



# AUSTIN PARTNERS IN EDUCATION ANNUAL PROGRAM EVALUATION, 2021–2022 EXECUTIVE SUMMARY

## Introduction

Understanding the continuing challenges associated with the pandemic, 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. The impacts of the pandemic fell unequally on families and intensified existing disparities in educational opportunity and achievement. Schools also continued to face numerous challenges including staff shortages, high rates of absenteeism, and rolling school closures forced by the pandemic’s fallout.

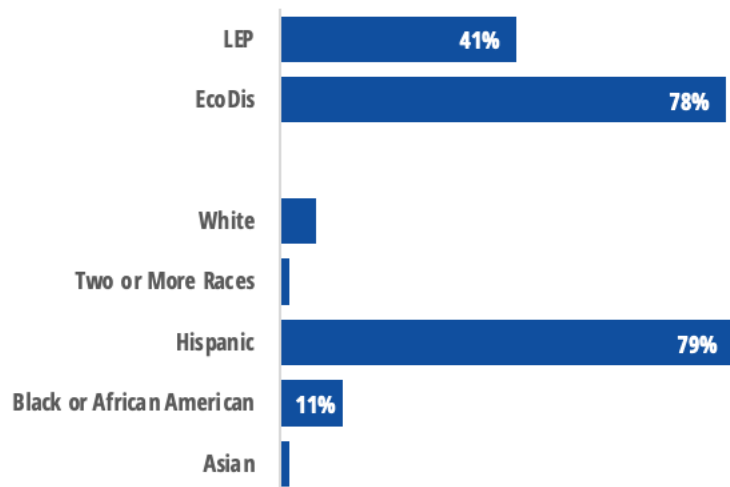
In this context, Austin Partners in Education (APIE) continued its partnership with AISD to positively influence the lives of thousands of children and adjusted program services as needed to support the return to in-person learning in the 2021–2022 school year. APIE programs addressed a critical need 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.

This annual evaluation of program services was conducted for the 2021-2022 school year to provide information about program effectiveness to APIE staff and its stakeholders to facilitate decisions about program implementation and improvement. The following summary provides the major findings of this program evaluation.

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

APIE served students in the 2021-2022 school year who were predominately economically disadvantaged. 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 10th 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 majority of APIE participants across programs were categorized as economically disadvantaged and Hispanic (Figure 1).

**Figure 1. Across all programs, most APIE participants were Hispanic and categorized as economically disadvantaged.**



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

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

Overall APIE programs, many APIE participants experienced positive academic outcomes and often outperformed their matched comparison groups.

#### *Math Classroom Coaching (MCC)*

- Of the 336 APIE MCC participants, most passed their math courses and had higher course averages than a matched comparison group of students who were enrolled in the same course.
- 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.

#### *College Readiness (CR)*

- A significantly greater percentage of CR participants in grades 9-12 (n=301) completed at least one TSIA (91%) compared with matched students in the same grade levels and schools (39%).
- 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.
- 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.

*Pathways in Technology (P-TECH)*

- Most of APIE’s support for P-TECH students (n=50) focused on preparing for the Texas Success Initiative Assessment (TSIA) in reading, thus most students took the Reading TSIA.
- A significantly greater percentage of (90%) P-TECH participants in 9th and 10th grades completed at least one TSIA than did matched students in the same grade levels (20%).
- No significant differences in passing percentages were found between APIE P-TECH participants and Akins comparison group students on the TSIA.

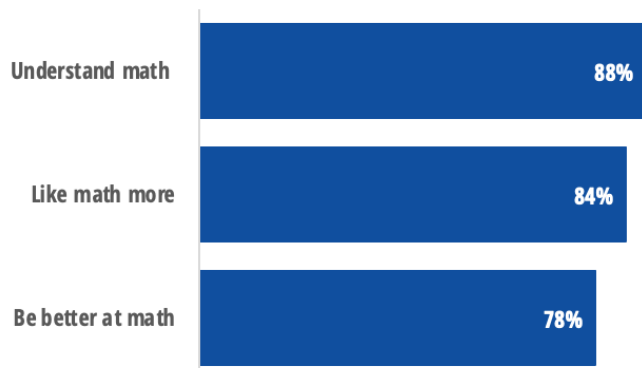
*Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)*

- APIE tutors provided approximately 7,00 hours of instruction and mentoring for GEAR UP 927 students.
- APIE staff support for GEAR UP participants focused on academic tutoring for students struggling in their classes both inside and outside of class.
- Most of the tutoring hours provided for GEAR UP 10th graders by APIE tutors were in English 2, Geometry, and Algebra I.

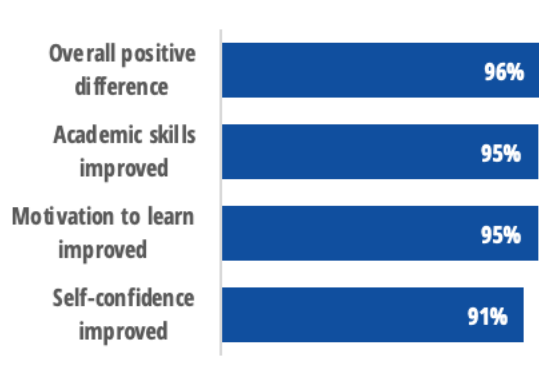
**Did APIE program participants experience positive attitudes toward school, academic self-confidence and/or school engagement and perceive the programs as effective?**

APIE program participants responded positively on all program surveys and indicated APIE programs were helpful and encouraging for students (Figures 2-4). 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.

**Figure 2. Most APIE MCC students reported their APIE volunteers helped them understand math better, like math more, and be better at math.**

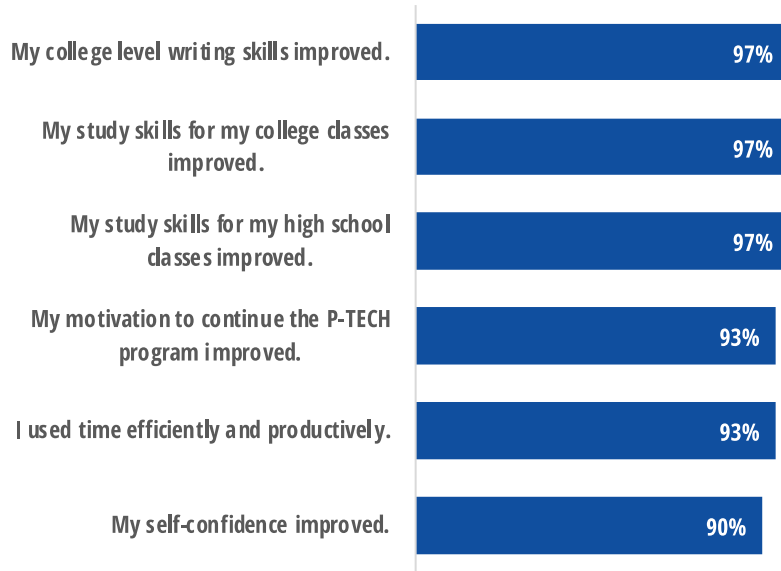


**Figure 3. Overall, APIE CR participant end of year survey responses were highly positive.**



Source. Source. APIE MCC and CR Participant Survey records, Spring 2022.

**Figure 4. Overall, most APIE P-TECH participants reported positive program outcomes.**



Source. Source. APIE P-TECH Participant Survey records, Spring 2022.

In 2021–2022, APIE recruited, trained, and placed approximately 106 mentors in schools to mentor middle and high school students across the district. Overall, most APIE mentors found their training helpful (98%) and rated the program was excellent or good (74%), and 90% were planning to return in the next school year.



*I got to know my mentee 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*



## In Summary

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 meet the needs of all AISD students long-term.