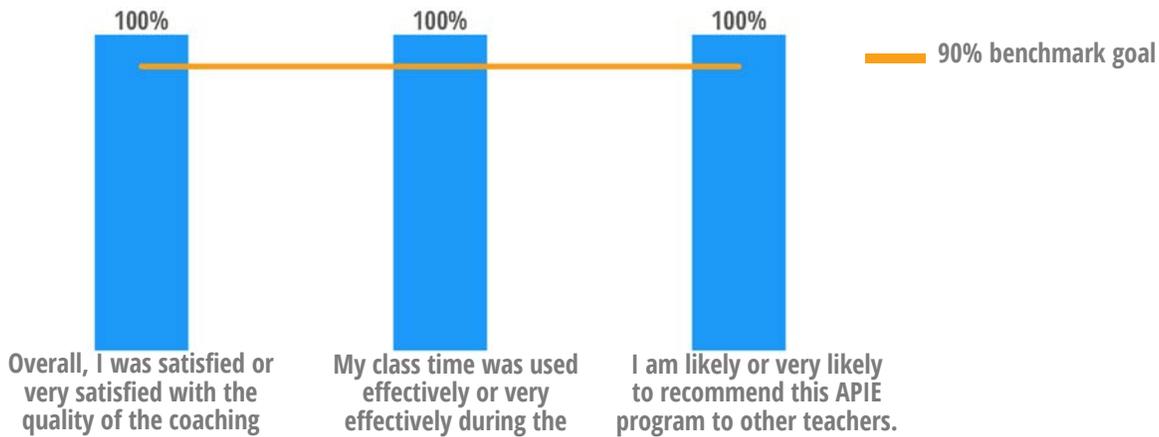
Second-grade Reading Classroom Coaching teachers reported playing an active role with the program, found APIE materials suitable, and believed APIE aligned with their instructional goals.



Source. APIE Teacher Survey, 2014–2015

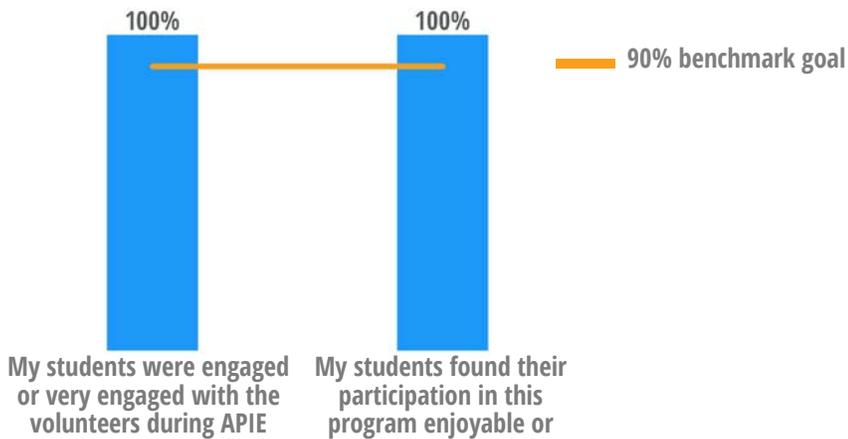
The volunteers were patient, friendly, and provided positive reinforcement to the students.
– Second-grade Reading Classroom Coaching teacher

Figure 6
Second-grade Reading Classroom Coaching teachers were satisfied with volunteers' coaching quality, believed class time was used effectively, and were likely to recommend APIE.



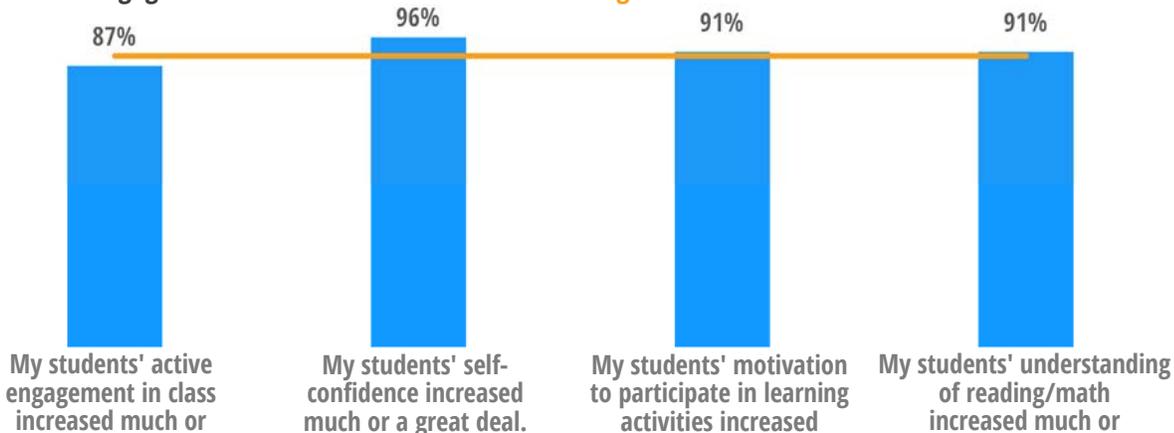
Source. APIE Teacher Survey, 2014–2015

Figure 7
Second-grade Reading Classroom Coaching teachers believed students were engaged with the volunteers and enjoyed participating in APIE.



Source. APIE Teacher Survey, 2014–2015

Figure 8
Most 2nd-grade Reading Classroom Coaching teachers believed APIE had positive effects on student outcomes, but results on students' engagement fell short of the 90% benchmark goal.



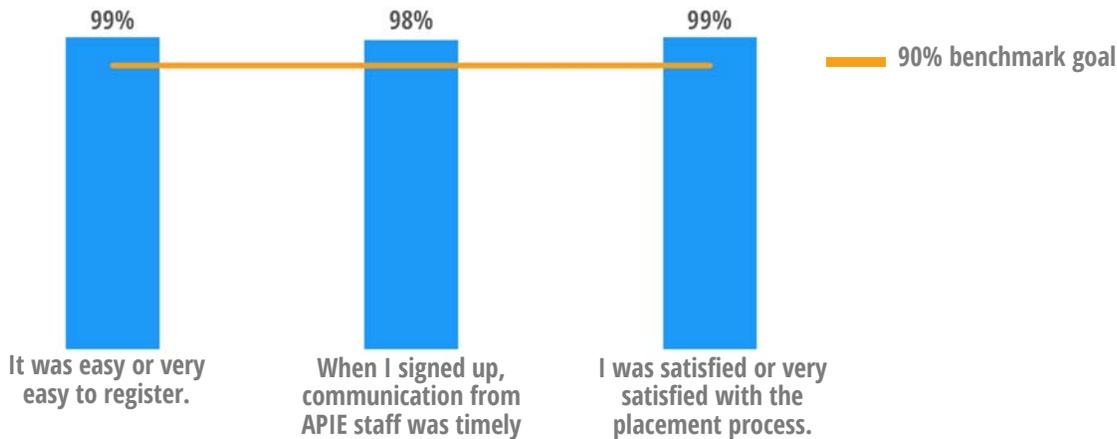
Source. APIE Teacher Survey, 2014–2015

What did volunteers say about the 2nd-grade Reading Classroom Coaching program?

One hundred and three volunteers from APIE's 2nd-grade Reading Classroom Coaching program participated in the end-of-year survey, a response rate of 61%. Volunteers responded favorably to survey questions, exceeding APIE's goal of 90% for every item (Figures 9 through 12). When asked what they liked best about the program, volunteers reported that they enjoyed spending time with the students, appreciated their APIE coordinator, and liked the opportunity to make a difference. When asked what they would change about the program, volunteers cited errors in the curriculum and said they found parts of it confusing. They also reported distractions in the classroom.

Figure 9

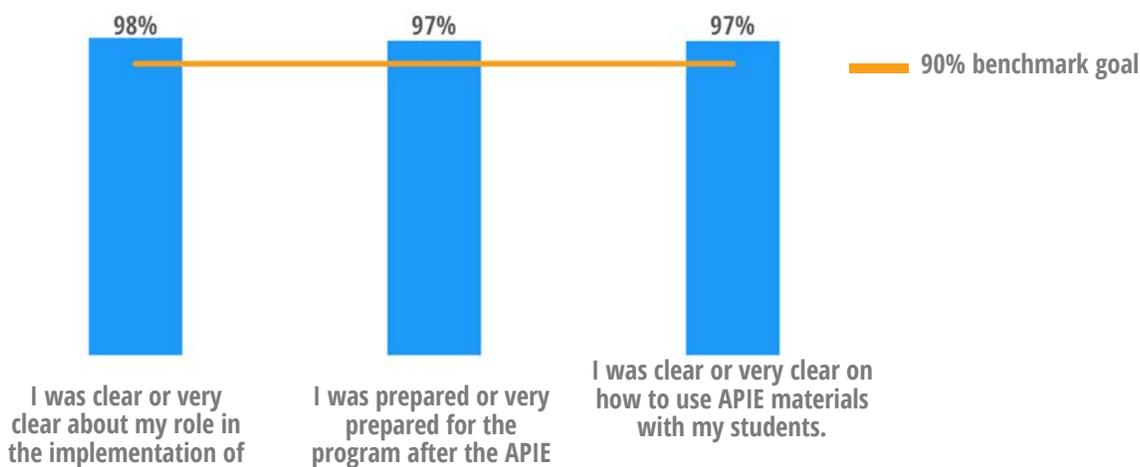
Second-grade Reading Classroom Coaching volunteers found registration easy, found communication with APIE timely, and were satisfied with the placement process.



Source. APIE Volunteer Survey, 2014–2015

Figure 10

Second-grade Reading Classroom Coaching volunteers understood their role in the program, felt prepared, and understood how to use the APIE materials.

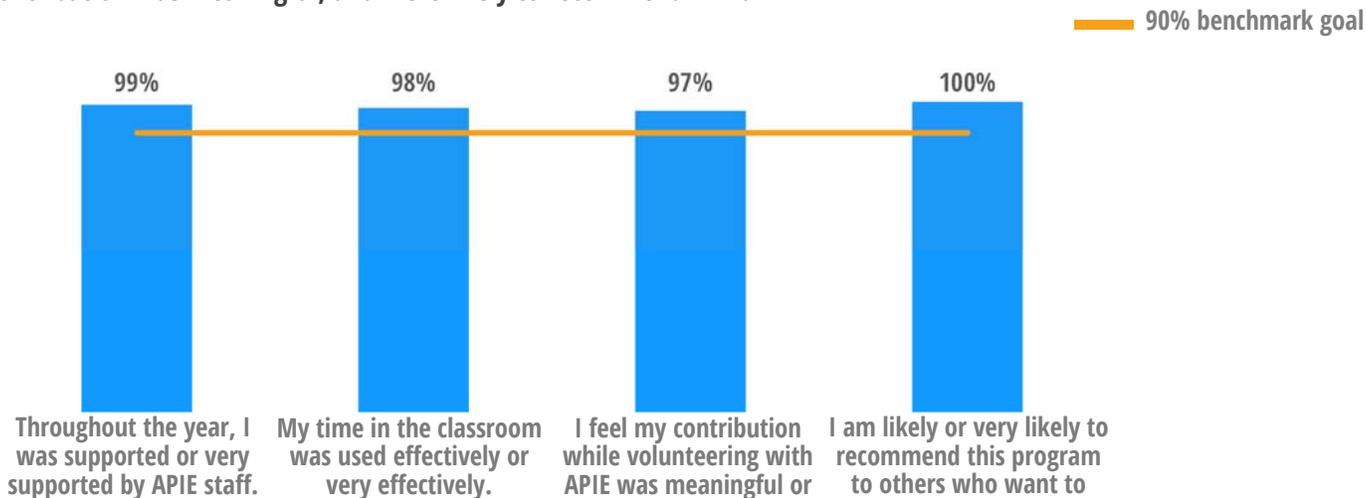


Source. APIE Volunteer Survey, 2014–2015

Working with the children is the most rewarding part of the program. This is a truly meaningful volunteer experience.
– Second-grade Reading Classroom Coaching volunteer

Figure 11

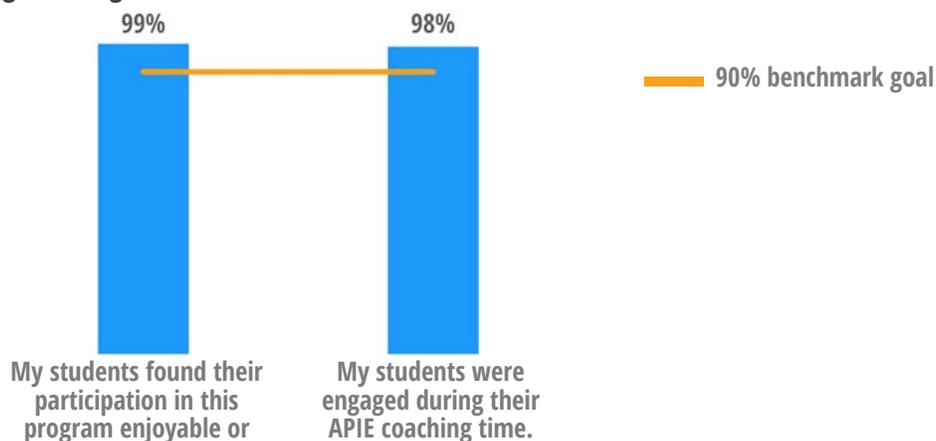
Second-grade Reading Classroom Coaching volunteers felt supported, believed their time was used effectively, felt their contribution was meaningful, and were likely to recommend APIE.



Source. APIE Volunteer Survey, 2014–2015

Figure 12

Second-grade Reading Classroom Coaching volunteers believed students enjoyed participating in APIE and were engaged during coaching time.



Source. APIE Volunteer Survey, 2014–2015



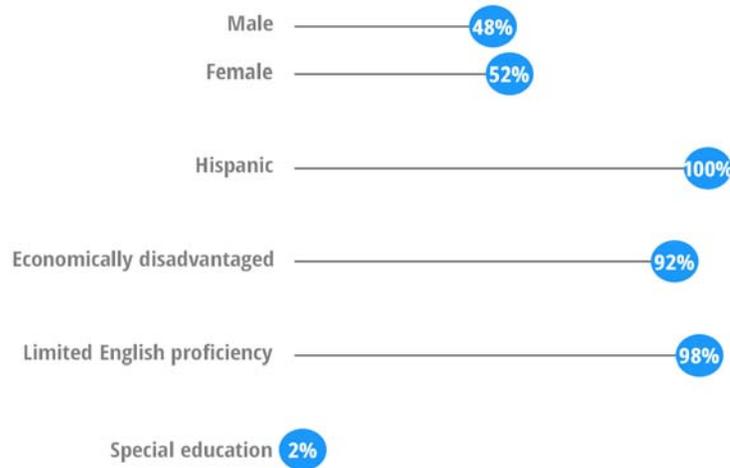


Results for Classroom Coaching: Second-grade Compañeros en Lectura (CEL)

Who participated in APIE's 2nd-grade CEL program?

Second-grade students from 11 schools participated in the program: Allison, Blanton, Brooke, Brown, Dawson, Odom, Pecan Springs, Sanchez, St. Elmo, Walnut Creek, and Wooten Elementary Schools (Figure 13).

Figure 13
A total of 376 students participated in APIE's 2nd-grade CEL program.

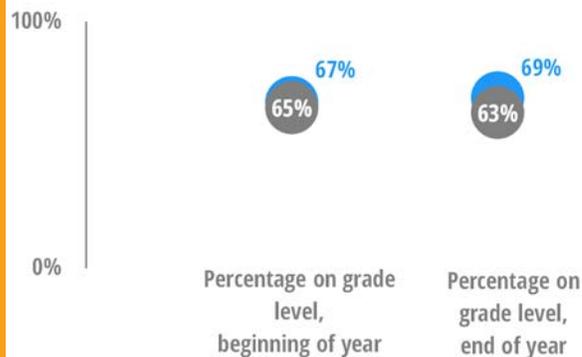


Source. AISD student enrollment records, 2014–2015

What were the outcomes for APIE's 2nd-grade CEL participants?

APIE's CEL students were instructed in Spanish to develop solid literacy skills in their first language before learning to read in a second one. The DRA was used to measure the reading outcomes for the CEL participants and a matched comparison group. It was expected that APIE CEL participant outcomes would exceed those of non-participants, however no significant difference was found between the two groups (Figure 14).

Figure 14
APIE 2nd-grade CEL participants and comparison students met grade-level expectations on the end-of-year DRA at similar rates.

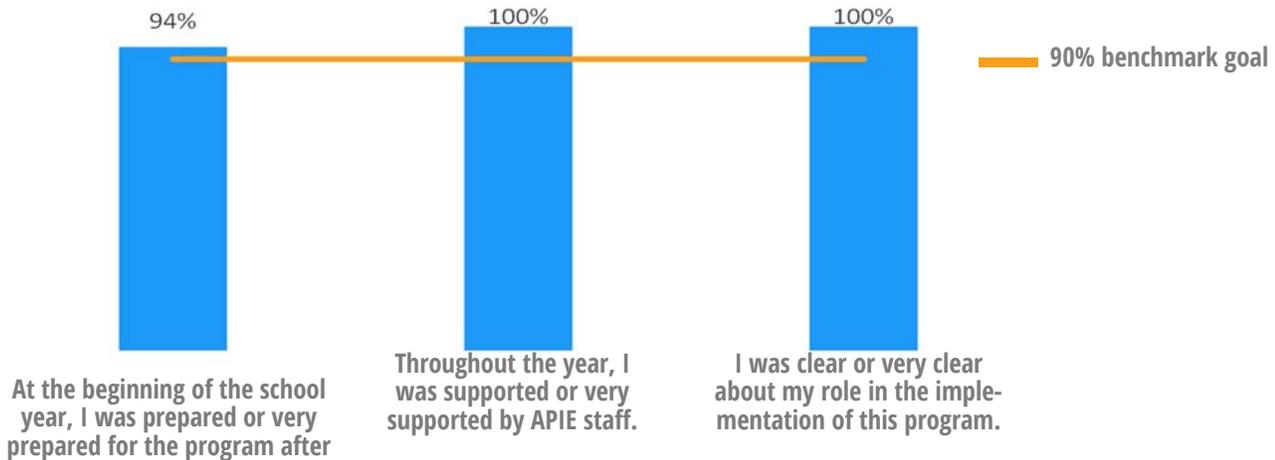


Source. AISD DRA records, 2014–2015

What did teachers say about the 2nd-grade CEL program?

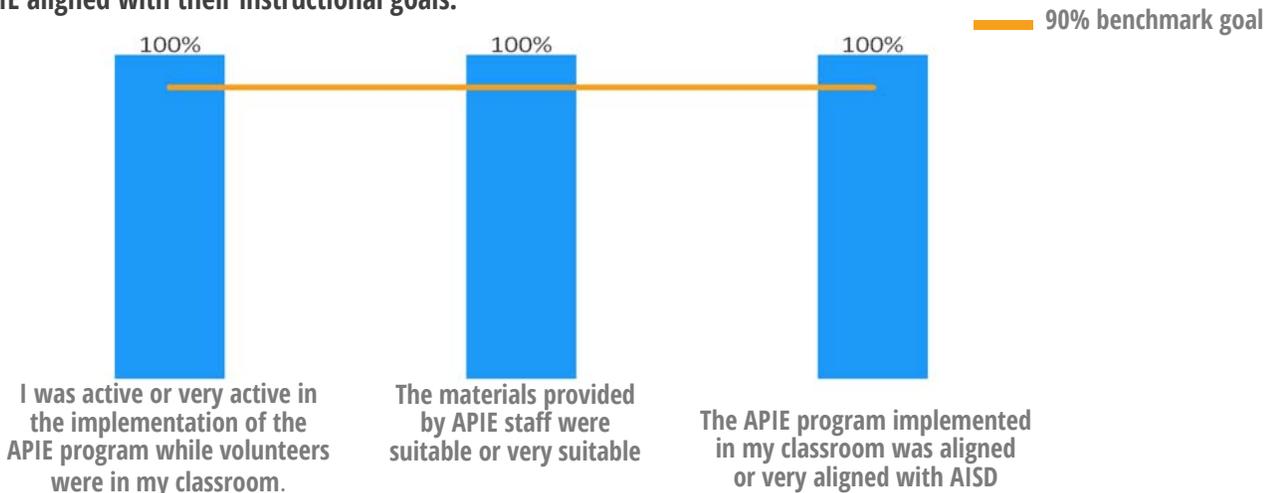
Sixteen teachers from APIE's CEL program participated in the end-of-year survey, a response rate of 67%. Teachers responded favorably to survey questions, exceeding APIE's goal of 90% for every item (Figures 15 through 19). When asked what they liked best about the program, CEL teachers said they appreciated the volunteers, and their students enjoyed the program. When asked what they would change about the program, CEL teachers reported that they would like their students to have more time with the program.

Figure 15
Second-grade CEL teachers felt prepared, felt supported, and understood their role in the program.



Source: APIE Teacher Survey, 2014–2015

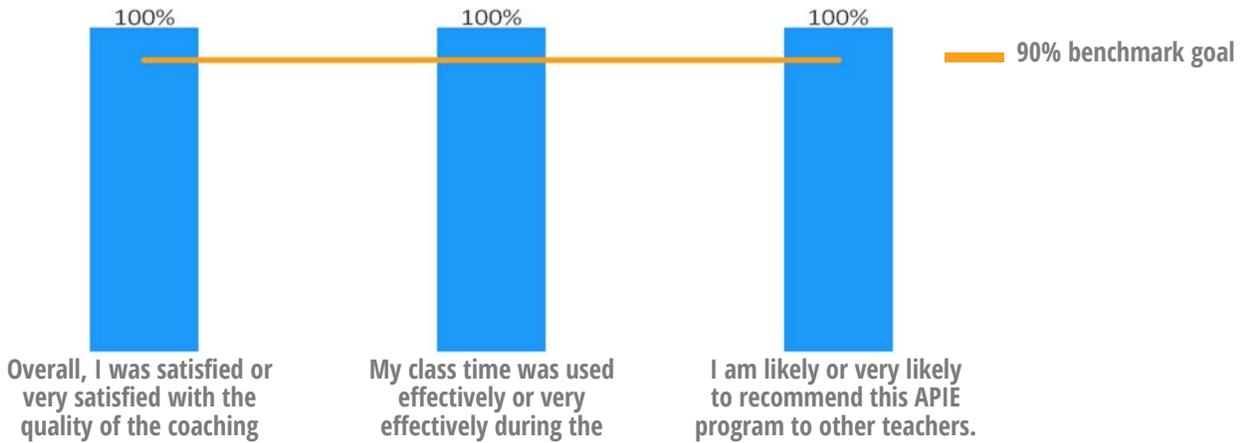
Figure 16
Second-grade CEL teachers reported playing an active role with the program, found APIE materials suitable, and believed APIE aligned with their instructional goals.



Source: APIE Teacher Survey, 2014–2015

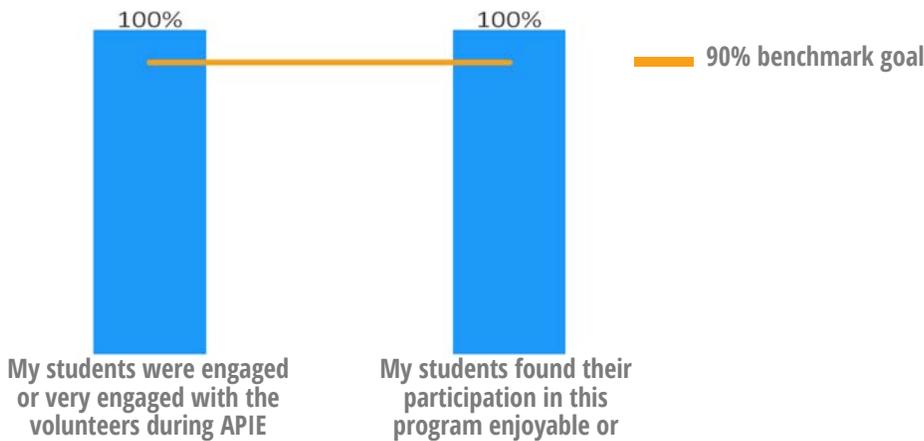
My students really enjoyed reading with their APIE buddies every week and some of them formed great relationships with their volunteers.
– Second-grade CEL teacher

Figure 17
Second-grade CEL teachers were satisfied with volunteers' coaching quality, believed class time was used effectively, and were likely to recommend APIE.



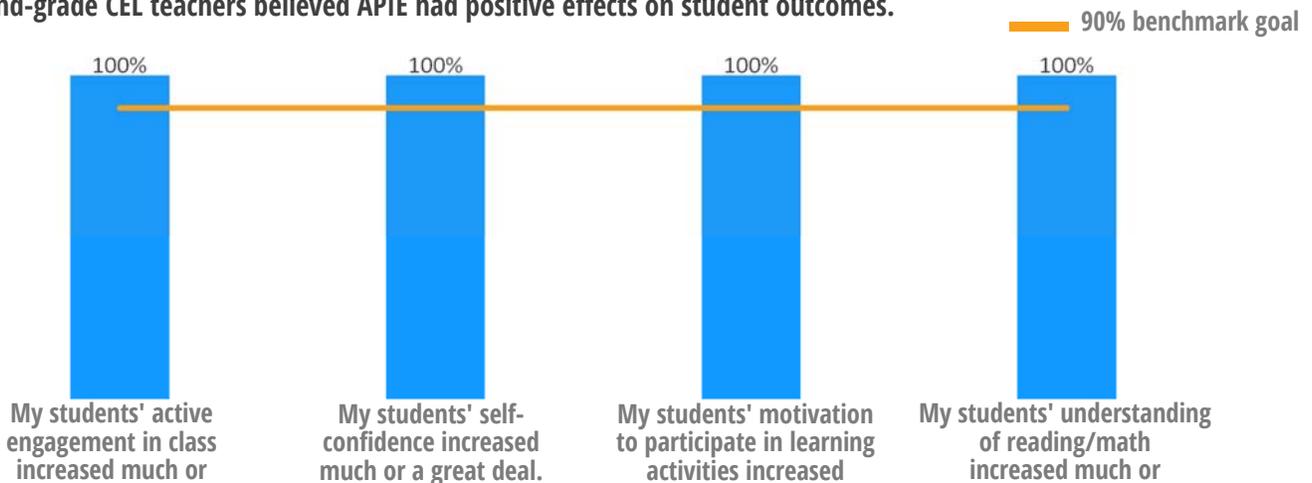
Source. APIE Teacher Survey, 2014–2015

Figure 18
Second-grade CEL teachers believed students were engaged with the volunteers and enjoyed participating in APIE.



Source. APIE Teacher Survey, 2014–2015

Figure 19
Second-grade CEL teachers believed APIE had positive effects on student outcomes.



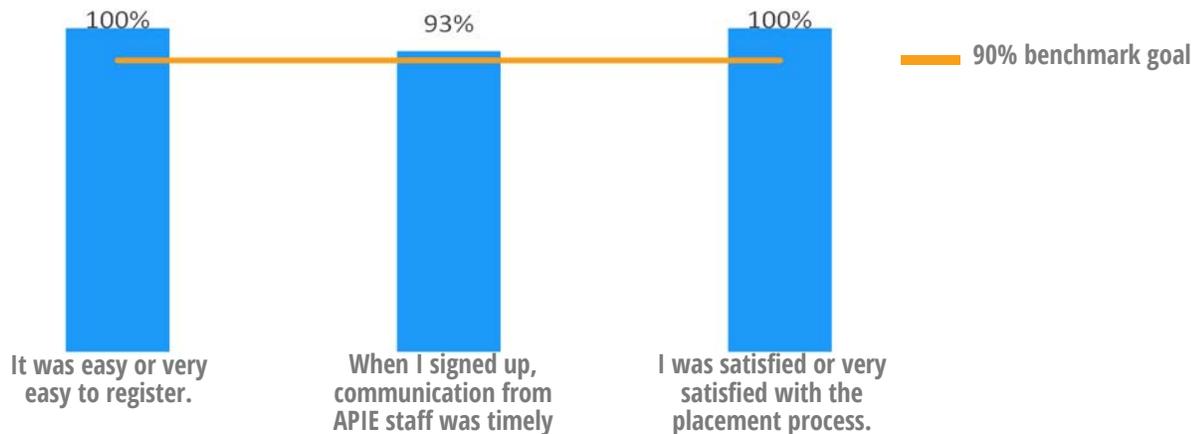
Source. APIE Teacher Survey, 2014–2015

What did volunteers say about the 2nd-grade CEL program?

Forty-two volunteers from APIE's CEL program participated in the end-of-year survey, a response rate of 45%. Volunteers responded favorably to survey questions, exceeding APIE's goal of 90% for every item (Figures 20 through 23). When asked what they liked best about the program, CEL volunteers reported they enjoyed spending time with the students, gave positive feedback about the curriculum and materials, and said they appreciated their APIE coordinator. When asked what they would change about the program, CEL volunteers recommended making the materials more interesting and extending the program.

Figure 20

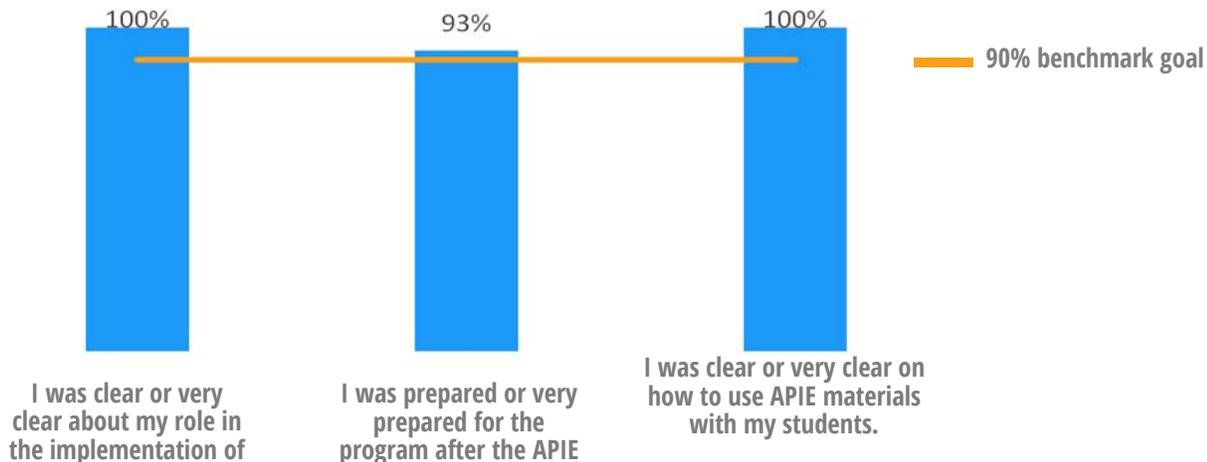
Second-grade CEL volunteers found registration easy, found communication with APIE timely, and were satisfied with the placement process.



Source. APIE Teacher Survey, 2014–2015

Figure 21

Second-grade CEL volunteers understood their role in the program, felt prepared, and understood how to use APIE materi-

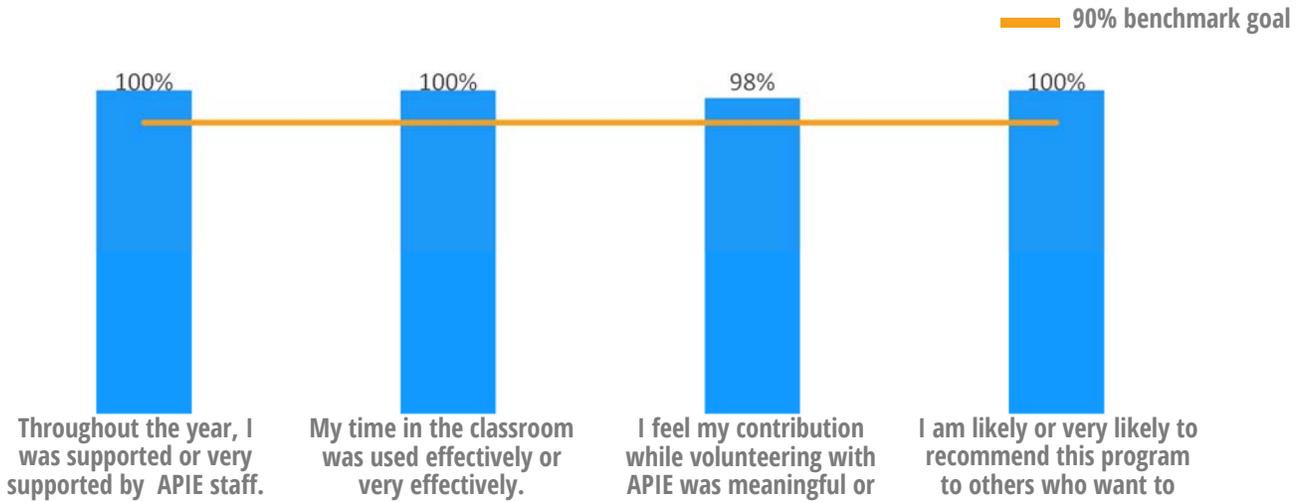


Source. APIE Volunteer Survey, 2014–2015

The interaction with the students and watching their trust in me develop...was a very rewarding experience.
– Second-grade CEL volunteer

Figure 22

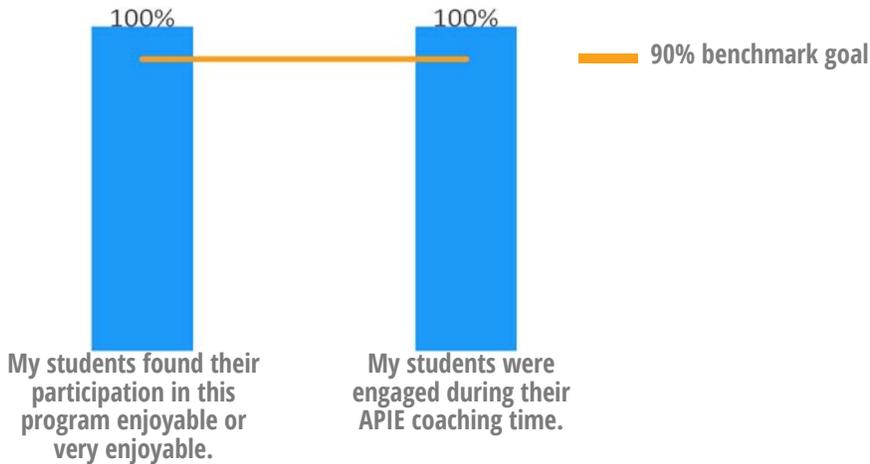
Second-grade CEL volunteers felt supported, believed their time was used effectively, felt their contribution was meaningful, and were likely to recommend APIE.



Source. APIE Volunteer Survey, 2014–2015

Figure 23

Second-grade CEL volunteers believed students enjoyed participating in APIE and were engaged during coaching time.



Source. APIE Volunteer Survey, 2014–2015





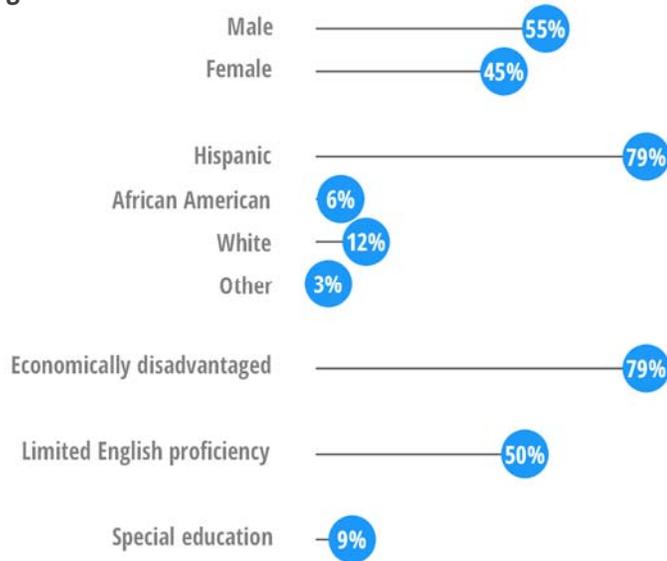
Results for Classroom Coaching: Sixth-grade Reading

Who participated in APIE's 6th-grade Reading Classroom Coaching program?

Sixth-grade students from three middle schools participated in APIE's 6th-grade Reading Classroom Coaching program: Burnet, Covington, and Webb Middle Schools (Figure 24).

Figure 24

A total of 337 students participated in APIE's 6th-grade Reading Classroom Coaching program.



Source: AISD student enrollment records, 2014–2015

What were the academic outcomes for 6th-grade Reading Classroom Coaching participants?

APIE designed the middle school reading program to improve 6th-graders' reading vocabulary, fluency, and comprehension. The State of Texas Assessment of Academic Readiness (STAAR) was used to measure the reading score outcomes for the middle school reading program participants and a matched comparison group. It was expected that APIE participants' outcomes would exceed those of non-participants, however no significant difference was found between the two groups (Figures 25 through 26).

Figure 25

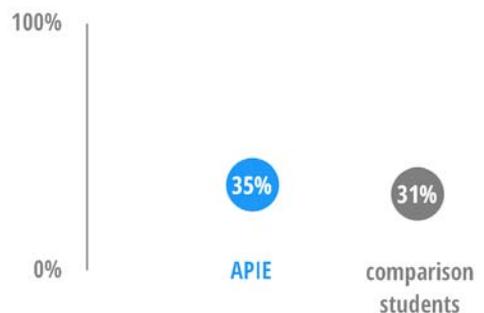
APIE 6th-grade Reading Classroom Coaching participants and comparison students experienced similar growth in STAAR reading scores from the previous to the current school year.



Source: AISD State of Texas Assessments of Academic Readiness (STAAR) records, 2014–2015

Figure 26

APIE 6th-grade Reading Classroom Coaching participants and comparison students met the STAAR reading progress measure at similar rates.



Source: AISD State of Texas Assessments of Academic Readiness (STAAR) records, 2014–2015

What did APIE's 6th-grade Reading Classroom Coaching students report about their academic self-confidence, school engagement, and experiences with the program?

One hundred and eighty-two 6th-grade Reading Classroom Coaching participants took both the pre- and post-APIE student survey, a response rate of 71%. APIE expected the program to improve 6th graders' academic self-confidence and engagement with learning (Figure 27). The survey results revealed positive mean scores, 3.0 or greater, at the beginning and the end of the year in the areas of academic self-confidence and behavioral engagement. There was a significant decrease in emotional and behavioral engagement and a significant increase in behavioral disaffection. When students were asked about the outcomes as a result of the reading program, most reported the support helped them in English language arts (ELA) (Figure 28).

Figure 27

Consistent with findings in 2013–2014, participants in the 6th-grade Reading Classroom Coaching program reported a significant decrease in behavioral and emotional engagement, and a significant increase in behavioral disaffection from the beginning to the end of the school year.

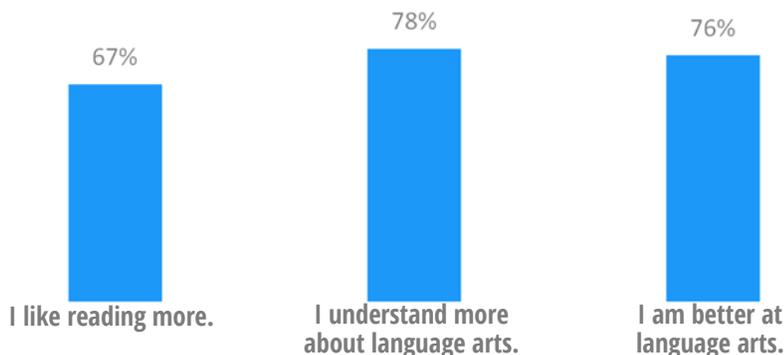


Source. APIE Student Survey, 2014–2015

Note. In the areas of behavioral and emotional disaffection, scores are preferably as low as possible, indicating students are less disaffected. Interpret survey results with caution, because survey results are not available for a comparison group to determine whether to attribute outcomes to the program. * Statistically significant ($p < .05$) ** Statistically significant ($p < .01$)

Figure 28

Most 6th-grade Reading Classroom Coaching students agreed or strongly agreed that they liked, understood, and were better at ELA because of APIE.



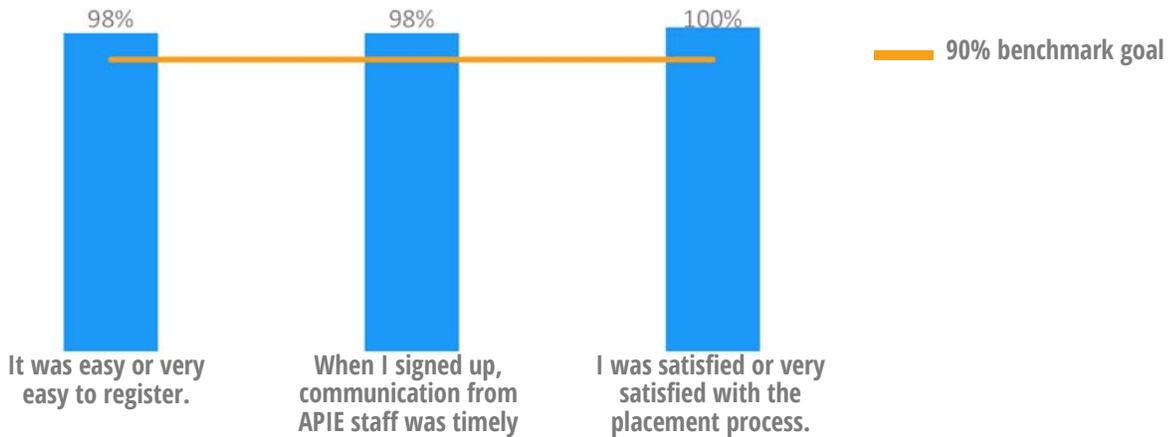
Source. APIE Student Survey, 2014–2015

What did volunteers say about the 6th-grade Reading Classroom Coaching program?

Fifty-five volunteers working with APIE's 6th-graders participated in the end-of-year survey, a response rate of 66%. Most volunteers responded favorably to survey questions, exceeding APIE's goal of 90% for about half of the items (Figures 29 through 32). When asked what they liked best about the program, volunteers said they enjoyed time with the students, liked the curriculum and materials, and appreciated the opportunity to make a difference. When asked what they would change about the program, volunteers wanted to reduce distractions in the classroom.

Figure 29

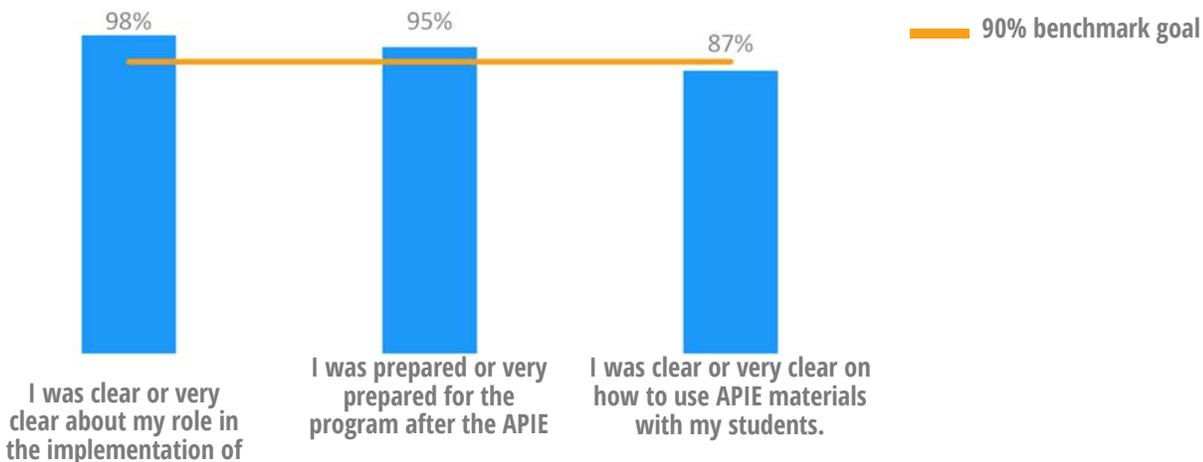
Sixth-grade Reading Classroom Coaching volunteers found registration easy, found communication with APIE timely, and were satisfied with the placement process.



Source. APIE Volunteer Survey, 2014–2015

Figure 30

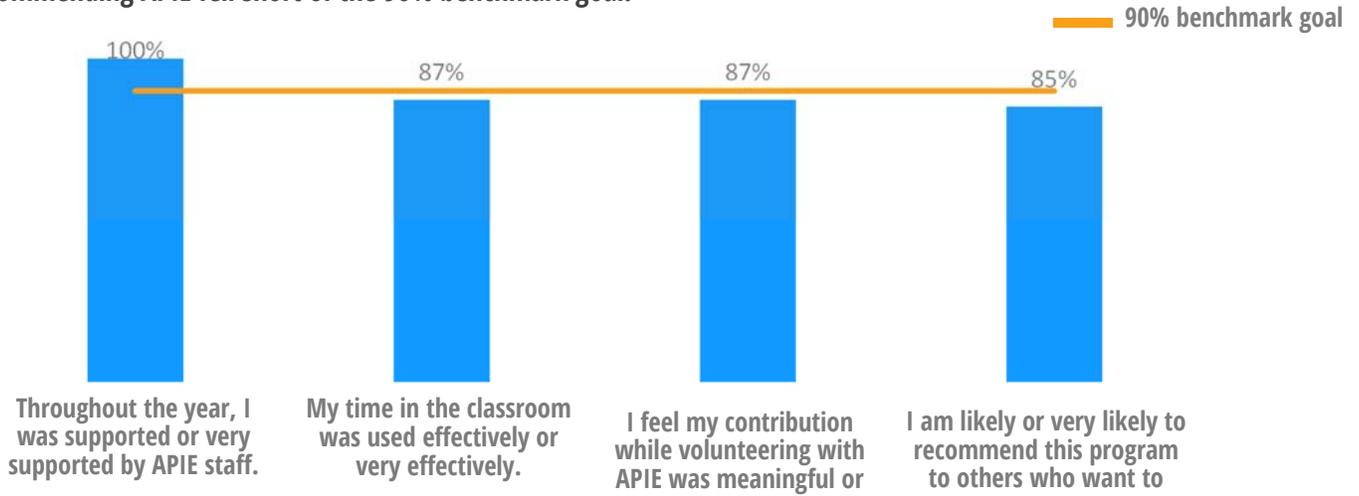
Most 6th-grade Reading Classroom Coaching volunteers understood their role in the program and felt prepared; however results on how to use APIE materials fell slightly below the 90% benchmark goal.



Source. APIE Volunteer Survey, 2014–2015

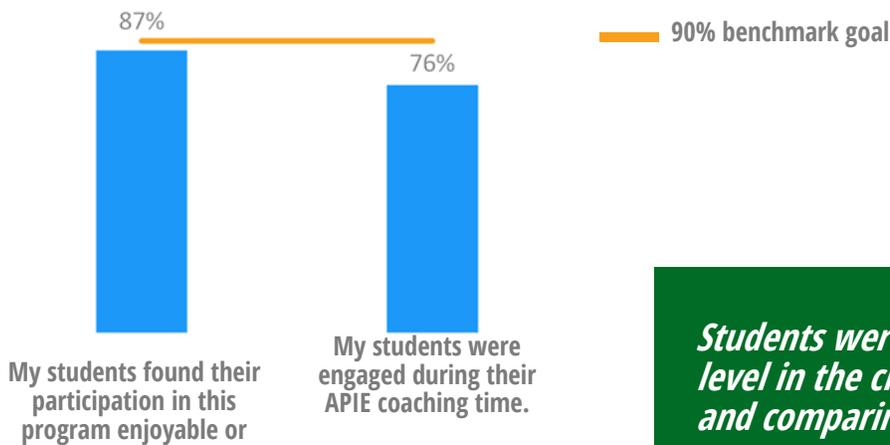
I thought the reading material was nicely varied and the support provided by APIE was exceptional.
– Sixth-grade Reading Classroom Coaching volunteer

Figure 31
 Most 6th-grade Reading Classroom Coaching volunteers felt supported, but results on their time, their contribution, and recommending APIE fell short of the 90% benchmark goal.



Source. APIE Volunteer Survey, 2014–2015

Figure 32
 Most 6th-grade Reading Classroom Coaching volunteers had positive feedback on their perceptions of students' experiences, but results fell short of the 90% benchmark goal.



Source. APIE Volunteer Survey, 2014–2015

Students were distracted because of the noise level in the classroom, and they were watching and comparing themselves with the teams.
 – Sixth-grade Reading Classroom Coaching volunteer





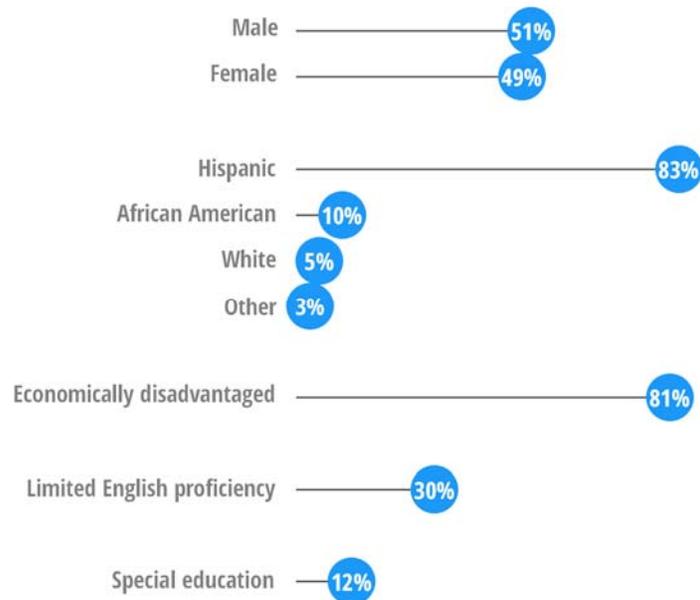
Results for Classroom Coaching: Eighth-grade Math

Who participated in APIE's 8th-grade Math Classroom Coaching program?

Eighth-grade students from Burnet, Covington, Dobie, Martin, Mendez, and Webb Middle Schools participated in APIE's 8th-grade Math Classroom Coaching program (Figure 33).

Figure 33

A total of 948 students participated in APIE's 8th-grade Math Classroom Coaching program.



Source. AISD student enrollment records, 2014–2015

What were the academic outcomes for 8th-grade Math Classroom Coaching participants?

APIE participants and a matched comparison group met the STAAR math passing standard at similar rates: 53% and 49%, respectively. STAAR math test results could not be used to determine academic progress for APIE math coaching students in 2014–2015. Beginning in the 2014–2015 school year, the state implemented new math content for grades Kindergarten through grade 8. In April 2015, the new STAAR math assessments were administered in grades 3 through 8. The change in content and new performance standards precluded comparisons with data from the previous year. Therefore, the math passing standard served as a point of comparison.

What did APIE's 8th grade math students report about their academic self-confidence, school engagement, and experiences with the program?

Four hundred and fifty-one 8th-grade Math Classroom Coaching participants took both the pre- and post-APIE student survey, a response rate of 65%. Academic self-confidence and behavioral engagement scores were at desirable levels, 3.0 or higher, at the beginning and end of the school year. Participants reported a significant increase in academic self-confidence and in emotional engagement; however, behavioral engagement decreased significantly. When asked about the outcomes as a result of the math program, most students reported the support helped them in math (Figures 34 through 35).

Figure 34

Participants in the 8th-grade Math Classroom Coaching program reported a significant increase in academic self-confidence and in emotional engagement from the beginning to the end of the school year; however, behavioral engagement decreased significantly.

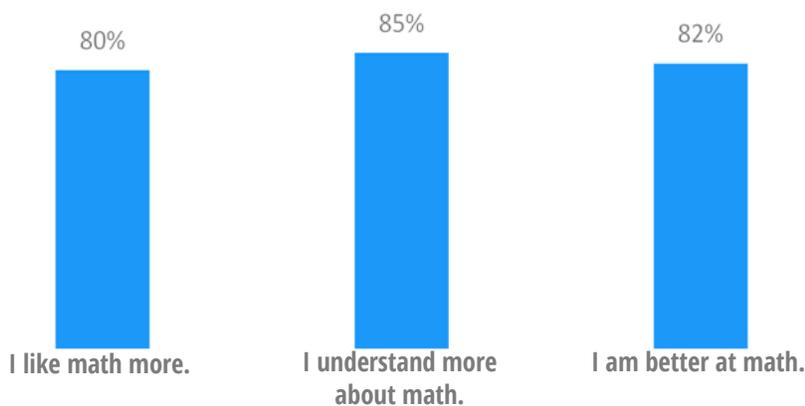


Source. APIE Student Survey, 2014–2015

Note. In the areas of behavioral and emotional disaffection, scores are preferably as low as possible, indicating students are 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 ($p < .05$) * Statistically significant ($p < .01$)

Figure 35

Most 8th-grade Math Classroom Coaching students agreed or strongly agreed that they liked, understood, and were better at math because of APIE.

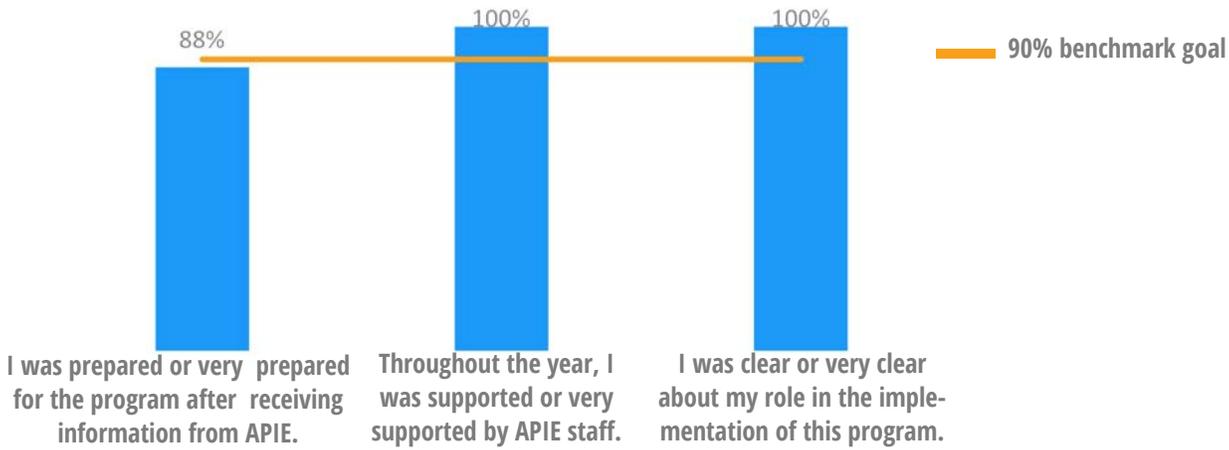


Source. APIE Student Survey, 2014–2015

What did teachers say about the 8th-grade Math Classroom Coaching program?

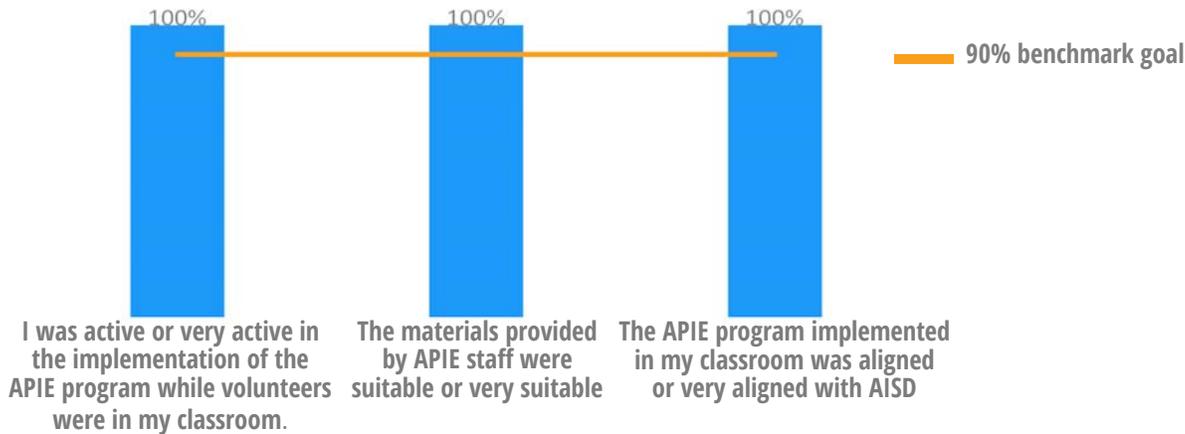
Eight teachers from APIE’s 8th-grade Math Classroom Coaching program participated in the end-of-year survey, a response rate of 57%. Teachers responded favorably to survey questions, exceeding APIE’s goal of 90% for almost every item (Figures 36 through 40). When asked what they liked best about the program, teachers reported they liked the small group setting, their students benefitted from the program, and they appreciated the volunteers. When asked what they would change about the program, teachers requested more volunteers and better attendance from the volunteers. Because of the low numbers of teachers participating in the survey, interpret results with caution.

Figure 36
Most 8th-grade Math Classroom Coaching teachers felt supported and understood their role in the program.



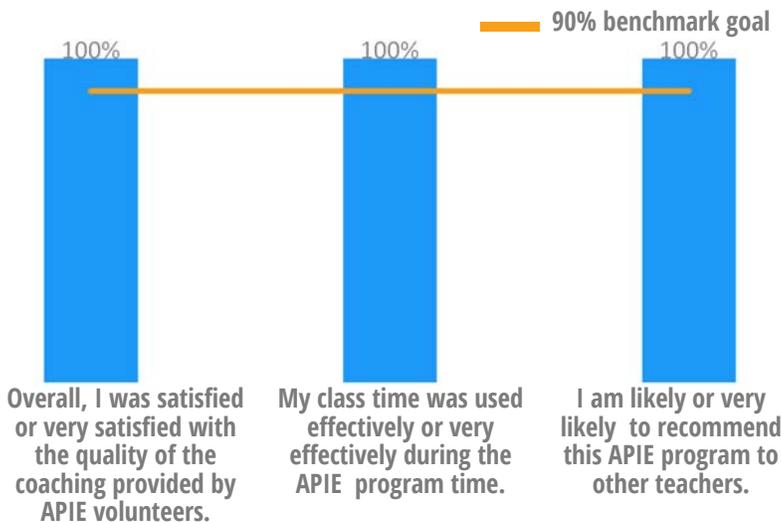
Source. APIE Teacher Survey, 2014–2015

Figure 37
Eighth-grade Math Classroom Coaching teachers reported playing an active role with the program, found APIE materials suitable, and believed APIE aligned with their instructional goals.



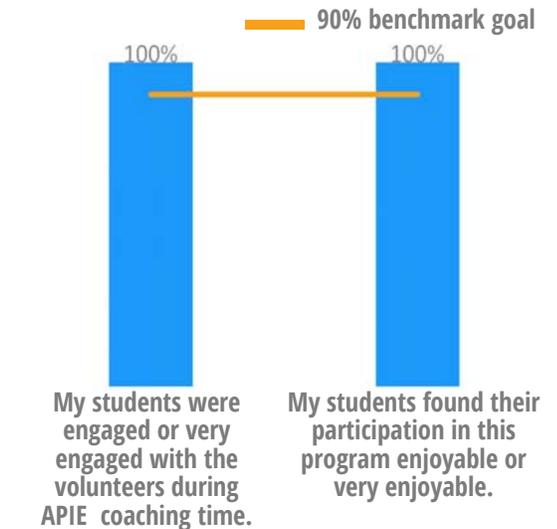
Source. APIE Teacher Survey, 2014–2015

Figure 38
Eighth-grade Math Classroom Coaching teachers were satisfied with volunteers' coaching quality, believed class time was used effectively, and were likely to recommend APIE.



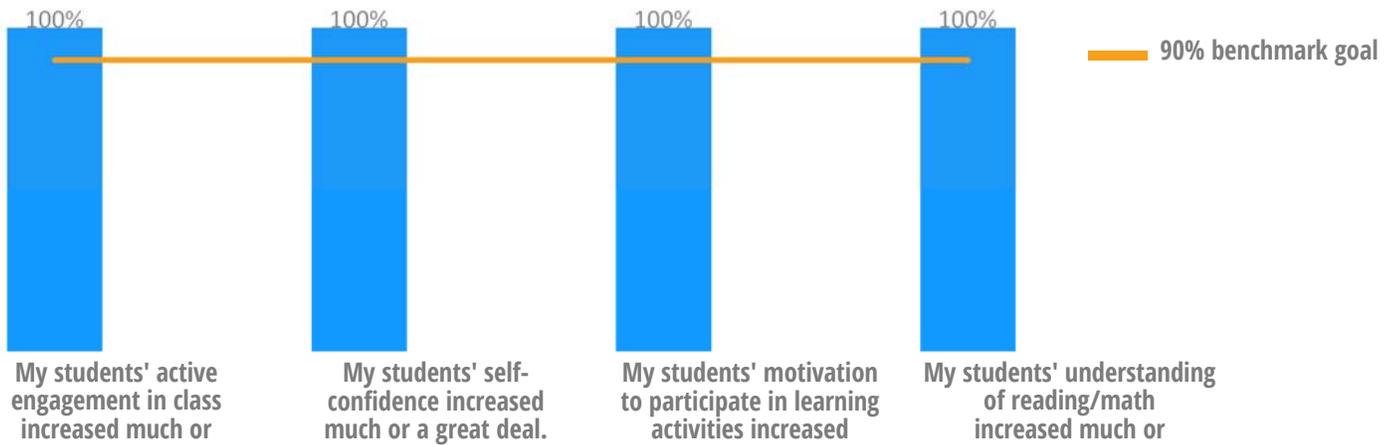
Source. APIE Teacher Survey, 2014–2015

Figure 39
Eighth-grade Math Classroom Coaching teachers believed students were engaged with the volunteers and enjoyed participating in APIE.



Source. APIE Teacher Survey, 2014–2015

Figure 40
Eighth-grade Math Classroom Coaching teachers believed APIE had positive effects on student outcomes.



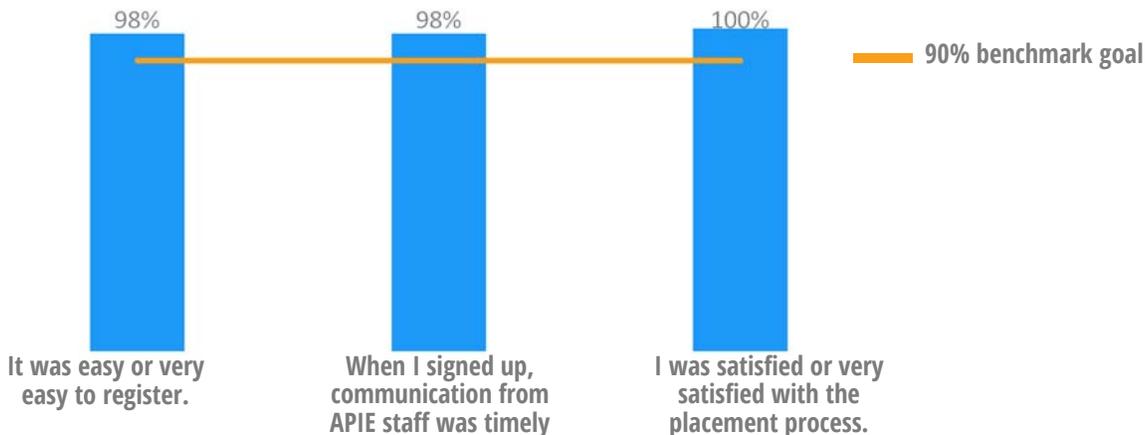
Source: APIE Teacher Survey, 2014–2015

I liked how the students had an opportunity to work in small groups and establish a relationship with a volunteer.
 – Eighth-grade Math Classroom Coaching teacher

What did volunteers say about the 8th-grade Math Classroom Coaching program?

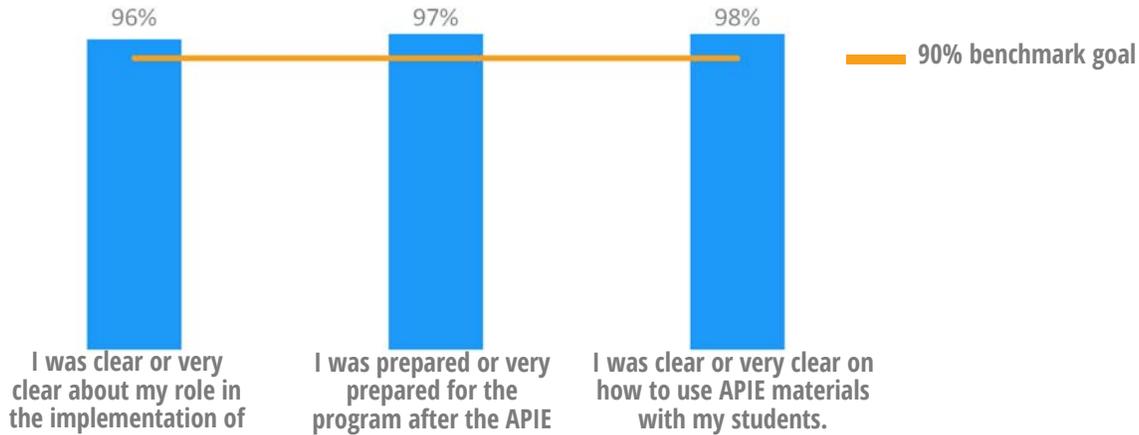
One hundred and twenty-one volunteers from APIE’s 8th-grade Math Classroom Coaching program participated in the end-of-year survey, a response rate of 52% (Figures 41 through 44). Volunteers responded favorably to survey questions, exceeding APIE’s goal of 90% for almost every item. When asked what they liked best about the program, volunteers reported they liked spending time with the students and appreciated the opportunity to make a difference. When asked what they would change about the program, volunteers requested that they receive materials earlier so they could have more preparation time.

Figure 41
Eighth-grade Math Classroom Coaching volunteers found registration easy, found communication with APIE timely, and were satisfied with the placement process.



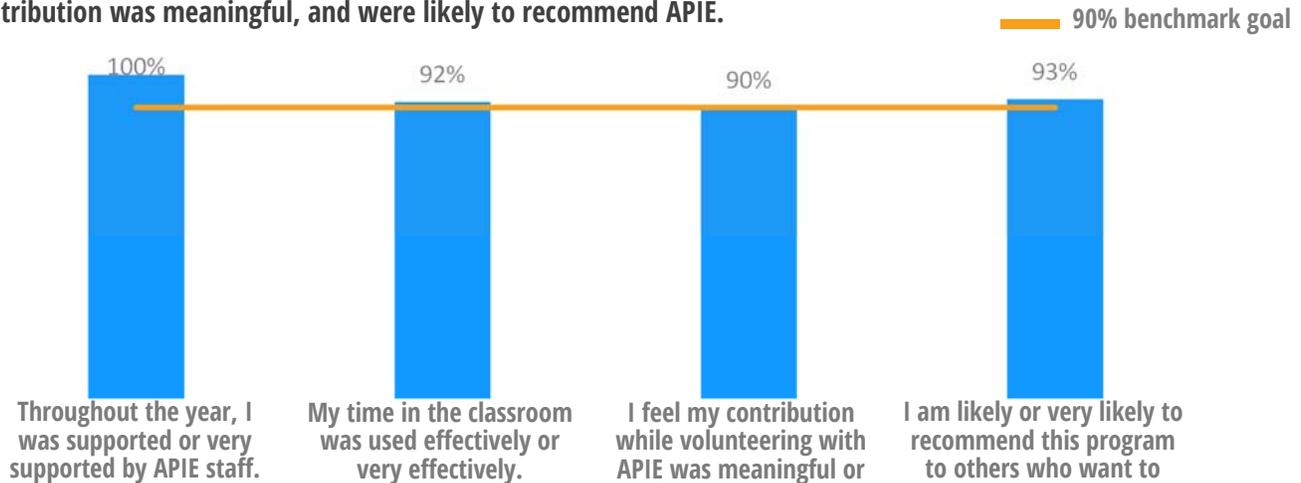
Source: APIE Volunteer Survey, 2014–2015

Figure 42
Eighth-grade Math Classroom Coaching volunteers understood their role in the program, felt prepared, and understood how to use APIE materials.



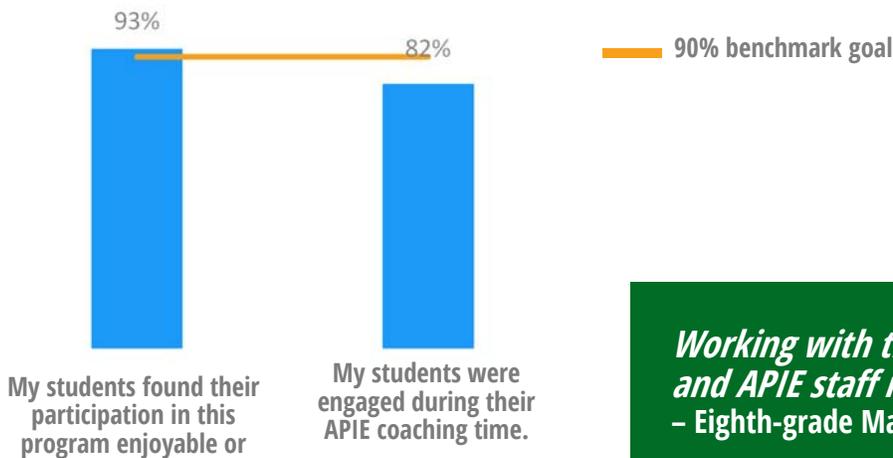
Source. APIE Volunteer Survey, 2014–2015

Figure 43
Eighth-grade Math Classroom Coaching volunteers felt supported, believed their time was used effectively, felt their contribution was meaningful, and were likely to recommend APIE.



Source. APIE Volunteer Survey, 2014–2015

Figure 44
Most 8th-grade Math Classroom Coaching volunteers believed students enjoyed participating in APIE.



Working with the students is always the best, and APIE staff made all the other stuff really easy.
 – Eighth-grade Math Classroom Coaching volunteer

Source. APIE Volunteer Survey, 2014–2015



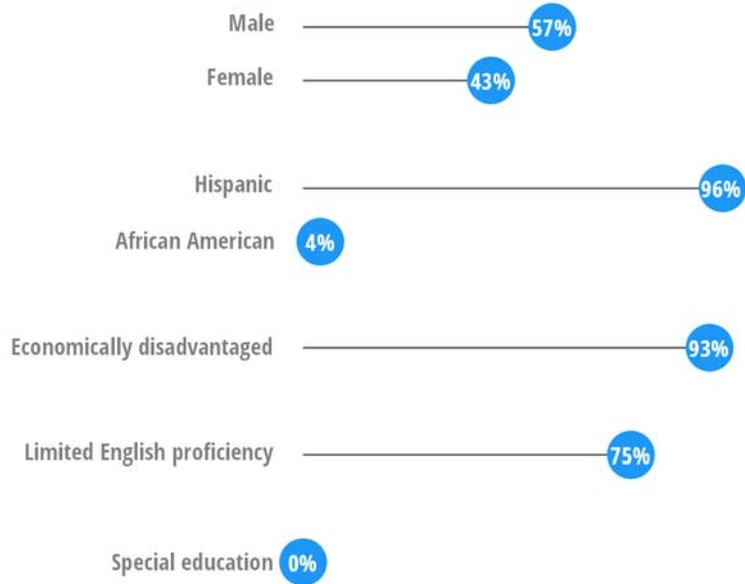
Results for Classroom Coaching: Step Up

Who participated in APIE's Step Up Reading program?

Sixth-grade students from Burnet and Webb Middle Schools participated in APIE's Step Up Reading program (Figure 45).

Figure 45

A total of 28 students participated in APIE's Step Up Reading program.



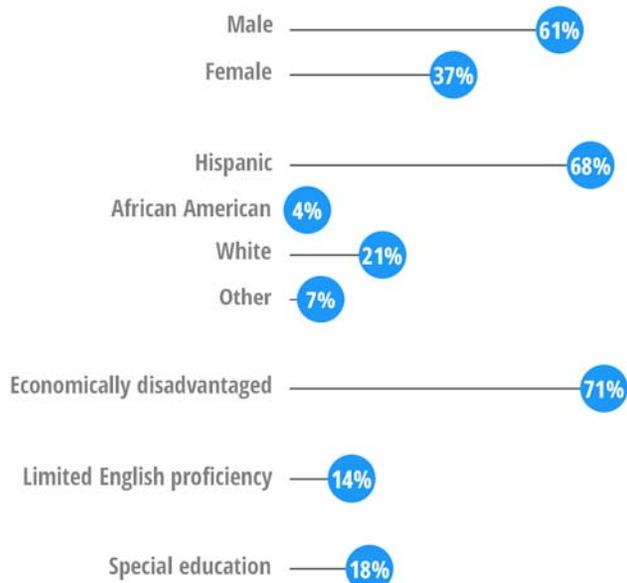
Source. AISD student enrollment records, 2014–2015

Who participated in APIE's Step Up Math program?

Eighth-grade students from Covington Middle School participated in APIE's Step Up Math program (Figure 46).

Figure 46

A total of 28 students participated in APIE's Step Up Math program.



Source. AISD student enrollment records, 2014–2015

What were the academic outcomes for Step Up Reading participants?

Figure 47

APIE Step Up Reading participants and comparison students experienced similar growth in STAAR reading scores from the previous to the current school year.



Source. AISD State of Texas Assessments of Academic Readiness (STAAR) records, 2014–2015

What did Step Up Reading students report about their academic self-confidence, school engagement, and experiences with the program?

Thirteen Step Up Reading participants took both the pre- and post- APIE student survey, a response rate of 65%. Survey results revealed significant decreases in emotional engagement and increases in both emotional and behavioral disaffection (Figure 48). When asked about their outcomes as a result of their participation, most students reported the support helped them in ELA (Figure 49). Because of the low numbers of students participating in the survey, interpret results with caution.

Figure 48

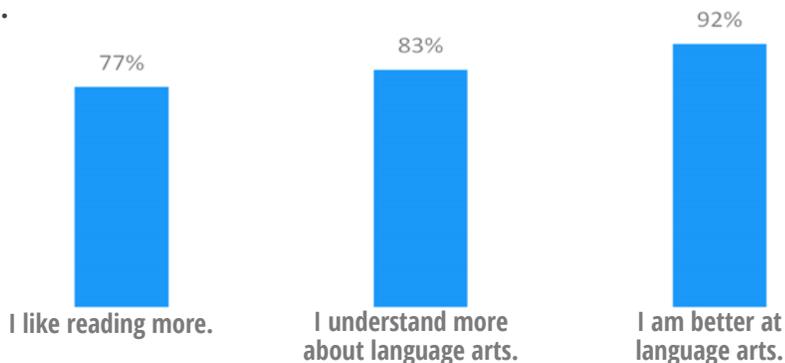
Participants in the Step Up Reading program reported a significant decrease in emotional engagement and an increase in disaffection with learning from the beginning to the end of the school year.



Source. APIE Student Survey, 2014–2015

Figure 49

Most Step Up Reading students agreed or strongly agreed that they liked, understood, and were better at ELA because of APIE.



Source. APIE Student Survey, 2014–2015

What were the academic outcomes for Step Up Math participants?

STAAR test results in the area of math could not be used to determine academic progress for APIE math coaching students in 2014–2015. Beginning in the 2014-2015 school year, the state implemented new math content for kindergarten through grade 8. In April 2015, the new STAAR math assessments for grades 3 through 8 were administered, which required new performance standards to be set. The Texas Education Agency has yet to determine a progress measure.

What did Step Up Math participants report about their academic self-confidence, school engagement and experiences with the program?

Fourteen Step Up Math participants took both the pre- and post- APIE Student Survey, a response rate of 64%. No significant changes were found in academic self-confidence or school engagement. Scores for academic self-confidence and behavioral engagement were in desirable ranges, 3.0 or higher, at the end of the year. When asked about the outcomes as a result of the math program, most students reported the support helped them in math (Figures 50 and 51). Because of the low numbers of students participating in the survey, interpret results with caution.

Figure 50

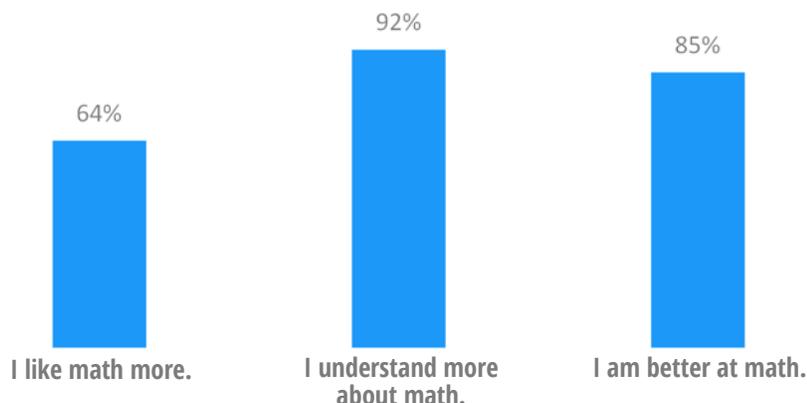
Participants in the Step Up Math program reported no significant changes in academic self-confidence or engagement from the beginning to the end of the school year.



Source. APIE Student Survey, 2014–2015

Figure 51

Most Step Up Math participants agreed or strongly agreed that they liked, understood, and were better at math because of APIE.



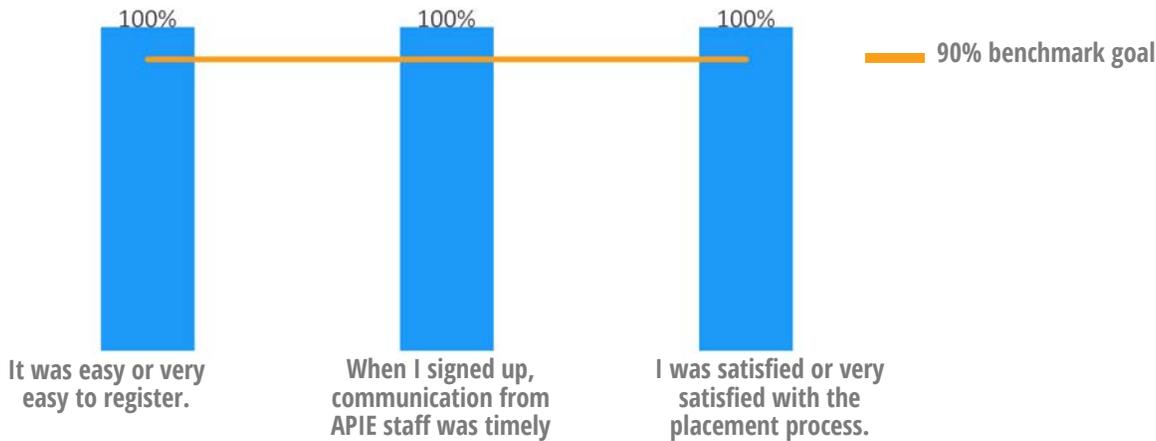
Source. APIE Student Survey, 2014–2015

What did volunteers say about the Step Up Reading and Math programs?

Nine volunteers from APIE's Step Up Reading program and 11 volunteers from APIE's Step Up Math program participated in the end-of-year survey, an overall response rate of 53% (Figures 52 through 55). When asked what they liked best about the program, Step Up volunteers reported they enjoyed spending time with the students, gave positive feedback about the curriculum and materials, and said they liked the opportunity to make a difference. When asked what they would change about the program, Step Up volunteers requested that they receive materials earlier so they could have more preparation time.

Figure 52

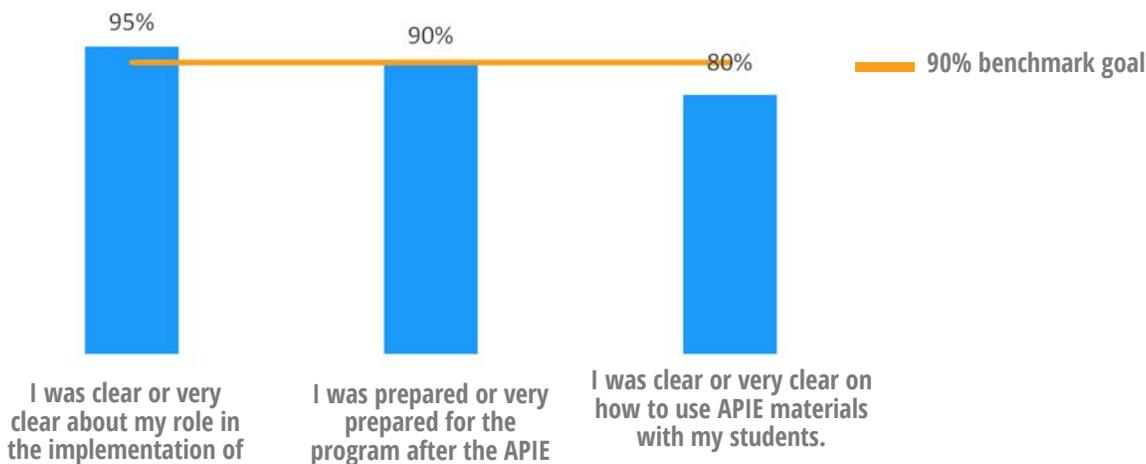
Step Up volunteers found registration easy and communication with APIE timely and were satisfied with the placement process.



Source. APIE Volunteer Survey, 2014–2015

Figure 53

Step Up volunteers understood their role in the program and felt prepared.

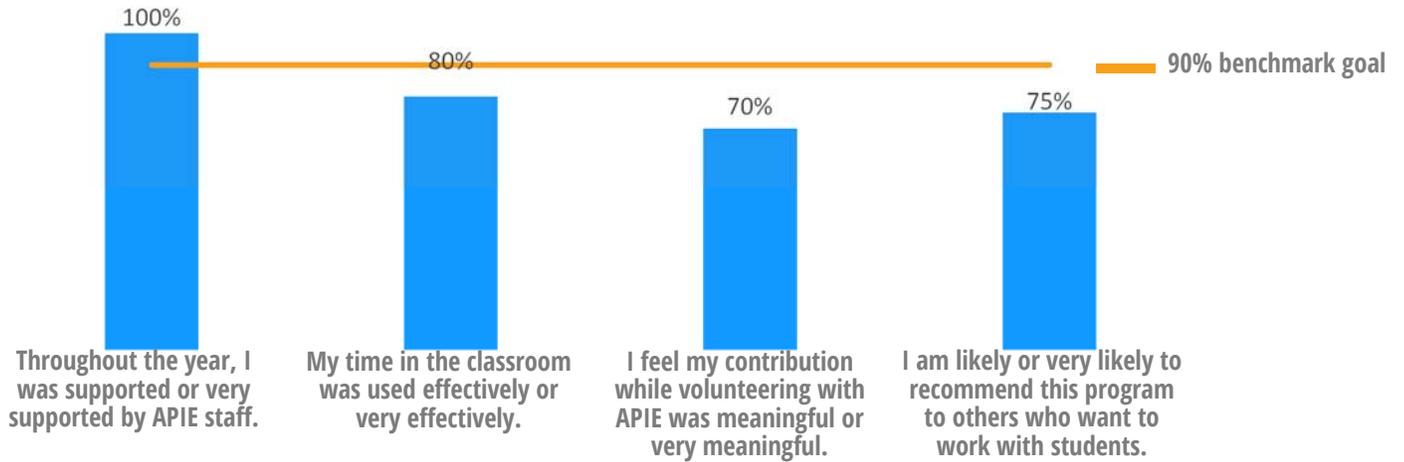


Source. APIE Volunteer Survey, 2014–2015

I need a little more lead time for preparation since the material is new.
– Step Up volunteer

Figure 54

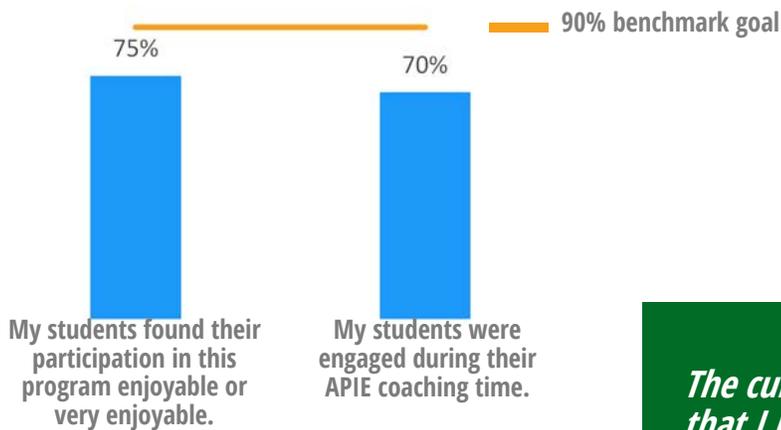
Step Up volunteers felt supported but results on time used, their contribution, and recommending APIE fell short of the 90% benchmark goal.



Source. APIE Volunteer Survey, 2014–2015

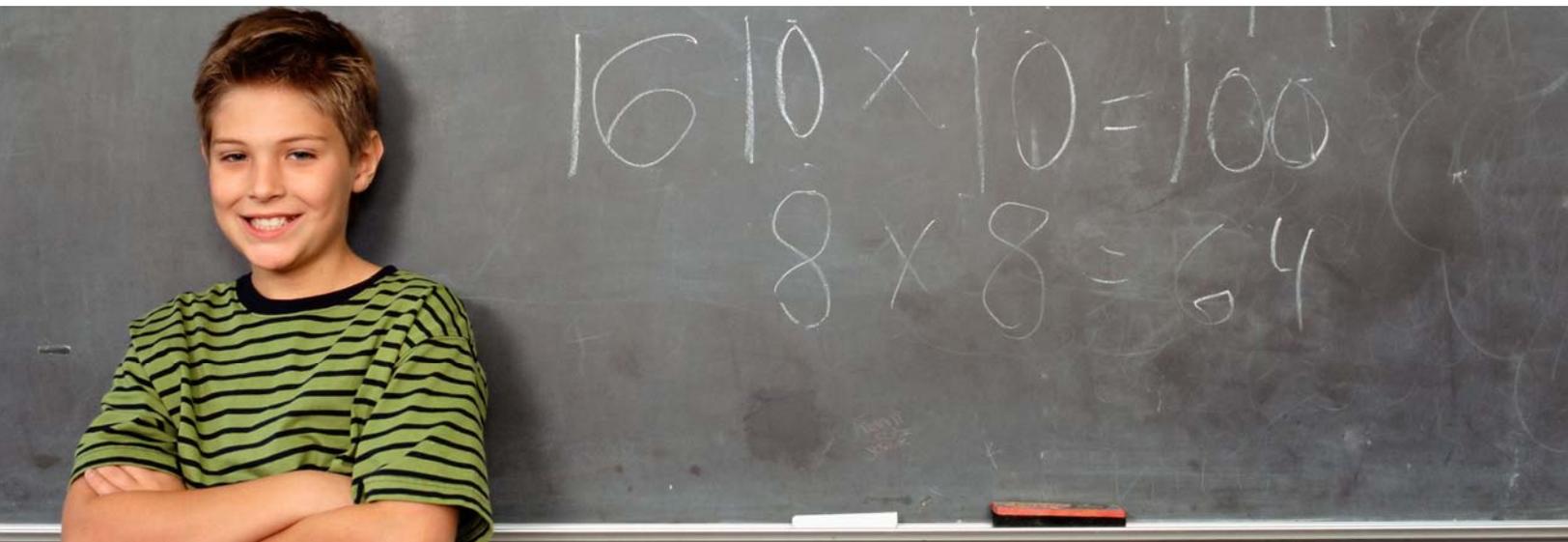
Figure 55

Most Step Up volunteers had positive feedback on their perceptions of student experiences, but results fell short of the 90% benchmark goal.



Source. APIE Volunteer Survey, 2014–2015

The curriculum was great. I had all the materials that I needed and [the APIE coordinator] always kept us abreast of what was happening.
– Step Up volunteer



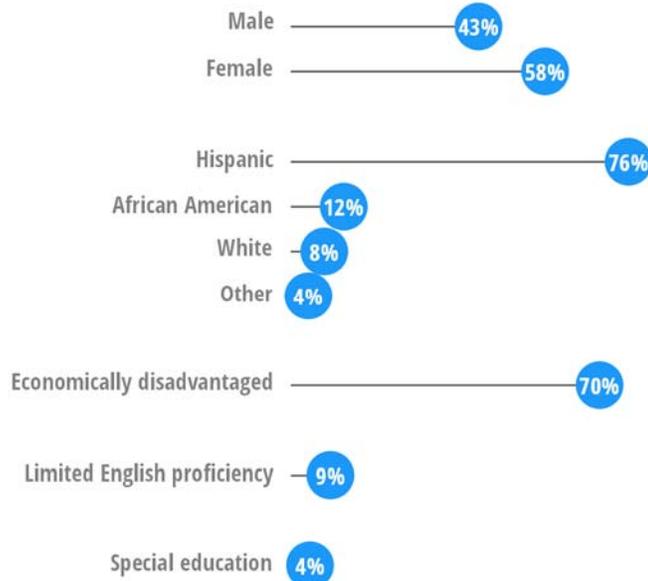
Results for College Readiness

Who participated in APIE's College Readiness program?

The APIE College Readiness program served high school seniors who were eligible to graduate but may have been struggling to meet the more stringent college readiness standards on college admissions assessments. More than 400 seniors from 10 high schools participated in APIE's College Readiness Coaching program: Akins, Austin, Anderson, Crockett, Eastside, Lanier, LBJ, McCallum, Reagan, and Travis High Schools (Figure 56).

Figure 56

A total of 435 students participated in APIE's College Readiness program.



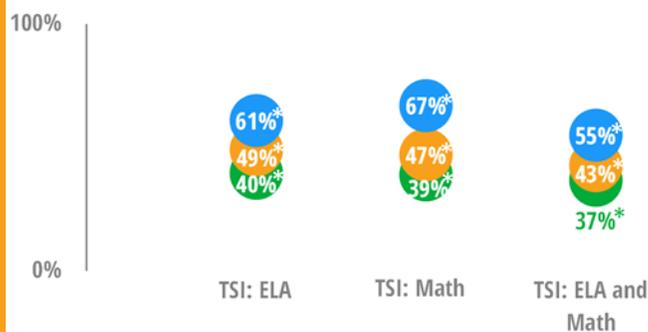
Source. AISD student enrollment records, 2014–2015

What were the outcomes for College Readiness participants?

APIE's academic support focused on preparing program participants to meet college readiness standards on the Texas Success Initiative (TSI) exam (Figures 57 through 59).

Figure 57

Significantly greater percentages of **APIE College Readiness participants** met the college readiness standards on the TSI assessments in ELA and math than did a matched **comparison group** and **seniors across the district**.



Source. AISD TSI testing records retrieved from AISD August 2015; TSI test records provided by Austin Community College, October 2015

* indicates statistical significance.

Figure 58

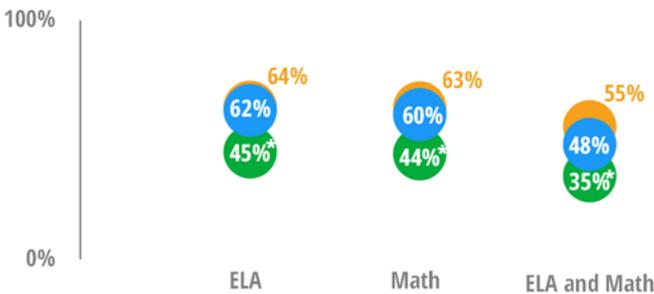
APIE College Readiness participants who participated in the **case management** format and participants who participated in the **classroom setting pilot** met the college readiness standards on the TSI assessments at similar rates.



Source. AISD TSI testing records retrieved from AISD August 2015; TSI test records provided by Austin Community College, October 2015

Figure 59

Across all college readiness assessments, **APIE College Readiness participants** met the college readiness standards at rates similar to **students across the district**, and **comparison group** students met the college readiness standards at significantly lower rates.



Source. AISD SAT, ACT, and TSI testing records retrieved from AISD August 2015; TSI test records provided by Austin Community College, October 2015

Note. * indicates statistical significance.

What did seniors say about the College Readiness program?

Upon their completion of the college readiness tutoring, 435 seniors were asked to complete a survey to elicit their perceptions of program helpfulness and college readiness outcomes, and 81% completed the survey. The survey results were highly positive (Figures 60 through 64). In open-ended responses, most seniors reported the tutoring assisted them in meeting the college readiness standard on the TSI and in developing an overall better understanding of ELA and math content. When asked how the program could be improved, most students stated they would not make changes. Some students recommended adjustments to the amount and content of the tutoring provided.

College Readiness Criteria

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

ELA

SAT: ≥ 500 on critical reading and ≥ 1070 total

or

ACT: ≥ 19 on English and ≥ 23 composite

or

TSI: ≥ 351 on reading and ≥ 363 on writing and ≥ 4 on essay or ≥ 351 on reading and ≥ 5 on essay

Math

SAT: ≥ 500 on math and ≥ 1070 total

or

ACT: ≥ 19 on math and ≥ 23 composite

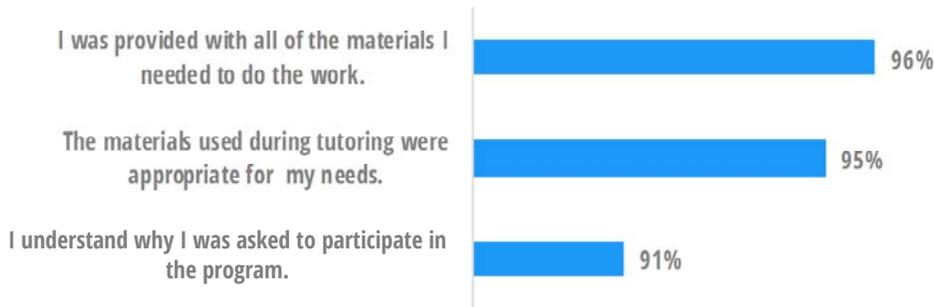
or

TSI: ≥ 350 on math

In past years, students also could be identified as college ready based on their performance on the Texas Assessment of Knowledge and Skills (TAKS) in ELA or math. However, the TAKS was phased out and replaced by the STAAR end-of-course (EOC) exams in accordance with Texas Senate Bill 1031. At this time, college readiness measures are not included in the EOC exams required for graduation: English I, English II, Algebra I, Biology, and U.S. History.

Figure 60

Most seniors understood why they were in the program and believed they had appropriate materials for their work.



Source. APIE College Readiness student survey, 2014–2015

Figure 61

Most seniors provided positive ratings of their College Readiness advocates.

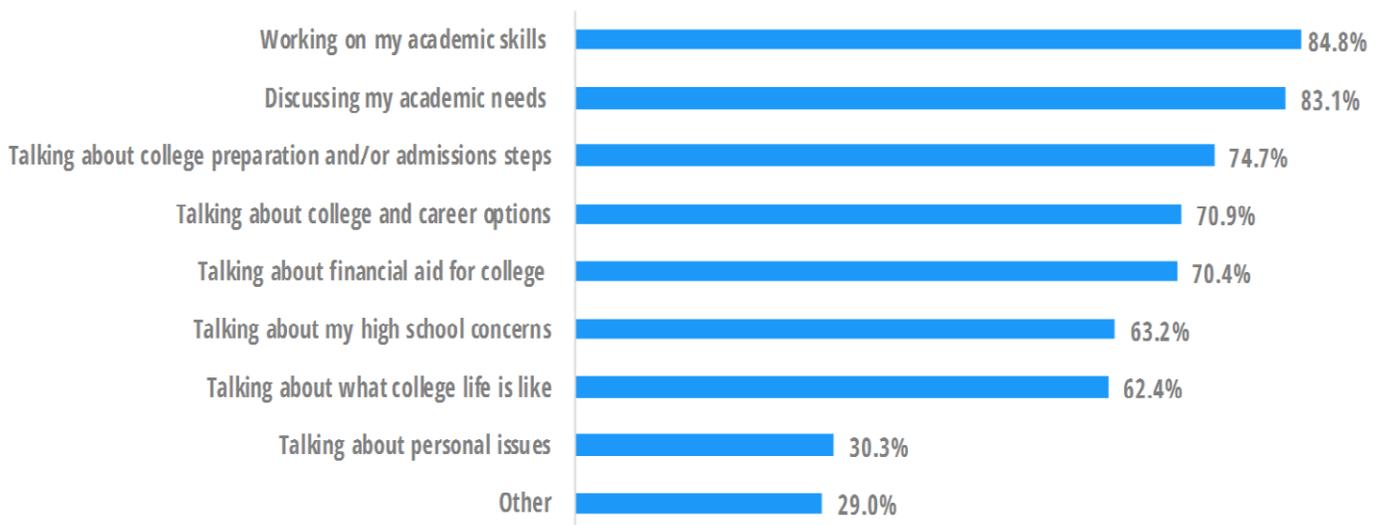
My College Readiness advocate...



Source. APIE College Readiness student survey, 2014–2015

Figure 62

Most seniors reported always or often spending their time focused on their academic needs and college preparation topics when working with their advocates.

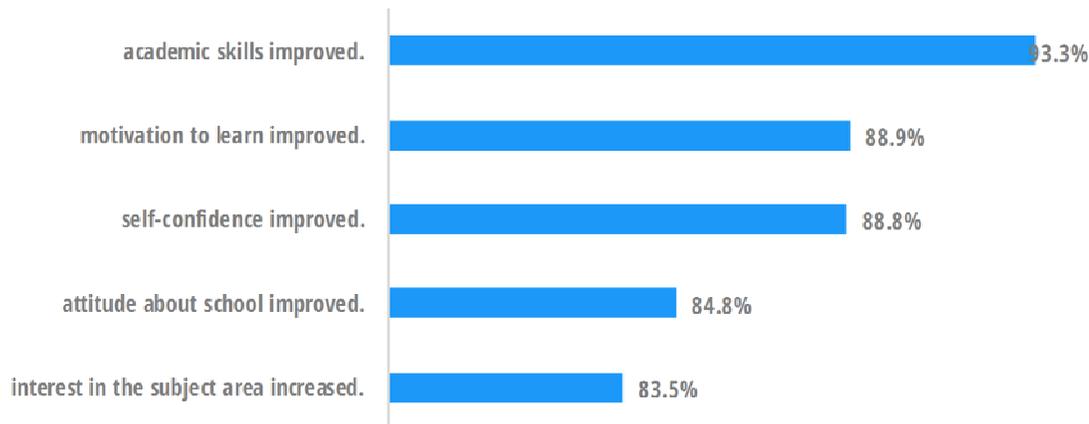


Source. APIE College Readiness student survey, 2014–2015

Figure 63

Most seniors 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...

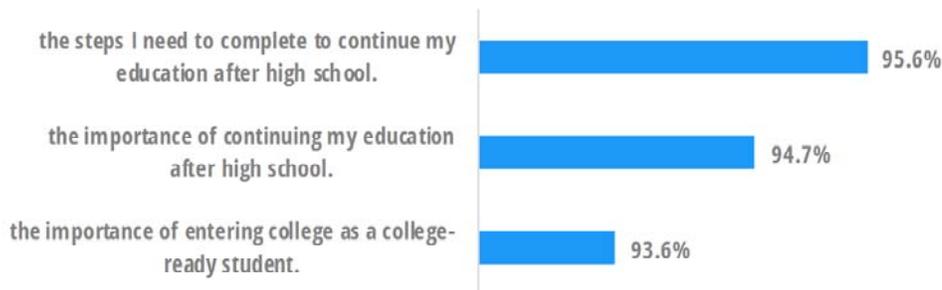


Source. APIE College Readiness student survey, 2014–2015

Figure 64

Most seniors 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, 2014–2015





Conclusion

Program evaluation is a systematic method for collecting, analyzing, and using information to answer questions about programs, particularly about their effectiveness. In this case, three major questions were answered:

Was the program implemented well?

Across all APIE programs, it was determined that APIE staff effectively implemented APIE programs. Teachers and community volunteers serving as classroom coaches rated most of the program implementation attributes highly. They reported positive program experiences. Most believed students were making academic progress as a result of the program. APIE provided program participants opportunities to engage with caring and supportive adults, and most students reported positive experiences.

Did changes occur in students' academic self-confidence and school engagement?

The average academic self-confidence and behavioral engagement scores for program participants were at desirable levels at both the beginning and the end of the school year. The significant changes in scores from the beginning to the end of the school year varied across APIE programs. Without a matched comparison group, the influence of APIE program participation on academic self-confidence and engagement could not clearly be determined.

Did participants experience positive academic outcomes as a result of their participation?

Students participating in APIE's Classroom Coaching programs experienced academic growth at a level similar to that of non-APIE students. However, significantly greater percentages of APIE's College Readiness participants met college readiness standards on the TSI than a matched comparison and the district overall. When looking at college readiness over multiple assessments, APIE's College Readiness participants met college readiness standards at rates similar to those of students across the district, and at significantly higher rates than those of the matched comparison group.

Recommendations

Based on the program evaluation results, recommendations are provided:

APIE staff should consider ways to expand time spent tutoring in the Classroom Coaching programs to improve students' academic outcomes.

APIE staff should consider incorporating additional program strategies to expand the development of students' academic self-confidence and school engagement.

Evaluation staff should explore the feasibility of surveying matched comparison students or the possibility of administering AISD's Student Climate Survey to all students.

Evaluation staff should explore using baseline college readiness measures in the selection of a matched comparison group to ensure the accuracy of results.

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, teachers, and volunteers submitted surveys about their experiences with APIE.

Participation Records

APIE staff tracked participating classrooms in the 2014–2015 school year to assist DRE staff in accurately identifying APIE program participants. 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. Descriptions of the assessments are provided below.

DRA. The Developmental Reading Assessment (DRA) is a reading evaluation used to identify a student's reading level, based on accuracy, fluency, and comprehension. In this assessment, students read a passage and then recall what happened in the passage to the teacher or reading specialist administering the test. For more information, refer to <http://www.pearsonschool.com/>

STAAR. The 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 end-of-course (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. The 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 course work. For more information, refer to <http://www.theccb.state.tx.us/index.cfm?objectid=233A17D9-F3D3-BFAD-D5A76CDD8AADD1E3>

SAT. The 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 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 and engagement and disaffection with learning. General information about each program survey is provided below.

Middle School Surveys. Students who participated in APIE's Classroom Coaching and Step Up programs completed program surveys in the fall and spring semesters that measured their academic self-confidence, emotional and be-

havioral 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 through 6th graders.

High School Surveys. Students who participated in the APIE College Readiness 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 change about the program.

Teacher Surveys. Teachers who participated in an APIE program took a survey about APIE program implementation and student outcomes. In the survey, teachers described what they liked best about APIE and what they would change.

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.

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 Texas Education Agency's (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 agency publishes a STAAR Progress Measure or a Texas English Language Learner (ELL) Progress Measure for those 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 2013–2014 school year to 2014–2015 school year. The dependent variable in the linear regression analysis was students' 2014–2015 STAAR scores in reading. 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 a comparison group were analyzed using *t*-tests to see whether a significant difference existed between them.

¹Skinner, E., Kindermann, T., & Furrer, C. (2008). A motivational perspective on engagement and disaffection: Conceptualization and assessment of children's behavioral and emotional participation in academic activities in the classroom. *Educational and Psychological Measurement, 69*(3), 493–525.

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, English proficiency 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. For the Step Up and College Readiness programs, a stratified random sampling process was used instead of propensity score matching because the number of students in these programs was too small for this statistical process.

Limitations

The lack of comparison groups in some instances limited what could be concluded from 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

Middle School Student Survey Instrument

The APIE survey of middle school program participants included questions from the Engagement vs. Disaffection With Learning Survey and the AISD Climate Survey. The survey had a total of 25 items, and three additional items about their experience with APIE were asked in the spring only. Surveys were administered in both English and Spanish.

To interpret the results of the survey, it is important to understand the constructs of engagement and disaffection that are measured. Engagement has both behavioral and emotional aspects. Engaged behaviors include persistence, attention, and concentration. Engaged emotions include enthusiasm, interest, and enjoyment. The term *disaffection* is used in this survey to describe not only behaviors and emotions opposite those of engagement (e.g., passivity, lack of initiation, discouragement, and apathy), but also behaviors and emotions designed to adapt to that environment, such as going through the motions; disruptive noncompliance; giving up; and feeling frustrated, bored, tired, or sad (Skinner et al., 2008).

Interpret average scores on the survey with care. For most items, it is desirable to have an average response of at least 3.0. For items addressing disaffection, scores should be as low as possible. A decrease in disaffection scores is desirable. Below is a key to which questions were included in the indexes for each survey, and the list of survey question asked for the middle school reading and math participants are provided on the following page.

Academic self-confidence: Questions 1 - 5

Behavioral engagement: Questions 6, 11, 13, 22, 25

Emotional engagement: Questions 7, 10, 15, 17, 20

Behavioral disaffection: Questions 9, 16, 19, 21, 24

Emotional disaffection: Questions 8, 12, 14, 18, 23

APIE Middle School Reading and ELA and Math Student Survey

Please choose the answer that fits the way you feel.					
	Never	Not a lot	Sometimes	Always	Don't know
1. I can do even the hardest schoolwork in language arts/math if I try.	<input type="radio"/>				
2. I felt well prepared for the STAAR exam in reading/math.	<input type="radio"/>				
3. In my language arts/math class, I try hard to do my best work.	<input type="radio"/>				
4. I feel successful in my language arts/math schoolwork.	<input type="radio"/>				
5. I can reach the goals I set for myself.	<input type="radio"/>				
	Not at all true	Not very true	Sort of true	Very true	
6. I try hard to do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. I enjoy learning new things in language arts/math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. When we work on something in language arts/math class, I feel discouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. In language arts class/math, I do just enough to get by.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. Language arts/math class is fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. In language arts/math class, I work as hard as I can.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12. When I can't answer a question in language arts/math class, I feel frustrated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13. When I'm in language arts/math class, I listen very carefully.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
14. When we start something new in language arts/math class, I feel nervous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15. When we work on something in language arts/math class, I get involved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16. When I'm in language arts/math class, I think about other things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17. When we work on something in language arts class/math, I feel interested.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18. Language arts/math class is not all that fun for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
19. When I'm in language arts class/math, I just act like I'm working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
20. When I'm in language arts/math class, I feel good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
21. When I'm in language arts/math class, my mind wanders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
22. When I'm in language arts/math class, I participate in class discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
23. When we work on something in language arts/math class, I feel bored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
24. I don't try very hard at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
25. I pay attention in language arts/math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Strongly disagree	Disagree	Agree	Strongly agree	
26. I like reading more because of my reading/math Coach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
27. I understand more about language arts because of my reading/math Coach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
28. I am better at language arts/math because of my reading/math Coach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Appendix C

Demographics of APIE and Comparison Groups by Program

APIE Second-Grade Reading Classroom Coaching Demographics and Grade-Level Achievement for Participants and Comparison Group

ELEMENTARY SCHOOLS	APIE GROUP		COMPARISON GROUP	
	Frequency	Percentage	Frequency	Percentage
	Allison, Blanton, Brooke, Brown, Dawson, Odom, Pecan Springs, Sanchez, St. Elmo, Walnut Creek, Wooten		Pulled from 40 schools, including Andrews, Campbell, Govalle, Harris, Joslin, Metz, Oak Springs, Ortega, Linder, Cook, Houston, Hart, Pickle, McBee, Galindo, Guerrero Thompson, Padron	
GENDER				
	Male	169 49%	169 49%	
	Female	178 51%	178 51%	
RACE/ETHNICITY				
	Asian	8 2%	11 3%	
	Black or African American	59 17%	50 14%	
	Hispanic	239 69%	245 71%	
	Two or more races	12 3%	14 4%	
	White	29 8%	27 8%	
ECONOMICALLY DISADVANTAGED				
	No	61 18%	53 15%	
	Yes	286 82%	294 85%	
ENGLISH LANGUAGE LEARNER				
	No	288 83%	285 82%	
	Yes	59 17%	62 18%	
SPECIAL EDUCATION				
	No	323 93%	328 95%	
	Yes	24 7%	19 5%	
ENGLISH IS HOME LANGUAGE				
	No	67 19%	69 20%	
	Yes	280 81%	278 80%	
TOTAL		347 100%	347 100%	
	At grade level, beginning of year	57.90%	61.70%	
	At grade level, end of year	67.40%	67.20%	

The difference in the percentage of APIE and comparison group students meeting grade level at the end of the year is not statistically significant.

APIE Second-Grade Compañeros en Lectura Demographics and Grade-Level Achievement for Participants and Comparison Group

ELEMENTARY SCHOOLS	APIE GROUP		COMPARISON GROUP	
	Frequency	Percentage	Frequency	Percentage
	Allison, Blanton, Brooke, Brown, Dawson, Odom, Pecan Springs, Sanchez, St. Elmo, Walnut Creek, Wooten		Pulls from 29 elementary schools, including Barrington, Campbell, Cook, Govalle, Harris, Joslin, Metz, Ridgetop, Pillow, Wooldridge, McBee, Galindo, Guerrero Thompson, Padron	
GENDER				
	Male	163 47%	170 49%	
	Female	184 53%	177 51%	
RACE/ETHNICITY				
	Hispanic	347 100%	347 100%	
ECONOMICALLY DISADVANTAGED				
	No	20 6%	16 5%	
	Yes	327 94%	331 95%	
ENGLISH LANGUAGE LEARNER				
	No	0 0%	0 0%	
	Yes	347 100%	347 100%	
SPECIAL EDUCATION				
	No	342 99%	342 99%	
	Yes	5 1%	5 1%	
TOTAL		347 100%	347 100%	
At grade level, beginning of year		66.86%	64.55%	
At grade level, end of year		68.88%	63.44%	

The difference in the percentage of APIE and comparison group students meeting grade level at the end of the year is not statistically significant.

APIE Sixth-Grade Reading Classroom Coaching Demographics and Academic Growth for Participants and Comparison Group

MIDDLE SCHOOLS	APIE GROUP		COMPARISON GROUP	
	Burnet, Covington, Webb		Bedichek, Burnet, Covington, Dobie, Fulmore, Martin, Mendez, Paredes, Webb	
	Frequency	Percentage	Frequency	Percentage
GENDER				
Male	136	56%	145	60%
Female	106	44%	97	40%
RACE/ETHNICITY				
Black or African American	11	5%	14	6%
Hispanic	185	76%	193	80%
Other	7	3%	8	3%
White	39	16%	27	11%
ECONOMICALLY DISADVANTAGED				
No	39	16%	40	17%
Yes	203	84%	202	83%
ENGLISH LANGUAGE LEARNER				
No	122	50%	115	48%
Yes	120	50%	127	52%
SPECIAL EDUCATION				
No	222	92%	221	91%
Yes	20	8%	21	9%
ENGLISH IS HOME LANGUAGE				
No	139	57%	149	62%
Yes	103	43%	93	38%
TOTAL	242	100%	242	100%
5 th -grade STAAR Reading mean		1502		1498
6 th -grade STAAR Reading mean		1515		1509
Difference		13		11

No statistically significant difference existed in STAAR Reading growth between the APIE and comparison groups.

APIE Eighth-Grade Math* Classroom Coaching Demographics and Grade-Level Achievement for Participants and Comparison Group

	APIE GROUP		COMPARISON GROUP		
	Frequency	Percentage	Frequency	Percentage	
MIDDLE SCHOOLS	Burnet, Covington, Dobie, Martin, Mendez, Webb		Bailey, Bedichek, Burnet, Covington, Dobie, Fulmore, Garcia YMLA, Gorzycki, Kealing, Lamar, Martin, Mendez, Muchison, OHenry, Paredes, Sadler Means, Small, Webb		
GENDER					
	Male	225	52%	228	53%
	Female	208	48%	205	47%
RACE/ETHNICITY					
	Black or African American	48	11%	52	12%
	Hispanic	371	86%	372	86%
	Two or more races	4	1%	0	0%
	White	10	2%	9	2%
ECONOMICALLY DISADVANTAGED					
	No	21	5%	21	5%
	Yes	412	95%	412	95%
ENGLISH LANGUAGE LEARNER					
	No	261	60%	264	61%
	Yes	172	40%	169	39%
SPECIAL EDUCATION					
	No	414	96%	415	96%
	Yes	19	4%	18	4%
ENGLISH IS HOME LANGUAGE					
	No	292	67%	292	67%
	Yes	141	33%	141	33%
TOTAL		433	100%	433	100%
Met 8th-grade STAAR math standard			52.89%		48.50%

The difference in STAAR Math passing rates between the APIE and comparison group is not statistically significant.

* The APIE Math Classroom Coaching program included four different types of math courses in 7th and 8th grade. The Math 8 group comprised about 70% of all participants.

APIE Step Up Reading Demographics and Academic Growth for Participants and Comparison Group

	APIE GROUP		COMPARISON GROUP	
	Frequency	Percentage	Frequency	Percentage
MIDDLE SCHOOLS	Burnet, Webb		Bedichek, Burnet, Covington, Dobie, Fulmore, Martin, Mendez, Paredes, Webb	
GENDER				
Male	12	63%	9	47%
Female	7	37%	10	53%
RACE/ETHNICITY				
Black or African American	1	5%	2	11%
Hispanic	18	95%	17	89%
Other	0	0%	0	0%
White	0	0%	0	0%
ECONOMICALLY DISADVANTAGED				
No	1	5%	2	11%
Yes	18	95%	17	89%
ENGLISH LANGUAGE LEARNER				
No	6	32%	6	32%
Yes	13	68%	13	68%
SPECIAL EDUCATION				
No	19	100%	19	100%
Yes	0	0%	0	0%
ENGLISH IS HOME LANGUAGE				
No	16	84%	15	79%
Yes	3	16%	4	21%
TOTAL	19	100%	19	100%
5 th -grade STAAR Reading mean	1470		1509	
6 th -grade STAAR Reading mean	1518		1542	
Difference	48.26		33.42	

No statistically significant difference existed in STAAR Reading growth between the APIE and comparison groups.

APIE College Readiness Participants and Comparison Group

HIGH SCHOOLS	APIE GROUP		COMPARISON GROUP	
	Anderson, Akins, Austin, Crockett, Eastside, Garza, Lanier, LBJ, McCallum, Reagan, Travis		Anderson, Akins, Austin, Bowie, Crockett, Eastside, Garza, Lanier, LASA, LBJ, McCallum, Reagan, Richards, and Travis	
	Frequency	Percentage	Frequency	Percentage
GENDER				
Male	184	42.4%	184	42.4%
Female	250	57.6%	250	57.6%
RACE/ETHNICITY				
Black or African American	52	12.0%	52	12.0%
Hispanic	332	76.5%	332	76.5%
Other	47	3.9%	47	3.9%
White	33	7.6%	33	7.6%
ECONOMICALLY DISADVANTAGED				
No	91	21.0%	91	21.0%
Yes	343	79.0%	343	79.0%
ENGLISH LANGUAGE LEARNER				
No	386	88.9%	347	80.0%
Yes	48	11.1%	87	20.0%
SPECIAL EDUCATION				
No	414	95.4%	363	83.6%
Yes	20	4.6%	71	16.4%
TOTAL	434	100%	434	100%