

January 2021
Publication 19.57

Austin Partners in Education

Annual Evaluation Report, 2019-2020



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Program Description

Since 2004, Austin Partners in Education (APIE), in partnership with Austin Independent School District (AISD), has connected hundreds of community members with teachers and students in the classroom to assist in the development of students' college and career readiness. Through academic support and mentoring programs, APIE's goal is to increase students' access to higher education and to support the local economy with a qualified workforce.

In 2019–2020, APIE staff implemented the Math Classroom Coaching (MCC) program for students enrolled in 6th- and 7th-grade math classes. Math Classroom Coaching was designed to help students increase their confidence in their math abilities and enjoyment of this subject, which can open doors to careers in science, technology, engineering, and math. Using volunteers in the math classrooms, the program provided students with extra opportunities for individualized support, guidance, and reinforced instruction in the classroom. Math volunteers also were able to provide students with information about math and science careers throughout the school year.

APIE's College Readiness (CR) Program supported the district's college and career readiness programs through multiple academic coaching services focused on taking college readiness exams. APIE college readiness advocates worked with students in small instructional groups or offered one-on-one tutoring during the school day to build students' academic skills in reading and writing to prepare for the Texas Success Initiative (TSI) assessment. When students meet college readiness standards on the TSI, they are eligible to enroll in college-level coursework in AISD Early College High School programs or other higher education institutions. In 2019–2020, APIE college readiness programming had a considerable focus on preparing students to meet college readiness criteria on the TSI writing component.

APIE also partnered with the district's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) to deliver small-group tutoring and informal mentoring at GEAR UP campuses. APIE tutors provided supportive instruction in reading, writing, and math during the day for 8th-grade students enrolled in schools served by AISD's GEAR UP grant.

While outcomes are not explored in this evaluation, it should be noted that APIE staff also recruited and helped to place volunteers in schools to mentor students across the district at all grade levels. Mentors were expected to meet weekly, one-on-one, with students to build relationships and serve as positive role models.

Program Response to COVID-19

School closures due to COVID-19 changed the planned APIE programming (Figure 1). Students’ return to classes after spring break was delayed. When schools reopened, classroom instruction and all program services were implemented exclusively online. Consequently, it is possible that these changes in program implementation may have affected program outcomes in the 2019–2020 school year, compared with outcomes from prior school years.

Figure 1
Program Implementation Timeline, 2019–2020



Source. SLO database

In the last few months of the school year, APIE staff transitioned services to increasingly support teachers’ instruction through the development of online curriculum, communication with students, and assisting with the facilitation of instruction in a virtual format (e.g., virtual office hours, Blend lessons/ assignments, Remind message, and book recordings). In a short period of time, APIE staff shifted their strategies and used their knowledge of effective practices to aid AISD staff to academically engage a large number of students. Major program accomplishments achieved after school closures are presented here (Table 1), and additional information is provided in Appendix C.

Table 1
Major Program Accomplishments

Math Classroom Coaching (MCC)	<ul style="list-style-type: none"> • managed program volunteers to review, translate, and develop lessons • completed 32 lessons for 6th and 7th grades
GEAR UP	<ul style="list-style-type: none"> • created and managed 11 GEAR UP BLEND courses • conducted 1,524 office hours for 390 students • completed 431 phone calls, sent 200 Remind messages and 183 emails
College Readiness (CR)	<ul style="list-style-type: none"> • managed 15 BLEND courses for 161 students • created 198 TSI assessment vouchers • delivered learning activities through BLEND and monitored student engagement • sent 113 communications (e.g., announcements, emails, Remind messages) to students
P-TECH	<ul style="list-style-type: none"> • completed 75% of the Career Launch Mentoring and Internship Program framework development
Mentoring / School Connections	<ul style="list-style-type: none"> • collaborated with school coordinators from 100+ schools to confirm mentor status

Source. SLO database



Program Evaluation Plans

In 2019–2020, AISD’s Department of Research and Evaluation (DRE) evaluated APIE programs implemented throughout the district to ensure all AISD students had access to quality education that enabled them to achieve their potential and graduate ready for college, career, and life in a globally competitive economy.

Overall, most APIE program evaluation plans were executed as planned throughout the year, and the following evaluation questions were explored:

What APIE program structures were implemented across AISD campuses in 2019–2020, and whom did the program serve?

Did APIE MCC and CR participants experience changes in academic persistence and/or school engagement, as measured by the AISD Student Climate Survey?

What were the academic outcomes for GEAR UP and APIE CR participants, as measured by the TSI assessment, and how did these compare with those for similar nonparticipants?

However, school closures due to COVID-19 interfered with some end-of-year data collection activities. All State of Texas Assessments of Academic Readiness (STAAR) administrations scheduled for April, May, and June 2020 were canceled by the state. When schools reopened in a virtual learning format, AISD leadership prioritized essential learning activities and rededicated some resources to support virtual learning. Any nonessential data collection efforts (e.g., surveys of students and staff) were also canceled to minimize distractions to learning in an unfamiliar environment at the end of the school year. Thus, the 2019–2020 evaluation of the Math Classroom Coaching program is limited, and the following APIE program-specific outcomes were not explored for the 2019–2020 school year:

What were the academic outcomes for APIE Math Classroom Coaching and APIE GEARUP participants, as measured by STAAR, and how did they compare with outcomes for a matched comparison group?

Did APIE program participants and volunteers believe the program was effective, as measured by APIE program surveys of advocates and volunteers?

Did APIE program participants develop awareness and knowledge pertaining to future career opportunities, as measured by a program survey of students?

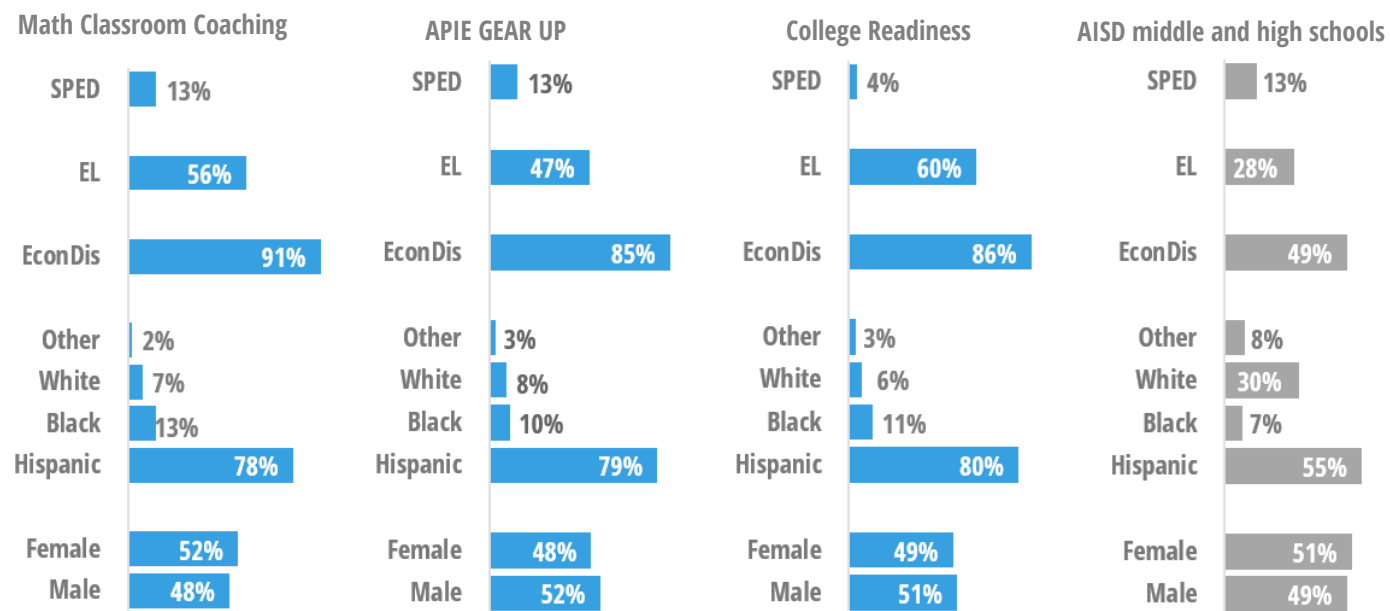
Details pertaining to the 2019–2020 APIE evaluation plan are provided in Appendix A.

Whom did APIE programs serve?

This report focuses on three of APIE’s primary programs in 2019–2020: Math Classroom Coaching, College Readiness, and the GEAR UP partnership. Across all three of these programs, APIE served approximately 2,341 students in grades 6 through 11 (Figures 2 and 3). Across all three programs, APIE participants were primarily Hispanic and categorized as economically disadvantaged. The percentages of low-income and Hispanic students served by APIE programs were greater than the percentages found in the district overall. On average, more than half of APIE participants were English learners. Most participants were in 8th grade, due to the convergence of APIE’s College Readiness program and GEAR UP partnership. Detailed information about APIE participants also are provided in Appendix B.

Figure 2

Across all three programs, APIE participants were primarily Hispanic and categorized as economically disadvantaged.

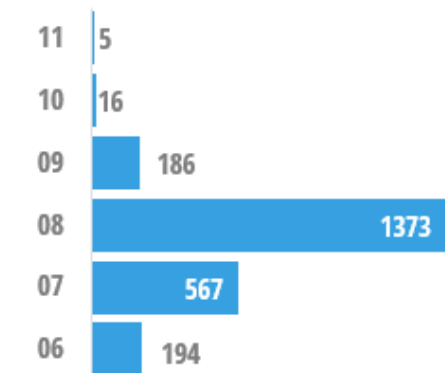


Source. AISD student enrollment records, 2019–2020

Note. SPED = special education; EL = English learner; EconDis = economically disadvantaged

Figure 3

Most participants were in 8th grade, due to the convergence of APIE’s CR program and GEAR UP partnership.



Source. AISD student enrollment records, 2019–2020

Note. SPED = special education; EL = English learner; EconDis = economically disadvantaged

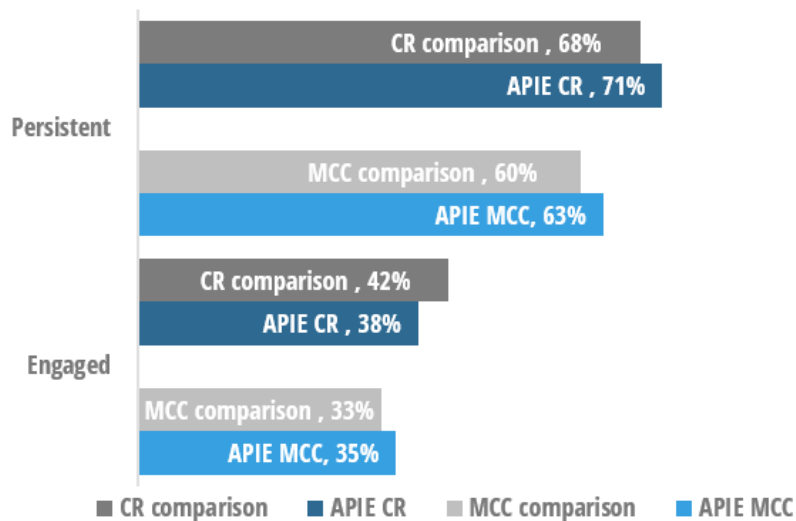
Did APIE Math Classroom Coaching (MCC) and College Readiness (CR) program participants experience changes in academic persistence and/or school engagement, as measured by the AISD Student Climate Survey?

Results of the AISD Student Climate survey were compared for APIE program participants and a matched comparison group. Forty-five percent of APIE MCC and CR participants and 44% of their matched comparison group took the AISD Student Climate Survey in Spring 2020, before schools were closed due to COVID-19. The overall response rates were representative of the groups at a 95% confidence level, with a 5% margin of error.

Greater percentages of the APIE participants than of their matched comparison group responded positively on academic persistence items on the AISD Student Climate Survey in Spring 2020. However, the differences were not statistically significant between the groups on the engagement and persistence items. On items pertaining to student engagement in the classroom and in school, a slightly higher percentage of MCC participants (35%) than of the comparison students (33%) were considered engaged, and a slightly lower percentage of APIE CR students (38%) than of the comparison students (42%) were considered engaged. Findings are provided in Figure 4.

Figure 4

Overall, responses by APIE participants and their matched comparison group on school engagement and persistence items on the AISD Student Climate Survey in Spring 2020 were similar (e.g., no statistical difference).



Source. AISD Student Climate Survey, January–March 2020

Note. Students in grades 3 through 11 responded to survey items using the following response options: A lot of the time (4), Sometimes (3), A little of the time (2), Never (1), and Don't know. Generally, a mean response of 3 or above was considered positive.

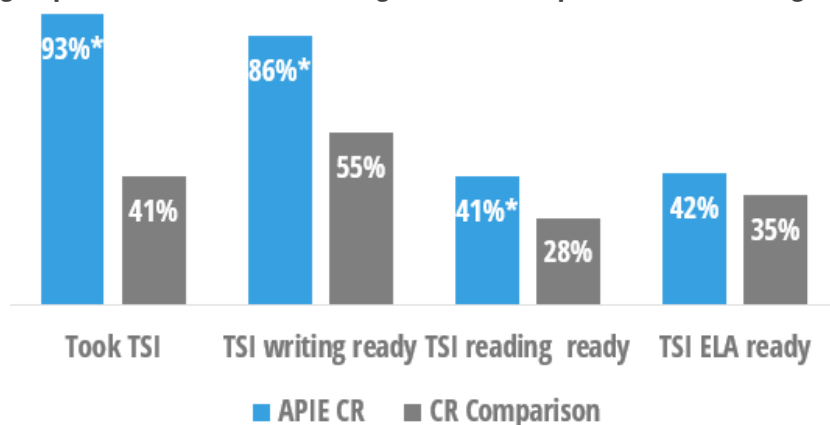
What were the college readiness outcomes for all APIE CR participants, and how did these compare with those for similar nonparticipants?

A description of college readiness results on the TSI assessment for APIE CR participants and a matched comparison group are provided in Figure 5. In the 2019–2020 school year, the district was continuing to establish programs to encourage students to take the TSI exam in the earlier grades to participate in dual credit coursework throughout high school. While more needs to be learned about participant selection criteria and/or performance expectations in other district programs, enough comparable non-APIE participants in the 8th and 9th grades had TSI scores that could be compared for program evaluation purposes. Finally, due to differentiation needs across campuses and programmatic changes in the program expansion and pilot offerings this year, caution should be used in the interpretation of results for APIE CR participants.

College readiness outcomes for APIE participants were positive. Most APIE CR participants took the TSI tests for which they were tutored. Significantly greater percentages of APIE participants (93%) than of the matched comparison group (86%) took the TSI and met college readiness requirements in reading and writing. APIE participant TSI test takers (93%) in the 2019–2020 school year also exceeded APIE participant TSI test takers in the prior school year (78%). A greater percentage of APIE participants than of the matched comparison students met college readiness requirements in English language arts (ELA) overall (i.e., reading and writing). However, the difference was not statistically significant. The percentage of APIE participants who met college criteria in ELA overall in 2019–2020 (42%) was lower than in the prior school year (63%). This finding should be interpreted with caution as the APIE program in the 2019–2020 school year had a focus on writing.

Figure 5

Significantly greater percentages of **APIE participants** than of the matched comparison group took the TSI and met college readiness requirements in reading and writing.



Source. District TSI exam records, 2019–2020

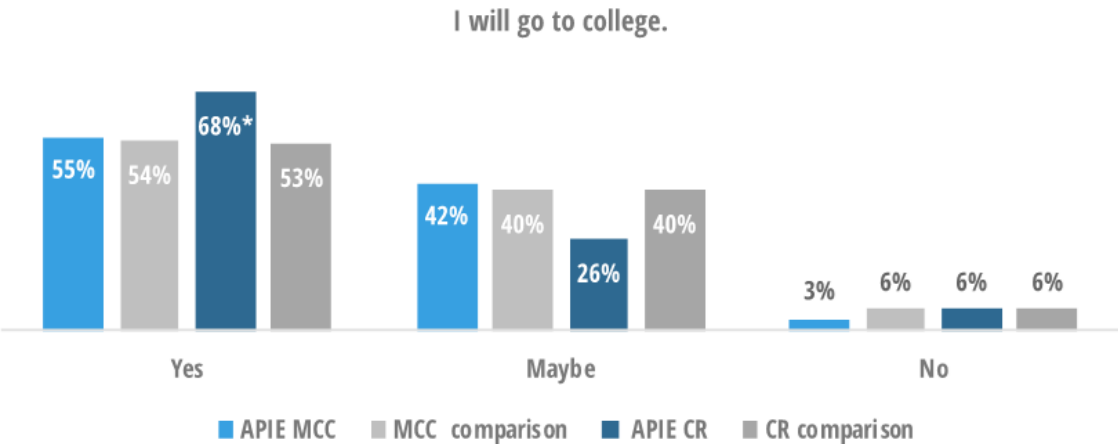
Note. * indicates $p < .01$

Denominator includes only students who took both TSI reading and writing tests.

What were the college aspirations of APIE Math Classroom Coaching (MCC) and College Readiness (CR) program participants and their matched comparison groups?

All APIE programs sought to provide academic support and mentoring to increase access to higher education for all students. Through academic support and mentoring conversations about future opportunities, it was anticipated that students would aspire to go to college and enroll in a postsecondary institution. Analysis of the AISD Student Climate Survey data revealed that a significantly greater percentage of APIE CR participants in grades 8 and 9 than of a matched comparison group and of APIE MCC participants in grades 6 and 7 aspired to enroll in college (Figure 6).

Figure 6
A significantly greater percentage of APIE CR participants than of other student groups aspired to enroll in college.



Source. District Student Climate Survey, 2019–2020
Note. * indicates $p < .01$

What were the postsecondary enrollment outcomes for Class of 2019 students who participated in APIE’s College Readiness (CR) Program during their senior year?

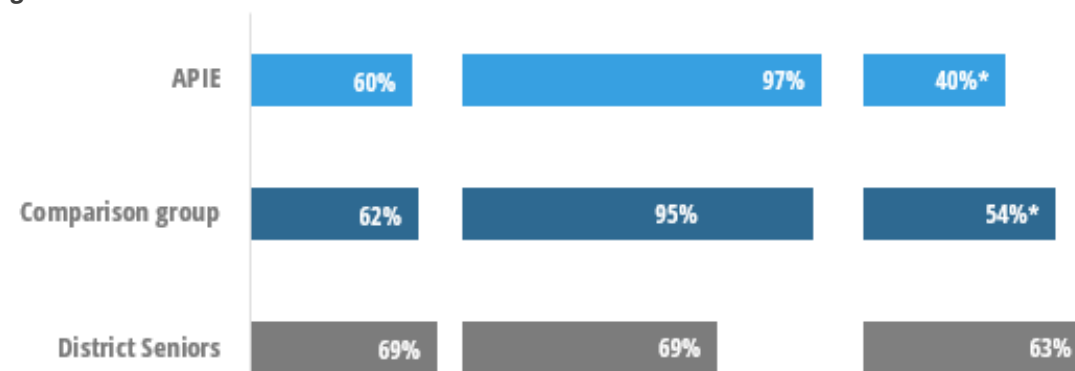
In 2018–2019, the APIE CR Program served 254 high school seniors, in contrast to serving 487 seniors the prior school year. To prepare students to enroll in P-TECH and Early College High School programs in the 2018–2019 school year, APIE was asked by the district to shift its college readiness support from serving 12th grade to serving greater numbers of 8th and 9th grade students. This shift may have affected student selection decisions at individual campuses for CR program participation. Programmatic changes should be considered when reviewing college readiness outcomes for seniors who graduated in 2019. A follow-up of these students in the year after high school graduation is provided in the following section of the report.

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. Analysis of Free Application for Federal Student Aid (FAFSA) and Apply Texas application submissions revealed that similar percentages of APIE CR participants, the matched comparison group, and seniors district wide completed FAFSA and Apply Texas applications (Figure 8).

APIE and comparison group students enrolled in postsecondary institutions at significantly lower rates (40% and 54%, respectively), compared with seniors district wide (63%; Figure 7). It should be noted that postsecondary enrollment rates have been declining nationwide over the past several years. Researchers suggest that the favorable economy and the rising cost of postsecondary education have enticed recent high school graduates to matriculate directly into the workforce. This may be especially true for graduates who come from low-income households.

Figure 7

APIE CR participants from the Class of 2019 completed steps to enroll in college, but significantly lower percentages of them than of other student groups enrolled in the year after high school graduation.



Source. District Apply Texas and FAFSA records provided by The Apply Texas Counselors' Suite, 2019–2020, and District National Student Clearinghouse records, Class of 2019.

Note. * indicates $p < .01$

What were the college readiness outcomes for GEAR UP APIE participants, and how did these compare with those for similar nonparticipants?

To improve academic preparation for college, GEAR UP partnered with APIE to provide tutoring to its students in all 11 GEAR UP middle schools. Of the 2,546 GEAR UP students, APIE served 1,373 (54%). APIE tutors, who were college students or recent college graduates bringing diverse backgrounds and educational experiences, provided whole-group or small-group tutoring support. Tutoring focused on ELA and math. Tutoring took place in and outside the class-



room. APIE tutors were supervised by APIE staff, who met regularly with the GEAR UP project director to review implementation activities and to identify needs for improvement. The GEAR UP service model and staffing structures allowed for the service tracking of individual participants.

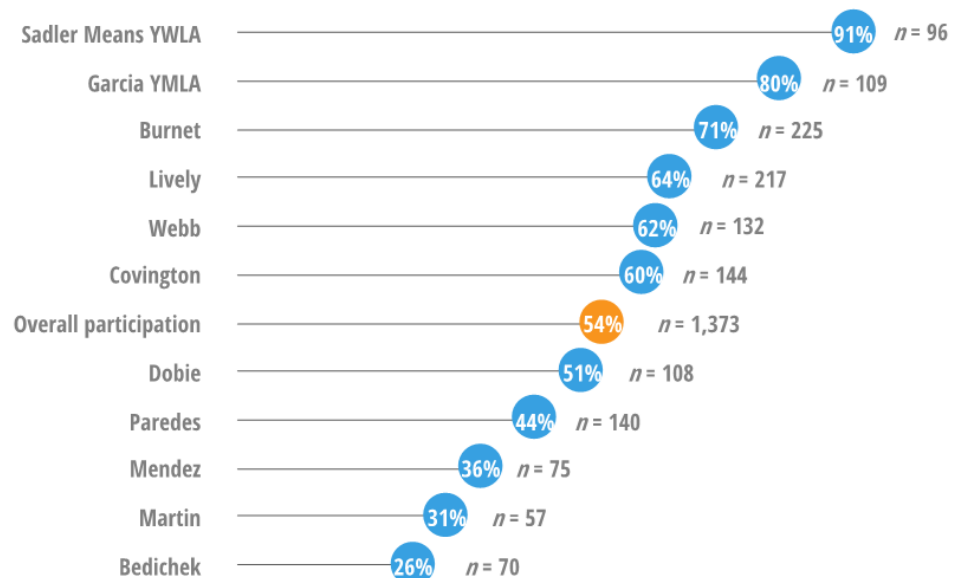
Did APIE service participation vary across GEAR UP campuses?

The percentage of GEAR UP students who received APIE tutoring services within small-group or one-on-one settings varied across campuses, ranging from 26% at Bedichek Middle School to 91% at Sadler Means (Figure 8). On average, participating GEAR UP students received 4.4 hours of APIE tutoring support for the school year. Students at these schools also may have received support from an APIE tutor in a whole-group setting, whereby the tutor circulated the classroom to provide just-in-time support; however, this type of support was too difficult to accurately track on a daily basis and is not included in the summary of dosage.

APIE tutoring dosage varied across campuses (Figure 9). Burnet Middle School involved 71% of GEAR UP students in APIE tutoring, and the average number of hours each participating student received was the highest. While Martin Middle School involved 31% of GEAR UP students, each participating student had 5.2 hours of APIE tutoring, on average. In contrast, 64% of GEAR UP students at Lively Middle School received APIE tutoring, and the average number of hours each participating student received was the lowest. While Garcia Middle School involved 80% of GEAR UP students, each participating student had 2.4 hours of APIE tutoring, on average.

Figure 8

Many GEAR UP campuses involved the majority of their GEAR UP students in APIE tutoring.

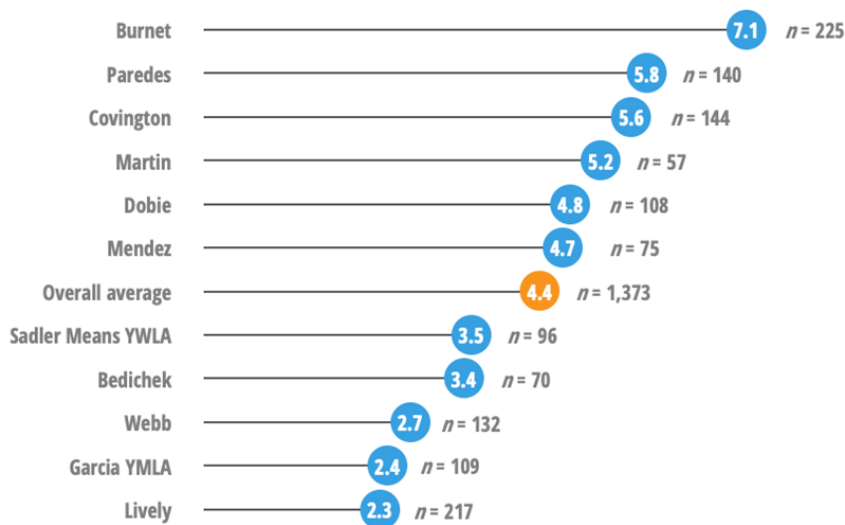


Source. AISD eCST data system, 2019–2020

Note. Only participating students with hours of participation recorded were included for analyses.

Figure 9

The average number of hours per participating GEAR UP student for APIE tutoring ranged from 2.3 hours at Lively Middle School to 7.1 hours at Burnet Middle School.



Source. AISD eCST data system, 2019–2020

Note. Only participating students with hours of participation recorded were included for analyses.

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 an above-average number of tutoring hours and for those with a below-average number of tutoring hours provided by APIE tutors.

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

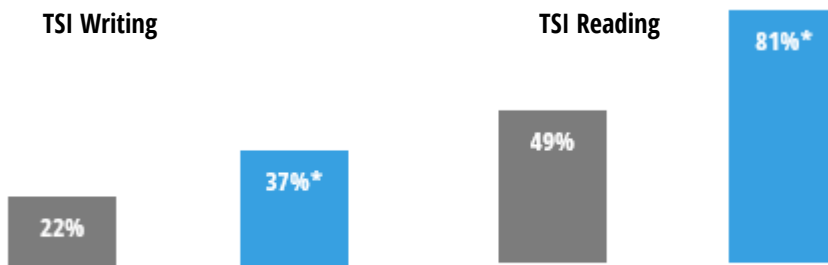
How did GEAR UP students who participated in APIE tutoring perform in TSI assessments of reading and writing?

As stated previously, 54% ($n = 1,373$) of GEAR UP students received APIE tutoring services. Twenty-seven percent ($n = 367$) of GEAR UP students who received APIE tutoring took TSI reading, TSI writing, or TSI math. Results related to TSI math are not reported due to the low number of GEAR UP students receiving APIE tutoring who took TSI math ($n = 52$).

The percentages of GEAR UP students who received more than the average hours of APIE tutoring (> 4.42 hours) who met the TSI passing standard in reading and writing were higher than those of GEAR UP students who received less than 4.42 hours of APIE tutoring (Figure 10). Notably, the differences in TSI reading and TSI writing passing rates between the two groups were statistically significant.

Figure 10

The percentages of GEAR UP students receiving a **high dosage** of APIE tutoring who met the TSI passing standard in reading and writing were higher than those of GEAR UP students who received a **low dosage** of APIE tutoring.



Source. AISD eCST data system, 2019–2020; 2019–2020 AISD student TEAMS records

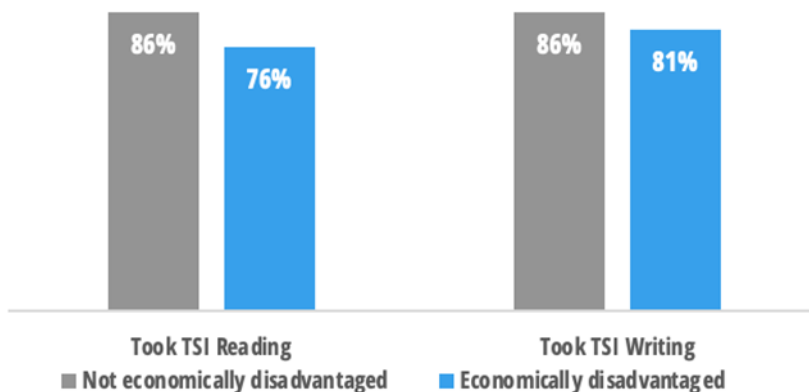
Note. The overall average dosage of APIE tutoring was used to divide GEAR UP students into high-dosage (> 4.42) and low-dosage (< 4.42) groups. The differences in percentages of GEAR UP students passing TSI reading and TSI writing between the two groups were significant ($p < .01$). Two hundred and eleven GEAR UP students who received a low dosage of APIE tutoring participated in TSI reading, and 215 participated in TSI writing. One hundred and thirty-two GEAR UP students who received a high dosage of APIE tutoring participated in TSI reading, and 139 participated in TSI writing.

Of 1,373 GEAR UP students who received APIE tutoring services, 8% ($n = 104$) students received APIE CR tutoring. The APIE CR tutoring was only available at specific GEAR UP campuses, including Burnet Middle School, Martin Middle School, Sadler Means YWLA, and Garcia YMLA. The APIE CR tutoring focused on preparing GEAR UP students to meet college readiness standards on the TSI exams.

Eighty-five percent ($n = 88$) of GEAR UP students who received APIE CR tutoring participated in TSI reading or TSI writing exams. GEAR UP students receiving APIE CR tutoring who participated in TSI assessment were disaggregated by economic disadvantaged status. A greater percentage of GEAR UP students receiving APIE CR tutoring who were not economically disadvantaged than of GEAR UP students receiving APIE CR tutoring who were economically disadvantaged took TSI reading and TSI writing (Figure 11).

Figure 11

Higher percentages of non-economically disadvantaged students than of their peers took TSI reading and TSI writing.

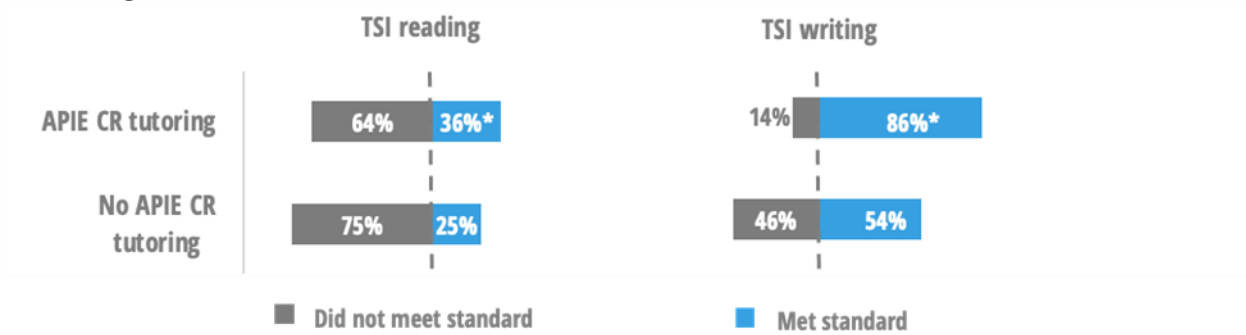


Source. 2019–2020 AISD student demographics records, 2019–2020 AISD student TEAMS records

The percentages of GEAR UP students that received APIE CR tutoring who met the TSI passing standard in TSI reading and TSI writing were higher than those of GEAR UP students who did not receive APIE CR tutoring (Figure 12). Notably, the difference in the TSI writing passing rates between the two groups was statistically significant.

Figure 12

The percentage of GEAR UP students receiving APIE CR tutoring who met the TSI passing standard in reading and writing was higher than that of GEAR UP students not receiving APIE CR tutoring.



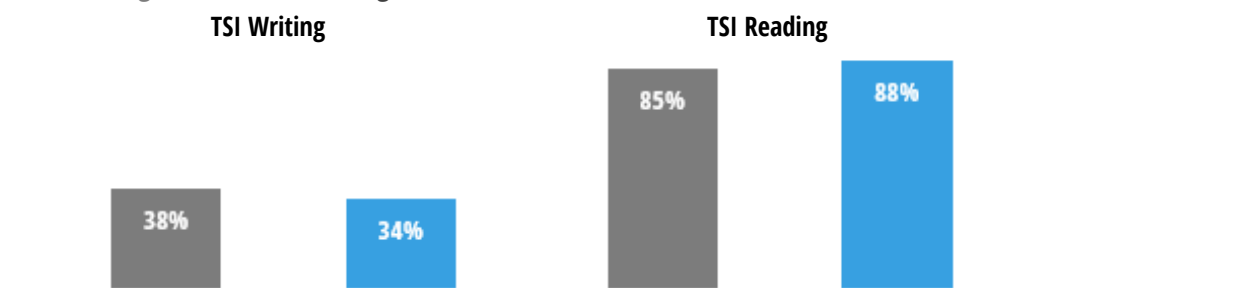
Source. AISD eCST data system, 2019–2020; 2019–2020 AISD student TEAMS records

Note. The difference in the percentages of GEAR UP students passing TSI writing between the two groups was significant ($p < .01$).

TSI passing results were mixed, based on the average number of hours students were tutored. The percentage of GEAR UP students who received more than the average hours of APIE CR tutoring (> 6.75 hours) who met the TSI passing standard in reading was slightly lower than that of GEAR UP students who received less than 6.75 hours of APIE CR tutoring (Figure 13). The percentage of GEAR UP students who received more than the average hours of APIE CR tutoring (> 6.75 hours) who met the TSI passing standard in writing was higher than that of GEAR UP students who received less than 6.75 hours of APIE CR tutoring. More inquiry into factors influencing the number of tutoring hours GEAR UP students received to support TSI test taking should be considered, because a greater dosage may indicate a greater need for academic support.

Figure 13

The percentage of GEAR UP students receiving a high dosage of APIE CR tutoring who met the TSI reading and TSI writing passing standard was similar to that of GEAR UP students receiving a low dosage of APIE CR tutoring.



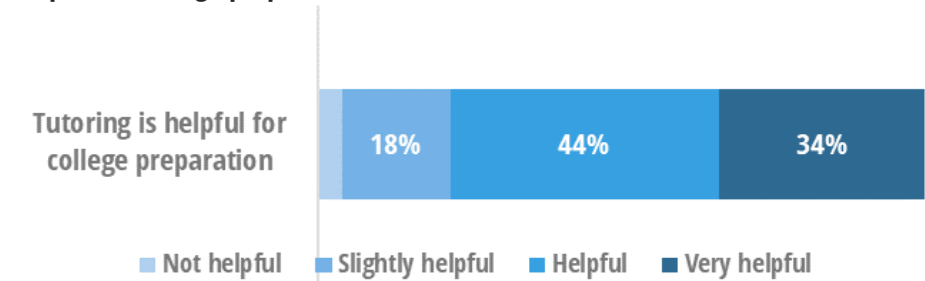
Source. AISD eCST data system, 2019–2020; 2019–2020 AISD student TEAMS records

Note. The overall average dosage of APIE tutoring was used to divide GEAR UP students into high-dosage (> 6.75) and low-dosage (< 6.75) groups. Forty-eight GEAR UP students who received a low dosage of APIE CR tutoring participated in TSI reading, and 53 took TSI writing. Thirty-two GEAR UP students who received a high dosage of APIE CR tutoring took TSI reading or TSI writing.

What did GEAR UP students say about APIE tutoring?

In the fall of 2019, the AISD evaluation team administered a student survey at all GEAR UP middle schools and conducted focus groups with students at five GEAR UP middle schools. The survey results indicated the majority of GEAR UP students who received tutoring services from APIE tutors agreed that tutoring was helpful. The majority reported tutoring was helpful in preparing them for college (Figure 14).

Figure 14
The majority of GEAR UP students receiving APIE tutoring services agreed that tutoring was helpful for college preparation.



Source. 2019–2020 GEAR UP Student Survey, AISD eCST data system

Consistent with the survey findings, as well as findings drawn from students and staff focus groups conducted in the previous school year, this year’s focus group student participants across all five GEAR UP middle schools reiterated positive perspectives about the APIE tutoring services. Students who participated in focus groups reported that APIE tutoring was a helpful activity that contributed to their academic progress. Students cited small-group tutoring as effective in providing academic support (Wang & Orr, 2020).



Summary

APIE 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. APIE 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 academic and college preparation opportunities for students who face systemic barriers. APIE programs served high percentages of students who were categorized as Hispanic, economically disadvantaged, and English learners. 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 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. APIE fostered partnerships between schools and community members, so resources could be maximized to help students achieve their maximum potential. The ongoing community conversations about providing students with academic support may contribute to making decisions and developing effective programs to better meet the needs of AISD students. In sum, this program evaluation was a systematic method for collecting, analyzing, and using information to answer questions about APIE programs.

What APIE program structures were implemented across AISD campuses in 2019–2020, and whom did the program serve?

APIE's MCC, support for GEAR UP, and CR programs served approximately 2,441 students in grades 6 through 11 in the 2019–2020 school year. In addition to providing planned programming and support, APIE staff supported district staff and students. Instruction was redesigned and provided in a virtual format for all AISD students learning from home after schools closed due to the COVID-19 pandemic.

Did APIE MCC and CR participants differ from a matched comparison group in academic persistence and/or school engagement, as measured by the AISD Student Climate Survey?

Across items pertaining to academic persistence and school engagement, greater percentages of APIE participants than of their matched comparison groups answered positively. However, the differences were not statistically significant. It is recommended that further exploration of responses by APIE students that take into account race/ethnicity, economic disadvantaged status, and English learning status be completed in the future, when AISD Student Climate Survey response rates are increased again.

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

Many APIE participants experienced positive academic outcomes on the TSI assessment and outperformed their matched comparison groups. GEAR UP students who received APIE tutoring and/or participated in APIE college readiness programming were significantly more likely to achieve positive academic outcomes than were those who participated in GEAR UP services alone. APIE also had a positive influence on college aspirations for those participating in college readiness programming. It is not clear whether there were changes in student selection for CR program participation in the 2018-2019 school year that may account for significant differences in postsecondary enrollment outcomes for APIE students. Additionally, external factors may have influenced the college enrollment rates of APIE graduates, who were largely low income. More exploration of student academic characteristics and program context is recommended as the program moves forward.

Appendix A: Evaluation Plan

Purpose of the Evaluation

DRE staff provided evaluation support to APIE staff to ensure all AISD students had access to quality education that enabled them to achieve their potential and graduate ready for college, career, and life in a globally competitive economy (i.e., in accordance with Core Belief One of the AISD Strategic Plan, 2015–2020).

Evaluation Objective

To describe program implementation, participation, and outcomes to assist program staff in making ongoing implementation and improvement decisions.

Evaluation Questions

The program evaluation focused on these major questions:

1. What APIE program structures were implemented across AISD campuses in 2019–2020?
2. Did APIE MCC participants experience changes in academic self-confidence and/or engagement?
3. What were the academic outcomes for APIE participants, and how did these compare with those for similar nonparticipants?
4. Did APIE program participants and volunteers believe the program was effective?
5. Did APIE program participants develop awareness and knowledge pertaining to future career opportunities?
6. What were the postsecondary enrollment outcomes for students who participated in APIE's CR Program during their senior year?

Scope and Method

DRE staff collected qualitative and quantitative data pertaining to clearly defined performance measures to assess the program's progress toward its goals. District information systems (e.g., eCST, One Logos, and TEAMS) provided student demographic, college readiness assessment (e.g., SAT, ACT, and TSI), college application, and financial aid application data for program participants. The AISD Student Climate Survey was used to determine outcomes related to academic self-confidence and school engagement for APIE participants and a matched comparison group. Surveys of academic coaches were planned originally, but due to COVID-19 and school closures, surveys were not conducted in the spring semester as planned. Additionally, the STAAR was to be used to assess academic outcomes for classroom coaching participants, but test administrations in Spring 2020 were canceled by the state.

To determine precise outcomes for APIE programs and to isolate the influences of other programs, DRE staff used a multiple-methods approach. Staff included student comparison groups in the quantitative data analyses to separate the program effects on outcomes of interest. Staff analyzed quantitative data (e.g., test scores and survey results) using descriptive statistics (e.g., numbers and percentages). Staff used inferential statistics (e.g., tests of statistical significance) to make judgments of the probability that an observed difference between groups was one that happened as a result of the program, rather than by chance.

Appendix B: APIE Participants

The following tables provide a demographic summary of students served in the 2019–2020 school year, and the outreach appears consistent with prior program years.

MCC

School name	Frequency	Percentage
Burnet	161	21.16
Martin	179	23.52
Webb	130	17.08
Dobie	129	16.95
Covington	88	11.56
Means	74	9.72
Grade	Frequency	Percentage
6	196	25.76
7	565	74.24
Gender	Frequency	Percentage
F	393	51.64
M	368	48.36
Ethnicity	Frequency	Percentage
Other	10	1.31
African American	97	12.75
Hispanic	591	77.66
Two or more races	8	1.05
White	55	7.23
Economically disadvantaged	Frequency	Percentage
No	70	9.2
Yes	691	90.8
English learner	Frequency	Percentage
No	337	44.28
Yes	424	55.72
Special education	Frequency	Percentage
No	659	86.6
Yes	102	13.4

Source. APIE program participation and AISD student enrollment records, 2019-2020

APIE Participants

School name	Frequency	Percentage
Akins	63	19.81
Burnet	28	8.81
Crockett	17	5.35
Dobie	31	9.75
Eastside	18	5.66
Garcia	1	0.31
LBJ	24	7.55
Martin	24	7.55
Navarro	39	12.26
Northeast	24	7.55
Sadler Means	23	7.23
Travis	26	8.18

Grade	Frequency	Percentage
8	107	33.65
9	189	59.43
10	17	5.35
11	4	1.26
12	1	0.31

Gender	Frequency	Percentage
F	192	60.38
M	126	39.62

Source. APIE program participation and AISD student enrollment records, 2019-2020

APIE and GEAR UP Participants

School name	Frequency	Percentage
Bedichek Middle	70	5.1
Burnet Middle	225	16.39
Covington Middle	144	10.49
Dobie Middle	108	7.87
Garcia YMLA	109	7.94
Lively Middle	217	15.8
Martin Middle	57	4.15
Mendez Middle	75	5.46
Paredes Middle	140	10.2
Sadler Means YWLA	96	6.99
Webb Middle	132	9.61
Grade	Frequency	Percentage
8	1373	100
Gender	Frequency	Percentage
F	656	47.78
M	717	52.22
Ethnicity	Frequency	Percentage
Black or African American	137	9.98
Hispanic	1082	78.81
Two or more races	25	1.82
White	117	8.52
Other	12	0.87
Economically disadvantaged	Frequency	Percentage
Yes	1171	85.29
No	202	14.71
English learner	Frequency	Percentage
Yes	652	47.49
No	721	52.51

Source. APIE program participation and AISD student enrollment records, 2019-2020

All District Middle and High Schools

Grade	Frequency	Percentage
6	5668	15.21
7	5590	15
8	5564	14.93
9	5884	15.79
10	5224	14.02
11	4643	12.46
12	4688	12.58
Gender	Frequency	Percentage
F	18249	48.98
M	19012	51.02
Ethnicity	Frequency	Percentage
Other	1620	4.35
African American	2548	6.84
Hispanic	20272	54.41
Two or more races	1238	3.32
White	11583	31.09
Economically disadvantaged	Frequency	Percentage
No	19156	51.41
Yes	18105	48.59
English learners	Frequency	Percentage
No	29488	79.14
Yes	7773	20.86
Special education	Frequency	Percentage
No	32460	87.11
Yes	4801	12.89

Source. APIE program participation and AISD student enrollment records, 2019-2020

Appendix C: COVID-19 Response, March 23–May 28

Program	Activities and outcomes
CR	<ol style="list-style-type: none"> 1. Collaborated with 9 out of 11 schools 2. Managed 15 BLEND college readiness courses 3. Conducted BLEND conferences 4. Proctored TSI testing at Burnet, Crockett, and Eastside 5. Created TSI vouchers for students at Burnet, Crockett, Eastside, and Travis 6. Collaborated with GEAR UP to provide TSI/CR materials to GU cohort 7. Created and managed new procedures for tracking student engagement 8. Delivered learning activities through BLEND and monitored student engagement (e.g., posted assignments and discussions, reviewed student work, submitted feedback to students) 9. Contacted students via Google Voice, REMIND, and AISD email, per plans with individual campuses 10. Updated 75% (estimate) of existing curriculum 11. Competed 50% (estimate) of college knowledge and transition modules for 8th-grade students 12. Completed 25% (estimate) of the newly designed Integrated Reading and Writing component for the CR curriculum, per changes to the TSI Assessment 13. Served an additional 48 students not originally part of the CR Program
	<u>Final student engagement numbers</u>
	Total number of schools with student contact 9 out of 11
	Total # of students invited to BLEND 161
	Total # of students accepting BLEND 124
	Total course logins 151
	Total number of assignments submitted 39
	Total number of discussions posted by students 21
	Total number of phone calls / email responses from students 64
	Total number of announcements / emails / REMIND messages sent to students 113
	Total number of vouchers created for TSI testing 198
	Total number of TSI testing sessions proctored 7

Program	Activities and outcomes										
GEAR UP	<ol style="list-style-type: none"> 1. Developed content to promote 8th-grade end-of-year ceremony on BLEND and social media 2. Created and managed 11 GEAR UP BLEND courses and created social media content, such as videos and Instagram posts (reviewed by campus staff), to inform and engage students in continuous learning 3. Worked with campus staff to execute GEAR UP online learning plans 4. Collaborated (tutors) with teachers and joined virtual office hours 5. Prepared for 2020–2021 school year 6. Developed instructional content for BLEND 7. Prepared grant reporting requirements 8. Collaborated with CR Program to coordinate TSI testing 										
	<p><u>Final student engagement numbers</u></p> <table> <tr> <td>Total number of schools with student contact</td><td>10 out of 11</td></tr> <tr> <td>Total number of students attending office hours</td><td>1,524 office hour interactions 390 unique students</td></tr> <tr> <td>Total number of phone calls</td><td>431</td></tr> <tr> <td>Total number of interactions on REMIND</td><td>200</td></tr> <tr> <td>Total number of BLEND emails/outreach</td><td>183</td></tr> </table>	Total number of schools with student contact	10 out of 11	Total number of students attending office hours	1,524 office hour interactions 390 unique students	Total number of phone calls	431	Total number of interactions on REMIND	200	Total number of BLEND emails/outreach	183
Total number of schools with student contact	10 out of 11										
Total number of students attending office hours	1,524 office hour interactions 390 unique students										
Total number of phone calls	431										
Total number of interactions on REMIND	200										
Total number of BLEND emails/outreach	183										
MCC	<ol style="list-style-type: none"> 1. Completed 32 lessons for new program grade levels (6th and 7th grade) 2. Engaged volunteers to collaborate in reviewing, translating, and developing lessons 3. Continued collaborating with other APIE departments to coordinate volunteer appreciation efforts 4. Conducted teacher surveys to prepare for 2020–2021 school year 5. Researched online learning platforms options for 2020–2021 school year 6. Began adapting lessons to PowerPoint for easier online transition 										
Mentoring and School Connections	<ol style="list-style-type: none"> 1. Collaborated with school coordinators from 100+ schools to confirm mentor status for final mentor report 2. Provided support and guidance to mentors in sending closure email to students 3. Facilitated mentor communication with mentees via campus counselors 4. Facilitated the transition of the elementary mentoring program to AISD (ongoing) 5. Collaborated with Operations team to finalize data/information transfer to AISD 6. Updated APIE information on Aunt Bertha / YSM 7. Contributed to the development of the Fun and Learn campaign for donations of educational supplies 8. Led volunteer appreciation and recognition correspondence and communication 9. Began developing secondary grade level mentoring program strategies for 2020–2021 10. Participated in professional development opportunities 										
Career Launch	<ol style="list-style-type: none"> 1. Completed 75% (estimate) Career Launch Mentoring and Internship Program framework 2. Researched e-learning and e-mentoring best practices 3. Documented best practices for engaging industry partners 4. Created ACC/P-TECH processes, events, and milestones timeline 5. Collaborated with University of Texas contacts to access mentoring curriculum 										

Appendix D: TSI Results

Took TSI Test by APIE Program				
APIE Program		Took TSI		Total
		No	Yes	
CR Comparison	Frequency	170	118	288
	Row Pct	59%	41%	
College Readiness	Frequency	21	297	318
	Row Pct	7%	93%*	

TSI Writing Ready by APIE Program				
		TSI Reading Ready		Total
		No	Yes	
CR Comparison	Frequency	40	48	88
	Row Pct	45%	55%	
APIE College Readiness	Frequency	40	248	288
	Row Pct	14%	86%*	

TSI Reading Ready by APIE Program				
		TSI Writing Ready		Total
		No	Yes	
CR Comparison	Frequency	73	29	102
	Row Pct	72%	28%	
APIE College Readiness	Frequency	165	116	281
	Row Pct	59%	41%	

ELA Ready by APIE Program				
		ELA Ready		Total
		No	Yes	
CR Comparison	Frequency	50	27	77
	Row Pct	65%	35%	
APIE College Readiness	Frequency	158	116	274
	Row Pct	58%	42%	

Source. APIE program participation and AISD student enrollment and testing records, 2019-2020

References

Wang, C., & Orr, A. (2020). *Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Austin: 2020 fall student focus group results summary*. Austin Independent School District.



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January 2021

Publication 19.57