



Austin Partners in Education (APIE)

Annual Program Evaluation, 2022–2023

Executive Summary

Introduction

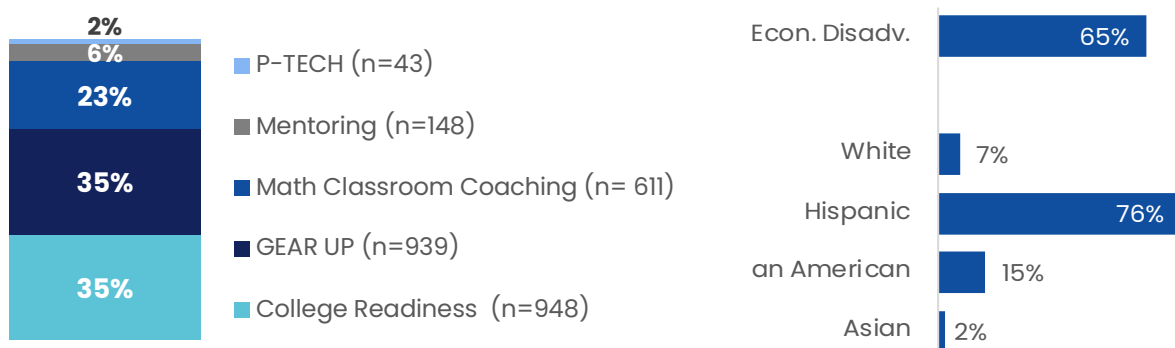
APIE is an independent, nonprofit organization created through a partnership between Austin Independent School District (AISD) and the Austin Chamber of Commerce. APIE provides college and career readiness support through individualized academic and mentoring programs to prepare students for success. All APIE programs focus on student centeredness; diversity, equity, & inclusion; and positive influence. This annual evaluation of program services in 2022–2023 provides information about program effectiveness to help facilitate decisions about program implementation and improvement.

What APIE programs were implemented, and whom did the program serve?

In 2022–2023, APIE served 2,689 students in AISD. APIE supported mentoring in AISD’s middle and high schools, provided a Math Classroom Coaching (MCC) Program in four middle schools, facilitated College and Career Readiness (CR) Programs in seven high schools, and supported the district’s Pathways in Technology (P-TECH) program at Akins Early College High School. Additionally, APIE staff provided academic support services for Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) participants primarily in the 11th grade. Most APIE participants across programs were categorized as economically disadvantaged and Hispanic.

Figure 1

Program and Demographic Summary for All APIE Participants



Source. AISD student enrollment and demographic records provided by AISD Management Information Systems, December 2023.

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

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

Math Classroom Coaching (MCC)

- Most MCC participants **passed their math courses** and had similar course averages compared to a matched group of students.
- Overall, **STAAR results were mixed** across grade levels and courses of enrollment for both APIE MCC participants and comparison group students in Spring 2023.
- Attendance rates for MCC students (87.0%) **were similar** between MCC students (87.0%) and matched comparison group students (87.2%).

College Readiness (CR)

- A **significantly greater percentage** of CR participants completed at least one TSIA (68%) compared with matched comparison students in the same grade levels and schools (36%).
- APIE CR participants outperformed the matched comparison group of students on the reading and essay TSIA with **significantly greater percentages meeting college readiness criteria**.
- In Math, a **significantly greater** percentage of APIE CR participants (40%) **took the Math TSIA** than did comparison students (32%). While a greater proportion of APIE CR participants met college readiness benchmarks in Math than did the comparison group, the difference was not statistically significant.
- Small proportions of APIE (8%) and matched comparison group students (9%) took the TSIA in both ELAR and Math, and they **performed similarly**.
- APIE CR students (86.0%) had **significantly greater attendance rates** than those of the matched comparison group students (83.2%).
- APIE CR participants (94.7%) were **promoted or graduated at significantly greater rates** than were comparison group students (86.2%).

Pathways in Technology (P-TECH)

- A significantly greater percentage of APIE P-TECH participants **completed one or more TSIA**s (78%) than did the matched comparison group of students (23%).
- **All P-TECH students** who took the Essay TSIA **met the college readiness threshold** for the assessment, and 60% met college readiness criteria on the Reading TSIA.
- **Attendance rates** for APIE P-TECH students (89.9%) were **significantly greater** than those of the matched comparison group students (83.2%).

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

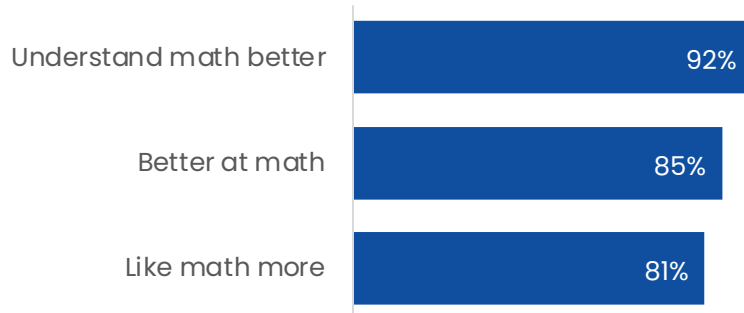
- APIE tutors provided approximately **6,306 hours of instruction** for GEAR UP students.
- APIE staff support for GEAR UP participants focused on academic tutoring for students **struggling in their classes**.
- Most of the academic tutoring was provided in **core subject classes** typically taken by 11th graders (e.g. Algebra 2 or English III), and students may have received tutoring in one or multiple subjects.

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 and volunteers supporting APIE programs responded positively on all program surveys. They indicated APIE programs were helpful and encouraging for students.

Figure 2

Most APIE MCC students understood math better, liked math more and were better at math.

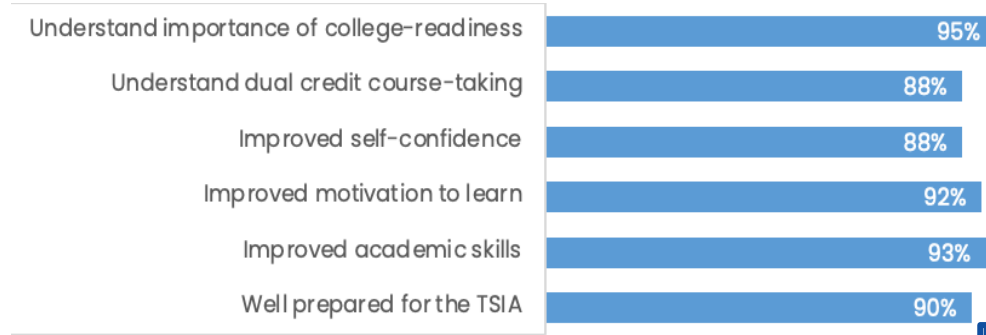


It was always great to see how excited the students would get when they realized they understood the concepts and could get through the assignment. – MCC Volunteer

Source: APIE Participant Survey records, Spring 2023

Figure 3

Overall, APIE CR participants responded positively to survey items pertaining to program outcomes.



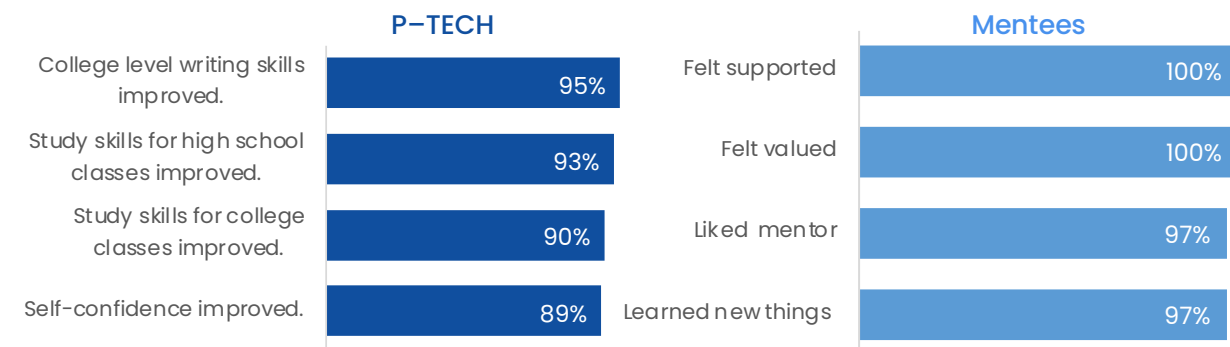
My tutor was very patient when working with me. He understands that not everyone learns the same way and was able to switch his teaching methods up to help me learn in a way that would help me most. He always challenged me and my classmates. – CR Participant



Source. APIE Participant Survey records, Spring 2023

Figures 4 and 5

APIE P-TECH participants and mentees also reported positive program outcomes.



Source. APIE Participant Survey records, Spring 2023

My mentor understands and always supports me, helped me with my college application. – APIE Mentee



In Summary

APIE’s programming focused on creating extra capacity to help students achieve their maximum potential. Community members and school staff relied on collaboration, communication, and problem solving to address the needs of students. This important connection between the Austin community and its schools is expected to increase program effectiveness to better meet the needs of all AISD students.