

Austin Partners in Education

Dedicated to improving college and career readiness through student-centric tutoring and mentoring programs.



AUTHOR

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INTRODUCTION

This evaluation of program services was conducted for the 2021-2022 school year to provide information about program effectiveness to Austin Partners in Education (APIE) and its stakeholders to facilitate decisions about program implementation and improvement. APIE designed programs to improve students' academic outcomes and to support learning.

APIE is an independent, nonprofit organization created through a partnership between AISD and the Greater Austin Chamber of Commerce. In 2021–2022, APIE supported mentoring in AISD's elementary, middle, and high schools, provided a math classroom coaching program in three middle schools, and supported college and career readiness programs in seven high schools. In addition, APIE staff provided student engagement and academic support services for Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) participants who were in 9th grade in 7 high schools. APIE staff also supported the district's Pathways in Technology (P-TECH) program at Akins Early College High School.

The 2021–2022 program evaluation focused on the following questions:

1. What APIE program services were implemented across AISD campuses in 2021–2022?
2. What were the academic outcomes for APIE participants and how did these compare with those for similar non-participants?
3. Did APIE program participants experience positive attitudes toward school, academic self-confidence and/or school engagement?
4. Did APIE program participants and volunteers believe the program was effective?

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

AUSTIN PARTNERS IN EDUCATION PROGRAMS

Austin Partners in Education (APIE) is a nonprofit organization dedicated to improving college and career readiness through student-centric tutoring and mentoring programs. APIE staff work in partnership with Austin ISD leaders and staff to build a talent pipeline of local students to grow the regional economy.

Since the pandemic in 2020, APIE programs have modified their well-developed program services and program plans to address the challenges to learning presented during the pandemic (e.g. teacher shortages, high rates of absenteeism, and continuing COVID cases). To meet the diverse needs of students enrolled in AISD middle and high schools, APIE staff expanded program support to include general academic tutoring as students needed the assistance.

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Figure 1 provides an overview of APIE services provided in the 2021-2022 school year.

Figure 1

APIE Programs, 2021-2022



Classroom Coaching: Math Classroom Coaching volunteers provided in-class academic support and career exploration programming to middle school math students at three Title 1 middle schools.



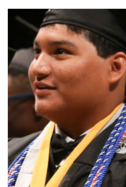
Mentoring: Volunteers met weekly, one-on-one with students in elementary, middle and high school to build relationships and serve as positive role models.



Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP): APIE tutors provided additional instruction in reading, writing, and math during the day at all schools served by Austin ISD's GEAR UP grant.



College Readiness: Students met with their APIE College Readiness Advocate during the school day to build their skills in reading, writing, and math to prepare for the Texas Success Initiative assessment.



P-TECH: APIE tutors assisted students enrolled in Akin's Pathway to Technology programs to prepare to take the Texas Success Initiative assessment and successfully complete advanced coursework.

Understanding some of the statistics in this report.

When data are analyzed, researchers and stakeholders want to know if the findings are "significant." Statistical significance calculations help quantify whether a result is likely due to chance or to some factor of interest. When a finding is significant, it simply means we can be confident that the outcome really exists and did not occur by chance alone.

Various factors can influence the determination of statistical significance: sample size (i.e., how many cases were included in the analysis); variance (i.e., the spread of scores within the distribution); skewness (i.e., the degree to which scores might be clustered on one side of a central tendency and trail out); and kurtosis (i.e., the extent to which the distribution of scores departs from a bell-shaped curve). When a sample size is large, small differences can be found to be statistically significant.

While statistical significance shows that an effect exists in a study, effect size may also be reported to explain the magnitude of the effect. An important advantage of using effect sizes is their independence from sample size, as they can express the size of an effect regardless of the size of the study. A large effect size means that a finding has practical significance, while a small effect size indicates limited practical applications. When measuring differences in means, Cohen's d criteria (1988) for small (0.2), medium (0.5), and large effects (0.8 or greater) are used throughout the report.

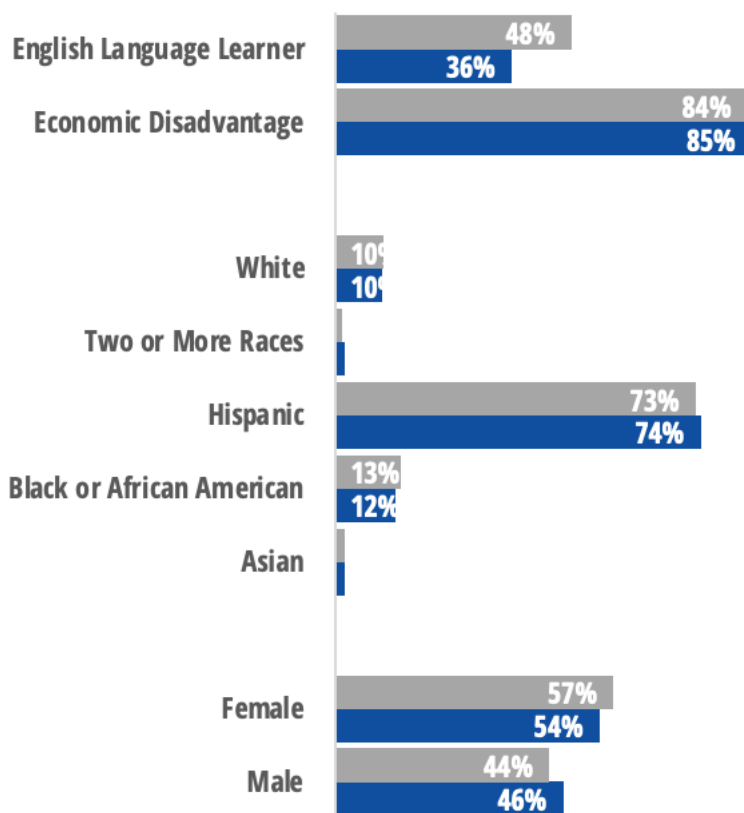
Cramer's V is a measure of substantive significance, much like effect size, and it measures how strongly two categorical fields are associated. Cramer's V ranges from 0 to 1 where: 0 indicates no association, and 1 indicates a perfect association between the two variables. To interpret Cramer's V, the following approach is often used: $V \in [0.1, 0.3]$: small association, $V \in [0.4, 0.5]$: medium association, and $V > 0.5$: large association.

MATH CLASSROOM COACHING (MCC) PARTICIPANT DESCRIPTION

In 2021–2022, APIE staff served 336 students in the 7th and 8th-grades enrolled in Covington, Dobie, and Martin Middle Schools in AISD. Fifty-six APIE MCC students were enrolled in advanced 7th grade math classes, 181 APIE MCC students were enrolled in regular 8th grade math classes, and 99 APIE MCC 8th grade students were enrolled in Algebra I classes. The majority of APIE MCC participants and the matched comparison group who were categorized as economically disadvantaged and Hispanic (Figure 2).

Figure 2

Demographic Summary for **APIE Math Classroom Coaching Participants** (n=336) and **Comparison Students** (n=246), 2021-2022



Source. AISD student enrollment and demographic records provided by AISD Management Information Systems, August 31, 2022.

Note. The number of students enrolled in math courses from which to draw a comparison group were limited and prevented the total numbers of APIE and comparison students from being equal.

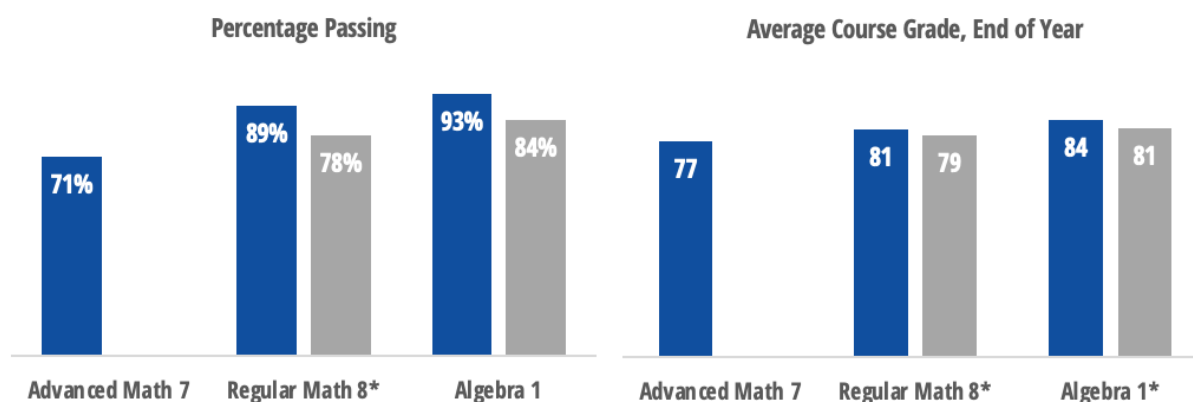
ACADEMIC OUTCOMES FOR MATH CLASSROOM COACHING (MCC)

How did APIE MCC participants perform in their math classes?

Most APIE MCC participants passed their math courses and had higher course averages than a matched comparison group of students who were enrolled in the same course (Figure 3). A significantly higher percentage of APIE MCC students enrolled in Regular 8th Grade Math (89%) passed their math course than did the matched comparison group of students (78%). A higher percentage of APIE MCC students in 8th grade who were enrolled in Algebra 1 (93%) passed their math course than did the matched comparison group of students (84%), however the difference was not significantly significant. Cohen's d criteria (1988) indicated small effects for MCC student grades in regular 8th Grade math ($d=.207$) and in Algebra 1 ($d=.313$). Seventy-one percent of APIE MCC students enrolled in Advanced 7th Grade Math passed their course at the end of the year with a course average of 77. An appropriate comparison group taking Advanced 7th Grade Math was not available for analysis.

Figure 3

A significantly higher percentage of APIE MCC students enrolled in Regular 8th Grade Math passed their math course with higher course averages than did the matched comparison group of students.



Source. AISD student course enrollment and grades provided by AISD Management Information Systems, August 31, 2022.

Notes. * Statistically significant ($p < .001$). Effect size calculations indicated small effects for MCC students in regular 8th Grade math ($d=.207$) and in Algebra 1 ($d=.313$).

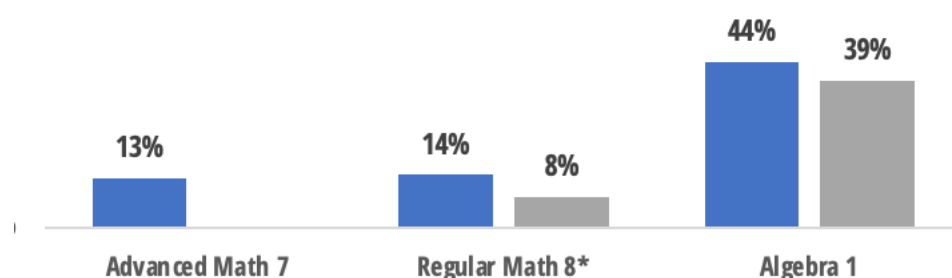
How did APIE MCC participants perform on the State of Texas Assessments of Academic Readiness (STAAR®) assessment?

While low percentages of APIE MCC participants mastered or met grade level thresholds on their STAAR or End of Course (EOC) assessments in Spring 2022, they met these thresholds at higher rates than did the matched comparison groups of students who were enrolled in the same courses (Figure 4). A significantly higher percentage of APIE MCC students enrolled in Regular 8th Grade Math (14%) met grade level expectations on the STAAR Math assessment

than did the matched comparison group of students (8%). A higher percentage of APIE MCC students in 8th grade who were enrolled in Algebra 1 (44%) passed their Algebra I STAAR EOC than did the matched comparison group of students (39%), however the difference was not significantly significant. Cramer's V indicated small effects ($V=0.2$) for MCC student grades in regular 8th Grade math and in Algebra 1. Thirteen percent of APIE MCC students enrolled in Advanced 7th Grade met grade level expectations on the 8th grade STAAR Math assessment. An appropriate comparison group taking Advanced 7th Grade Math was not available for analysis.

Figure 4

A significantly higher percentage of APIE MCC students enrolled in Regular 8th Grade Math met grade level expectations on the STAAR Math assessment than did the matched comparison group of students.



Source. AISD student STAAR and EOC results provided by AISD Management Information Systems, August 31, 2022.

Notes. * Statistically significant ($p < .001$). Effect size calculations indicated small effects for MCC students in regular and Algebra 1 ($V=0.2$).

How did 8th Grade APIE MCC participants who were enrolled in the regular 8th grade math course perform on Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessments?

Throughout the school year, APIE and comparison students who were enrolled in regular 8th grade math courses were categorized similarly on the NWEA MAP assessments in math (Figure 5). A slightly greater percentage of APIE MCC participants (5%) were categorized in the high or high average categories at the end of the year than were the comparison group students (3%).

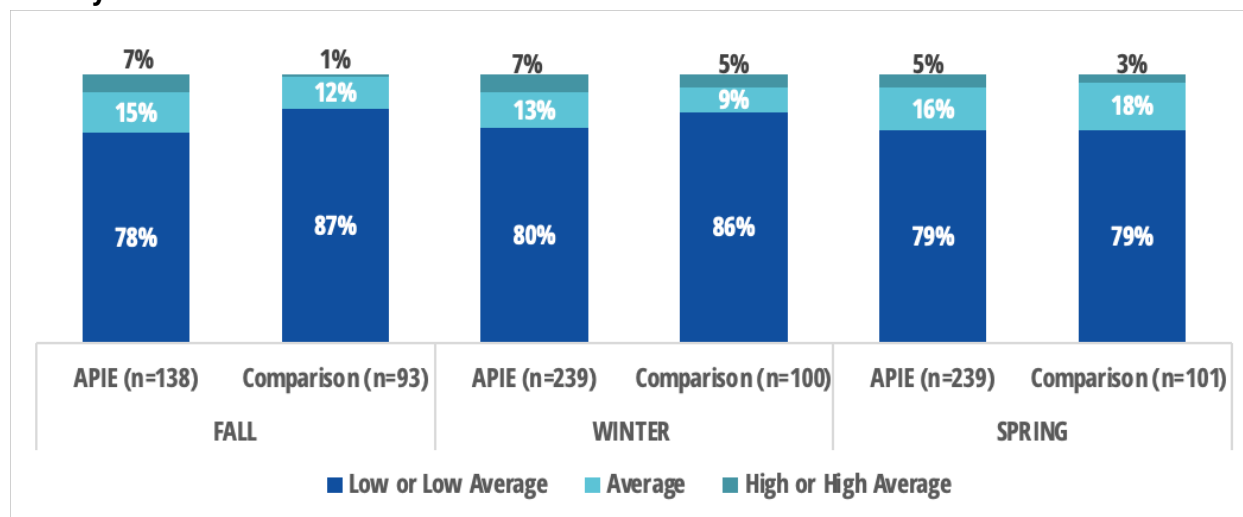
The NWEA MAP assessments are computer adaptive tests designed to identify student learning needs, track skill mastery, and measure academic growth throughout the school year. When students finish their MAP Growth test, they receive a number called a RIT score for each subject in which they are tested, and in this case, math. This score represents a student's achievement level at any given moment and helps measure their academic growth over time. Percentile ranks are computed for RIT scores to indicate how well a student performed in comparison to the students in the specific norm group, for example, in the same grade and subject. To help show what students achieved during one term's testing window, RIT scores are

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partitioned into 5 categories or quintiles: High (percentile >80th), High Average (percentile 61st-80th), Average (percentile 41st-60th), Low Average (percentile 21st-40th) and Low (percentile <21st).

Figure 5

APIE and comparison students who were enrolled in regular 8th grade math courses were categorized similarly on the NWEA MAP assessments in math.



Source. AISD student NWEA MAP results provided by AISD Management Information Systems, August 31, 2022.

Notes. The number of students enrolled in math courses from which to draw a comparison group were limited and prevented the total numbers of APIE and comparison students from being equal. Not all students had scored NWEA MAP assessments in each testing window.

Why do we care about student engagement, and how do we measure it?

Research shows students who attend class and actively engage in their courses are more motivated, demonstrate academic persistence, have higher achievement, and are more likely to graduate. Students demonstrate behavioral engagement through actions such as consistent attendance, completing assignments, coming to class prepared, and participating in class and in school activities. Students are emotionally engaged when they like school, are interested in, and identify with school culture. Students are cognitively engaged when they exert effort to do well in school, which can lead to strong academic self-concept.

The APIE survey of MCC participants included questions from the Engagement vs. Disaffection with Learning Survey (Skinner, 2008), questions about academic self-confidence, and questions about their APIE program experience. Questions about engagement behaviors include persistence, attention, and concentration. Questions about engaged emotions include enthusiasm, interest, and enjoyment. The term disaffection is used in this survey to describe behaviors and emotions opposite those of engagement (e.g., passivity, lack of initiation, discouragement, and apathy), but also behaviors and emotions describing how respondents adapt to the environment (e.g. going through the motions; disruptive noncompliance; and feeling frustrated, bored, or sad (Skinner et al., 2008).

Interpret average scores on the survey with care. For most items, it is desirable to have the majority of survey participants responding positively to overall items in each construct and an average response score of at least 3.0. For items addressing disaffection, scores should be as low as possible. Survey results for each item are provided in Appendix B.

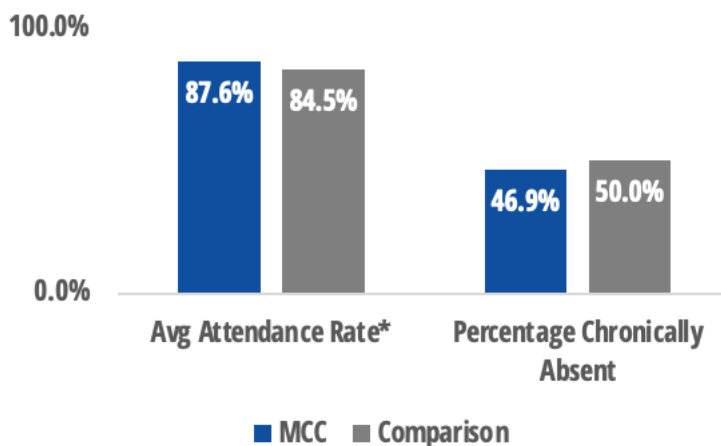
APIE MCC PARTICIPANT ACADEMIC, SCHOOL ENGAGEMENT, AND PROGRAM PERCEPTIONS

What were the school attendance rates of APIE MCC participants?

Overall, MCC students had significantly greater attendance rates ($p < .001$) than did comparison group students enrolled in the same schools (Figure 6). Effect size calculations indicated there were small effects on the attendance rates of MCC students ($d=.233$). While a lower percentage of MCC students were categorized as being chronically absent, the difference was not statistically significant nor was there an effect found related to chronic absenteeism.

Figure 6

Attendance rates for **MCC students** were significantly greater than those of the **matched comparison group** students attending the same schools.



Source. AISD student attendance records provided by AISD Management Information Systems, August 31, 2022.

Notes. * Statistically significant ($p < .001$). Effect size calculations indicated small effects for MCC students ($d=.233$).

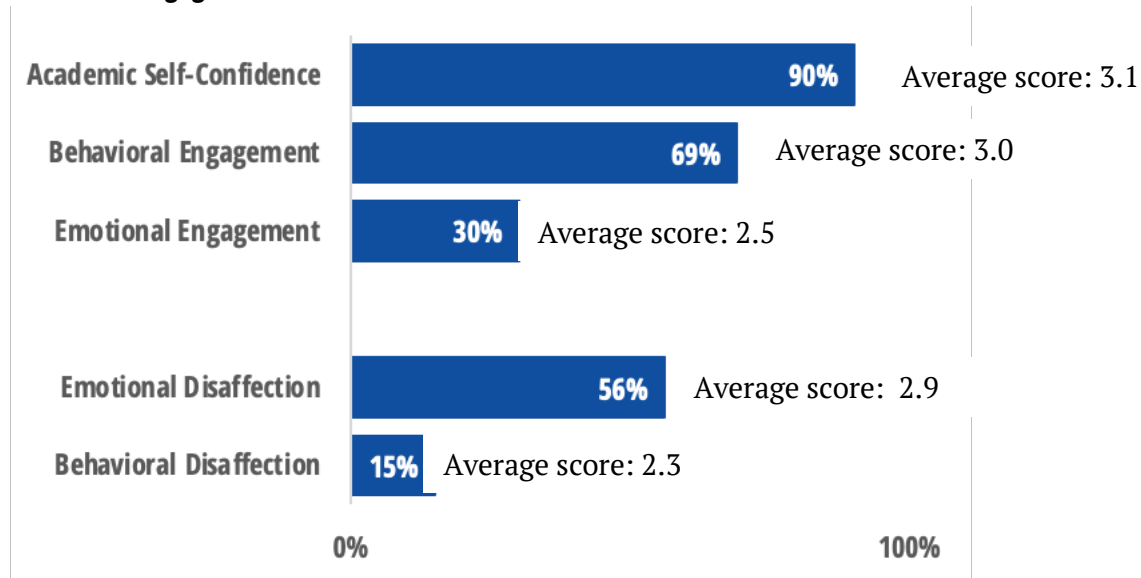
How did APIE MCC participants respond on an end of year program survey?

Approximately 42% ($n=142$) APIE MCC students completed their program survey at the end of the 2021-2022 school year (Figure 7). Academic self-confidence (e.g., I can learn), behavioral engagement (e.g. I participate), and behavioral disaffection (e.g. I have trouble) were at desirable levels. Most MCC students were not emotionally engaged at the end of the year (e.g. I feel interested) and indicated emotional disaffection (e.g. Math class is not fun). When asked about the effects of the math program, most students reported their APIE volunteers helped them understand math better, like math more, and be better at math (Figure 8).

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Figure 7

Most APIE MCC students responded positively to questions regarding their academic self-confidence and behavioral engagement.

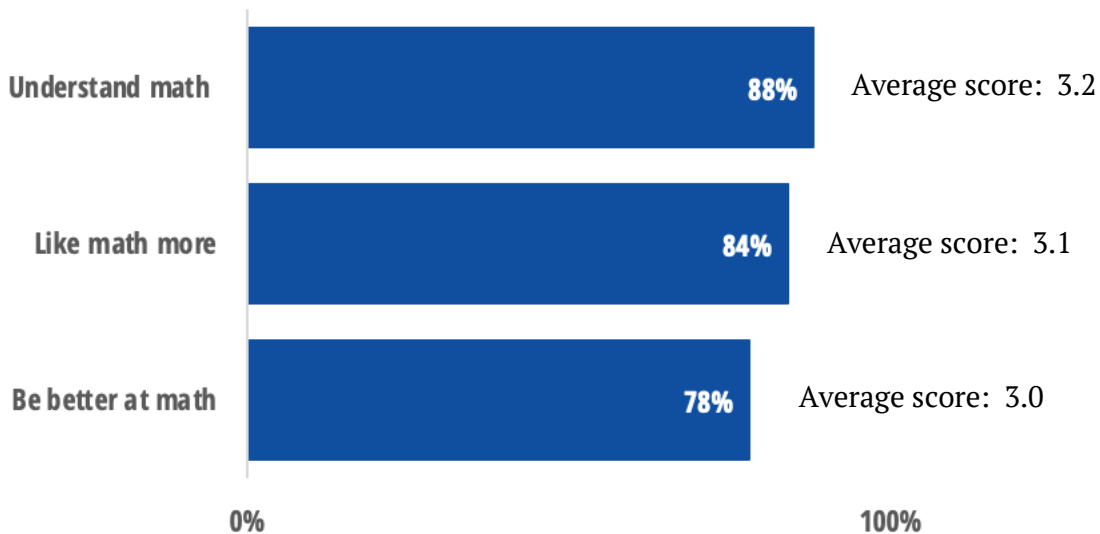


Source. APIE MCC Program Survey records, Spring 2022.

Notes. The survey confidence level is 95% with an 6.26% margin of error.

Figure 8

Most APIE MCC students reported their APIE volunteers helped them understand math better, like math more, and be better at math.



Source. APIE MCC Program Survey records, Spring 2022.

Notes. The survey confidence level is 95% with an 6.26% margin of error.

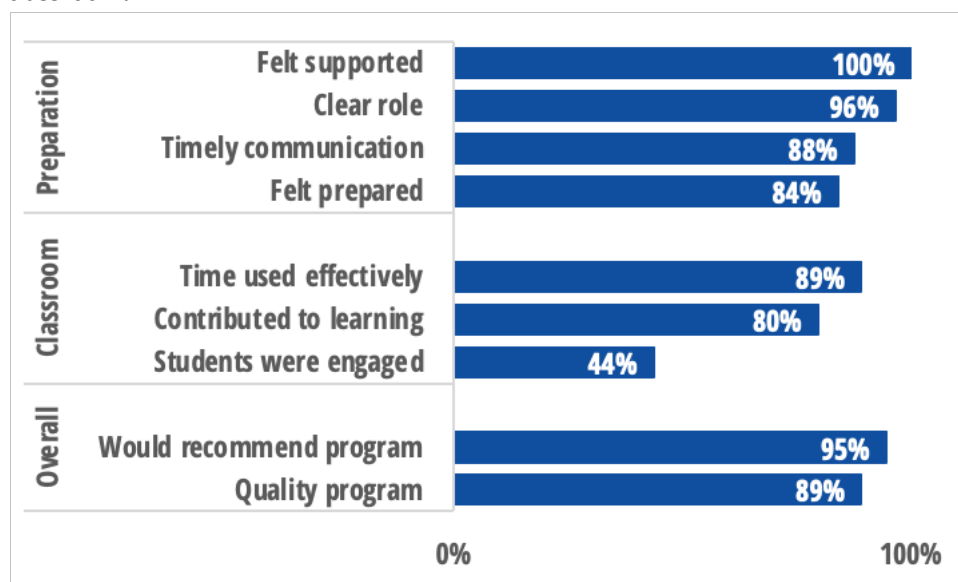
How did APIE MCC volunteers respond on an end of year program survey?

In 2021–2022, 102 APIE volunteers serving the Math Classroom Coaching Program in Covington, Dobie, and Martin Middle Schools were asked to complete a program survey. Approximately 55% (n=57) APIE MCC volunteers completed their program survey at the end of the 2021-2022 school year. The confidence level is 95% with an 8.72 margin of error.

MCC volunteers responded positively about their experiences with the MCC program. All respondents reported they were very supported or supported throughout the year. MCC volunteers responded positively to items about their program preparation for the program and their time in the classroom. Ninety-five percent of MCC volunteers were likely or very likely to recommend the program to others (Figure 9).

Figure 9

MCC volunteers reported being well prepared for the volunteer experience and well utilized in the classroom.



Source. APIE MCC Volunteer Survey records, Spring 2022.

Notes. The survey confidence level is 95% with an 8.72% margin of error.

MCC volunteers shared their experiences in open-ended survey questions asking about positive student outcomes they observed and challenges they experienced in the classroom. Overall, MCC volunteers described the progress students made throughout the school year. Many of them observed positive changes in their students' academic confidence, classroom engagement, and math proficiency. MCC volunteers also described the importance of having a consistent adult to support student learning and provide mentorship throughout the school year. Examples of their comments follow.

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Students seemed more confident with basic math skills, which should help them moving forward. Also, someone was explaining math to them in their language, and I think they appreciated the effort. Concepts would occasionally click with students and those moments were great, especially when the student would feel confident enough to explain it to their friends.



The kids are fantastic and are the only reason I participate in this program! It is so special to get to connect with students that otherwise receive very little individual attention. Even if the students aren't 100% engaged all the time, I think it matters to them to have volunteers show up.



I found that when students had a good attitude going into the sessions, they ended up being very productive.

The MCC volunteers described the challenges they experienced in the classroom. They often reported the distractions of laptops and cell phones as primary contributors to the difficulties of getting students engaged in the content and classroom activities. MCC volunteers also experienced instances of teacher turnover leading to inconsistencies in classroom practices or class cancellations. Volunteers also recognized learning gaps that may have been accentuated by challenges presented during the pandemic. Finally, MCC volunteers suggested recruiting more volunteers who were fluent in Spanish to better support Spanish speaking students. Examples of MCC volunteers' comments follow.



We had some teachers leave or change curricula during the school year, which was hard to adjust to.



Getting students to get off of their electronic devices and focus on the task at hand was a recurring challenge.



APIE needs to recruit fluent Spanish speakers... I'm happy to help in whatever way I can, but I've seen the difference it makes to a Spanish speaker when they have a tutor that fluently speaks their language -- it is really powerful.

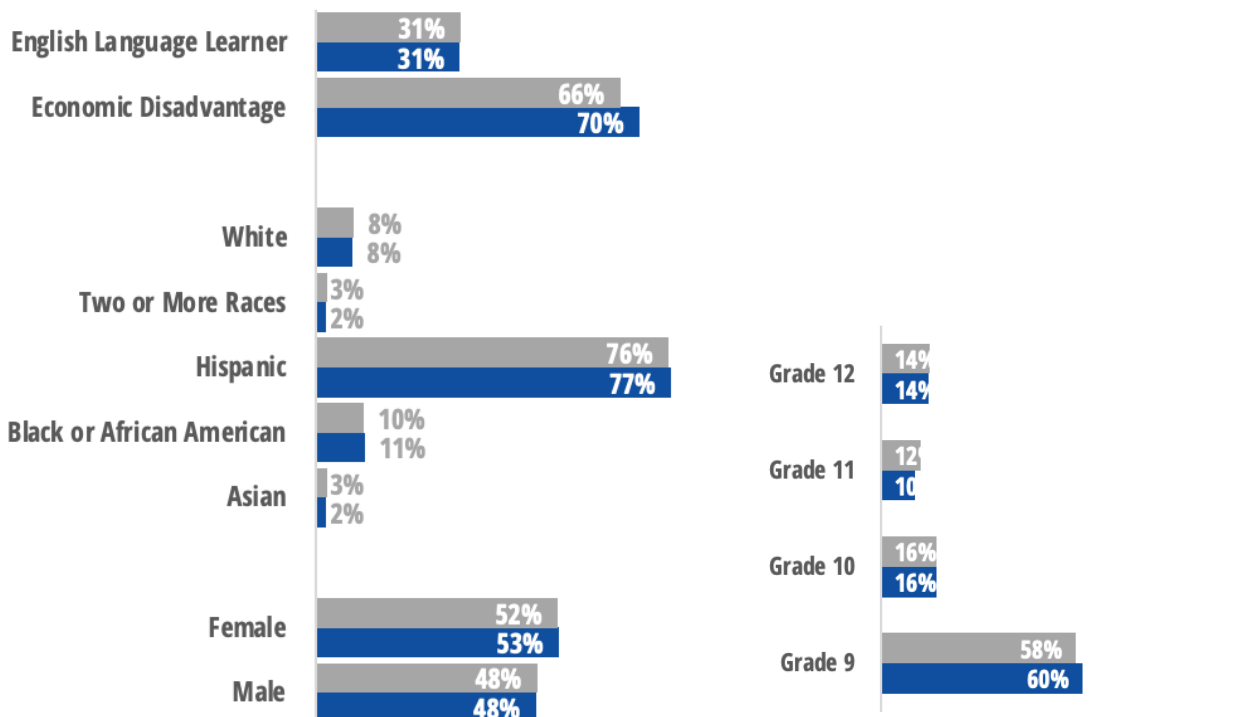
APIE COLLEGE READINESS PROGRAM

During the 2021-22 school year, all APIE's CR Program operated in person on the high school campuses. APIE College Readiness (CR) Advocates met with APIE students during the school day to build their skills in reading, writing, and math to prepare for the Texas Success Initiative Assessment (TSIA) and become enrolled in college level courses during high school. Through small group instruction, student academic support was customized, and mentoring relationships were fostered to encourage students through college readiness preparation steps. Because of the students' needs, CR Advocates also provided general academic support, not focused on the TSIA, across all subject areas. However, due to the ongoing pandemic, the program struggled to fill all of its CR Advocate vacancies, which resulted in lower numbers of students being served at some campuses than in years prior.

In 2021–2022, APIE staff served 301 College Readiness Program students in grades 9-12 enrolled in Akins, Crockett, Eastside, LBJ, Navarro, Northeast, and Travis Early College High Schools in AISD. The majority of APIE College Readiness Program participants and the matched comparison group were categorized as economically disadvantaged and Hispanic.

Figure 10

Demographic Summary for APIE College Readiness Program Participants (n=301) and Comparison Students (n=268), 2021-2022



Source. AISD student enrollment and demographic records provided by AISD Management Information Systems, August 31, 2022.

ACADEMIC OUTCOMES FOR APIE COLLEGE READINESS (CR)

How many APIE College Readiness participants took the TSIA in 2021-2022?

In 2021-2022, a significantly greater percentage of (91%, n=275) CR participants in grades 9-12 completed at least one TSIA (91%, n=275) compared with matched students in the same grade levels and schools (39%, n=104). Effect size calculations revealed a strong association between test-taking and program participation ($V>0.5$). Most of the APIE CR test-takers were in 9th grade (n=161) and preparing to enter college level coursework while enrolled in high school (Figure 11). Additionally, 47 APIE CR participants in 10th grade, 26 APIE CR participants in 11th grade, and 41 APIE CR participants in 12th grade took TSIA's. Most of the CR participants (n=271) completed the TSIA in Reading. Even if the student was not determined to be ready to enter college level courses, the TSI ABE Diagnostic test was provided to the student, so they could identify areas for continuing development.

It should be noted many of the APIE students were taking an assessment, the TSIA, designed for older high school students or other individuals planning to enroll in a postsecondary institution to determine college-readiness in the areas of reading, writing, and mathematics. Students in the 9th and 10th grades may not yet have covered content presented in the TSIA in their courses to date.

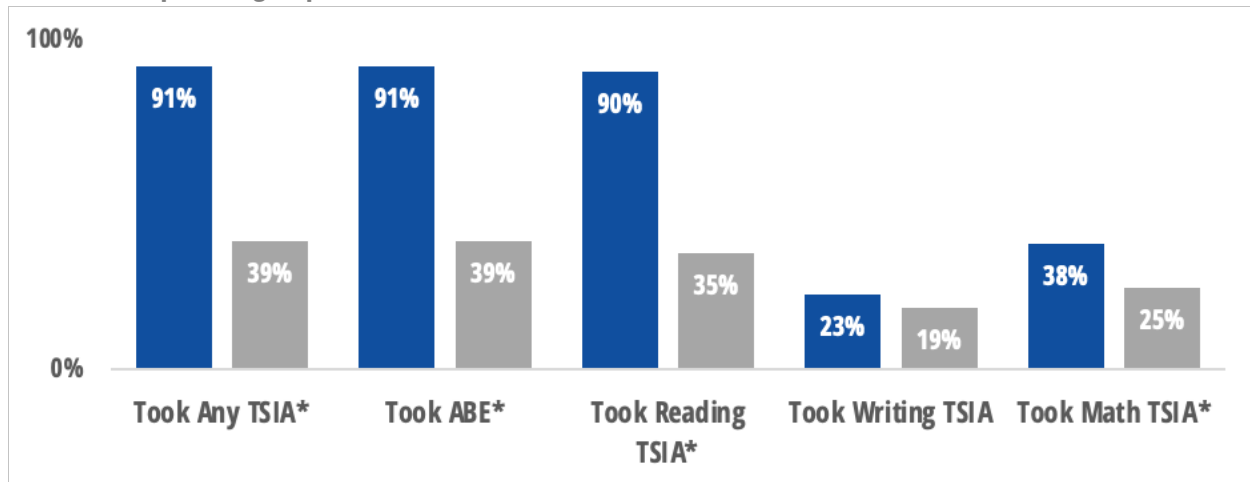
More about Dual Credit and TSIA

Dual credit is a system in which an eligible high school student enrolls in college course(s) and receives credit for the course(s) from both the college and high school. Dual credit courses may be taught on the high school campus by an approved instructor or on the college campus. Dual credit courses include both academic and technical courses. Students may experience multiple benefits from taking and successfully completing dual credit courses. They may gain first-hand experience with college-level work while attending high school, transition more smoothly between high school and college, transfer credits earned in high school to Texas public colleges and universities, complete a postsecondary degree faster, and save money on college tuition.

The TSIA measures college readiness in reading, writing, and math. Those students who do not score at the college-ready level on the math or reading placement test will take the ABE diagnostic test and receive detailed information regarding the academic strengths and weaknesses of the student in that subject area. The results in the ABE diagnostic test were used to help CR Advocates and high school teachers design instruction to enable students meet college readiness benchmarks.

Figure 11

A significantly greater percentage of **APIE CR participants** completed one or more TSIA's (91%) than did the matched comparison group of students (39%).



Source. AISD student TSIA records provided by AISD Management Information Systems, August 31, 2022.

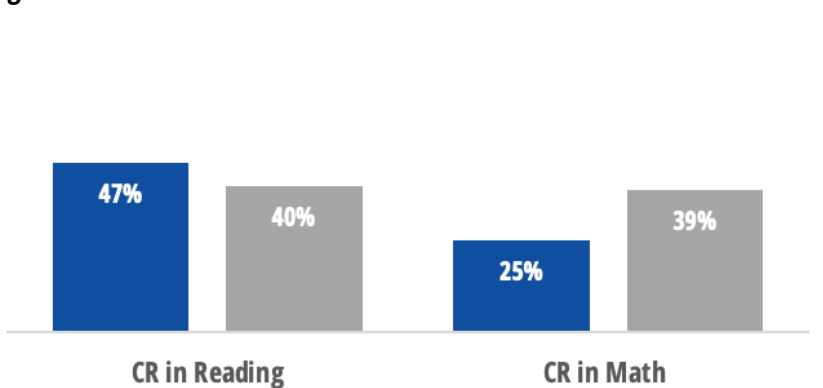
Note. * Statistically significant ($p < .001$), $V > 0.5$

How did APIE College Readiness Program test-takers perform on the TSIA?

While a greater percentage of APIE CR participants met the college readiness benchmark on the TSIA in Reading (47%) than did the matched comparison group of students (40%), the differences were not significant. In Math, a greater percentage of the comparison group (39%) met the college readiness benchmark on the TSIA than did APIE CR participants (25%). However, the differences in meeting college readiness benchmarks in Math were not statistically significant. Effect size calculations found no association between APIE program participation and college readiness in Reading or Math.

Figure 12

While a greater percentage of **APIE CR participants** met the college readiness benchmark on the TSI in Reading (47%) than did the matched comparison group of students (40%), the differences were not significant.



Source. AISD student TSI records provided by AISD Management Information Systems, August 31, 2022.

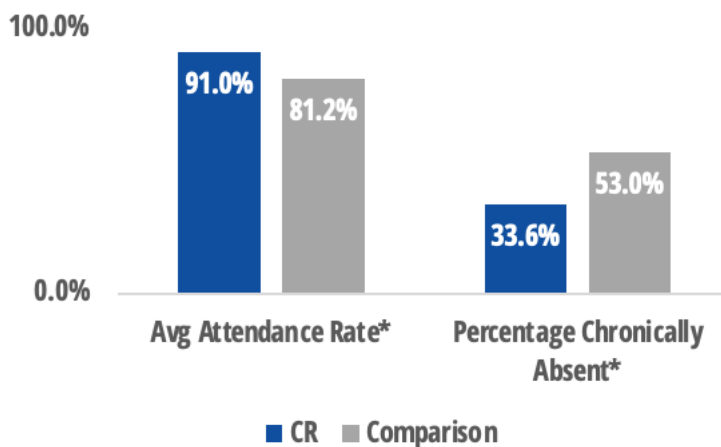
APIE COLLEGE READINESS (CR) PROGRAM PARTICIPANT ACADEMIC, SCHOOL ENGAGEMENT, AND PROGRAM PERCEPTIONS

What were the school attendance rates of APIE College Readiness participants?

Overall, APIE CR participants had significantly greater attendance rates than did comparison group students enrolled in the same schools ($p < .001$). Effect size calculations indicated there were medium effects on the attendance rates of the APIE CR students ($d=.643$). Additionally, a significantly lower percentage of APIE CR participants were categorized as being chronically absent than were the comparison group students enrolled in the same schools ($p < .001$).

Figure 13

Attendance rates for **APIE CR students** were significantly greater than those of the matched comparison group students attending the same schools.



Source. AISD student attendance records provided by AISD Management Information Systems, August 31, 2022.

Notes. * Statistically significant ($p < .001$). Effect size calculations indicated medium effects for CR students ($d=.643$).

How did APIE College Readiness participants respond on an end of year program survey?

In 2021–2022, APIE staff served 301 College Readiness Program students in grades 9–12 enrolled in Akins, Crockett, Eastside, Navarro, and Travis Early College High Schools in AISD. Approximately 29% ($n=86$) APIE CR students completed their program survey at the end of the 2021–2022 school year. The confidence level is 95% with an 8.95 margin of error.

Overall, APIE CR participant end-of-year survey responses were highly positive. Over 90% of the survey respondents either *strongly agreed* or *agreed* that the program was implemented well, the CR advocates were knowledgeable and helpful, and they experienced positive outcomes (Figure 14). CR participants indicated their time, *always* or *often*, was spent discussing their academic needs (87%), working on identified academic skills (86%), and talking about college and career options (78%) (Figure 15).

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Figure 14

Overall, **APIE CR participant** end of year survey responses were highly positive.

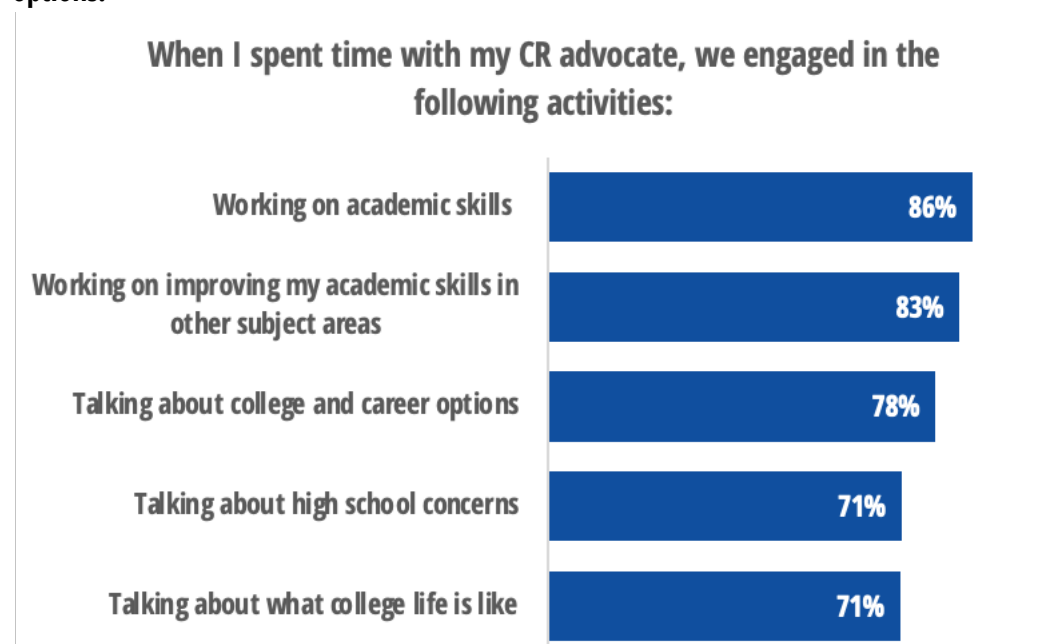


Source. APIE CR Participant Survey records, Spring 2022.

Notes. The confidence level is 95% with an 8.95 margin of error.

Figure 15

Overall, **APIE CR participants** spent time working on academic skills and learning about college and career options.



Source. APIE CR Participant Survey records, Spring 2022.

Notes. The confidence level is 95% with an 8.95 margin of error.

APIE P-TECH PROGRAM

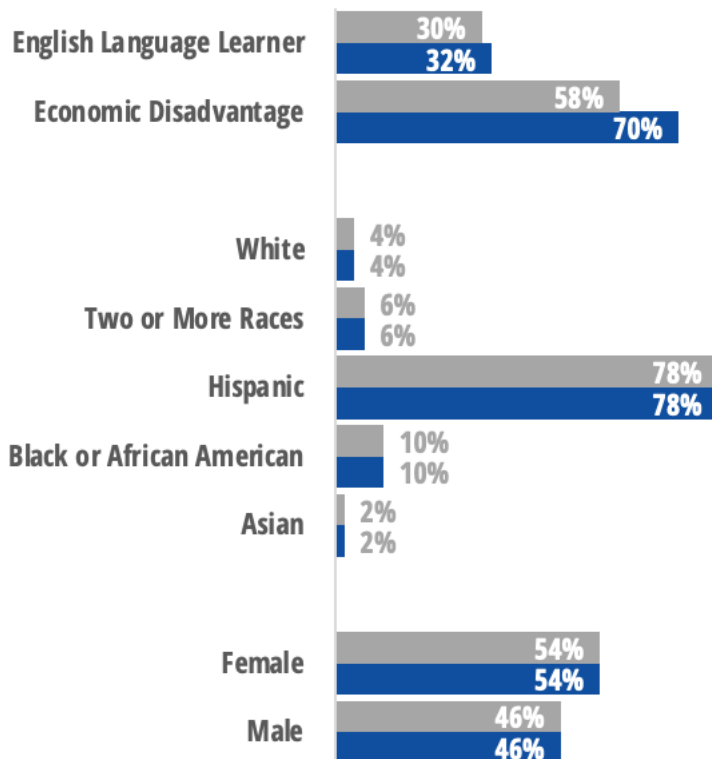
The Pathways in Technology program (P-TECH) enables students to earn a two-year Associate of Applied Science degree along with a high school diploma at no cost to the student and their family. At Akins Early College High School, P-TECH offers two programs of study: Real Estate and Tomorrow's Teachers. The Austin Board of Realtors provides industry support for the real estate program, and students may graduate with an Associate of Applied Science degree from Austin Community College (ACC). Tomorrow's Teachers offers an accelerated pathway whereby students can become Texas certified teachers within 5-6 years (high school and 1-2 years of university) instead of going through the traditional track requiring a 4-year university degree.

In support of the P-TECH program at Akins, APIE Advocates met with P-TECH students to prepare for the Texas Success Initiative (TSIA). When students met college readiness standards, they were eligible to enroll in college-level coursework. APIE advocates also provided academic support for the P-TECH students enrolled in college level courses.

In 2021–2022, APIE staff served 50 P-TECH students in the 9th and 10th grades enrolled in Akins Early College High School. Most APIE P-TECH participants and the matched comparison group who were categorized as economically disadvantaged and Hispanic (Figure 16).

Figure 16

Demographic Summary for APIE P-TECH Participants (n=50) and comparison Students (n=50), 2021-2022



Source. AISD student enrollment and demographic records provided by AISD Management Information Systems, August 31, 2022.

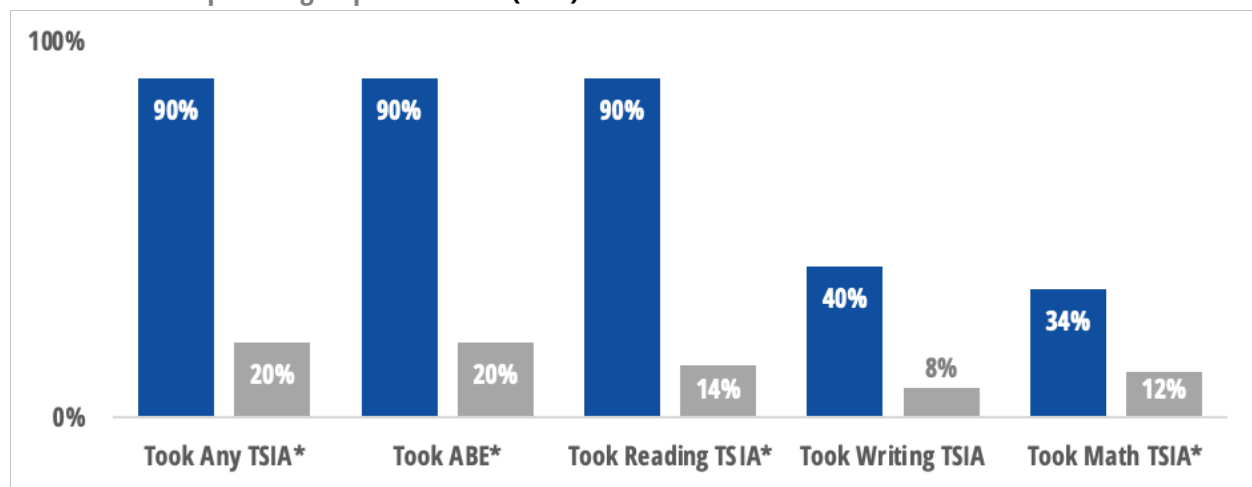
ACADEMIC OUTCOMES FOR APIE P-TECH PARTICIPANTS

How many APIE P-TECH participants took the TSIA in 2021-2022?

In 2021-2022, a significantly greater percentage of (90%, n=45) P-TECH participants in 9th and 10th grades completed at least one TSIA than did matched students in the same grade levels (20%, n=10). Most of APIE's support for P-TECH focused on preparing for the TSIA in reading, thus most students took the Reading TSIA. Effect size calculations revealed a strong association between test-taking and program participation ($V > 0.5$).

Figure 17

A significantly greater percentage of APIE P-TECH participants completed one or more TSIA's (90%) than did the matched comparison group of students (20%).



Source. AISD student TSI records provided by AISD Management Information Systems, August 31, 2022.

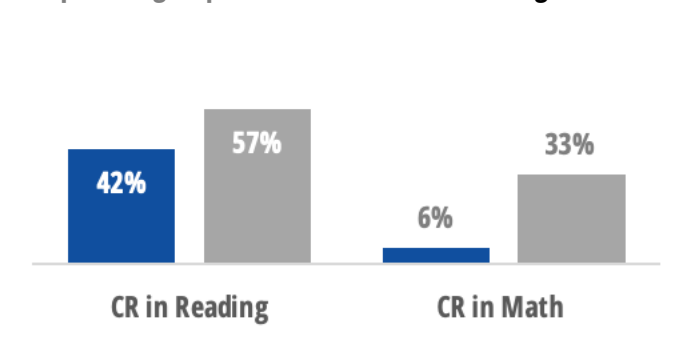
Note. * Statistically significant ($p < .001$), $V > 0.5$

How did APIE P-TECH test-takers perform on the TSI assessment?

In 2021-2022, greater percentages of Akins comparison group students met college readiness benchmarks on the TSI reading and TSI math assessments than did the APIE P-TECH participants (Figure 18). However, the differences in the passing percentages between groups were not statistically significant for either assessment, and effect size calculations revealed no association between test performance and program participation.

Figure 18

No significant differences in passing percentages were found between **APIE P-TECH participants** and Akins comparison group students on the TSI Reading and Math assessments.



Source. AISD student TSI records provided by AISD Management Information Systems, August 31, 2022.

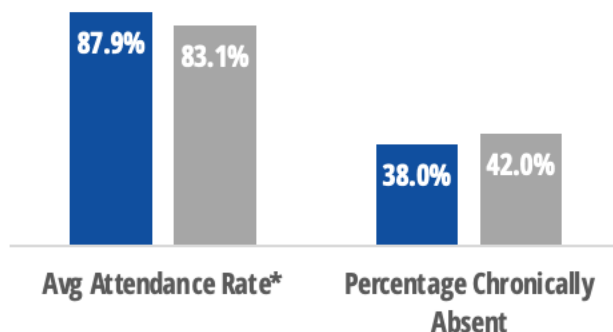
APIE COLLEGE READINESS PROGRAM PARTICIPANT ACADEMIC, SCHOOL ENGAGEMENT, AND PROGRAM PERCEPTIONS

What were the school attendance rates of APIE P-TECH participants?

Overall, APIE P-TECH participants had significantly greater attendance rates than did comparison group students enrolled in the same schools ($p < .05$) (Figure 19). Effect size calculations indicated there were small effects on the attendance rates of the APIE P-TECH students ($d=.282$). Additionally, a lower percentage of APIE P-TECH participants were categorized as being chronically absent than were the comparison group students enrolled in the same schools, however the difference was not statistically significant.

Figure 19

Attendance rates for **APIE P-TECH students** were significantly greater than those of the matched comparison group students attending the same schools.



Source. AISD student attendance records provided by AISD Management Information Systems, August 31, 2022.

Notes. * Statistically significant ($p < .05$). Effect size calculations indicated small effects for P-TECH students ($d=.282$). The number of students from which to draw a comparison group were limited and prevented the total numbers of APIE and comparison students from being equal.

How did APIE P-TECH participants respond on an end of year program survey?

In 2021–2022, APIE staff served 50 P-TECH students in the 9th and 10th grades enrolled in Akins Early College High School. Approximately 62% (n=31) APIE CR students completed their program survey at the end of the 2021-2022 school year. The confidence level is 95% with a 10.96 margin of error. Detailed results are provided in Appendix E.

Overall, APIE P-TECH participant end of year survey responses were highly positive. All (100%) of the survey respondents either *strongly agreed* or *agreed* that the program with the following statements:



*My college readiness advocate/tutor...
was knowledgeable in my tutoring subject area.
helped me understand the way college works.
helped me understand what it means to be a college student.
explained information to me in a way I understood.
encouraged me to do my best.*

Overall, P-TECH participants indicated their time, *always* or *often*, was spent talking about college preparation (93%), Talking about college and career options (89%), and working on their academic needs (86%). See Figure 20.

Figure 20

Overall, most APIE P-TECH participants reported positive program outcomes.



Source. APIE CR Participant Survey records, Spring 2022.

Notes. The confidence level is 95% with an 8.95 margin of error

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APIE P-TECH participants shared their experiences in open-ended survey questions asking about what they liked best about the program or what they would like to change about the program. Overall, P-TECH participants described the patience and understanding that their advocates provided and appreciated having a safe environment in which to ask questions about their academic work. When asked for suggestions on improving the program, most APIE P-TECH participants replied, “nothing”. A couple of respondents requested more time with their advocates and snacks. Examples of their comments follow.



She was able to make me feel comfortable enough to actually talk to her about school and my struggles.

They made me feel comfortable and motivated to learn.

I liked how she set up the tutors, as a class we would study for our exams.

If there was a question I had, I could always go up to her and ask.

It was always interesting and interactive.

How did the APIE P-TECH leadership team members perceive the program implementation efforts and student outcomes?

In Spring 2022, a focus group was conducted with the P-TECH leadership team at Akins Early College High School (ECHS) to identify effective program practices, challenges in programming, and outcomes for P-TECH participants. The focus group of 8 individuals included campus leadership, counselors, Austin Community College staff, and teachers.

P-TECH leadership team at Akins ECHS described effective program implementation practices and positive outcomes for APIE P-TECH participants in both the real estate and teaching pathways. The leaders highly praised the commitment and support from the real estate industry partner, The Austin Board of Realtors (ABoR), and valued the expertise and real-world experiences provided for students by ABoR. Academic support was provided by the APIE Advocate for General Studies students in addition P-TECH Real Estate and Tomorrow's Teachers and General Studies students as they experienced need. This was helpful to students needing extra assistance as they progressed through their coursework.

The Akins P-TECH leadership team provided some ideas and suggestions for improved programming in subsequent school years. Administrators described the increasing difficulty of the TSIA exams and the impact of the pandemic on students learning (e.g. many students are behind or experiencing learning gaps). They would like to see a more structured approach to providing TSIA preparation within scheduled classes, as APIE staff have supported in years past. Focus group participants also asked about ongoing curriculum updates to address the requirements of the new TSIA's and student needs on their campus. Focus group participants

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also were hoping to move away from any virtual instruction taking place in dual credit courses and resume dual credit courses to take place in person on campus.

Overall, the focus group participants were appreciative of the support provided by APIE, recognizing that the past school year was especially difficult for everyone returning to schools after the onset of the pandemic. They reported that APIE program services were helpful for P-TECH students to successfully prepare for the TSIA and complete required coursework.

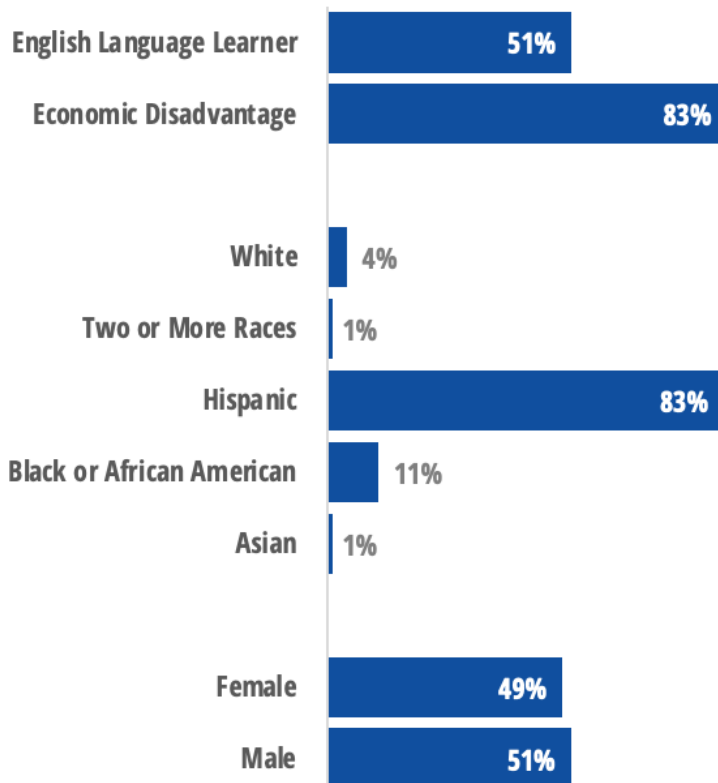
APIE SUPPORT FOR GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS (GEAR UP)

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a seven-year federal grant from the U.S. Department of Education promoting college readiness and success through multiple strategies and activities. The GEAR UP grant is focused on improving student outcomes and readiness for academic success and provides enhanced student support services such as tutoring, mentoring, and counseling/advising.

In 2021–2022, APIE staff supported the GEAR UP program and served 927 GEAR UP students in the 10th grade enrolled in Akins, Crockett, Eastside, LBJ, Navarro, Northeast, and Travis Early College High Schools in AISD. The majority of APIE GEAR UP participants were categorized as economically disadvantaged and Hispanic (Figure 21). Tutoring provided for students by APIE was provided on an as needed basis and was only a part of GEAR UP programming. In past years, the GEAR UP program completed an evaluation that accounted for other GEAR UP services, in addition to those provided by APIE. GEAR UP program evaluation information was not available for the 2021–2022 school year, and analyses to determine academic outcomes could not be appropriately carried out. Thus, a summary of students served and services provided by APIE follows.

Figure 21

Demographic Summary for APIE GEAR UP Participants (n=927) in the 2021-2022 School Year



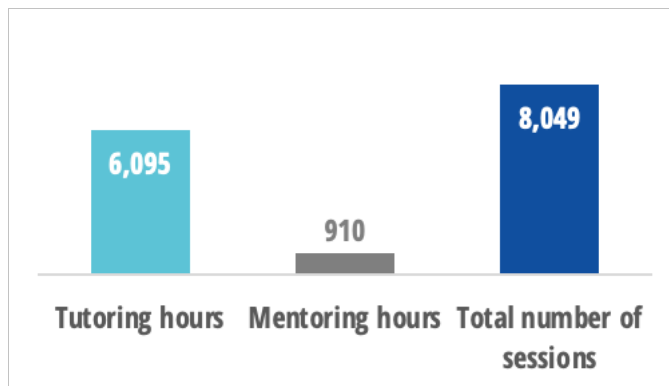
Source. AISD student enrollment and demographic records provided by AISD Management Information Systems, August 31, 2022.

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As a GEAR UP grant partner, APIE staff provided approximately 7,000 hours of small group tutoring and informal mentoring for 927 GEAR UP students enrolled at GEAR UP campuses in 2021–2022 (Figures 22 and 23). The GEAR UP students served by APIE staff comprised approximately 35% of the total GEAR UP cohort (n=2,595) attending Akins, Crockett, Eastside, LBJ, Navarro, Northeast, and Travis Early College High Schools in AISD.

Figure 22

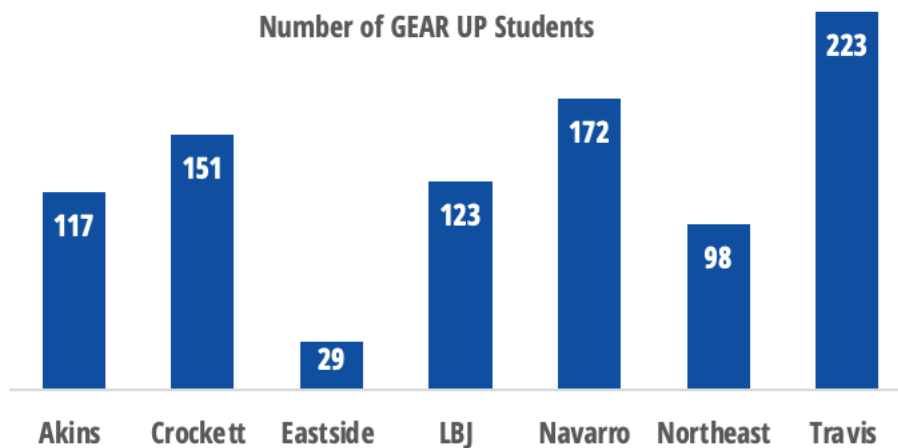
APIE tutors provided approximately 7,000 hours of instruction and mentoring for GEAR UP students.



Source. APIE program service records, 2021–2022

Figure 23

APIE staff supported a total of 927 GEAR UP participants at seven high school campuses in AISD.



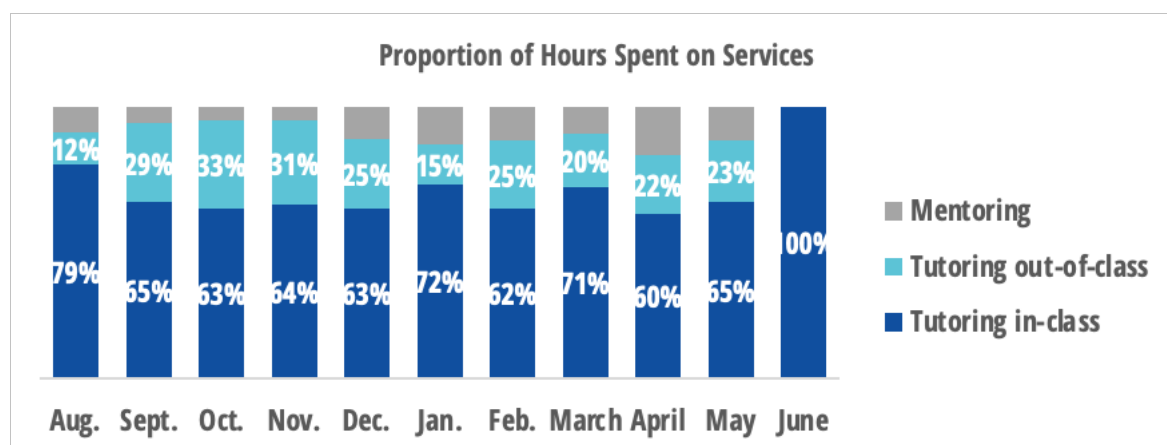
Source. APIE program service records, 2021–2022

APIE tutoring focused on supporting struggling students at-risk of not passing their core subject matter courses at all high schools served by Austin ISD's GEAR UP grant. Most of the time, academic tutoring took place within the classrooms. Academic tutoring hours were greatest at the beginning of each semester, state testing periods, and at the end of the school year (Figure 24). Most of the academic tutoring was provided in core subject classes typically taken by 10th graders. However, tutoring also was provided for GEAR UP students still needing to earn course credits in Algebra 1 and English 1 which are usually taken in the 9th grade year (Figure 25).

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Figure 24

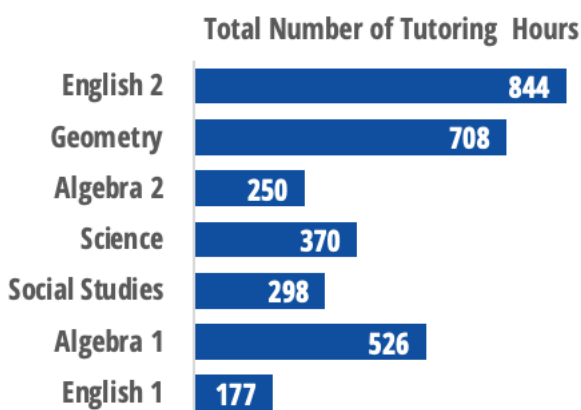
APIE staff support for GEAR UP participants focused on academic tutoring for students struggling in their classes both **inside** and **outside** of class.



Source. APIE program service records, 2021–2022

Figure 25

Most of the **tutoring hours** provided for GEAR UP 10th graders by APIE tutors were in English 2, Geometry, and Algebra I.



Source. APIE program service records, 2021–2022

Note. Due to a number of course options in social studies and science, these were rolled in general categories.



I'm feeling good about the uptick in students who now know where to find us, come ask for assistance, or just come to hang out at lunch. Also, I have increased luck with teachers sending us students.

APIE Tutor, 2021–2022



Some students told me that I am helping them to understand concepts from Chemistry class. I feel more comfortable in the classroom, getting to know all the kids and growing relationships with them.

APIE Tutor, 2021–2022

APIE SUPPORT FOR MENTORING IN AISD ELEMENTARY, MIDDLE, AND HIGH SCHOOLS

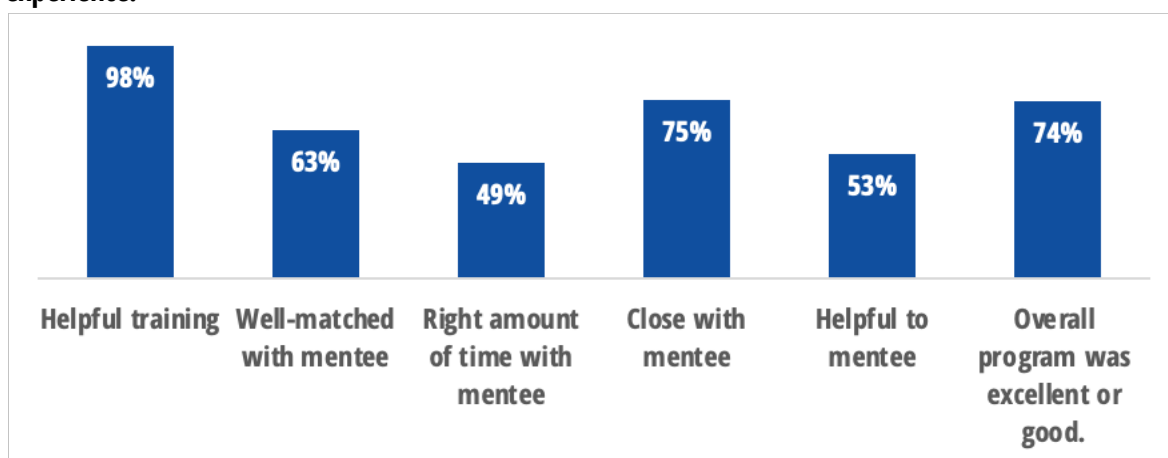
School-based mentoring in elementary, middle, and high school offers opportunities to change the lives of students and keep them on track for success. Individualized support with a trusted, caring adult can help students navigate academic, social, and personal challenges. Research from [The Mentoring Center](#) shows that youth participating in mentoring relationships may experience positive academic outcomes, be less likely to engage in negative behaviors, and have more positive social attitudes and relationships.

In 2021–2022, APIE recruited, trained, and placed approximately 106 mentors in schools to mentor middle and high school students across the district. At the campus-level, school staff would match the mentors with their mentees and monitor the mentoring process. At the end of the year, APIE mentors were asked to complete a survey to provide feedback on their experiences. Approximately 43% (n=43) of 99 APIE mentors with current email addresses completed their program survey at the end of the 2021-2022 school year. The confidence level is 95% with a 11.3% margin of error.

Overall, most APIE mentors found their training helpful and rated the program was *excellent* or *good* (Figure 25), and 90% were planning to return in the next school year. Mentor perceptions of how well matched they were to their mentees, how much time was needed with their mentees, and how helpful the experience was for their mentees were mixed. Most mentors also felt close to their mentees. Bayer, Grossman and Dubois (2015) found mentee-mentor perceptions of closeness may positively influence mentee academic outcomes. Academic outcomes may include school attendance, disciplinary actions, and academic achievement overall.

Figure 25

Most APIE mentors reported their training session provided by APIE staff prepared them for the mentoring experience.



Source. APIE CR Participant Survey records, Spring 2022.

Notes. The confidence level is 95% with an 8.95 margin of error

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APIE mentors shared their experiences in open-ended survey questions asking about positive program outcomes and challenges in the relationships with their mentees. Most mentors enjoyed their time with their mentees and reported pleasant experiences. Mentors often described how the development of the relationship over time resulted in their mentees being able to open up and talk about their personal struggles and in the mentors being able to provide personal support and encouragement for them. The primary challenges mentors reported were related to time spent with their mentees. They often reported their mentees had poor school attendance, and/or there were scheduling conflicts. Some mentors reported their mentees were experiencing struggles that they were not equipped to address with confidence (e.g. drug use, mental health issues). Examples of APIE mentor comments follow.



I got to know her better and was able to learn things about her as a person and her experiences in school that helped me know more about what ways I could support her.

I enjoyed spending time with my mentee and learned a lot about how to develop age appropriate and relevant activities for my mentee. My mentee seemed to enjoy our sessions.

I think my two mentees came to trust me and know that I was there to support them rather than judge.

My mentee went through a difficult stretch this year due to substance abuse, including suspected use on campus. It resulted in some gaps in our meetings due to suspensions.

My mentee frequently skipped class. So, convincing her to attend class was a struggle.

I have issues not knowing how to appropriately respond when I am told that she was suspended, in a fight, or caught smoking marijuana. I listen, ask for her thoughts about the situation, but I don't know if I'm supposed to be just a listener or if I should chime in and dig deeper, explore more, or what I should do.

There were scheduling issues that made it difficult to consistently meet up.

SUMMARY

Since Spring 2020, the pandemic disrupted schools across the country. Educators, staff, and school leaders across the country were committed beyond measure to address the needs of students and families in their communities. Parents, family members, and caregivers were called to support their students in ways they had not been asked to do so before while responding to overwhelming challenges in their own lives. Further, evidence reveals COVID-19's impacts have fallen unequally on families and are intensifying existing disparities in educational opportunity and achievement.

Understanding the challenges ahead, schools across AISD started the 2021–2022 school year with plans for recovery. However, school leaders, program staff, and families still experienced repeated resurgences of the COVID-19 virus challenging the work towards a strong comeback. Schools continued to face numerous challenges including staff shortages, high rates of absenteeism, and rolling school closures forced by the pandemic's fallout.

Over the years, APIE has consistently partnered with AISD to positively influence the lives of thousands of children and adjusted program services as needed to support the return to in-person learning in the 2021–2022 school year. APIE programs addressed a critical need by supporting children who had high levels of academic need exacerbated by the pandemic or whose families may not have a history of enrolling in college. The relationships with APIE staff and 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 promoted partnerships between schools and community members, creating extra capacity to help students achieve their maximum potential. These opportunities for community members and school staff to work closely together relied on collaboration, communication, and problem solving for students with whom they worked in schools. It is anticipated that ongoing community conversations about providing students with academic support may result in developing effective systems and programs to better meet the needs of all AISD students.

What APIE program structures were implemented across AISD campuses in 2021–2022, and whom did the program serve?

APIE's Math Classroom Coaching, College Readiness, GEAR UP, and P-TECH programs served approximately 2,838 APIE program students in the 2021-2022 school year who were predominately economically disadvantaged. The APIE Mentoring Program recruited and trained an additional 106 mentors to support students through mentoring relationships. In addition to providing planned programming, APIE staff and volunteers expanded services to include generalized tutoring in all subject areas for students struggling academically due to the circumstances related to the COVID-19 pandemic.

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

Many APIE participants experienced positive academic outcomes on the TSIA and outperformed their matched comparison groups. In outcomes where the differences were not significant between the APIE and comparison groups, effect size calculations often indicated small to medium program influences. APIE had a positive influence on college readiness outcomes for those participating in college readiness programming. In years past, longer term outcomes were explored for former APIE CR participants, however the postsecondary enrollment and college financial aid outcomes were not available from the district at the time of this report. More exploration of student academic characteristics and program context is recommended as programs continue.

Did APIE program participants experience positive attitudes toward school, academic self-confidence and/or school engagement and perceive the programs as effective?

APIE program participants responded positively on all program surveys and indicated APIE programs were helpful and encouraging for students. Analyses also revealed positive program influences on attendance rates for Math Classroom Coaching, College Readiness and P-TECH Program participants. Volunteers supporting APIE's Math Classroom Coaching and Mentoring Programs also reported the programs as being well implemented, helpful to students, and having positive personal and academic outcomes for students.

APPENDIX A

APIE EVALUATION METHODOLOGY

Data Collection and Analyses

The evaluation included qualitative and quantitative data collection pertaining to clearly defined outputs and performance measures to assess the program's progress toward its goals. District information systems provided student demographic, school attendance, and testing data (i.e., STAAR and TSIA) for program participants. Participating students, teachers, mentors, APIE academic coaches completed surveys regarding their experiences with the program. A focus group interview was conducted with P-TECH stakeholders (e.g. school administrators, program manager, and teachers) on the Akins ECHS campus to describe and evaluate APIE support for the program.

To determine precise outcomes for APIE programs and to isolate the influences of other programs, a multiple methods approach was employed. The evaluation included student comparison groups in the quantitative data analyses to describe the program effects on outcomes of interest. Descriptive and inferential statistics were used to analyze quantitative data. Qualitative data was examined using content analysis techniques to identify important details, themes, and patterns. Results from all analyses were triangulated to determine the consistency of results and provide a more detailed and informed picture of the programs.

Participation Records

APIE staff tracked participating classrooms throughout the school year. At the end of the year, the contracted program evaluator reviewed cumulative student participation records with APIE staff to ensure the accuracy of student lists.

Assessments

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

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

NWEA MAP. NWEA, formerly known as the Northwest Evaluation Association, is a research-based nonprofit organization that creates academic assessments for students at all grade levels. NWEA's Measures of Academic Progress (MAP) Suite is a collection of formative and interim assessments designed to identify student learning needs, track skill mastery, and measure

academic growth over time. MAP® Growth™ measures student performance with a RIT scale that measures growth in equal intervals, regardless of a student's grade or performance—and it remains stable over time.

TSI. Texas Success Initiative Assessment (TSIA) is used to gauge whether high school students are ready for college-level material in the areas of reading, writing, and math. The TSIA also provides information on what type of intervention would help a student prepare for college-level coursework. For more information, refer to <http://www.collegeforalltexans.com/index.cfm?objectid=63176344-FFFA-217B-60C9A0E86629B3CA>

Surveys

Participating students, mentors, APIE academic coaches completed surveys to describe program implementation, participants' attitudes, and perceived outcomes. In addition, student participants' surveys included questions about their academic self-confidence, engagement, and disaffection with learning.

Middle School Surveys. Students who participated in APIE's MCC Program completed program surveys that measured their academic self-confidence, emotional and behavioral engagement, and disaffection.

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

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

Mentor Surveys. This survey asked mentors for their views on their overall experience with the program, engagement with students, and perceived student outcomes. APIE student mentoring surveys were developed and survey administration scheduled. However, ongoing challenges and competing demands of school staff prevented the administration after STAAR testing and before the end of the school year.

Focus Groups

Focus groups and interviews were conducted to help describe outcome of the P-TECH program at Akins High School. Focus group and interview sessions with the Akins P-TECH leadership team included seven school administrative staff, program staff, and teachers. The evaluator moderated the discussion, audio recorded it, and transcribed participants' responses. Major

topics of discussion centered around program implementation, student outcomes, and whether leaders would recommend the program to other teachers and schools.

Selection of Comparison Groups

To determine whether academic outcomes were related to program participation, a matched student comparison group was provided by the district programming team. This selection process matched APIE program participants to students attending the same schools with similar characteristics (e.g. grade level, gender, race/ethnicity, and economic status).

Comparison groups were selected from students attending APIE schools who were not receiving APIE services. In some instances, the number of students from which to draw a comparison group were limited, and the total numbers of APIE and comparison students may not be equal.

Limitations

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

Appendix B

APIE MATH CLASSROOM COACHING SURVEY, SPRING 2022

In 2021–2022, APIE staff provided the Math Classroom Coaching Program to 336 students in the 7th and 8th-grades enrolled in Covington, Dobie, and Martin Middle Schools in AISD. Approximately 42% (n=142) APIE MCC students completed their program survey at the end of the 2021-2022 school year. The confidence level is 95% with an 6.26% margin of error.

Q1. I can learn math when I try. (Academic Self-Confidence)

Answer Choices	Responses	
Always	40.14%	57
Usually	38.73%	55
Sometimes	20.42%	29
Never	0.70%	1

Q2. I feel well prepared for the STAAR exam in math this year. (Academic Self-Confidence)

Answer Choices	Responses	
Always	11.27%	16
Usually	42.25%	60
Sometimes	34.51%	49
Never	11.97%	17

Q3. I try to do my best in math class. (Academic Self-Confidence)

Answer Choices	Responses	
Always	35.21%	50
Usually	50.00%	71
Sometimes	11.97%	17
Never	2.82%	4

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Q4. I want to be successful in my math class. (Academic Self-Confidence)

Answer Choices	Responses	
Always	64.79%	92
Usually	26.76%	38
Sometimes	7.04%	10
Never	1.41%	2

Q5. I try hard to do well in school. (Behavioral Engagement)

Answer Choices	Responses	
Very true	49.29%	69
Sort of true	47.14%	66
Not very true	2.14%	3
Not at all true	1.43%	2

Q6. I enjoy learning new things in math class. (Emotional Engagement)

Answer Choices	Responses	
Very true	11.43%	16
Sort of true	57.14%	80
Not very true	26.43%	37
Not at all true	5.00%	7

Q7. When we work on something in math class, I feel I can't do it. (Emotional Disaffection)

Answer Choices	Responses	
Very true	17.86%	25
Sort of true	53.57%	75
Not very true	25.00%	35
Not at all true	3.57%	5

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Q8. In math class, I don't try very hard to learn math. (Behavioral Disaffection)

Answer Choices	Responses	
Very true	5.80%	8
Sort of true	25.36%	35
Not very true	51.45%	71
Not at all true	17.39%	24

Q9. When I get stuck on a math problem, it really bothers me. (Emotional Disaffection)

Answer Choices	Responses	
Very true	48.20%	67
Sort of true	37.41%	52
Not very true	11.51%	16
Not at all true	2.88%	4

Q10. When I'm in math class, I pay attention. (Behavioral Engagement)

Answer Choices	Responses	
Very true	30.22%	42
Sort of true	61.15%	85
Not very true	6.47%	9
Not at all true	2.16%	3

Q11. When we start something new in math class, I feel nervous. (Emotional Disaffection)

Answer Choices	Responses	
Very true	20.29%	28
Sort of true	43.48%	60
Not very true	22.46%	31
Not at all true	13.77%	19

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Q12. When we work on something in math class, I get involved. (Emotional Engagement)

Answer Choices	Responses	
Always	10.87%	15
Usually	49.28%	68
Sometimes	36.23%	50
Never	3.62%	5

Q13. When we work on something in math class, I feel interested. (Emotional Engagement)

Answer Choices	Responses	
Always	5.80%	8
Usually	33.33%	46
Sometimes	48.55%	67
Never	12.32%	17

Q14. Math class is not fun for me. (Emotional Disaffection)

Answer Choices	Responses	
Very true	26.81%	37
Sort of true	47.83%	66
Not very true	17.39%	24
Not at all true	7.97%	11

Q15. When I'm in math class, I just act like I'm working. (Behavioral Disaffection)

Answer Choices	Responses	
Very true	9.42%	13
Sort of true	22.46%	31
Not very true	50.00%	69
Not at all true	18.12%	25

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Q16. When I'm in math class, I feel good. (Emotional Engagement)

Answer Choices	Responses	
Very true	9.42%	13
Sort of true	45.65%	63
Not very true	34.06%	47
Not at all true	10.87%	15

Q17. When I'm in math class, I have trouble paying attention. (Behavioral Disaffection)

Answer Choices	Responses	
Very true	19.57%	27
Sort of true	47.10%	65
Not very true	27.54%	38
Not at all true	5.80%	8

Q18. When I'm in math class, I participate in class discussions. (Behavioral Engagement)

Answer Choices	Responses	
Very true	7.25%	10
Sort of true	48.55%	67
Not very true	34.06%	47
Not at all true	10.14%	14

Q19. When we work on something in math class, I feel bored. (Emotional Disaffection)

Answer Choices	Responses	
Very true	25.36%	35
Sort of true	55.80%	77
Not very true	13.77%	19
Not at all true	5.07%	7

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Q20. I don't try very hard at school. (Behavioral Disaffection)

Answer Choices	Responses	
Very true	7.97%	11
Sort of true	15.22%	21
Not very true	39.86%	55
Not at all true	36.96%	51

Q21. I pay attention in math class. (Behavioral Engagement)

Answer Choices	Responses	
Very true	25.55%	35
Sort of true	64.96%	89
Not very true	6.57%	9
Not at all true	2.92%	4

Q22. Working in a small group with my APIE volunteer helps me like math class more.

Answer Choices	Responses	
Strongly agree	33.58%	46
Agree	50.36%	69
Disagree	10.22%	14
Strongly disagree	5.84%	8

Q23. Working in a small group with my APIE volunteer helps me understand math better.

Answer Choices	Responses	
Strongly agree	34.31%	47
Agree	54.01%	74
Disagree	7.30%	10
Strongly disagree	4.38%	6

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Q24. I am better at math because of my APIE volunteer

Answer Choices	Responses	
Strongly agree	32.12%	44
Agree	45.99%	63
Disagree	13.87%	19
Strongly disagree	8.03%	11

Appendix C

APIE MATH CLASSROOM COACHING SURVEY FOR VOLUNTEERS, SPRING 2022

In 2021–2022, 102 APIE volunteers serving the Math Classroom Coaching Program in Covington, Dobie, and Martin Middle Schools were asked to complete a program survey. Approximately 55% (n=57) APIE MCC volunteers completed their program survey at the end of the 2021-2022 school year. The confidence level is 95% with a 8.72 margin of error.

Q1. When did you serve as an AIE Math Classroom Coaching volunteer in the 2021-2022 school year?

Answer Choices	Responses	
Fall 2021 semester only	3.64%	2
Both Fall 2021 and Spring 2022 semesters	96.36%	53

Q2. When I signed up to volunteer, communication from APIE staff was ...

Answer Choices	Responses	
Very timely	67.86%	38
Timely	19.64%	11
Somewhat timely	12.50%	7
Not timely	0.00%	0

Q3. How clear were you about your role in the implementation of this program?

Answer Choices	Responses	
Very clear	64.91%	37
Clear	31.58%	18
Somewhat clear	3.51%	2
Not clear	0.00%	0

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Q4. After APIE volunteer training, how prepared did you feel to be a Math Classroom Coach?

Answer Choices	Responses	
Very prepared	48.21%	27
Prepared	35.71%	20
Somewhat prepared	16.07%	9
Not prepared	0.00%	0

Q5. Throughout the year, how supported were you by APIE staff?

Answer Choices	Responses	
Very supported	80.70%	46
Supported	19.30%	11
Somewhat supported	0.00%	0
Not supported	0.00%	0

Q6. My time in the classroom was used effectively.

Answer Choices	Responses	
All of the time	40.00%	22
Most of the time	49.09%	27
Some of the time	10.91%	6
None of the time	0.00%	0

Q7. While volunteering with APIE, I felt my time contributed to students' learning.

Answer Choices	Responses	
All of the time	37.04%	20
Most of the time	42.59%	23
Some of the time	20.37%	11
None of the time	0.00%	0

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Q8. How engaged in learning were your students during their APIE coaching time?

Answer Choices	Responses	
Very engaged	9.09%	5
Engaged	34.55%	19
Somewhat engaged	54.55%	30
Not engaged	1.82%	1

Q9. I am likely to recommend this program to others who want to work with students.

Answer Choices	Responses	
Very likely	72.73%	40
Likely	21.82%	12
Somewhat likely	5.45%	3
Not likely	0.00%	0

Q10. Overall, how would you describe the quality of your Math Classroom Coaching experience?

Answer Choices	Responses	
Excellent	53.70%	29
Good	42.59%	23
Fair	3.70%	2
Poor	0.00%	0

Appendix D

APIE COLLEGE READINESS (CR) PROGRAM SURVEY, SPRING 2022

In 2021–2022, APIE staff served 301 College Readiness Program students in grades 9-12 enrolled in Akins, Crockett, Eastside Early College, Navarro, and Travis High Schools in AISD. Approximately 29% (n=86) APIE CR students completed their program survey at the end of the 2021-2022 school year. The confidence level is 95% with an 8.95% margin of error.

Q1. I understand why I was asked to participate in this tutoring program.

Answer Choices	Responses	
Strongly agree	41.86%	36
Agree	47.67%	41
Disagree	8.14%	7
Strongly disagree	2.33%	2

Q2. The lessons and activities used during tutoring were appropriate for my needs.

Answer Choices	Responses	
Strongly agree	55.81%	48
Agree	43.02%	37
Disagree	1.16%	1
Strongly disagree	0.00%	0

Q3. My college readiness advocate/tutor was knowledgeable in the TSI subject area (ELAR or Math) in which I was tutored.

Answer Choices	Responses	
Strongly agree	57.14%	48
Agree	41.67%	35
Disagree	1.19%	1
Strongly disagree	0.00%	0

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Q4. My college readiness advocate/tutor used strategies that were helpful to me in learning the subject area in which I was tutored.

Answer Choices	Responses	
Strongly agree	58.33%	49
Agree	40.48%	34
Disagree	1.19%	1
Strongly disagree	0.00%	0

Q5. My college readiness advocate/tutor encouraged me to work hard.

Answer Choices	Responses	
Strongly agree	63.10%	53
Agree	36.90%	31
Disagree	0.00%	0
Strongly disagree	0.00%	0

Q6. The amount of time I spent with my college readiness advocate/tutor was

Answer Choices	Responses	
Too much	7.14%	6
About right	84.52%	71
Too little	8.33%	7

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Q7. When I spent time with my college readiness advocate/tutor, we engaged in the following activities:

	Responses: Always or often	
Discussing my academic needs in the TSI subject area in which I was tutored	86.90%	73
Working on my academic skills in for the TSI exam	85.71%	72
Working on improving my academic skills in other subject areas	83.13%	69
Talking about my high school concerns	71.43%	60
Talking about college and career options	78.31%	65
Talking about what college life is like	71.09%	59
Talking about personal issues	36.90%	31
Other	47.91%	23

Q8. Overall, working with my college readiness advocate/tutor was a good use of my time.

Answer Choices	Responses	
Strongly agree	62.20%	51
Agree	36.59%	30
Disagree	1.22%	1
Strongly disagree	0.00%	0

Q9. Working with my college readiness advocate made an overall positive difference for me.

Answer Choices	Responses	
Strongly agree	51.85%	42
Agree	44.44%	36
Disagree	3.70%	3
Strongly disagree	0.00%	0

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Q10. As a result of working with my college readiness advocate/tutor in the subject area in which I was tutored, my...

	Strongly agree or agree	
academic skills improved.	95.06%	77
self-confidence improved.	91.36%	74
motivation to learn improved.	95.07%	77

Q11. As a result of working with my college readiness advocate/tutor, I felt well prepared for the TSI exam.

Answer Choices	Responses	
Strongly agree	38.27%	31
Agree	56.79%	46
Disagree	4.94%	4
Strongly disagree	0.00%	0

Q12. As a result of working with my college readiness advocate/tutor, I gained a better understanding of...

	Strongly agree or agree	
taking dual credit classes in high school.	93.82%	76
the importance of being prepared for college level classes	100.00%	80

Appendix E

APIE P-TECH PROGRAM SURVEY, SPRING 2022

In 2021–2022, APIE staff served 50 P-TECH students in the 9th and 10th grades enrolled in Akins Early College High School. Approximately 62% (n=31) APIE CR students completed their program survey at the end of the 2021-2022 school year. The confidence level is 95% with a 10.96% margin of error.

Q1. My college readiness advocate/tutor was knowledgeable in the subject area in which I was tutored.

Answer Choices	Responses	
Strongly agree	50.00%	15
Agree	50.00%	15
Disagree	0.00%	0
Strongly disagree	0.00%	0
Other (please specify)	0.00%	0

Q2. My college readiness advocate/tutor helped me understand the way college works.

Answer Choices	Responses	
Strongly agree	63.33%	19
Agree	36.67%	11
Disagree	0.00%	0
Strongly disagree	0.00%	0

Q3. My college readiness advocate helped me understand what it means to be a college student.

Answer Choices	Responses	
Strongly agree	66.67%	20
Agree	33.33%	10
Disagree	0.00%	0
Strongly disagree	0.00%	0

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Q4. My college readiness advocate/tutor explained information to me in a way I understood.

Answer Choices	Responses	
Strongly agree	58.62%	17
Agree	41.38%	12
Disagree	0.00%	0
Strongly disagree	0.00%	0

Q5. My college readiness advocate/tutor encouraged me to do my best.

Answer Choices	Responses	
Strongly agree	86.21%	25
Agree	13.79%	4
Disagree	0.00%	0
Strongly disagree	0.00%	0

Q6. The amount of time I spent with my college readiness advocate/tutor was

Answer Choices	Responses	
Too much	13.79%	4
About right	82.76%	24
Too little	3.45%	1

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Q7. When I spent time with my college readiness advocate/tutor, we engaged in the following activities:

	Always or often	
Discussing my academic needs in my high school classes	86.21%	25
Working on my study skills for my high school classes	75.86%	22
Working on my college level writing skills	75.87%	22
Learning how to organize my time and plan my work	86.20%	25
Practice using time efficiently and productively	82.75%	24
Talking about my high school concerns	65.52%	19
Talking about college and career options	89.65%	26
Talking about what college life is like	82.75%	24
Talking about college preparation	93.11%	27
Talking about personal issues	41.38%	12
Other activities	60.87%	14

Q8. As a result of working with my college readiness advocate...

	Responses: Strongly agree or agree	
My study skills for my high school classes improved.	96.55%	28
My study skills for my college classes improved.	96.55%	28
My college level writing skills improved.	96.55%	28
I can organize my time and plan my work.	100.00%	29
I use time efficiently and productively.	93.10%	27
My self-confidence improved.	89.66%	26
My motivation to continue the P-TECH program improved.	93.10%	27
I feel like I have access to the support I need in the P-TECH program	100.00%	29

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Q9. As a result of working with the college readiness advocate, I have a better understanding of what I will gain as a result of the P-TECH program.

Answer Choices	Responses	
Strongly agree	58.62%	17
Agree	41.38%	12
Disagree	0.00%	0
Strongly disagree	0.00%	0

Appendix E

APIE MENTOR SURVEY, SPRING 2022

In 2021–2022, approximately 106 mentors were placed in schools to mentor elementary, middle and high school students across the district. Approximately 43% (n=99) APIE mentors with current email addresses completed their program survey at the end of the 2021-2022 school year. The confidence level is 95% with a 11.3% margin of error.

Q1. How long have you been mentoring your mentee?

Answer Choices	Responses	
This is my first year.	86.05%	37
2 years	0.00%	0
3 to 4 years	6.98%	3
5 or more years	6.98%	3

Q2. Did the mentor training session help you prepare for your mentoring experience?

Answer Choices	Responses	
Yes, definitely	55.81%	24
Somewhat	41.86%	18
No, definitely not.	2.33%	1

Q3. My mentee and I were well-matched.

Answer Choices	Responses	
Yes, definitely	62.79%	27
Somewhat	34.88%	15
No, definitely not	2.33%	1

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Q4. The amount of time I spent with my mentee was

Answer Choices	Responses	
Too much	4.65%	2
About right	44.19%	19
Too little	51.16%	22

Q5. How would you describe the overall quality of the mentoring program experience?

Answer Choices	Responses	
Excellent	30.23%	13
Good	44.19%	19
Fair	16.28%	7
Poor	9.30%	4

Q6. My mentee and I are pretty close.

Answer Choices	Responses	
Strongly agree	15.00%	6
Agree	60.00%	24
Disagree	20.00%	8
Strongly disagree	5.00%	2

Q7. Do you think that the time you spent together was helpful for your mentee?

Answer Choices	Responses	
Extremely helpful	15.00%	6
Mostly helpful	37.50%	15
Somewhat helpful	45.00%	18
Not at all helpful	2.50%	1

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