

# Austin Partners in Education

2022–2023



**APIE provides college and career readiness support through individualized academic and mentoring programs to prepare students for success.**

AUTHOR

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## AUSTIN PARTNERS IN EDUCATION

APIE is an independent, nonprofit organization created through a partnership between Austin Independent School District (AISD) and the Austin Chamber of Commerce. In 2022–2023, APIE supported mentoring in AISD’s middle and high schools, provided a Math Classroom Coaching Program in four middle schools, facilitated College and Career Readiness Programs in seven high schools, and supported the district’s Pathways in Technology (P-TECH) program at Akins Early College High School. 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 primarily in 11th grade.

### Program Context, 2022–2023

In the 2022–2023 school year, APIE staff continued to work with campus staff to tailor established program practices to meet the needs of approximately 2,689 students across campus sites. This created some differences in the focus of APIE service implementation across campuses. Services were customized for campuses offering the Math Classroom Coaching and College Readiness programs.

Additionally, some APIE support services were offered to students on a limited basis, depending on their needs. Students receiving support for short terms may not be included as program participants in the overall APIE evaluation, and overall number of students APIE supported is considered an underestimate.



### About APIE Programs

APIE was originally created in 1983 as Adopt-A-School by the Austin Independent School District and the Greater Austin Chamber of Commerce before becoming Austin Partners in Education, an independent 501(c)(3) in 2004. Since then, APIE has partnered with AISD to reinvent the urban-school experience, increase access to higher education, and build a talent pipeline of local students to grow the regional economy. Over the years, APIE staff have trained and placed over 17,000 tutors and mentors in AISD schools, who have supported over 41,000 AISD students. APIE programs have received recognition from the U.S. Chamber of Commerce, have been cited as an example of Better Use of Community Resources by the U.S. Department of Education, and have been honored by the White House Initiative in Educational Excellence for Hispanics.

APIE’S Guiding Principles focus on

- student centeredness;
- diversity, equity, & inclusion;
- positive influence;
- collaborative engagement; and
- strategic partnerships.

For more information about Austin Partners in Education please visit their website: [austinpartners.org](http://austinpartners.org)

## ABOUT THE PROGRAM EVALUATION

This evaluation of program services was conducted for the 2022–2023 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 2022–2023, APIE supported mentoring in AISD's middle and high schools, provided a math classroom coaching program in four 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. APIE staff also supported the district's Pathways in Technology (P-TECH) program at Akins Early College High School.

The 2022–2023 program evaluation focused on the following questions:

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

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, academic testing, and college preparation data for APIE participants. Participating students, mentors, and APIE academic volunteers completed surveys regarding their experiences with the program. Detailed information about the evaluation methodology used in this report is provided in Appendix A.

## APIE PROGRAM DESCRIPTIONS

Austin Partners in Education (APIE) is a nonprofit organization dedicated to improving college and career readiness through student-centric tutoring and mentoring programs. Figure 1 provides an overview of APIE services provided in the 2022–2023 school year.

Figure 1

### APIE Programs, 2022–2023



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



**Mentoring:** Volunteers met weekly, one-on-one with students in 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 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. More information about Effect size is provided in Appendix A.

## MATH CLASSROOM COACHING (MCC) PARTICIPANTS

At the district’s request, APIE adjusted the Math Classroom Coaching Program in 2022–2023 to better meet the needs of students. The new approach to APIE’s MCC program was a pilot for 2022–2023 school year. The shifts in strategy follow:



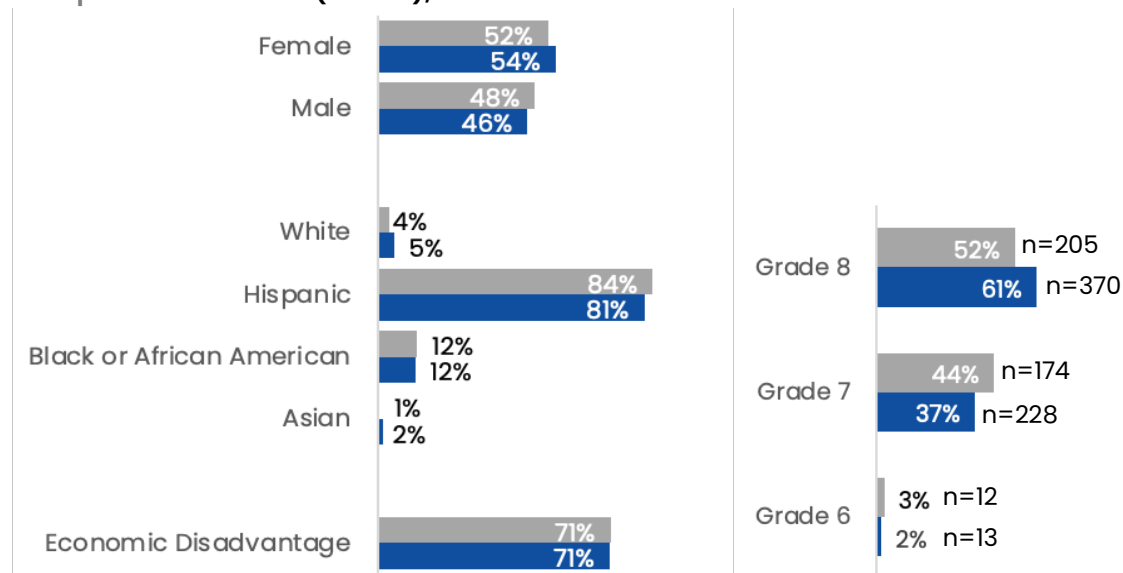
APIE’s MCC volunteers worked with a **teacher selected group of students each week**. Volunteers often worked with different students (e.g. in groups or individually) each week. Some students in the classroom may not have worked with a volunteer during the school year.

Teachers provided **math activities based on AISD curriculum** for the students working with the volunteers rather than using APIE developed curriculum.

In 2022–2023, APIE staff served 611 students, an increase from 366 in the prior school year. Students were in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>-grades enrolled in Covington, Dobie, Martin, and Webb Middle Schools. Most APIE MCC participants and the comparison group were categorized as economically disadvantaged and/or Hispanic (Figure 2).

Figure 2

### Demographic Summary for APIE Math Classroom Coaching Participants (n=611) and Comparison Students (n=392), 2022–2023



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

Note. The number of students enrolled in math courses from which to draw a comparison group were limited in the schools where APIE provided Math Classroom Coaching.

## ACADEMIC OUTCOMES FOR MATH CLASSROOM COACHING (MCC)

### In which courses were APIE MCC participants and comparison group students enrolled at the end of the school year?

During the 2022–2023 school year, MCC participants (n=611) in Grades 6 through 8 were enrolled in regular and advanced math courses, accelerated math courses for dual language learners, and Algebra I classes. Over half of the APIE MCC participants were in 8<sup>th</sup> grade. At the end of the school year, math course grades were reported for 587 MCC participants, and 306 comparison group students who were enrolled at the end of the school year.

Table 1

**APIE MCC participants were supported in regular and advanced math courses, and most participants were in the 8<sup>th</sup> grade.**

Grade and math course	Number of APIE MCC participants (n=611)	Percentage of APIE MCC participants	Number of comparison students (n=392)	Percentage of comparison students
Regular Math, Grade 6	12	2%	5	1%
Accelerated Math, Grade 7	50	9%	24	7%
Regular Math, Grade 7	155	28%	97	29%
Advanced Math, Grade 7	18	3%	19	6%
Regular Math, Grade 8	271	49%	121	36%
Advanced Math, Grade 8	23	4%	12	4%
Algebra I, Grade 8	58	5%	28	17%
*Total number of students with EOY course grades reported	587	91%	306	86%

Source. AISD student course enrollment and grades provided by AISD Management Information Systems, January 2024.

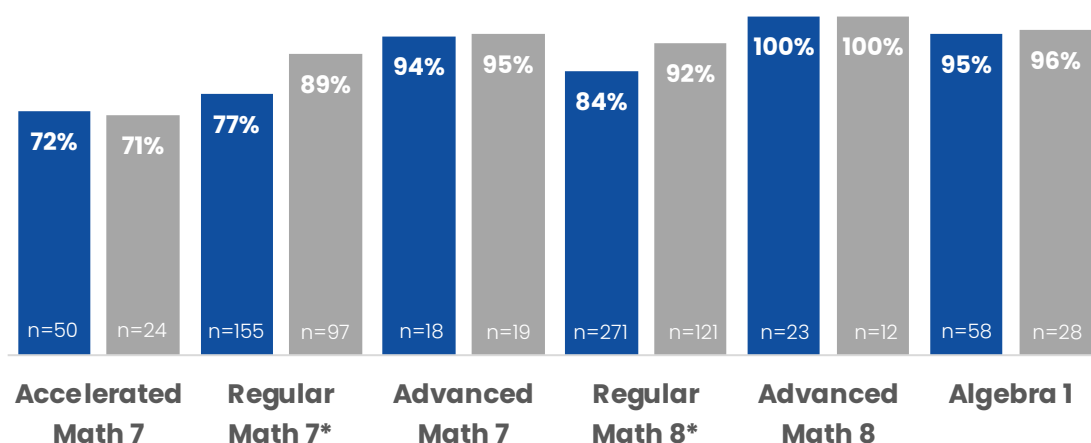
Note. \*Final course enrollment and grades only reported for students enrolled at the end of the school year.

## How did APIE MCC participants perform in their math classes?

Most APIE MCC students passed their math courses, and their passing rates were similar to the matched comparison group of students with exception of those enrolled in the regular math courses in grades 7 and 8 (Figure 3). Students who were served by APIE’s MCC program typically received differentiated lessons based on individual needs each week, and their participation may not have been consistent throughout the year. Due to the low number of 6<sup>th</sup> grade APIE and comparison group students (i.e. less than 20) course outcomes are not included in this report.

Figure 3

**Most APIE MCC students passed their math courses, and their passing rates were similar to the matched comparison group of students with exception of those enrolled in the regular math courses in grades 7 and 8.**



Source. AISD student course enrollment and grades provided by AISD Management Information Systems, January 2024.

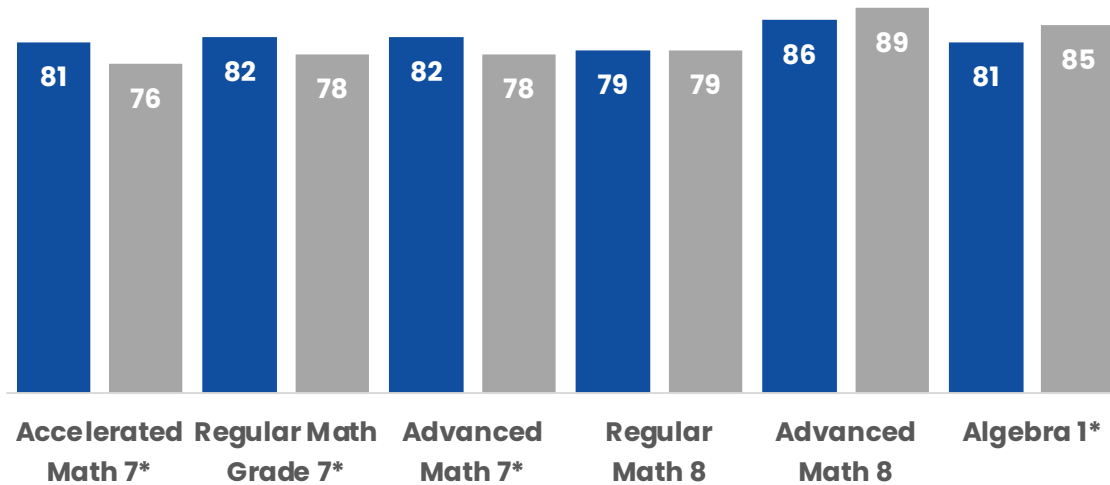
Notes. \* Statistically significant ( $p < .05$ ). Final course enrollment and grades only reported for students enrolled at the end of the school year. Math course passing rates for students in 6<sup>th</sup> grade were not included in the analysis because of the low student counts.

While passing rates were largely similar between the APIE MCC participants and the comparison group, analyses revealed significant differences in average course grades (Figure 4). Average course grades for 7<sup>th</sup> grade APIE MCC participants were significantly higher than the comparison group students in 7<sup>th</sup> grade. This difference was observed for 7<sup>th</sup> grade accelerated math, regular math, and advanced math courses. Average course grades were similar for APIE MCC and comparison group students in their 8<sup>th</sup> grade regular and advanced math courses. In Algebra I, 8<sup>th</sup> grade comparison group students had significantly higher average course grade

than did APIE MCC participants. Across all courses, effect size calculations revealed large program association with these outcomes ( $d > 0.8$ ).

Figure 4

**Average course grades for 7th grade APIE MCC participants were significantly higher than the comparison group students in 7th grade.**



Source. AISD student course enrollment and grades provided by AISD Management Information Systems, January 2024.

Note. \* Statistically significant ( $p < .05$ ), Cohen's  $d > 0.8$ . Final course enrollment and grades only reported for students enrolled at the end of the school year. Math course passing rates for students in 6<sup>th</sup> grade were not included in the analysis because of the low student counts.

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

Overall, STAAR results were mixed across grade levels and courses of enrollment. Low percentages of APIE MCC participants and comparison group students met or approached grade level thresholds on their STAAR or End of Course (EOC) assessments in Spring 2023 (Table 2). Most APIE and comparison students who were enrolled in Algebra I met STAAR Grade Level Standards. Significantly greater percentages of APIE MCC participants enrolled in Accelerated 7<sup>th</sup> Grade Math and Advanced 7<sup>th</sup> Grade Math met STAAR Grade Level Standards than the matched comparison group of students. In contrast, a significantly greater percentage of comparison group students enrolled in Regular 7<sup>th</sup> Grade Math met STAAR Grade Level Standards than did APIE MCC participants. In Regular 8<sup>th</sup> Grade Math, a greater percentage of APIE MCC participants met STAAR Grade Level Standards than comparison group students, but these differences were not statistically significant. In Advanced 8<sup>th</sup> Grade Math, comparison group student outperformed APIE MCC



participants, but the differences were not statistically significant. Effect size calculations revealed a small program association with the STAAR outcomes for APIE MCC participants who were enrolled in Accelerated 7<sup>th</sup> Grade Math ( $V=.310$ ) and in 7<sup>th</sup> Grade Advanced Math ( $V=.203$ ), and in Algebra I ( $V=.239$ ).

To be noted, the [2023 Texas Education Agency STAAR testing results](#) for the state revealed some gains in students approaching grade-level performance. However, the percentage of students performing at or above grade level remained largely stagnant statewide. The 2023 tests had redesigned content, emphasized writing, and were administered totally online for the first time.

Table 2

**Overall, STAAR results were mixed across grade levels and courses of enrollment.**

	Met STAAR Grade Level Standard			Did not meet
	Masters	Meets	Approaches	Did not meet
<b>Accelerated Math 7*</b>				
APIE MCC (n=49)	0%	10%	47%*	43%
Comparison (n=23)	0%	0%	26%	74%*
<b>Regular Math 7*</b>				
APIE MCC (n=151)	0%	1%	11%	88%*
Comparison (n=93)	0%	5%	19%*	75%
<b>Advanced Math 7*</b>				
APIE MCC (n=18)	0%	0%	33%*	67%
Comparison (n=19)	0%	5%	21%	74%*
<b>Regular Math 8</b>				
APIE MCC (n=255)	0%	9%	28%	63%
Comparison (n=110)	0%	6%	22%	72%
<b>Advanced Math 8</b>				
APIE MCC (n=23)	0%	0%	43%	57%
Comparison (n=12)	0%	0%	75%	25%
<b>Algebra I</b>				
APIE MCC (n=52)	23%	13.5%	48%*	11%
Comparison (n=28)	25%	32%*	32%	15%

Source. AISD student course enrollment and grades provided by AISD Management Information Systems, January 2024.

Note. \* Statistically significant ( $p < .05$ ), Cramer's  $V \in [0.2 - 0.3]$ . Testing data were only available for students enrolled at the time of STAAR testing and include only those with scorable tests. Math course passing rates for students in 6<sup>th</sup> grade were not included in the analysis because of the low student counts,

## How did APIE MCC participants perform on Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessments?

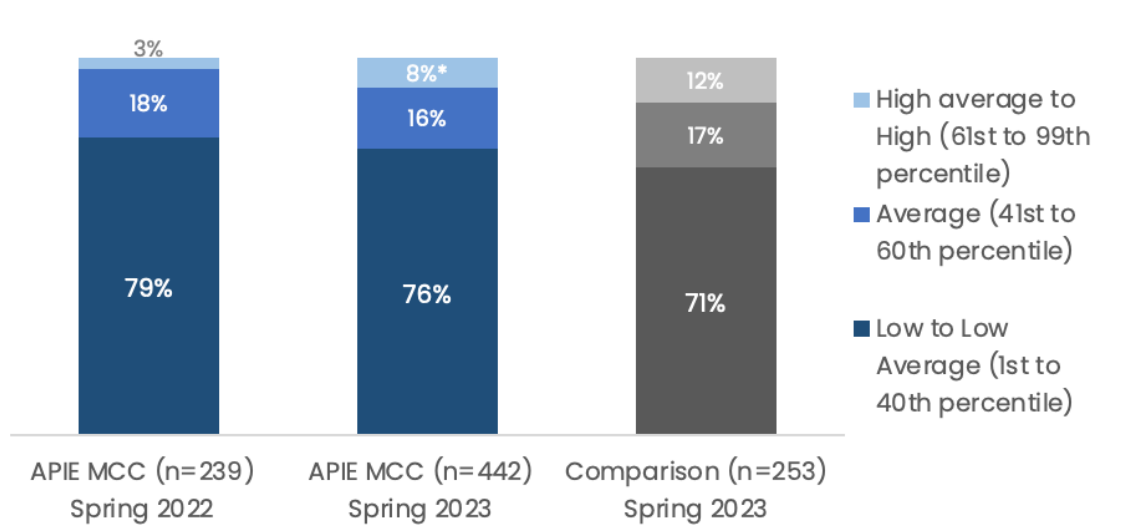
To identify student learning needs, track skill mastery, and measure academic growth throughout the school year, AISD students complete NWEA MAP assessments throughout the year. The MAP Growth assessment yields, a RIT score that represents a student's achievement level at any given moment and helps measure 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. To help show what students achieved during one term's testing window, RIT scores are 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). More information about NWEA MAP results is provided in Appendix A.

At the end of the 2022–2023 school year, most APIE MCC participant and comparison group student RIT scores were in the Low Average and Low ranges on the NWEA MAP assessment in math. However, compared to APIE MCC participants in the prior school year, a significantly greater percentage of APIE MCC participants scored in the High Average to High ranges. APIE MCC participants and the comparison group of students performed similarly on the NWEA MAP in the 2022–2023 school year (Figures 5 and 6).

When the MAP results were examined by math course enrollment, significantly greater percentages of APIE MCC students who were enrolled in Accelerated Math 7 and Algebra I had RIT scores in the Average, High Average, and High ranges than those enrolled in other math courses (Figure 7). A significantly greater percentage of APIE MCC participants who were enrolled in Algebra I met projected growth thresholds than did APIE MCC participants enrolled in their grade level math courses (Figure 8).

Figure 5

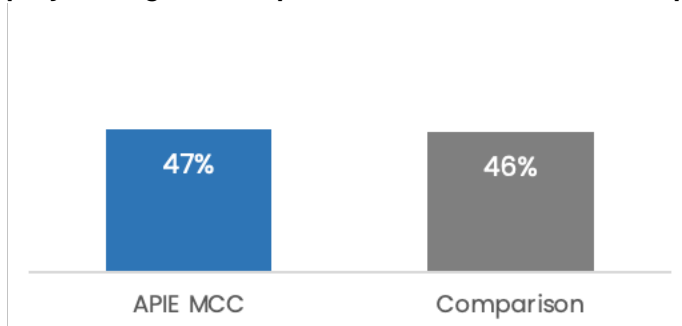
At the end of the 2022–2023 school year, most APIE MCC participants scored in the **Low Average and Low** ranges on the NWEA MAP assessment in math. However, compared to APIE MCC participants in the prior school year, a significantly greater percentage of APIE MCC participants scored in the **High Average to High** ranges.



Source. AISD student end of year NWEA MAP results provided by AISD Management Information Systems, January 2024. Notes. \* Statistically significant ( $p < .05$ ). Not all students had scored NWEA MAP assessments in each testing window.

Figure 6

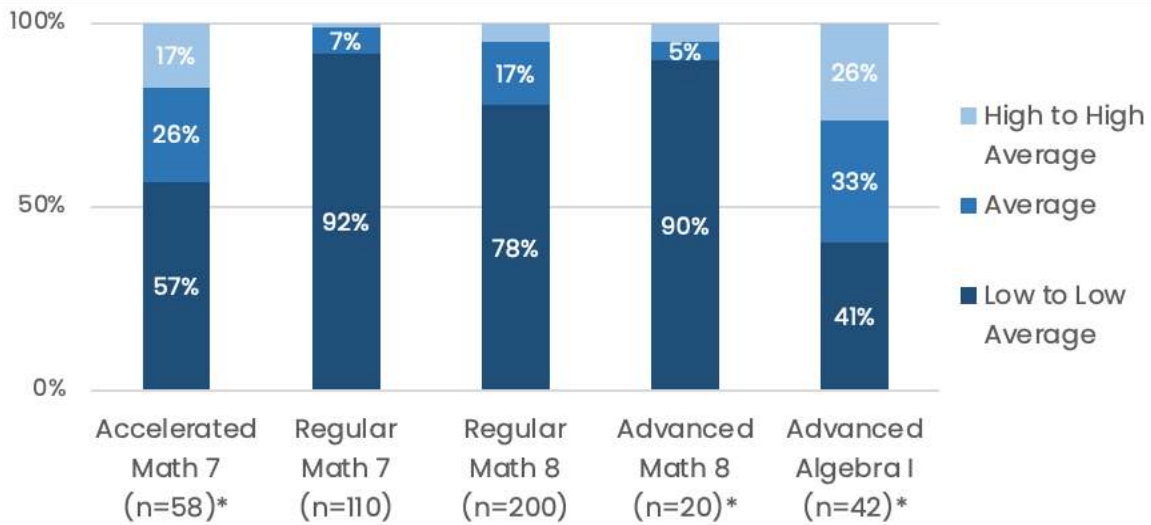
Similar percentages of **APIE MCC participants** and **comparison group students** met projected growth expectations from Fall 2022 to Spring 2023.



Source. AISD student end of year NWEA MAP results provided by AISD Management Information Systems, January 2024.

Figure 7

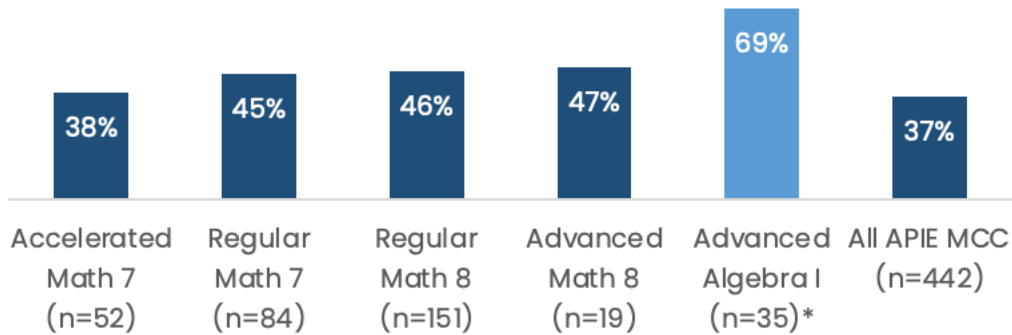
**Significantly greater percentages of APIE MCC students who were enrolled in Accelerated Math 7 and Algebra I had RIT scores in the Average, High Average, and High ranges.**



Source. AISD student end of year NWEA MAP results provided by AISD Management Information Systems, January 2024. Notes. \* Statistically significant ( $p < .05$ ). Not all students had scored NWEA MAP assessments in each testing window.

Figure 8

**A significantly greater percentage of APIE MCC participants who were enrolled in Algebra I also met projected growth thresholds than did APIE MCC participants enrolled in their grade level math courses.**



Source. AISD student end of year NWEA MAP results provided by AISD Management Information Systems, January 2024. Notes. \* Statistically significant ( $p < .05$ ). Not all students had scored NWEA MAP assessments in each testing window.

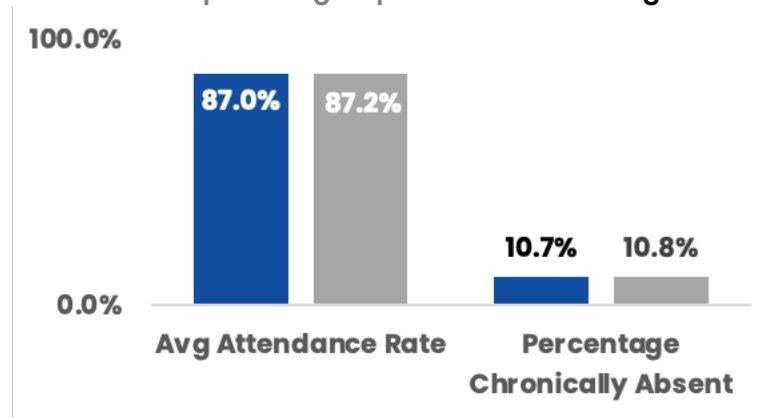
## MCC PARTICIPANT ACADEMIC, SCHOOL ENGAGEMENT, AND PROGRAM PERCEPTIONS

### What were the school attendance rates of APIE MCC participants?

Overall, attendance rates were similar for APIE MCC participants and comparison group students enrolled in the same schools (Figure 9). Effect size calculations found little or no program association with attendance rates or chronic absenteeism.

Figure 9

**Attendance rates for MCC students were similar to those of the matched comparison group students attending the same schools.**



Source. AISD student attendance records provided by AISD Management Information Systems, January 2024.

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

In 2022–2023, APIE staff provided the MCC program to 611 students in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>-grades enrolled in Covington, Dobie, Martin, and Webb Middle Schools. Approximately 25% (n=153) APIE MCC students completed their program survey at the end of the school year. Overall, responses to questions pertaining to student academic self-confidence (e.g., I can learn), behavioral engagement (e.g. I participate), were at desirable levels. MCC participants also indicated their tutors



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

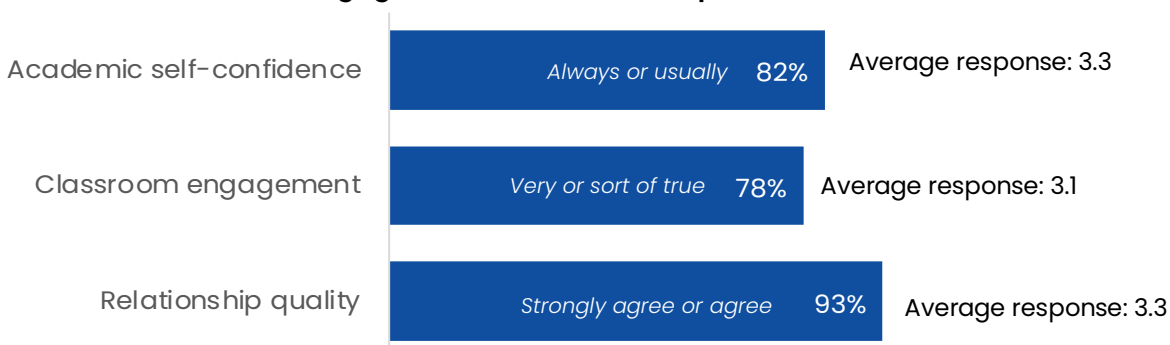
Research shows students who attend class and actively engage in their courses are more motivated, demonstrate academic persistence, have higher achievement, and are more likely to graduate. Students demonstrate behavioral engagement through actions such as consistent attendance, completing assignments, 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. 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. Additional survey details are provided in Appendices A and B.

were supportive and respectful. When asked about the outcomes of the math program, most students reported their APIE volunteers helped them understand math better, like math more, and be better at math (Figure 10). While greater percentages of MCC participants reported they understood math and were better at math than did so in 2021–2022, these differences were not significant (Figure 11).

Figure 10

**Most APIE MCC students responded positively to questions regarding their academic self-confidence, classroom engagement, and relationship with their MCC volunteers.**

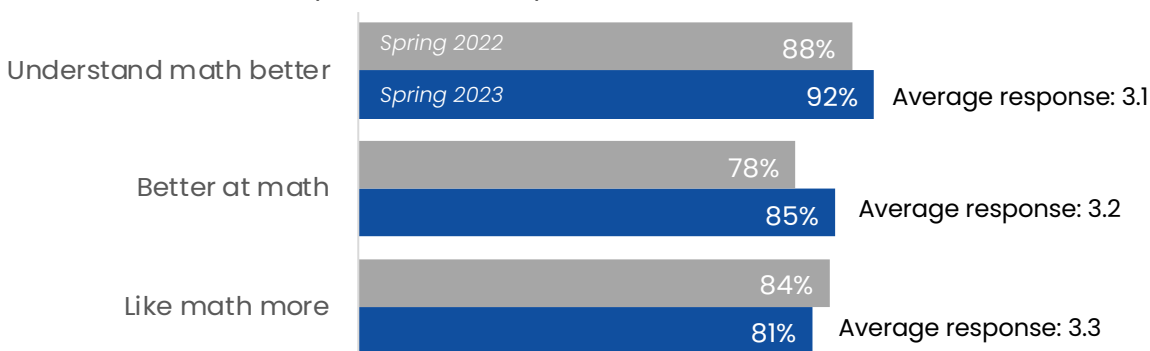


Source. APIE MCC Program Survey records, Spring 2023.

Notes. The confidence level is 95% with an 6.87% margin of error. Response of 3 or greater on a 4-point scale were considered positive responses.

Figure 11

**Most APIE MCC students in 2022–2023 reported their APIE volunteers helped them understand math better, like math more, and be better at math.**



Source. APIE MCC Program Survey records, Spring 2023. Responses indicate strongly agree or agree.

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

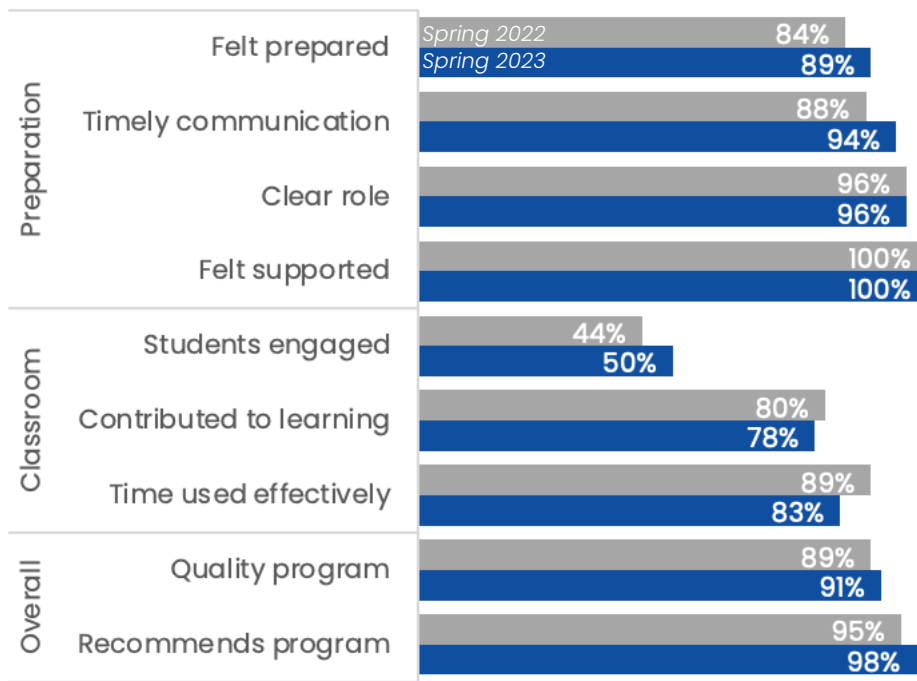
In 2022–2023, 88 APIE volunteers serving the Math Classroom Coaching Program in Covington, Dobie, Martin, and Webb Middle Schools were asked to complete a program survey. Approximately 55% (n=48) APIE MCC volunteers completed their program survey at the end of the 2022–2023 school year. Of those responding, 13% participated in the Fall semester only, and 28% participated the Spring semester only,

and 59% participated throughout the school year. The confidence level is 95% with an 9.59% margin of error.

Similar to survey respondents in the prior school year, MCC volunteers responded positively about their experiences with the MCC program. All respondents reported they were very supported or supported throughout the year. Most MCC volunteers responded positively to items about their program preparation for the program and their time in the classroom. Ninety-eight percent of MCC volunteers were likely or very likely to recommend the program to others (Figure 12).

Figure 12

**Most MCC volunteers in Spring 2023 reported being well prepared for the volunteer experience and would recommend it to others.**



Source. APIE MCC Volunteer Survey records, Spring 2023.

Note. Responses indicate strongly agree or agree.

MCC volunteers shared their experiences in open-ended survey questions. Many MCC volunteers observed positive changes in their students' academic confidence, classroom engagement, and math proficiency. They also described the importance of having a consistent adult to support student learning and provide mentorship throughout the year.

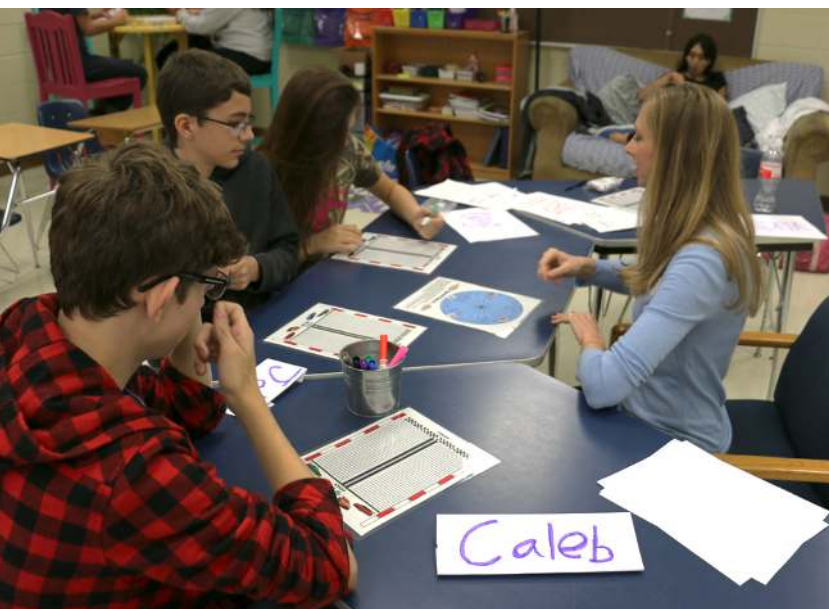


*I enjoyed working with the students individually and in small groups. It was exciting to see them as they gained more confidence and took on more challenging work independently. – MCC Volunteer*

*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*

*I think the most important thing students get out of APIE math coaching, even more importantly than them learning math concepts, is just that they know that there is someone out there who is going to show up for them every week. I had a number of students who looked forward to getting to see us every week, and that makes the experience totally worth it. – MCC Volunteer*

The MCC volunteers also described the challenges they experienced in the classroom. They often reported the distractions of phones and teachers struggling with classroom management practices as challenges in getting students engaged in the content. MCC volunteers also suggested recruiting more volunteers who were fluent in Spanish to better support Spanish speaking students.



*Paying attention was somewhat difficult for the kids. There were so many issues contributing to this e.g. cell phone use, lack of classroom discipline, etc. – MCC Volunteer*

*I don't speak Spanish, and that was a barrier for working with a lot of students in one of our classes. I miss the way we used to work with the same small group every week – we could build trust with the kids, and they got to know we cared about them as individuals not math problems. – MCC Volunteer*



## APIE COLLEGE READINESS PROGRAM

In 2022–2023, APIE staff supported a total of 948 students in grades 9–12 enrolled in Akins, Crockett, Eastside, LBJ, Navarro, Northeast, and Travis Early College High Schools, increasing student support significantly from the year prior (n=301). APIE College Readiness (CR) Advocates supported 558 APIE CR program participants 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. Some GEAR UP Program students also actively participated in APIE CR program (n=23). Some APIE CR participants (n=95) only participated for a short time (<60 minutes) to focus on a specific need before taking the TSIA. APIE CR Advocates also provided college focused mentoring for students needing assistance with college applications and financial aid forms (n=72), and they proctored TSIA exams for additional students who did not take part in the APIE CR program but wanted to take the TSIA (n=200).

In 2022–2023, APIE CR programming served similar proportions of students across grades 9 through 12, in contrast to the prior school year, where 60% of the APIE CR participants were in the 9<sup>th</sup> grade and only 14% were in 12<sup>th</sup> grade. The majority of APIE College Readiness Program participants and the matched comparison group were categorized as economically disadvantaged (62%) and Hispanic (74%).



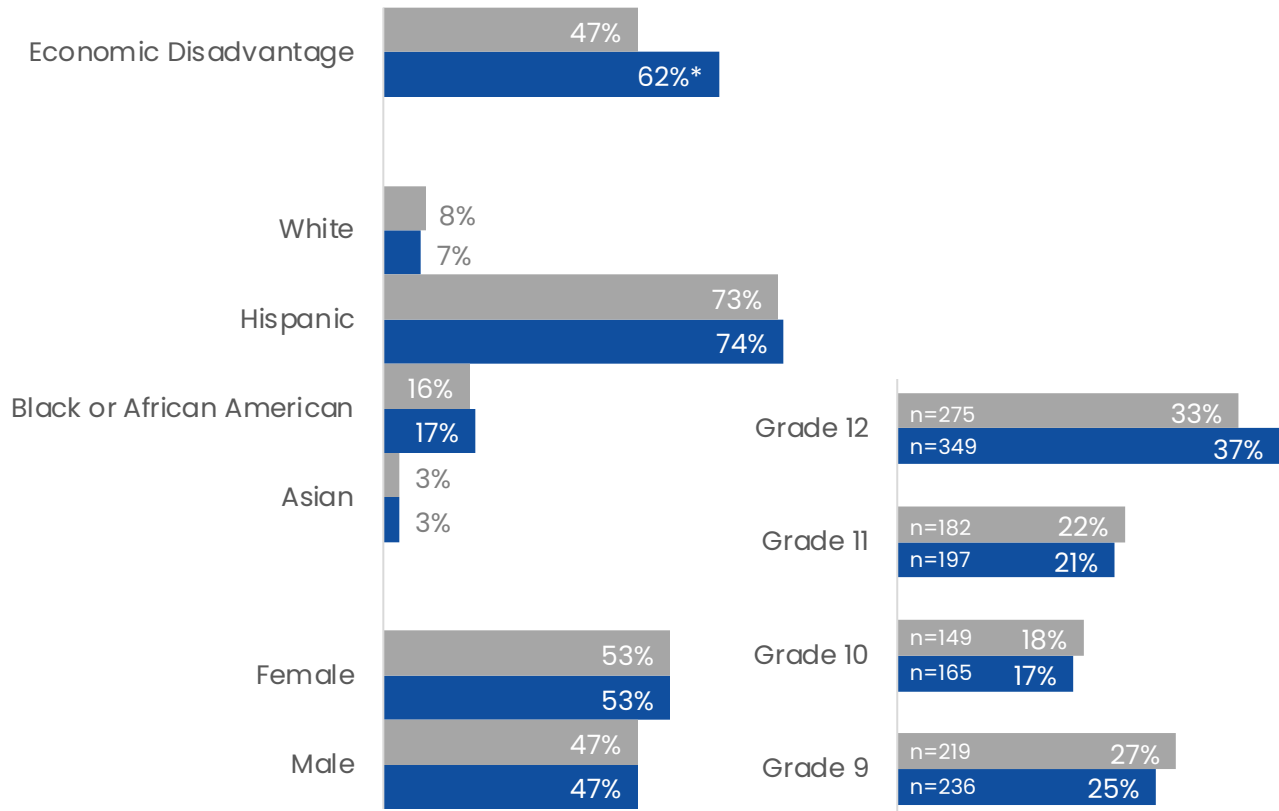
### What is Dual Credit and the TSIA?

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 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 TSI Assessment (TSIA) is the result of the Texas Success Initiative (TSI) created by the Texas State Legislature. The TSI Assessment (TSIA) measures college readiness in reading, writing, and math. The TSIA is designed for older high school students or other individuals planning to enroll in dual credit courses or a postsecondary institution to determine college-readiness in the areas of reading, writing, and mathematics. Students in the 9<sup>th</sup> and 10<sup>th</sup> grades may not yet have covered content presented in the TSIA in their courses to date.

Figure 13

**Demographic Summary for APIE College Readiness Program Participants (n=948) and Comparison Students (n=826), 2022-2023**



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

Note: Changes in state criteria and coding pertaining to the classification of bilingual and English learning students and additional changes in district data systems prevented description of APIE’s English learning participants.

**ACADEMIC OUTCOMES FOR APIE COLLEGE READINESS (CR)**

**How many APIE College Readiness participants took the TSIA?**

In 2022-2023, a significantly greater percentage of CR participants in grades 9-12 completed at least one TSIA (68%, n=641) compared with matched comparison students in the same grade levels and schools (36%, n=298). Effect size calculations revealed a strong association between test-taking and program participation ( $V > 0.5$ ). Most of the CR participants (n=425) completed the TSIA in Reading, followed by TSIA Math (n=375). Students who accessed the APIE CR program specifically to take one or more TSIA’s had the greatest test-taking rates (90%) compared to the other APIE students participating in the CR program.

Prior to the 2022–2023 school year, similar numbers of APIE CR participants and comparison group students had taken a TSIA. The APIE CR program continued to assist students in preparing for and/or re-taking, additional assessments in 2022–2023. Including TSIA test-taking records from 2022–2023 and prior school years, significantly greater percentages of APIE CR participants (87%) had taken at least one TSIA than did matched comparison group students (59%). Again, effect size calculations revealed a siz program association ( $V=.442$ ).

Table 3

**A significantly greater percentage of APIE CR participants completed a TSIA in one or more subject areas (68%) than did the matched comparison group of students (35%).**

	Number of students	Number who took one or more TSIA's prior to 2022–2023	Number who took one or more TSIA's in 2022–2023	Percentage who took one or more TSIA's in 2022–2023	Percentage who took one or more TSIA's at any time
APIE	948	181	641	68%*	87%*
Comparison	826	190	298	35%	59%
CR	558	467	351	63%	84%
CR < 60	95	80	54	57%	84%
CR Mentoring	72	65	41	57%	90%
CR–GEAR UP	23	23	16	70%	100%
CR Proctoring	200	187	179	90%*	94%

Source. AISD student TSIA records for tests taken in 2022–2023 provided by AISD Management Information Systems, January 2024. Note. \* Statistically significant ( $p < .001$ ),  $V=.442$  (medium program association).

### How did APIE College Readiness Program test-takers perform on the TSIA in 2022–2023?

In 2022–2023, the year of program participation, APIE CR participants outperformed the matched comparison group of students on the TSI reading and essay assessments with significantly greater percentages of APIE students meeting college readiness criteria (Tables 4 and 5). Effect size calculations revealed a small program association with the TSIA reading outcomes ( $V=.103$ ) and a medium program association with the TSIA essay outcomes ( $V=.395$ ). Students who participated consistently in the CR program or accessed the program for test proctoring

purposes significantly outperformed APIE CR participants who participated for less than 60 minutes or accessed the program for mentoring only. Few students took all of the TSI English Language Arts and Reading (ELAR) assessments in 2022–2023 (i.e. both Reading and Essay TSIA), and those who took both assessments performed similarly (Table 6).

Table 4

**Significantly greater percentages of APIE CR participants completed one or more Reading TSIA and met college readiness criteria than did the comparison group of students.**

	Number of students	Number who took TSIA Reading	Percentage who took TSIA Reading	Number who met CR criteria	Percentage who met CR Criteria
APIE	948	425	45%*	146	34%*
Comparison	826	222	27%	54	24%
CR	558	241	43%*	81	34%*
CR < 60	95	28	29%	7	25%
CR Mentoring	72	25	35%	3	12%
CR Proctoring	200	132	66%*	46	35%*

Source. AISD student TSIA records for test taken in 2022–2023 provided by AISD Management Information Systems, January 2024.

Note. \* Statistically significant ( $p < .001$ ),  $V=0.175$  in Reading. GEAR UP students who participated in APIE’s CR program were excluded from the summary due to counts <5 students who either took and/or met college readiness criteria.

Table 5

**Significantly greater percentages of APIE CR participants completed one or more Essay TSIA and met college readiness criteria than did the comparison group of students.**

	Number of students	Number who took TSIA Essay	Percentage who took TSIA Essay	Number who met CR criteria	Percentage who met CR Criteria
APIE	948	272	29%*	202	74%*
Comparison	826	130	16%	50	38%
CR	558	140	25%	107	76%*
CR < 60	95	20	21%	9	45%
CR Mentoring	72	9	13%	5	56%
CR Proctoring	200	94	47%*	68	72%*

Source. AISD student TSIA records for test taken in 2022–2023 provided by AISD Management Information Systems, January 2024.

Notes. \* Statistically significant ( $p < .001$ ) and  $V=0.395$  for TSIA Essays. GEAR UP students who participated in APIE’s CR program were excluded from the summary due to counts <5 students who either took and/or met college readiness criteria.

Table 6

**Similar percentages of APIE CR participants and comparison students completed English Language Arts TSIA (i.e. Reading and Essay TSIA) and met college readiness criteria.**

	Number of students	Number who took ELAR TSIA	Percentage who took ELAR TSIA	Number who met CR criteria	Percentage who met CR Criteria
APIE	948	165	17%	42	25%
Comparison	826	97	12%	23	24%
CR	558	72	13%	16	22%
CR < 60	95	7	7%	0	0%
CR Proctoring	200	72	36%*	21	29%

Source. AISD student TSIA records for test taken in 2022–2023 provided by AISD Management Information Systems, January 2024.

Notes. CR Mentoring and GEAR UP students who participated in APIE’s CR program were excluded from the summary due to counts <5 students who either took and/or met college readiness criteria.

In Math, a significantly greater percentage of APIE CR participants (40%) took the Math TSIA than did comparison students (32%). CR Mentoring participants met college readiness criteria at significantly greater rates on the Math TSIA than the other groups. Those who accessed APIE’s CR program for test proctoring only met college readiness criteria at significantly lower rates than did the other student groups. Effect size calculations revealed a small program influence on meeting college readiness criteria on the Math TSIA ( $V=.177$ ).

Table 7

**Percentages of APIE CR participants who took the Math TSIA were significantly higher than the comparison group students.**

	Number of students	Number who took TSIA Math	Percentage who took TSIA Math	Number who met CR criteria	Percentage who met CR Criteria
APIE	948	375	40%*	137	37%
Comparison	826	262	32%	87	33%
CR	558	212	38%	86	41%
CR < 60	95	32	34%	14	44%
CR Mentoring	72	26	36%	16	61%*
CR Proctoring	200	101	51%*	26	25%*

Source. AISD student TSIA records for tests taken in 2022–2023 provided by AISD Management Information Systems, January 2024.

Notes. \* Statistically significant ( $p < .01$ ) and  $V=0.177$ . GEAR UP students who participated in APIE’s CR program were excluded from the summary due to counts <5 students who either took and/or met college readiness criteria.

Small proportions of APIE (8%) and matched comparison group students (9%) took the TSIA in both ELAR and Math. College readiness outcomes in ELAR, math, and in both areas combined were similar for APIE participants and the comparison group students. However, effect size calculations revealed a small program association ( $V=.253$ ) with the college readiness outcomes in math, as greater percentages of APIE CR participants (50%) and APIE students (40%) overall met college readiness criteria.

Table 8

**Percentages of APIE CR participants who took both ELAR and Math TSIA and met college readiness criteria in both areas were similar.**

	Number of students	Number who took both ELAR and Math TSIA	Percentage who took both ELAR and Math TSIA	Percentage who met CR criteria in ELAR	Percentage who met CR criteria in Math	Percentage who met CR criteria in both areas
APIE	948	72	8%	25%	40%	13%
Comparison	826	72	9%	25%	29%	13%
CR	558	36	6%	22%	50%	11%
CR Proctoring	200	28	14%	36%	39%	18%

Source. AISD student TSIA records for tests taken in 2022–2023 provided by AISD Management Information Systems, January 2024.

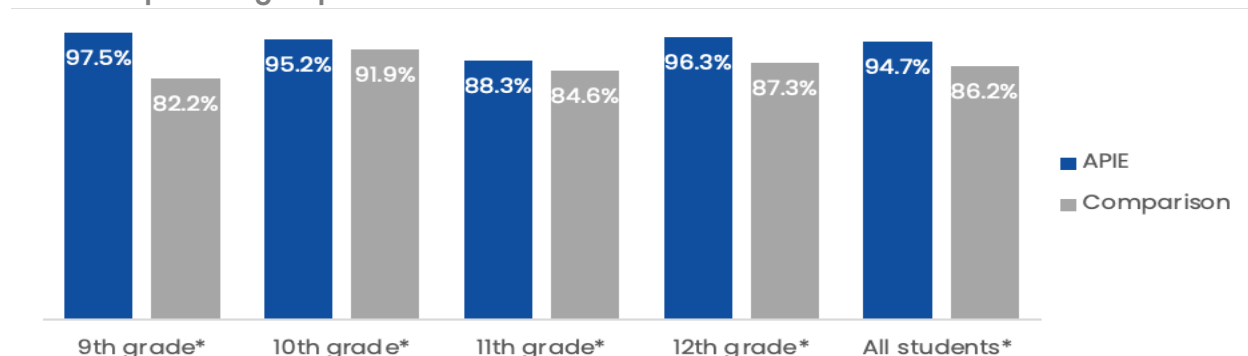
Notes.  $V=.253$ , for CR in Math. APIE CR students with less than 60 minutes of support, CR mentoring, and GEAR UP students who participated in APIE’s CR program were excluded from the summary due to counts <5 students who took both ELAR and Math TSIA.

## What were the promotion and graduation rates for APIE College Readiness participants in 2022–2023?

Significantly greater percentages of APIE CR participants were promoted or graduated at the end of the school year than comparison group students (Figure 14). Effect size calculations revealed a small program association between APIE program participation and promotion and graduation outcomes for all grade levels. The effect size calculations revealed the greatest program association for 9<sup>th</sup> grade APIE students ( $V=.256$ ).

Figure 14

**Significantly greater percentages of APIE CR participants were promoted or graduated than were comparison group students.**



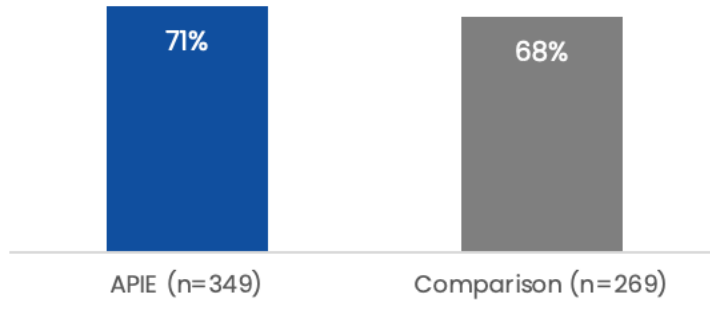
Source. AISD student promotion and graduation records provided by AISD Management Information Systems, November 2023. Note. \* Statistically significant ( $p < .001$ ),  $V_e [0.1, 0.3]$ : small association

## Did APIE College Readiness participants in the 12<sup>th</sup> grade complete financial aid applications in preparation for their postsecondary education?

Greater percentages of APIE CR participants who were in 12<sup>th</sup> grade completed the Free Application for Federal Student Aid (FAFSA) or the Texas Application for State Financial Aid (TASFA) in 2022–2023 than did comparison group students in 12<sup>th</sup> grade (Figure 15). However, the differences in financial aid application completion did not differ significantly between the two groups. APIE's CR program assisted students in this process as students needed. High school seniors in Texas must fill out the FAFSA, the Texas Application for State Financial Aid or sign an opt-out form to graduate.

Figure 15

**FAFSA and TSAFA completions are required by the state of Texas, and similar percentages of **APIE CR participants** and matched comparison group students completed the financial aid applications in 2022–2023.**



Source: AISD student FAFSA and TASFA completion records provided by AISD Management Information Systems, November 2023.

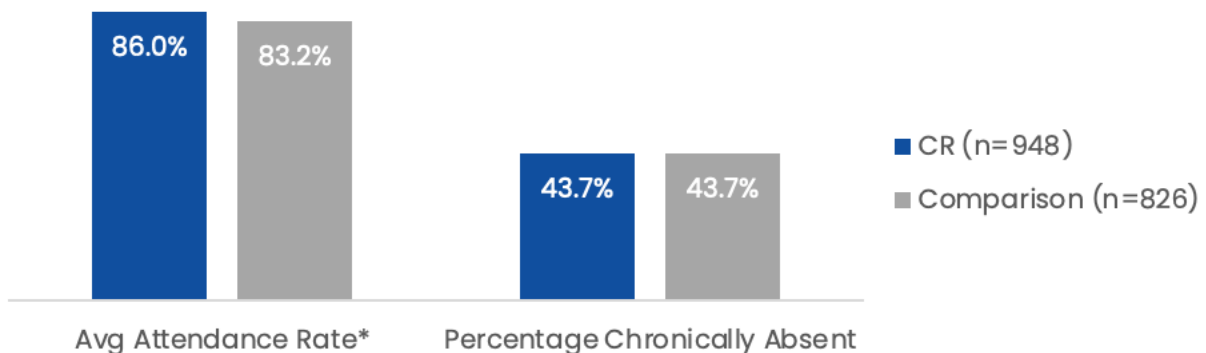
## **APIE COLLEGE READINESS (CR) PROGRAM PARTICIPANT ACADEMIC, SCHOOL ENGAGEMENT, AND PROGRAM PERCEPTIONS**

### **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 was a small program effect on the attendance rates of the APIE CR students ( $d=.150$ ). Percentages of APIE CR participants and comparison group students who were categorized as being chronically absent were the same.

Figure 16

**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, November 2023.  
Notes. \* Statistically significant ( $p < .001$ ). Effect size calculations indicated small effects for CR students ( $d=.150$ ).

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

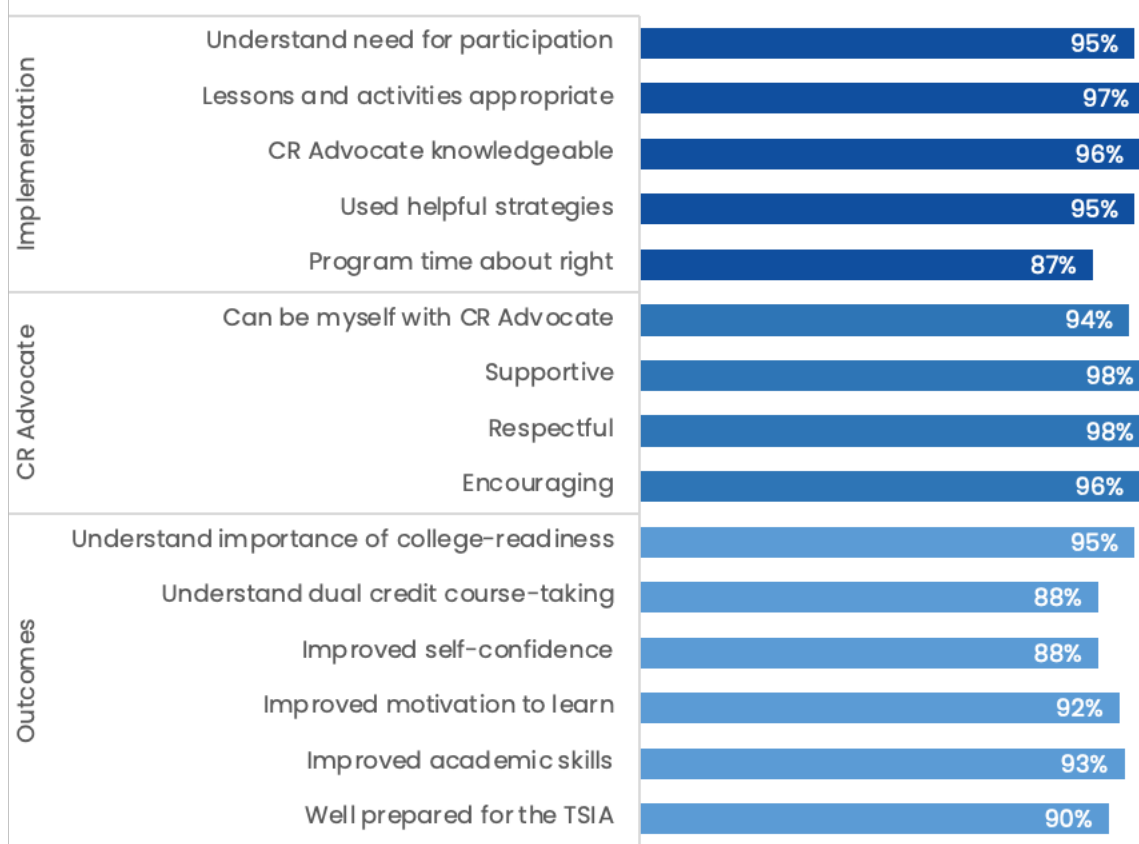
In 2022–2023, APIE staff served 558 College Readiness Program students in grades 9–12 enrolled in Akins, Crockett, LBJ, Navarro, Northeast, and Travis High Schools in AISD (Figure 16). Approximately 27% ( $n=149$ ) APIE CR students completed their program survey at the end of the school year. The confidence level is 95% with an 6.88% margin of error.

Overall, most APIE CR participants reported APIE’s CR program to be well implemented by supportive staff. Most respondents understood the importance of college readiness and had experienced improved academic skills, motivation to learn, and self-confidence (Figure 17). CR participants indicated their time was consistently focused on addressing academic needs and talking about college and career topics.

On open-ended survey questions asking about highlights of the program and for thoughts on program improvements, CR participant comments were highly positive. Students described CR Advocates as helpful, kind, supportive, and encouraging. They reported effective strategies were used to address their academic support needs. Not only did they appreciate assistance in preparing to take the TSIA, but they also reported the assistance provided to complete college essays, applications, and financial aid forms was valuable. Most students did not recommend any program changes. Rather, they wanted more time with their tutor and believed additional students could benefit from participation.

Figure 17

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



Source. APIE CR Participant Survey records, Spring 2023.

Notes. The confidence level is 95% with a 6.88 margin of error.

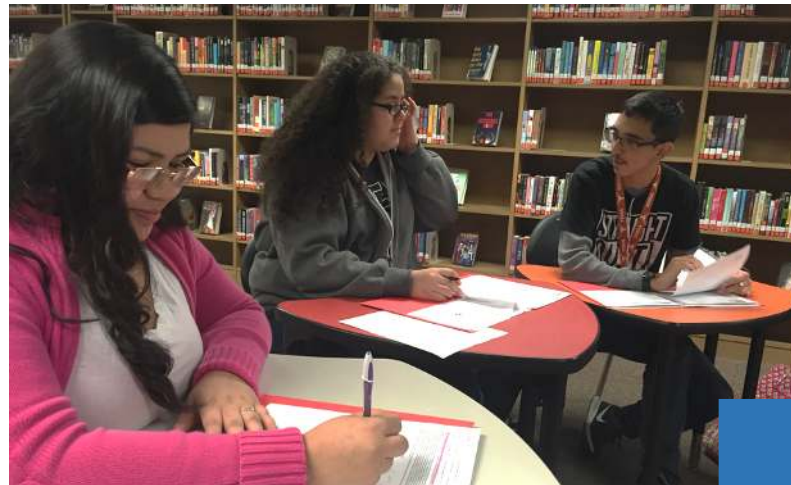
### APIE CR Students said....

*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*

*My tutor is so friendly, sweet, and she helped me when I was lost in my problems. Senior year is very stressful, but she helped me with my FASFA application, college essay, my college application and so on and so forth. She is the best and most helping tutor I have ever had in my life. – CR Participant*

*My tutor taught me new skills that I previously did not have. – CR Participant*

*Allow more people to be aware that y'all are there for them. Everyone does not even know how they can get this kind of help!  
– CR Participant*



## APIE P-TECH PROGRAM

The Pathways in Technology program (P-TECH) enables students to earn college course credits along with a high school diploma at no cost to the student and their family. In 2022–2023, APIE supported the P-TECH Real Estate Program at Akins Early College High School. The Austin Board of Realtors provided industry support for the real estate program, and students may graduate with an Associate of Applied Science degree from Austin Community College (ACC).

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.

Work-based learning experiences are a part of the P-TECH program, and students experience hands-on and job-related lessons. Students in the Real Estate PTECH Program at Akins ECHS may have visited construction sites (including housing projects and new schools) and attended mini-conferences and workshops with program partner, Austin Board of Realtors.

In 2022–2023, APIE staff served 43 P-TECH students in the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> 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 18).



### Why offer a Pathways in Technology program (P-TECH)?

P-TECH programs are innovative open-enrollment high schools that allow students least likely to attend college an opportunity to receive both a high school diploma and a credential and/or an associate degree. The P-TECH model is career focused and provides work-based education. P-TECH programs:

- provide high school students with opportunity to complete both high school and post-secondary courses.

- enable students to earn a high school diploma, along with an associate degree, or career certifications within six years.

- offer work-based learning opportunities and gain work experiences through internships, apprenticeships, or other job training programs.

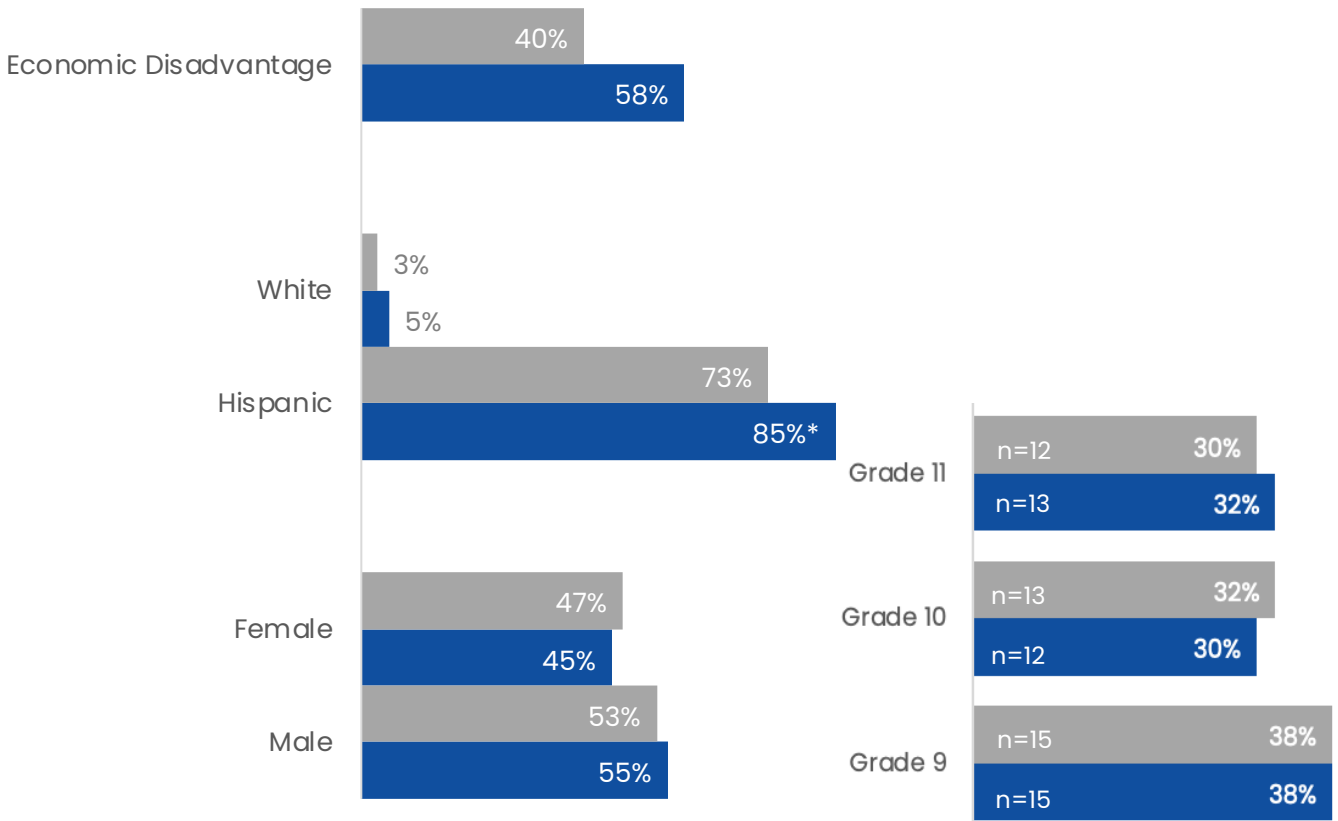
- align to regional workforce needs, guiding students into high-demand, high-wage careers; and

- partner with Texas Institutions of Higher Education (IHEs) and regional industries.

More information about P-TECH can be accessed on the Texas Education Agency [website](#).

Figure 18

**Demographic Summary for APIE P-TECH Participants (n=43) and comparison students (n=40), 2022-2023**



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

**ACADEMIC OUTCOMES FOR APIE P-TECH PARTICIPANTS**

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

By the end of the 2022-2023 school year, all P-TECH participants still actively enrolled in the Real Estate Program at Akins Early College High School (n=41) had completed at least one TSIA than did matched students in the same grade levels (45%, n=18). Effect size calculations revealed a strong association between test-taking and program participation ( $V=.618$ ), as APIE participants in the P-TECH program were either taking college level classes or preparing to do so in the next school year.

Table 9

**In 2022–2023, a significantly greater percentage of APIE P–TECH participants completed one or more TSIAAs (78%) than did the matched comparison group of students (23%).**

	Number of students	Number who took one or more TSIAAs prior to 2022–2023	Number who took one or more TSIAAs in 2022–2023	Percentage who took one or more TSIAAs in 2022–2023	Percentage who took one or more TSIAAs at any time
P–TECH	41	9	32	78%*	100%*
Comparison	40	9	9	23%	45%

Source. AISD student TSIA records for tests taken in 2022–2023 provided by AISD Management Information Systems, January 2024.

Notes. \* Statistically significant ( $p < .001$ ),  $V > .555$ . Only students actively enrolled at the end of the year were included in this summary.

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

In 2022–2023, most APIE P–TECH students took the Reading and Essay TSIAAs (Table 20). All P–TECH students who took the Essay TSIA met the college readiness threshold for the assessment, and 60% of the P–TECH students who took the Reading TSIA met the college readiness threshold. Of the P–TECH students who completed all TSIAAs in English language arts (ELAR), 36% met TSIA met the college readiness threshold overall. Few APIE P–TECH students who took the Math TSIA met the college readiness threshold. TSIA results for P–TECH comparison students were not included in the summary to protect student confidentiality as there were fewer than 5 students taking the TSIA test in any given subject area.

Table 10

**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.**

	Number of students	Number who took TSIA	Percentage who took TSIA	Number who met CR criteria	Percentage who met CR Criteria
Reading only	41	20	49%	12	60%
Essay only	41	16	39%	16	100%
ELAR	41	14	34%	5	36%
Math	41	15	37%	**	**

Source. AISD student TSIA records for tests taken in 2022–2023 provided by AISD Management Information Systems, January 2024.

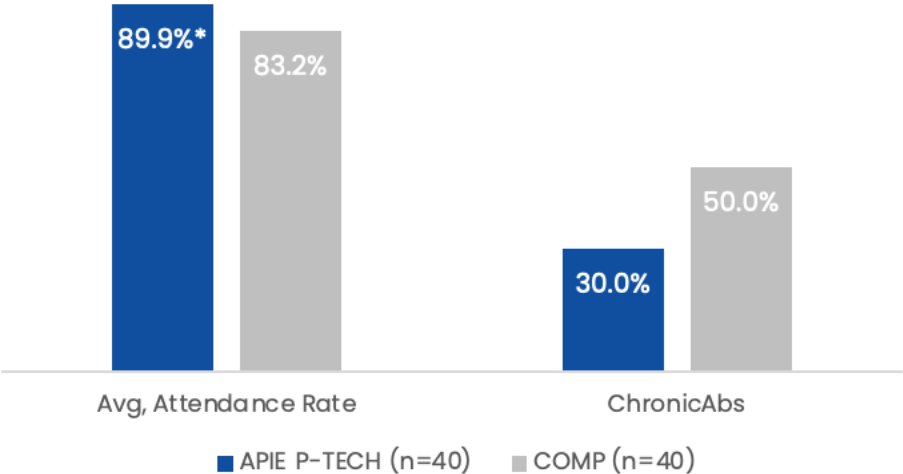
Note. \* Statistically significant ( $p < .001$ ). \*\*Masking to conceal data as required by the federal Family Education Rights and Privacy Act (FERPA) for the purpose of protecting student confidentiality (i.e. could lead to the identification, either directly or indirectly).

# 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 (n=40) had greater attendance rates than did comparison group students (n=40) enrolled in the same schools (Figure 19). While the difference in the average attendance rates were not statistically significant (Figure 19), effect size calculations indicated there were small program effects on the attendance rates of the APIE P-TECH students (d=.403). 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, November 2023.  
Notes. \* Statistically significant (p < .05). Effect size calculations indicated small effects for P-TECH students (d=.403).

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

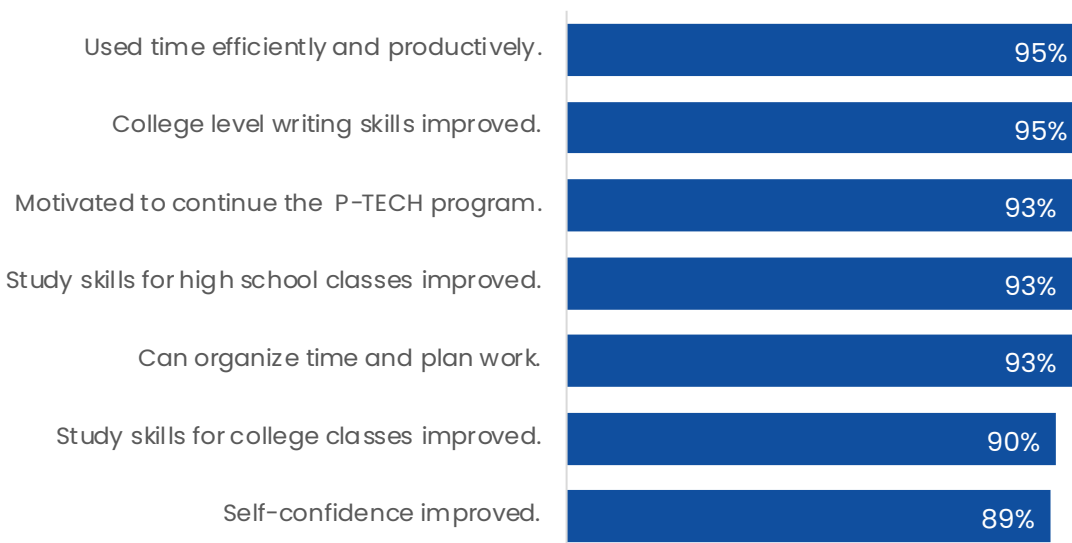
In 2022–2023, APIE staff served 43 students participating in the P-TECH Real estate program at Akins Early College High School. All APIE P-TECH students completed their program survey at the end of the school year. Detailed survey results are provided in Appendix E.

Overall, APIE P-TECH participant end of year survey responses were highly positive (Figure 20). They reported their teacher was supportive (98%), knowledgeable in their tutoring subject area (96%); explained information in an understandable way (98%); and helped students understand more about going to college (98%). Eighty-four percent of P-TECH students reported the time they spent with their APIE P-TECH teacher was about right. Overall, P-TECH participants indicated their time was focused on addressing their academic needs, talking about college preparation, and discussing college and career options. All students reported the program was a good use of their time.

As a result of the program, most APIE P-TECH participants reported positive outcomes. They had improved TSI study skills (95%), felt well prepared for the TSI exam (95%), and felt well prepared for their dual credit classes (100%). They also made improvements in their academic habits, self-confidence, and motivation.

Figure 20

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



Source. APIE P-TECH Participant Survey records, Spring 2023.

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 advocate provided and attributed their success to the general support and academic help she provided. APIE P-TECH participants also described how the college and career focus and connections to industry professionals was motivational and provided real-world context in which to learn. When asked for suggestions on improving the program, most APIE P-TECH participants replied, “nothing”. Some respondents requested more field trips and time with real estate industry professionals.

### **APIE P-TECH participants said....**

*Working with my advocate was the best part because she always had a positive attitude and always gave us amazing advice and help with anything we needed.*

*– APIE P-TECH Participant*

*We would study tests and exams together that we had coming up with our advocate who would make study guides which were different from the ones given at ACC by our professors which helped a lot.*

*– APIE P-TECH Participant*

*I learned how to work better with the skills I have and to strengthen my current skills and my lower ones too.*

*– APIE P-TECH Participant*

*The best thing about the program was learning how to work better with my peers.*

*– APIE P-TECH Participant*

*The thing I enjoyed most about the program was the vast amount of learning opportunities there were for not only college, but the Realty side of the program.*

*– APIE P-TECH Participant*

*The thing I liked best of the program was the guest speakers.*

*– APIE P-TECH Participant*

*When we graduate, we will have access to a career.*

*– APIE P-TECH Participant*





## 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 2022–2023, APIE staff supported the GEAR UP program and served 939 GEAR UP students that were expected to graduate in 2024 and primarily classified as 11<sup>th</sup> graders 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.

All 11<sup>th</sup> grade students enrolled in the high schools supported by APIE were classified as GEAR UP students. APIE academic support services were primarily based on need, and it is not clear what additional support services GEAR UP students served by APIE staff may have received as a part of the GEAR UP program. Thus, an appropriate control group could not be generated for comparison. A summary of services provided to and outcomes for GEAR UP students served by APIE follows (Figure 21).



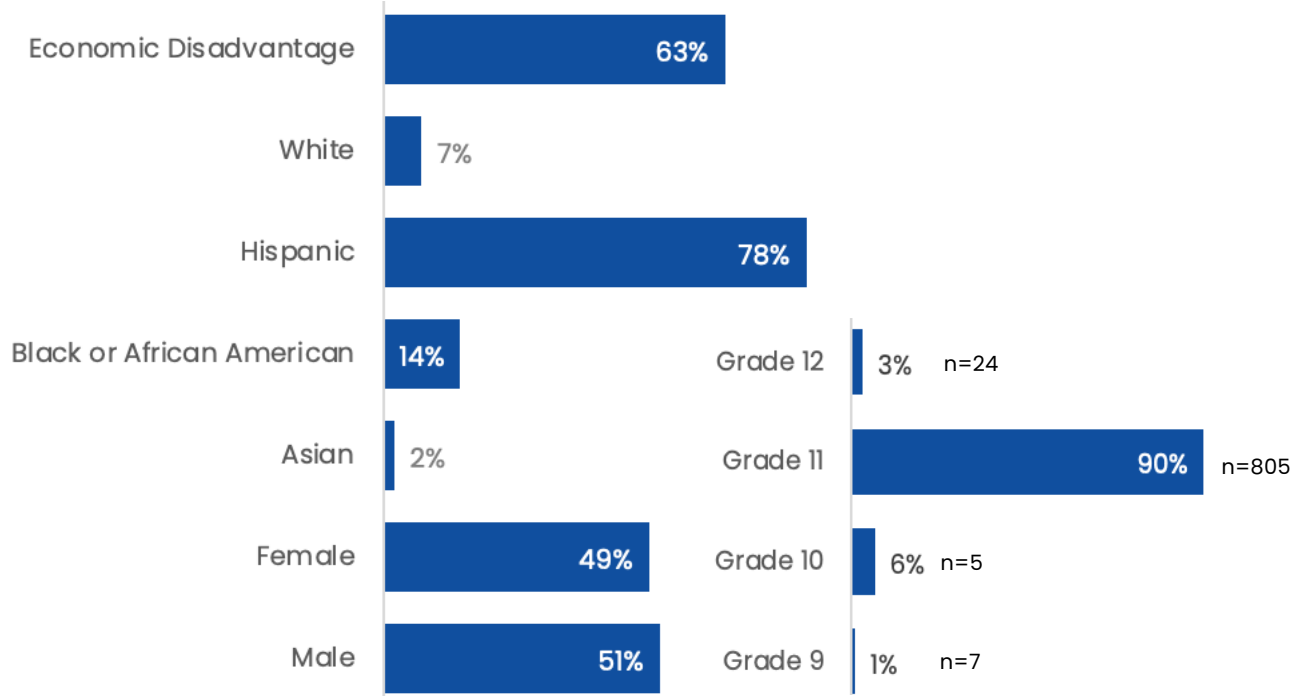
### What is GEAR UP?

The Gaining Early Awareness and Readiness Program (GEAR UP) is a seven-year federal grant from the U.S. Department of Education. The grant promotes college readiness through multiple strategies and activities. Granted in 2017 to start in middle schools and continue through high school, GEAR UP Austin supports the graduating class of 2024. The grant hinges on the provision of services from grant partners. Austin Partners in Education, UT Institute for Public Schools Initiative, St. Edwards University, Communities and Schools of Central Texas, Concordia University, E3 Alliance, and the Seedling Foundation are grant partners.

The grant is coordinated through the district's Office of Advanced Academics. Ten campus-based project facilitators responsible for implementing grant activities on each campus. Participating high schools include Akins, Crockett, Eastside Memorial, Lyndon B Johnson, Navarro, Northeast, and Travis Early College High Schools. More information about GEAR UP can be found at the U.S. Department of Education [website](#).

Figure 21

**Demographic Summary for APIE GEAR UP Participants (n=893) in the 2022–2023 School Year**

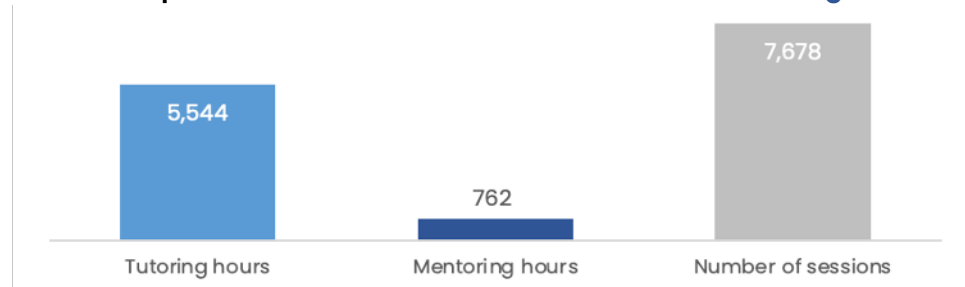


Source: AISD student enrollment and demographic records provided by AISD Management Information Systems, November 2023. Note: Demographic data for 893 GEAR UP participants were provided at the end of the year by AISD Management Information Systems and only included students enrolled at the end of the school year.

As a GEAR UP grant partner, APIE staff provided 6,306 hours of small group tutoring and informal mentoring for approximately 900 GEAR UP students (Figures 22 and 23). The GEAR UP students served by APIE staff included 41% of the total GEAR UP cohort (n=2,185) attending Akins, Crockett, Eastside, LBJ, Navarro, Northeast, and Travis Early College High Schools in AISD. On average, GEAR UP students engaged in about 7 tutoring sessions. The number of tutoring sessions completed by GEAR UP students ranged from one to 83 sessions. GEAR UP students typically engaged in about 5 hours of tutoring, time spent ranged between 10–15 minutes and 70 hours.

Figure 22

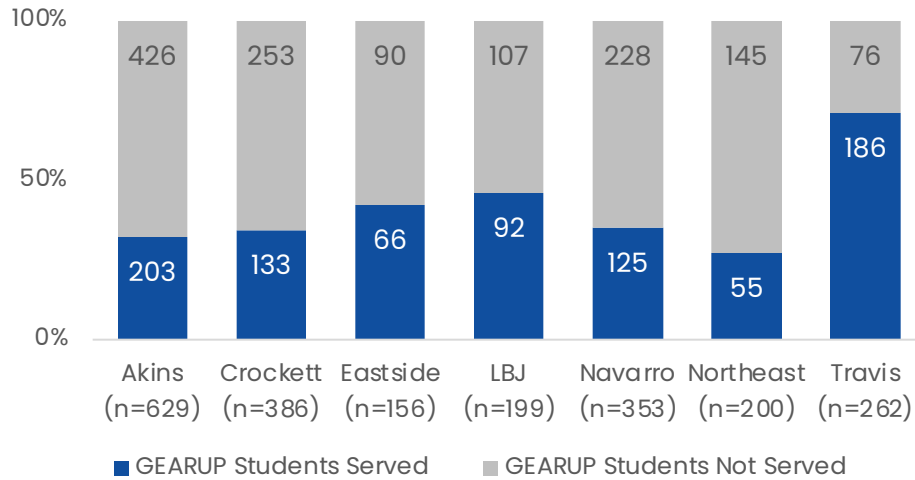
**APIE tutors provided 6,306 hours of instruction and mentoring for GEAR UP students.**



Source: APIE program service records, 2022–2023

Figure 23

**APIE staff tutored and/or mentored approximately GEAR UP participants at seven high school campuses in AISD with the largest program implemented at Travis Early College High School.**



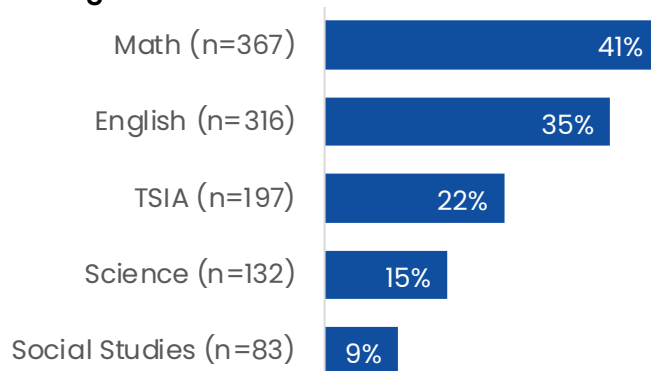
Source. District student enrollment and APIE program service records, November 2023

Note. Participation data by campus provided only included GEAR UP students (n=860) actively enrolled at the end of the school year.

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 academic tutoring was provided in core subject classes typically taken by 11<sup>th</sup> graders (e.g. Algebra 2 or English III), and students may have received tutoring in one or multiple subjects (Figure 24). Some students also may have elected to receive academic tutoring to help them prepare for the TSIA.

Figure 24

**Most GEAR UP students served by APIE (n=900) were academically supported in their math and English classes.**



Source. APIE-GEAR UP academic tutoring program service records, 2022–2023.

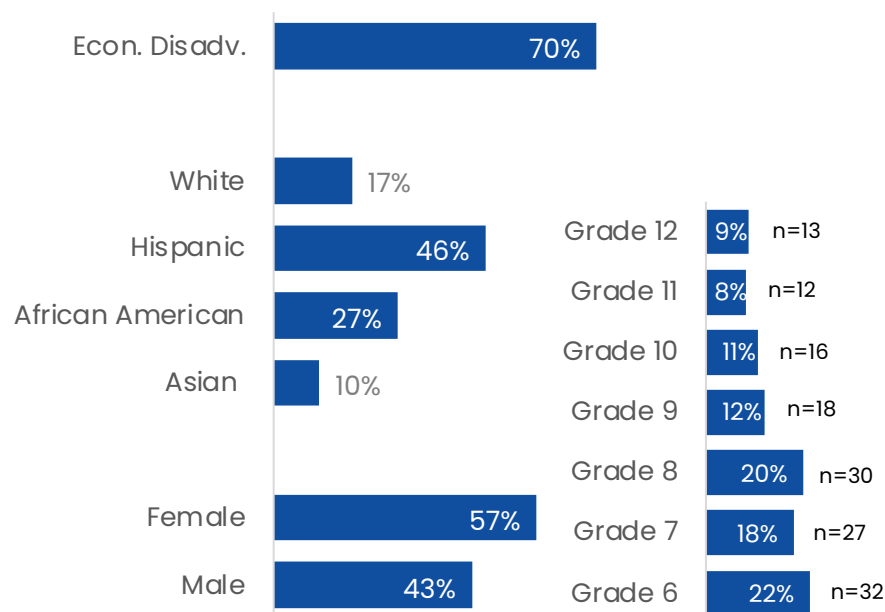
## APIE SUPPORT FOR MENTORING IN AISD MIDDLE AND HIGH SCHOOLS

School-based mentoring in 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 2022–2023, APIE recruited, trained, and placed 140 mentors in schools to mentor approximately 160 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.

Figure 25

### Demographic Summary for APIE mentees (n=148) Who Were Participating and Enrolled at the End of the School Year



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



### Closeness in Mentoring

Closeness in mentoring relationships is critical in enhancing the effectiveness of the mentoring relationship and providing benefits to the mentee. Feeling of closeness in a mentoring relationship is thought to lead to a more enduring mentoring relationship that may have an important and lasting impact on the mentee's personal and academic development.

Bayer, Grossman, and Dubois (2015) found mentee perception of closeness to their mentor influenced their academic outcomes. If mentees reported their relationship to be at least “somewhat close,” they were more likely to experience positive academic outcomes. Additionally, relationship closeness was a stronger influence than match length as a predictor of academic outcomes. Academic outcomes may include school attendance, disciplinary actions, and academic achievement overall.

In summary, the closeness in mentoring relationships is not just about emotional connection; it may be a facilitator for learning, development, and overall positive outcomes. When mentors and mentees form close bonds, they are more likely to work together effectively, achieve goals, and experience the many rewards that come with a strong mentorship connection.

## APIE MENTORING PROGRAM PARTICIPANT SCHOOL ENGAGEMENT, AND PROGRAM PERCEPTIONS

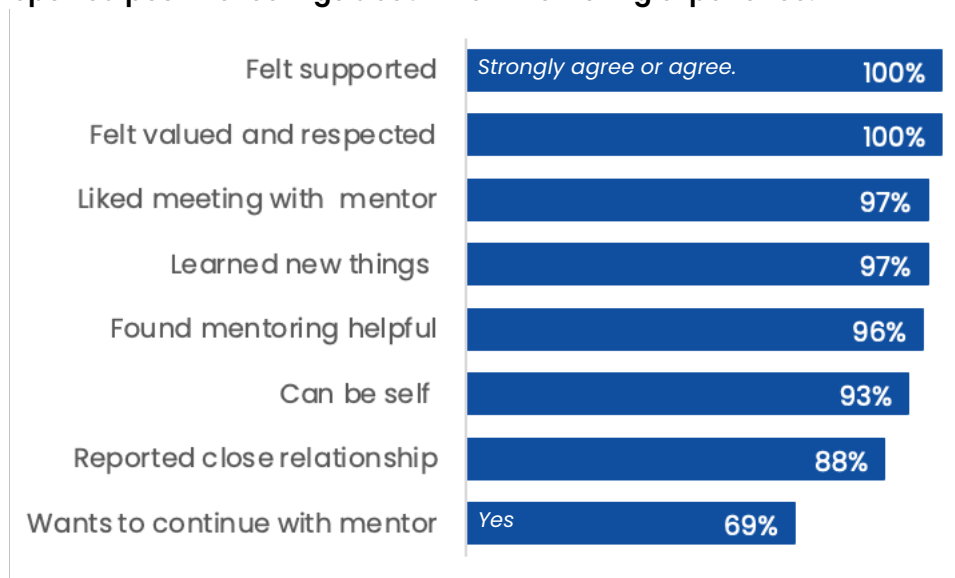
### How did APIE mentees and mentors respond on end of year program surveys?

At the end of the school year, 148 APIE mentees in middle and high school were asked to complete a survey, and 67 students (45%) responded. The survey confidence level is 95% with an 8.89% margin of error.

Mentee survey responses to the end of year survey were highly positive (Figure 25). Mentees indicated they felt valued and respected by their mentors. They reported their mentors as helpful, and they learned new things from them. Most mentees felt they had a close relationship with their mentors, and over half of the mentees would like to continue the mentoring relationship in the next school year.

Figure 26

**Most APIE mentees, who were supported by mentors recruited and trained by APIE staff, reported positive feelings about their mentoring experience.**



Source. APIE Mentee Survey records, Spring 2023.

The 140 APIE mentors that were placed in schools to mentor middle and high school students also were asked to complete a survey at the end of the year. Approximately 49% (n=68) APIE mentors with current email addresses completed their program survey at the end of the school year. The confidence level is 95% with an 8.5% margin of error. Seventy-five percent of the mentors who responded to the survey were

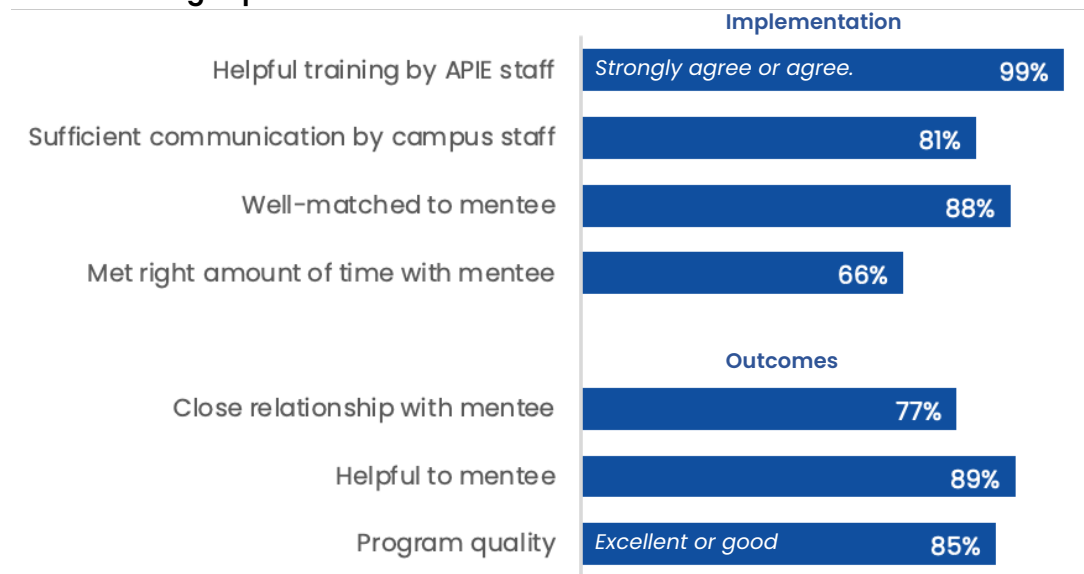
mentoring for the first time in the 2022–2023 school year. Answer choices were based on a 4-point scale, and a mean response greater than 3 was considered positive.

Overall, most APIE mentors rated the mentoring program implementation positively (Figure 27). They reported their training helpful, and they were matched well with their mentees. Thirty-three percent of mentors would like to spend more time with their mentees. Approximately 80% of mentors were planning to return in the next school year.

Most mentors rated the program as *Excellent* or *Good* and indicated the mentoring experience was helpful to their mentees. Mentors reported they 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 27

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



Source. APIE Mentor Survey records, Spring 2023.

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 described how their relationships with mentees developed over time as evidenced by mentees being able to open up and talk about their personal

struggles. The increased openness provided opportunities for mentors to provide personal support and encouragement for their mentees. Mentors also reported the mentoring experience resulted in fun, trusting, and stable relationships with their mentees becoming more confident throughout the school year. However, mentors also reported challenges related to the time spent with their mentees. Mentors found their mentees often had poor school attendance and were experiencing struggles that they were not equipped to address with confidence (e.g. drug use, mental health issues).

### **APIE Mentors said....**

*I think I developed a pretty strong relationship with my mentee. I see my role for him as mostly being an adult that he can talk to about what's going on in his life. We had a lot of fun together! – APIE Mentor*

*My mentee appeared to be more settled as a student. The counselor and principal told me that she was doing better in class with fewer behavior incidents. She was happy and participated in campus activities and was energetic and less withdrawn at the end of the year. – APIE Mentor*

*I really enjoyed connecting with my mentee and supporting her to the best of my ability. It felt like no week was ever exactly the same. Some weeks we focused on learning English, other weeks we discussed tests and test taking strategies. However, by the end of the year I noticed an improvement in her confidence – academically and personally as well. It really was an honor to be able to work with her and be able to share my own experience as a first-generation American. I learned she did actually enjoy meeting every week and it helped improve her attendance in school. – APIE Mentor*

*It was a challenge at first to get them to open up and listen to questions I had for them, but I soon realized I was the one that needed to just listen to them and ask the one right question to get them to talk. – APIE Mentor*

*Mentee's attendance caused us to miss some meetings. I am unsure on how to ask why he's missing school so much, as he's going through a lot of personal things. – APIE Mentor*



### APIE Mentees said....

*She was always there for me and will listen to anything I had to tell her. I also liked how she had a lot of the same experiences that I did when she was in high school. – APIE Mentee*

*My mentor teaches English and helps me learn English. – APIE Mentee*

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



*My mentor and I talk about things I wouldn't really talk to other people about. – APIE Mentee*

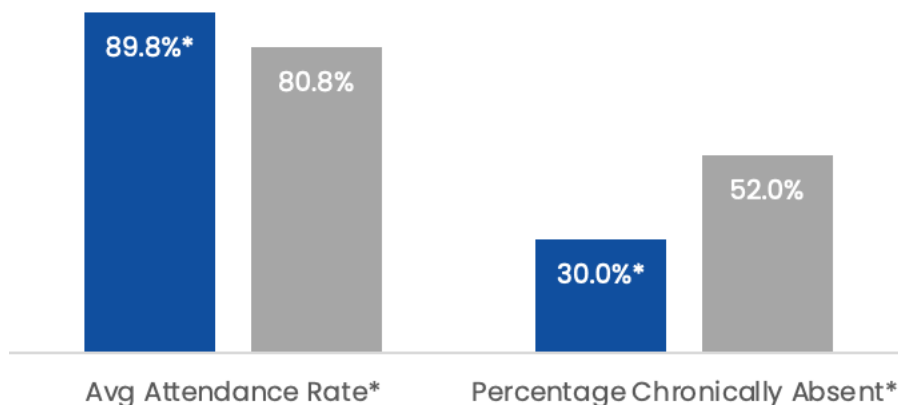
*He's incredible and I hope he knows that. Thank you so much for putting up with me!  
– APIE Mentee*

### What were the school attendance rates of APIE mentees?

Overall, middle and high school mentees (n=148) who were mentored by volunteers recruited and trained by APIE staff had the highest attendance average attendance rate (89.8%) than did comparison group students. Significantly fewer of APIE mentees (30%) were categorized as chronically absent having attendance rates lower than 90%, compared with the matched group of students (52%). Effect size analysis found a small program association ( $V=.221$ ) with the attendance outcomes for mentees who were supported by APIE mentors.

Figure 28

**Attendance rates for APIE mentees 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, January 2024.  
Notes. \* Statistically significant ( $p < .001$ ). Effect size calculations indicated small effects for CR students ( $V=.221$ ).



## SUMMARY

For almost 20 years, Austin Partners in Education (APIE) has connected the community and the classroom to improve student college and career readiness. Over the years, APIE staff have critically adjusted program services to meet the needs of students throughout AISD. They have trained and placed tutors and mentors in AISD schools to provide customized services for students. APIE programs have received recognition from the U.S. Chamber of Commerce, the U.S. Department of Education, and the White House Initiative in Educational Excellence for Hispanics.

In the 2022–2023 school year, APIE continued to work with campus staff across the district to tailor APIE’s established programs and meet the needs of individual students across campus sites. This created some differences in how services were implemented in the 2022–2023 school year, compared to prior years, and in how services were implemented across campuses during the school year.

Notably, 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.

### **What APIE program structures were implemented across AISD campuses in 2022–2023, and whom did the program serve?**

In 2022–2023, provided a Math Classroom Coaching program in four middle schools, and supported College and Career Readiness programs in seven high schools. APIE staff also supported the district’s Pathways in Technology (P-TECH) program at Akins Early College High School. In addition, APIE staff provided student engagement and academic support services for Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) participants, and APIE supported mentoring in AISD’s middle and high schools.

Overall, APIE’s programs served approximately 2,640 students in the 2022–2023 school year. APIE program participants were predominately Hispanic and categorized as having economic disadvantage. In addition to providing planned

programming, APIE staff and volunteers expanded services to include generalized tutoring in all subject areas for students struggling academically.

It should be noted that delivery of instructional support in APIE's Math Classroom Coaching Program changed in the 2022–2023 school year. As requested by district staff, the students selected by their teachers to participate each week varied, rather than students meeting consistently with a classroom coach each week. In this approach, it was not clear which students may have participated more often than others. This variability may have contributed to mixed results observed for the MCC program.

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

Overall, positive academic outcomes were experienced by many APIE participants. APIE programs met the students where they were by providing both short- and long-term support to assist each student in reaching their potential. While outcomes were not always significantly different between the APIE and comparison groups, effect size calculations often indicated small to medium positive program influences. Ultimately, more APIE CR participants were promoted at each grade level and graduated than did comparison group students.

APIE's focus on academic preparation is a critical factor in helping students prepare for positive college and career outcomes. The development of strong academic foundations will help students successfully navigate challenging coursework, leading to higher school retention and graduation rates. This academic foundation also supports students to become college and career ready, an important factor associated with higher levels of life satisfaction and overall well-being.

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

Program surveys revealed positive attitudes toward school, academic self-confidence and/or school engagement for APIE program participants. Participants reported APIE programs were helpful and encouraging. APIE participants believed the programs were an effective use of their time. Analyses also revealed positive

program influences on attendance rates for Math Classroom Coaching, College Readiness, APIE mentees, and P-TECH Program participants.

Positive attitudes can foster student motivation and engagement in the learning process. When students approach their schoolwork with a positive mindset, they are more likely to set high expectations for themselves and work diligently towards achieving academic success. Students with positive attitudes also are more likely to attend school regularly. They are more motivated to be present to engage in important learning opportunities.

Volunteers supporting APIE's Math Classroom Coaching and Mentoring Programs also reported APIE programs as being well implemented, helpful to students, and having positive personal and academic outcomes for students. APIE volunteers would recommend participation in APIE program to other community members. Volunteers contribute additional resources, both in terms of manpower and skills, which can enhance the overall effectiveness of educational programs. They bring diverse perspectives, serve as positive role models, and help to create a more enriching learning environment for students. Finally, the volunteer involvement fosters stronger ties between schools and the local community. This engagement helps build a sense of community and shared responsibility for education, reinforcing the idea that everyone plays a role in the success of students.

## APIE Volunteers



## 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, mentors, APIE academic coaches completed surveys regarding their experiences with 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.

#### Understanding the Statistics

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.

## 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.

MAP Growth uses a scale called RIT to measure student achievement and growth. RIT stands for Rasch Unit and is a measurement scale developed to simplify the interpretation of test scores. It is an equal-interval scale, like feet and inches on a ruler, so scores can be added together to calculate accurate class or school averages. The RIT scale ranges from 100–350. RIT scores make it possible to follow a student's educational growth from year to year.

The MAP Achievement Percentile indicates the percentage of students in the NWEA norm group for a test and grade that a student's RIT score equaled or exceeded. The achievement percentile indicates how well a student performed in comparison to students in the norm group. A student's achievement percentile indicates that the student scored as well as or better than the percent of students in the norm group. For example, a student with a percentile rank of 72 scored as well as or better than 72% of comparable students in the norm group.

The MAP Growth Percentile indicates the percentage of students in the NWEA norm group for a test and grade that a student's growth equaled or exceeded. The growth percentile rank indicates how much a student grew in comparison to similar students in the norm group. A student with a growth percentile of 60 grew as much as or more than 60% of comparable students in the norm group. Growth percentiles can only be determined when two or more MAP Growth tests have been completed.

The MAP test results are arranged by "quintiles" – groups of 20% increments. On reports you will see designations such as "Low" or "High Average". These correspond to the following percentile groups and are based on national norms:

**Low:** from the 1st to the 20th percentile

**Low Average:** from the 21st to the 40th percentile

**Average:** from the 41st to the 60th percentile

**High Average:** from the 61st to the 80th percentile

**High:** from the 81st to the 99th percentile

For more information, please visit NWEA at <https://www.nwea.org/>.

*TSIA 2.0.* The Texas Success Initiative (TSI) is the statute that requires all Texas public institutions of higher education to determine the readiness of all non-exempt, entering undergraduate students to enroll in college-level academic courses (see TEC, 51.336). Students are able to qualify for exemption by subject area in a number of ways, including meeting college readiness benchmarks on the TSIA, SAT®, or ACT®, or successfully completing a high school College Preparatory Course.

The Texas Assessment Initiative Assessment 2.0 (TSIA2) is the assessment instrument currently used to determine college readiness for non-exempt students, as required by the Texas Success Initiative. TSIA2 helps determine college-readiness in English language arts and reading (ELAR) and mathematics. For more information, refer to The Texas Education Agency website: <https://tea.texas.gov/academics/college-career-and-military-prep/the-tsia-texas-success-initiative-assessment>.

## 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.

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. For the survey items, it is desirable to have the majority of survey participants responding positively to questions in each construct and an average response score of at least 3.0.

*High School Surveys.* Students who participated in the APIE CR and P-TECH programs 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.

*APIE Mentee and Mentor Surveys.* This survey asked mentees and 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 were administered by staff at participating campuses.

### **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 2023**

In 2022–2023, APIE staff provided the Math Classroom Coaching Program to 611 students in the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>-grades enrolled in Covington, Dobie, Martin, and Webb Middle Schools in AISD. Approximately 25% (n=153) APIE MCC students completed their program survey at the end of the 2022–2023 school year. The confidence level is



95% with an 6.87% margin of error. Answer choices were based on a 4-point scale, and a mean response greater than 3 was considered positive.

### Summary of Results

<b>Academic Self-Confidence</b>	<b>Average score</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Never</b>
I can learn math when I try.	3.2	37.1%	41.3%	21.0%	0.7%
I try to do my best in math class.	3.1	37.1%	40.6%	22.4%	37.1%
I want to be successful in my math class.	3.5	62.9%	26.6%	7.7%	2.8%

<b>Engagement</b>	<b>Average score</b>	<b>Very true</b>	<b>Sort of true</b>	<b>Not very true</b>	<b>Not at all true</b>
I try hard to do well in school.	3.4	46.5%	48.6%	4.9%	0.0%
I pay attention in math class.	3.2	29.5%	60.4%	9.4%	0.7%
When I'm in math class, I participate in class discussions and/or activities.	3.0	29.1%	51.8%	14.2%	5.0%
When we work on something in math class, I feel interested.	3.0	19.4%	54.7%	22.3%	3.6%
I enjoy learning new things in math class.	3.0	23.9%	44.9%	23.9%	7.2%
Math class is fun for me.	3.0	23.9%	34.8%	28.3%	13.0%

Notes. "B" = Behavioral engagement and "E" = Emotional Engagement.

<b>Relationship Quality</b>	<b>Average score</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
My Math Classroom Coach/APIE Volunteer respects me.	3.5	51.5%	47.1%	1.5%	0.0%
I can be myself around my Math Classroom Coach/APIE Volunteer.	3.0	36.8%	48.5%	12.5%	2.2%
My Math Classroom Coach/APIE Volunteer is supportive.	3.4	41.8%	53.0%	3.7%	1.5%

<b>Overall Outcomes</b>	<b>Average score</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Working in a small group with my APIE volunteer helps me like math class more.	3.1	33.3%	47.4%	16.3%	3.0%
Working in a small group with my Math Classroom Coach/APIE Volunteer helps me understand math better.	3.2	32.6%	59.3%	8.1%	0.0%
I am better at math because of my Math Classroom Coach/APIE Volunteer.	3.1	27.9%	56.6%	14.0%	1.5%

## Appendix C

### APIE MATH CLASSROOM COACHING SURVEY FOR VOLUNTEERS, SPRING 2023

In 2022–2023, 88 APIE volunteers serving the Math Classroom Coaching Program in Covington, Dobie, Martin, and Webb Middle Schools were asked to complete a program survey. Approximately 55% (n=48) APIE MCC volunteers completed their program survey at the end of the 2022–2023 school year. Of those responding, 13% participated in the Fall semester only, 28% participation the Spring semester only, and 59% participated throughout the school year. The confidence level is 95% with an 9.59% margin of error. Answer choices were based on a 4-point scale, and a mean response greater than 3 was considered positive.

#### Summary of Results

<b>Preparation</b>	<b>Average score</b>	<b>Very timely</b>	<b>Timely</b>	<b>Somewhat timely</b>	<b>Not timely</b>
When I signed up to volunteer, communication from APIE staff was ...	3.7	73.9%	19.6%	4.3%	2.2%
	<b>Average score</b>	<b>Very clear</b>	<b>Clear</b>	<b>Somewhat clear</b>	<b>Not at all clear</b>
How clear were you about your role in the implementation of this program?	3.6	65.2%	30.4%	4.3%	0.0%
	<b>Average score</b>	<b>Very prepared</b>	<b>Prepared</b>	<b>Somewhat prepared</b>	<b>Not at all prepared</b>
After APIE volunteer training, how prepared did you feel to be a Math Classroom Coach?	3.3	43.5%	45.7%	10.9%	0.0%
	<b>Average score</b>	<b>Very supported</b>	<b>Supported</b>	<b>Somewhat supported</b>	<b>Not at all supported</b>
Throughout the year, how supported were you by APIE staff?	3.8	76.1%	23.9%	0.0%	0.0%

<b>Classroom Implementation</b>	<b>Average score</b>	<b>All of the time</b>	<b>Most of the time</b>	<b>Some of the time</b>	<b>None of the time</b>
My time in the classroom was used effectively.	3.1	26.1%	56.5%	15.2%	2.2%
While volunteering with APIE, I felt my time contributed to students' learning.	3.0	19.6%	58.7%	21.7%	0.0%
	<b>Average score</b>	<b>Very engaged</b>	<b>Engaged</b>	<b>Somewhat engaged</b>	<b>Not at all engaged</b>
How engaged in learning were your students during their APIE coaching time?	2.5	6.5%	43.5%	47.8%	2.2%

<b>Overall</b>	<b>Average score</b>	<b>Very likely</b>	<b>Likely</b>	<b>Somewhat likely</b>	<b>Not at all likely</b>
I am likely to recommend this program to others who want to work with students.	3.7	73.9%	23.9%	0.0%	2.2%

	<b>Average score</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Overall, how would you describe the quality of your Math Classroom Coaching experience?	3.5	60.9%	30.4%	8.7%	0.0%

## Appendix D

### APIE COLLEGE READINESS (CR) PROGRAM SURVEY, SPRING 2023

In 2022–2023, APIE staff served 559 College Readiness Program students in grades 9–12 enrolled in Akins, Crockett, LBJ, Navarro, Northeast, and Travis High Schools in AISD. Approximately 27% (n=149) APIE CR students completed their program survey at the end of the school year. The confidence level is 95% with an 6.88% margin of error.

Answer choices were based on a 4-point scale, and a mean response greater than 3 was considered positive.

<b>Implementation Outcomes</b>	<b>Average score</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I understand why I was asked to participate in this tutoring program.	3.5	57%	37%	6%	0%
The lessons and activities used during tutoring were appropriate for my needs.	3.6	67%	30%	3%	0%
My college readiness dual credit courses advocate/tutor was knowledgeable in the TSI subject area (ELA or Math) in which I was tutored.	3.7	70%	26%	3%	1%
My college readiness advocate/tutor used strategies that were helpful to me in learning the subject area in which I was tutored.	3.6	68%	27%	4%	1%
	<b>Average score</b>	<b>Too much</b>	<b>About right</b>	<b>Almost enough</b>	<b>Not enough</b>
The amount of time I spent with my college readiness advocate/tutor was...	NA	9%	78%	6%	6%

<b>Implementation Outcomes</b>					
<b>When I was with my college readiness advocate/tutor, we spent time...</b>					
Discussing my academic needs in ELA or Math.	28%				
Working on my academic skills in ELA or Math.	27%				
Working on my academic skills in other subject areas.	7%				
Talking about my high school concerns.	6%				
Talking about college and career options.	17%				
Talking about what college life is like.	6%				
Other	9%				

<b>Tutoring Relationship</b>	<b>Average score</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
My college readiness advocate/tutor encouraged me to work hard.	3.7	72%	24%	3%	2%
My college readiness advocate/tutor respects me.	3.6	68%	30%	0%	2%
I can be myself around my college readiness advocate/tutor.	3.5	61%	33%	3%	3%
My college readiness advocate/tutor is supportive.	3.7	71%	27%	0%	1%

<b>Overall Outcomes</b>	<b>Average score</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
As a result of working with my college readiness advocate/tutor, I felt well prepared for the TSI exam.	3.4	59%	31%	7%	4%
As a result of working with my college readiness advocate/tutor in the subject area in which I was tutored, my...					
self-confidence improved.	3.3	45%	43%	8%	4%
motivation to learn improved.	3.4	51%	41%	3%	4%
academic skills improved.	3.5	59%	34%	4%	3%
As a result of working with my college readiness advocate/tutor, I gained a better understanding of...					
taking dual credit classes in high school.	3.4	52%	36%	10%	2%
the importance of being prepared for college level classes.	3.6	62%	33%	2%	2%

## Appendix E

### APIE P-TECH PROGRAM SURVEY, SPRING 2023

In 2022–2023, APIE staff served 43 students participating in the P-TECH Real estate program at Akins Early College High School. All APIE P-TECH students completed their program survey at the end of the school year. Answer choices were based on a 4-point scale, and a mean response greater than 3 was considered positive.

Implementation Outcomes	Average score	Strongly agree	Agree	Disagree	Strongly disagree
My teacher was knowledgeable in the subject area in which I was tutored.	3.5	56%	40%	2%	2%
My teacher explained information to me in a way I understood.	3.7	70%	28%	0%	2%
My teacher helped me understand more about going to college.	3.5	56%	42%	0%	2%
	Average score	Too much	About right	Almost enough	Not enough
The amount of time I spent with my teacher was...	NA	5%	79%	12%	5%

Implementation Outcomes	Average score	Always	Often	Sometimes	Never
When I was with my teacher, we spent time...					
worked on my study skills for the TSI.	3.2	42%	44%	9%	5%
discussing my academic needs in in my ACC classes.	3.7	75%	25%	0%	0%
working on my academic skills for my ACC classes.	3.8	75%	17%	8%	0%



<b>Tutoring Relationship</b>	<b>Average score</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
My teacher respects me.	3.7	72%	26%	0%	2%
I can be myself around my teacher.	3.5	54%	44%	0%	2%
My teacher is supportive.	3.7	72%	26%	0%	2%

<b>Overall Outcomes</b>	<b>Average score</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
My TSI study skills improved.	3.4	42%	54%	5%	0%
I felt well prepared for the TSI exam.	3.4	47%	49%	5%	0%
I felt well prepared for my ACC classes.	3.8	83%	17%	0%	0%
As a result of participating in the program...					
My college level writing skills improved.	3.2	54%	41%	5%	0%
My study skills for my college classes improved.	3.2	50%	40%	10%	0%
I use time efficiently and productively.	3.3	43%	52%	5%	0%
I can organize my time and plan my work.	3.3	43%	50%	5%	2%
My self-confidence improved.	3.3	41%	48%	7%	5%
My study skills for my high school classes improved.	3.4	41%	52%	5%	2%
My motivation to continue the P-TECH program improved.	3.4	41%	52%	7%	0%
I feel like I have access to the support I need in the P-TECH program.	3.5	36%	55%	5%	5%
Overall, the program was a good use of my time.	3.6	64%	36%	0%	0%

## Appendix F

### APIE MENTEE SURVEY, SPRING 2023

In 2022–2023, 160 students in middle, and high school across the district were matched with a mentor recruited and trained by APIE. At the end of the school year, 148 APIE mentees were asked to complete a survey, and 67 students (45%) responded. The confidence level is 95% with an 8.89% margin of error. Answer choices were based on a 4-point scale, and a mean response greater than 3 was considered positive.

Getting Started	Yes	No	I do not remember.
Someone at my school explained mentoring to me before I met with my mentor the first time.	81%	9%	10%

Mentoring Relationship	Average score	Strongly agree	Agree	Disagree	Strongly disagree
My mentor values and respects me.	3.7	74%	26%	0%	0%
I can be myself around my mentor.	3.6	64%	29%	5%	2%
My mentor is supportive.	3.8	78%	22%	0%	0%
I learned new things from my mentor.	3.5	57%	40%	3%	0%
I liked meeting with my mentor.	3.6	70%	26%	2%	2%
My mentor was helpful.	3.6	64%	32%	4%	0%
My mentor and I are pretty close.	3.3	47%	40%	11%	2%

Next Year	Yes	Maybe	No
Next year, I would like to meet with a mentor.	70%	20%	10%

Of those that want a mentor...	The same mentor	A different mentor
Next year, I would like to meet with...	82%	18%

## Appendix G

### APIE MENTOR SURVEY, SPRING 2023

In 2022–2023, 140 mentors were placed in schools to mentor elementary, middle, and high school students across the district. Approximately 49% (n=68) APIE mentors with current email addresses completed their program survey at the end of the school year. The confidence level is 95% with an 8.5% margin of error. Seventy-five percent of the mentors who responded to the survey were mentoring for the first time in the 2022–2023 school year. Answer choices were based on a 4-point scale, and a mean response greater than 3 was considered positive.

Implementation Outcomes	Average score	Strongly agree	Agree	Disagree	Strongly disagree
The required training/orientation I attended before mentoring provided clear expectations.	3.4	42%	57%	0%	2%
The amount of communication from the Campus Mentor Coordinator was sufficient.	3.1	36%	45%	12%	8%
My mentee and I were well-matched.	3.4	51%	37%	9%	3%
	Average score	Too much	About right	Too little	
The amount of time I spent with my mentee was	NA	2%	66%	33%	

Primary Focus of Mentoring	Percentage
General support	54%
Social emotional support	21%
Tutoring	8%
Goal setting	6%
College and/or career preparation	3%
Other	9%

<b>Mentoring Relationship Outcomes</b>	<b>Average score</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
My mentee and I developed a close relationship	3.0	30%	47%	18%	5%
The time I spent with my mentee was helpful.	3.3	42%	47%	9%	2%
	<b>Average score</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
The overall quality of the mentoring program experience was...	3.2	39%	46%	9%	6%
	<b>Yes</b>	<b>Maybe</b>	<b>No</b>		
Would you volunteer to serve as a mentor again next year or in the future?	79%	16%	5%		

## References

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- Skinner, E., Furrer, C., Marchand, G., & Kindermann, T. (2008). Engagement and disaffection in the classroom: Part of a larger motivational dynamic? *Journal of Educational Psychology, 100*(4), 765-781.