

Austin Partners in Education

2023–2024



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 2023–2024, 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 12th grade.

Program Context, 2023–2024

In the 2023–2024 school year, APIE staff continued to work with campus staff to tailor established program practices to meet the needs of approximately 2,513 students across campus sites. APIE staff implemented services based on well-developed program models based on strategies informed by existing research, providing a strong theoretical foundation for its effectiveness; extensive programmatic experience; and annual program evaluation findings. Some APIE support services were provided to students on a limited basis, depending on their individual needs. Students who received short-term support may not have been counted as program participants in the overall APIE evaluation, meaning the total number of students supported by APIE is likely underestimated.



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

ABOUT THE PROGRAM EVALUATION

This evaluation of program services was conducted for the 2023–2024 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.

In 2023–2024, APIE implemented five programs across the Austin Independent School District and served over 2,500 students, most of which were categorized as low income and minority. APIE provided services for students in Math Classroom Coaching at four middle schools; College and Career Readiness at seven high schools; in P-TECH at Akins Early College High School; in GEAR UP at seven high schools; and mentoring across 34 middle and high schools.

The 2023–2024 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 2023–2024 school year.

Figure 1

APIE Programs, 2023–2024



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

Each year, APIE programming considers district needs. After piloting changes to the MCC Program in 2022–2023, APIE’s MCC program returned to established practices for 2023–2024 school year to better meet student needs. The shifts in practice follow:

APIE’s MCC volunteers worked with the same group of students each week.

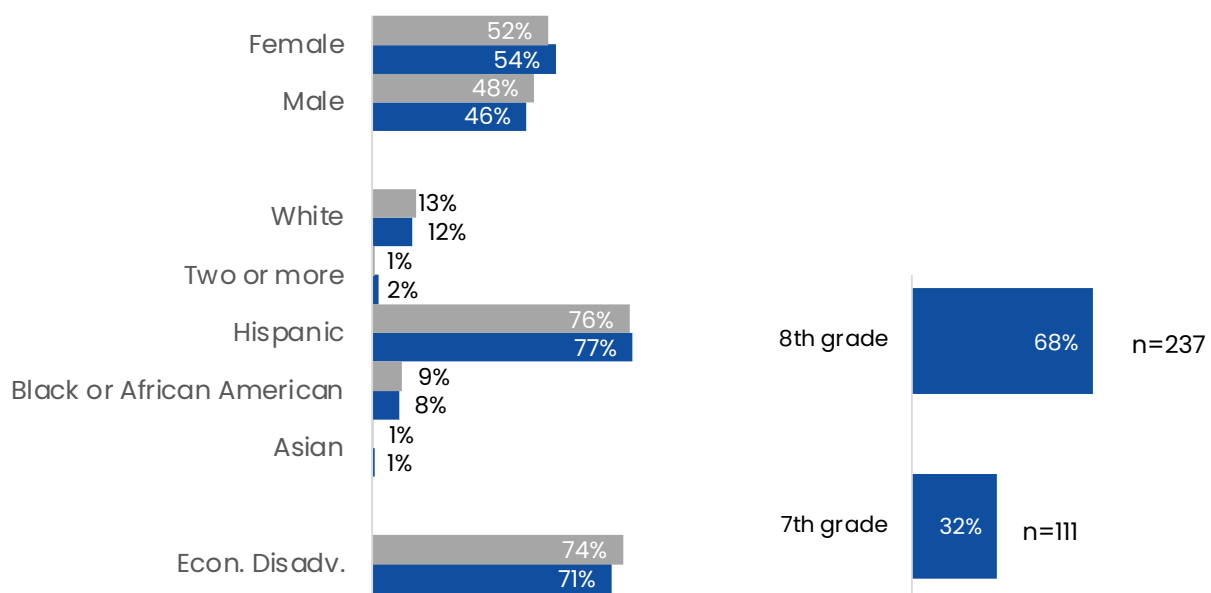
APIE used a combination of resources including program developed activities for small groups and activities provided by teachers.

On one campus, APIE volunteers assisted students in navigating the IXL curriculum, an online program designed to boost math achievement.

In 2023–2024, APIE staff served 348 MCC students throughout the school year, consistent with the number of MCC students served in 2021–2022 (n=366). This was a decrease from serving 611 students in the 2022–2023 school year; however, students served last year may have participated in one semester or for the whole school year. Students were enrolled in the 7th and 8th-grades at 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=348) and Comparison Students (n=268), 2023–2024



Source. AISD student enrollment and demographic records provided by AISD Management Information Systems, August 2024.

Note. Comparison group students were enrolled in the same math courses and schools where APIE provided MCC.

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 2023–2024 school year, MCC participants (n=348) were enrolled in regular and advanced math courses, accelerated math courses, and Algebra I classes. Accelerated math courses covered all middle school math TEKS in two years (i.e., 6th and 7th grades). Students who complete this course may enter Algebra I in 8th grade. Most APIE MCC participants (68%) were in 8th grade. At the end of the school year, math course grades were reported for 343 MCC participants, and 241 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 8th grade.

Grade and math course	Number of APIE MCC participants (n=343)	Percentage of APIE MCC participants	Number of comparison students (n=241)	Percentage of comparison students
Accelerated Math Grade 7	46	13%	6	2%
Regular Math Grade 7	49	14%	62	26%
Advanced Math, Grade 7	12	3%	8	3%
Regular Math, Grade 8	151	44%	130	54%
Advanced Math, Grade 8	36	10%	11	5%
Algebra I, Grade 8	57	17%	21	9%
*Total number of students with end of year course grades reported	343	99%	241	100%

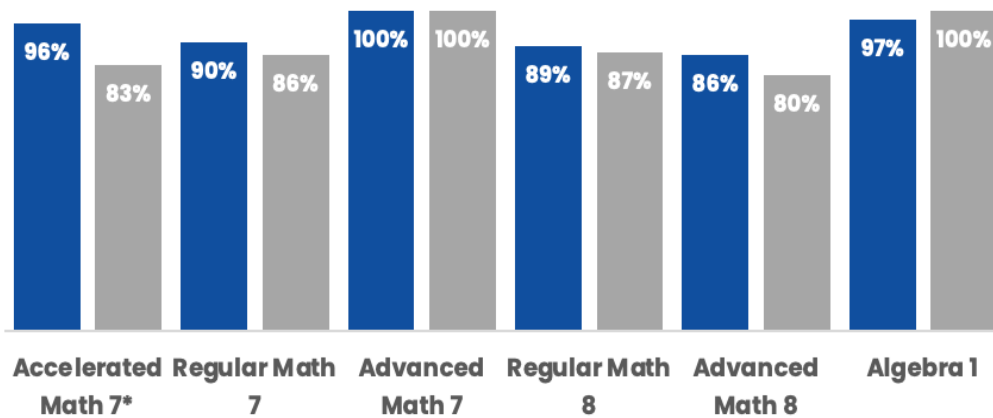
Source. AISD student course enrollment and grades provided by AISD Management Information Systems, August 2024.
Note. *Final course enrollment and grades only reported for students enrolled at the end of the school year.

How did APIE MCC participants perform in their math classes?

Most APIE MCC students were successful in their math courses. The percentages of APIE MCC students who passed their math courses were slightly higher than the comparison group students across most courses and significantly greater for APIE MCC participants in Accelerated Math 7 (Figures 3 and 4). APIE MCC course grade averages also were similar the matched comparison group of students at the end of the school year.

Figure 3

Most APIE MCC students passed their math courses, and their passing rates were similar the matched comparison group with exception of those enrolled in Accelerated Math 7.

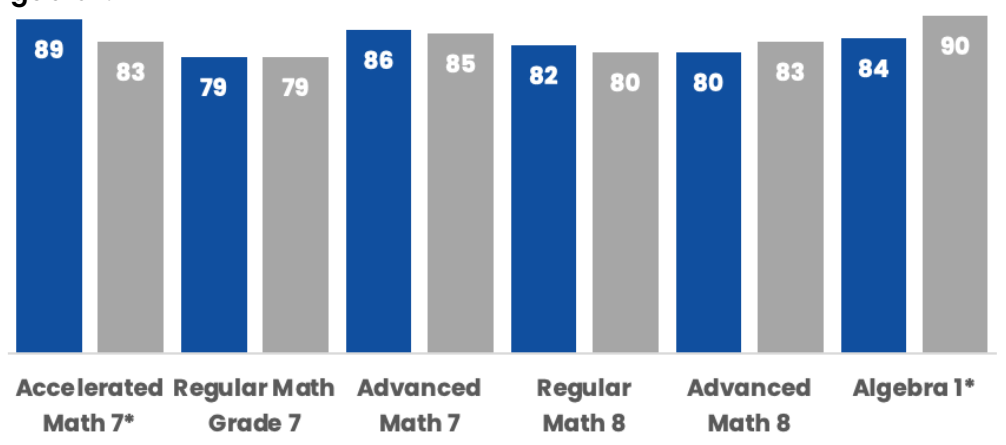


Source. AISD student course enrollment and grades provided by AISD Management Information Systems, August 2024.

Notes. * Statistically significant ($p < .05$).

Figure 4

Average course grades for APIE MCC participants were significantly higher than the comparison group students in 7th grade Accelerated Math, but significantly lower in Algebra I.



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

Notes. * Statistically significant ($p < .05$).

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. Overall, low percentages of APIE MCC participants and comparison group students approached, met, or mastered grade level thresholds on their STAAR or End of Course (EOC) assessments in Spring 2024 (Table 2). Students enrolled in Accelerated 7th Grade Math and Algebra I experienced the most success on the STAAR or EOC assessments. APIE MCC and comparison students in regular 7th grade and 8th grade math courses struggled the most. However, when examining the overall results across all of the courses, significantly greater percentages of APIE MCC participants Mastered or Met grade level thresholds than did the comparison groups students. Effect size calculations revealed a small program association with the STAAR outcomes for APIE MCC participants who were enrolled in Accelerated 7th Grade Math ($V=.294$).

To be noted, the [2024 Texas Education Agency \(TEA\) STAAR testing results](#) for the state revealed a decline in scores in 2024. In math, students across the state lost ground after two years of small post-pandemic gains. About 41% of students demonstrated a sufficient understanding of math on their tests, and declines occurred across grade levels compared to 2023. Student performance in math has not recovered to pre-pandemic levels, the TEA expects recovery will require a sustained effort over time to improve student outcomes.

Table 2

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

Accelerated Math 7	Masters	Meets	Approaches	Does not approach
APIE MCC (n=46)	30%	28%	20%	22%
Comparison (n=6)	17%	0%	50%	33%

Regular Math 7*	Masters	Meets	Approaches	Does not approach*
APIE MCC (n=53)	0%	0%	8%	92%
Comparison (n=49)	0%	0%	13%	87%

Regular Math 8	Masters	Meets	Approaches	Does not approach
APIE MCC (n=148)	4%	9%	17%	70%
Comparison (n=119)	1%	8%	16%	75%

Advanced Math 8	Masters	Meets	Approaches	Does not approach
APIE MCC (n=36)	11%	3%	31%	55%
Comparison (n=10)	0%	10%	40%	50%

Algebra I*	Masters*	Meets*	Approaches	Does not approach*
APIE MCC (n=57)	4%	50%	0%	47%
Comparison (n=21)	57%	38%	0%	5%

Overall*	Masters*	Meets*	Approaches	Does not approach*
APIE MCC (n=282)	7%	11%	18%	64%
Comparison (n=196)	1%	6%	19%	74%

Source. AISD student course enrollment and grades provided by AISD Management Information Systems, August 2024.
 Note. * Statistically significant ($p < .05$). Testing data were only available for students enrolled at the time of STAAR testing and include only those with scorable tests.

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

Compared to APIE MCC participants in the prior school year and with the matched comparison group in 2024, a significantly greater percentage of APIE MCC participants scored in the High Average to High ranges at the end of the 2023–2024 school year (Figure 5). Although greater percentages of APIE and comparison group students were in the Average, High Average, and High percentiles in 2024, 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. 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 did APIE MCC students enrolled in other math courses. (Figure 6).

When examining projected growth thresholds from Fall to Spring, similar percentages of APIE MCC participants and comparison group students met projected growth expectations. A significantly lower percentage of APIE MCC participants who were enrolled in 8th grade math met projected growth thresholds than did other APIE MCC participants. (Figures 7 and 8). However, grade level promotion rates for APIE MCC participants were significantly greater than the matched comparison group students attending the same schools (Figure 9).



What is NWEA MAP?

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),

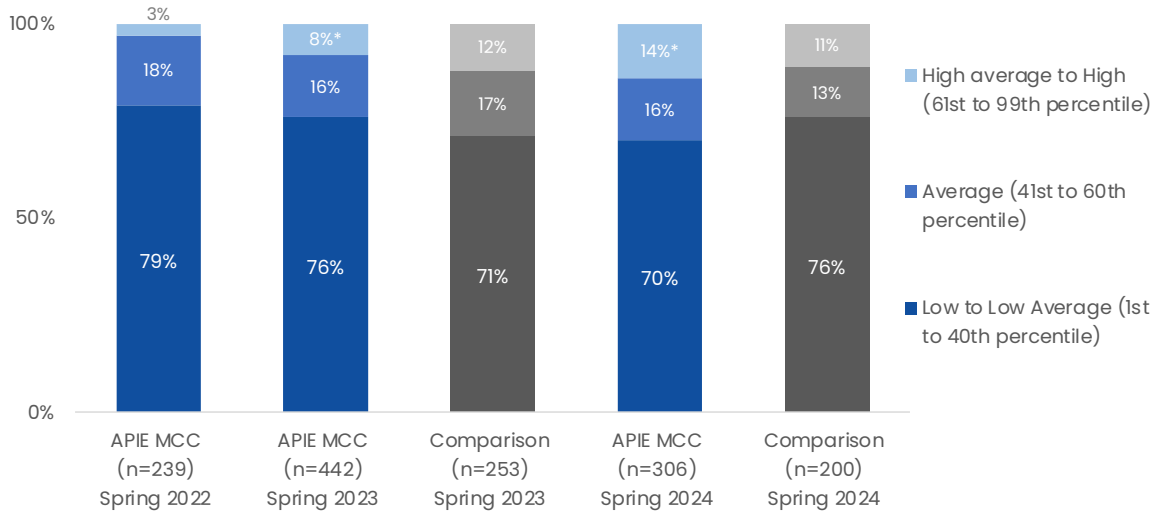
Low Average (percentile 21st–40th),
and

Low (percentile <21st).

More information about NWEA MAP results is provided in Appendix A.

Figure 5

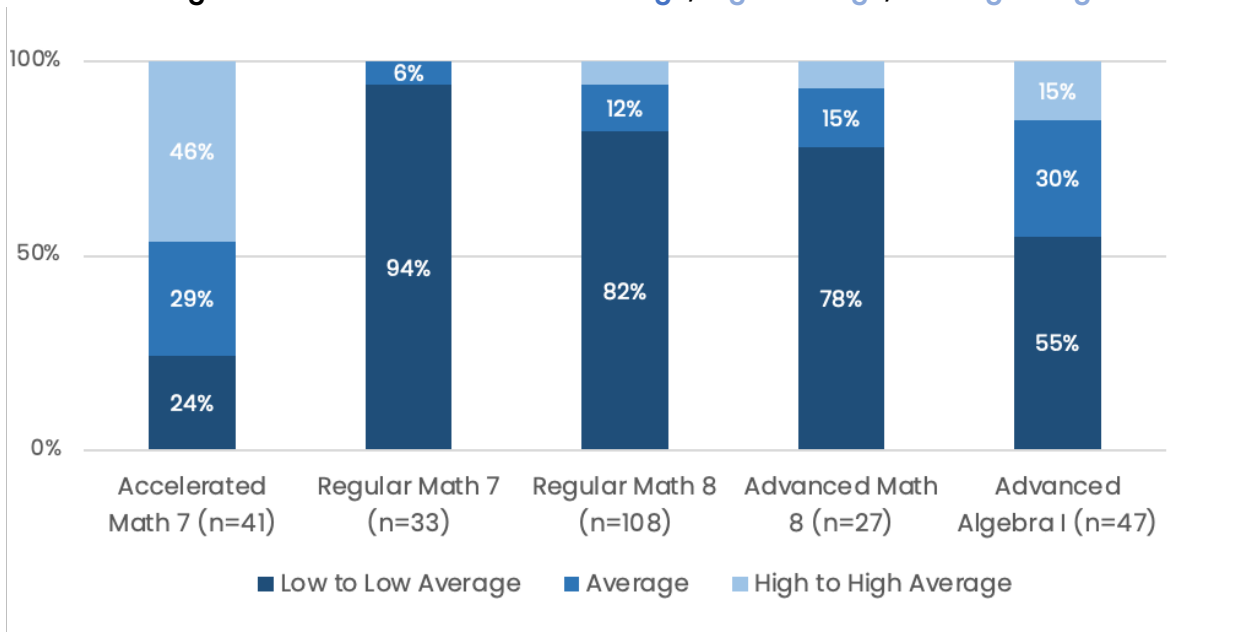
Most APIE MCC students and comparison group students scored in the Low Average and Low ranges on the NWEA MAP. However, compared to the prior school year, a significantly greater percentage of MCC participants scored in the High Average to High ranges.



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

Figure 6

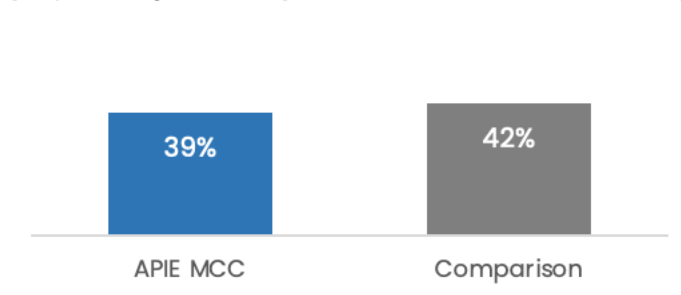
Significantly greater percentages of APIE MCC students who were enrolled in Accelerated Math 7 and Algebra I had RIT scores in the Average, High Average, and High ranges.



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

Figure 7

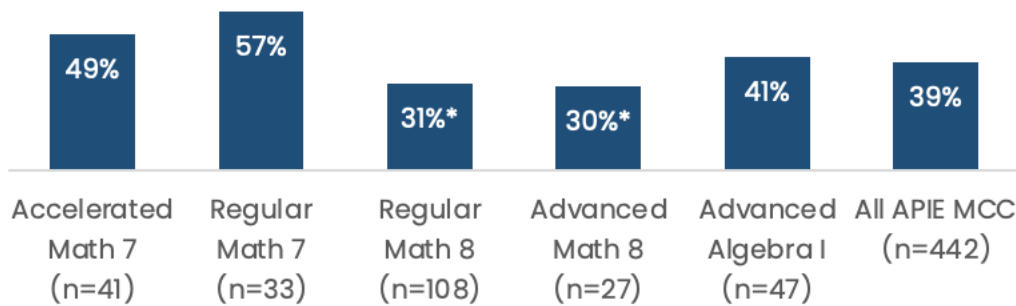
Similar percentages of APIE MCC participants and comparison group students met projected growth expectations from Fall 2023 to Spring 2024.



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

Figure 8

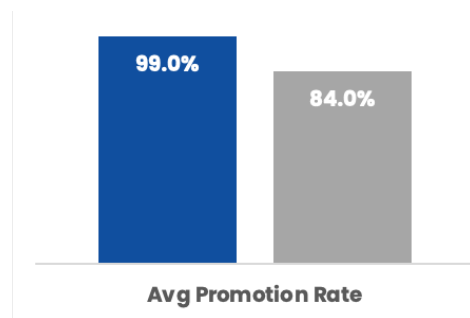
A significantly lower percentage of APIE MCC participants who were enrolled in 8th grade math met projected growth thresholds than did APIE MCC participants enrolled in 7th grade level math courses or Algebra I.



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

Figure 9

Grade level promotion rates for APIE MCC students were significantly greater than the matched comparison group students attending the same schools.



Source. AISD student grade level enrollment results provided by AISD Management Information Systems, August 2024. Notes. * Statistically significant ($p < .001$), Cramer's $V=0.274$.

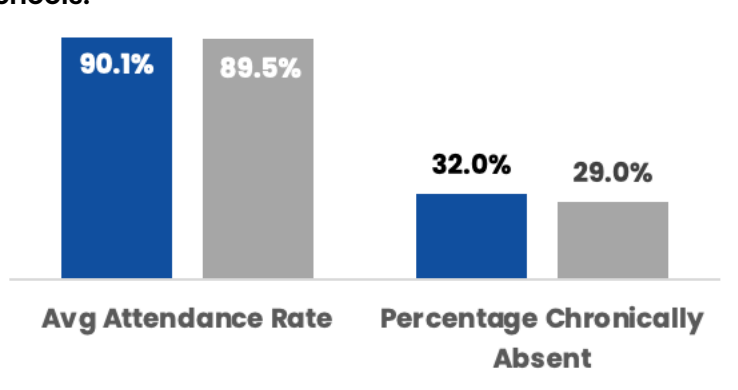
MCC PARTICIPANT ACADEMIC, SCHOOL ENGAGEMENT, AND PROGRAM PERCEPTIONS

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 10). Effect size calculations found little or no program association with attendance rates or chronic absenteeism.

Figure 10

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, August 2024.

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

In 2023–2024, most APIE MCC participants responded positively to questions pertaining to student academic self-confidence (e.g., I can learn). However, there were declines in the percentages of MCC participants who reported positive classroom engagement and positive perceptions of their relationships with their volunteers from the prior school year (Figure 11). This decline may have been due to the change in the coaching model as



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

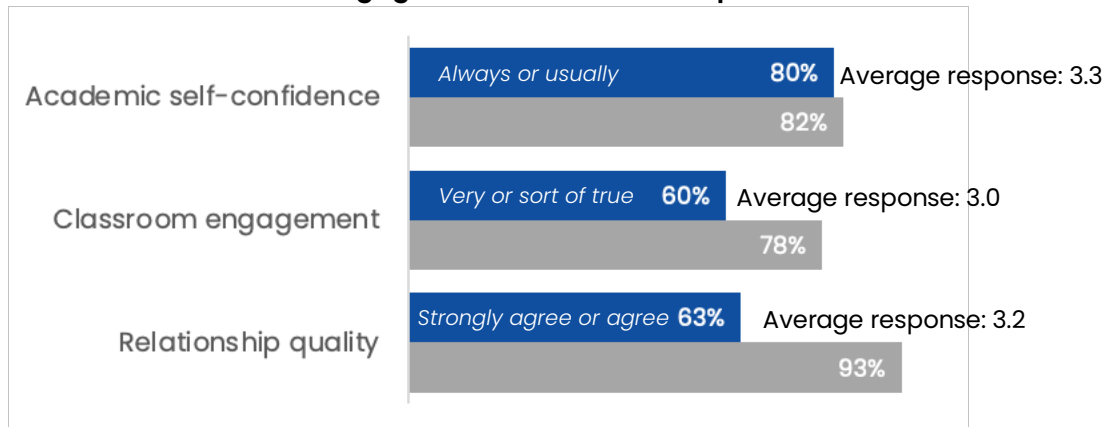
Research shows students who attend class and actively engage in their courses are more motivated, demonstrate academic persistence, have higher achievement, and are more likely to graduate. Students demonstrate behavioral engagement through actions such as consistent attendance, completing assignments, 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 about engagement, academic self-confidence, and questions about their APIE program experience. For most items, it was 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.

one campus requested that APIE volunteers help students with an online learning program, IXL. This strategy did not lend itself to much interaction between the volunteers and students. However, when asked about the outcomes of the math program, greater percentages of students reported their APIE volunteers helped them understand math better, like math more, and be better at math. These results were similar to those in the prior school year (Figure 12).

Figure 11

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

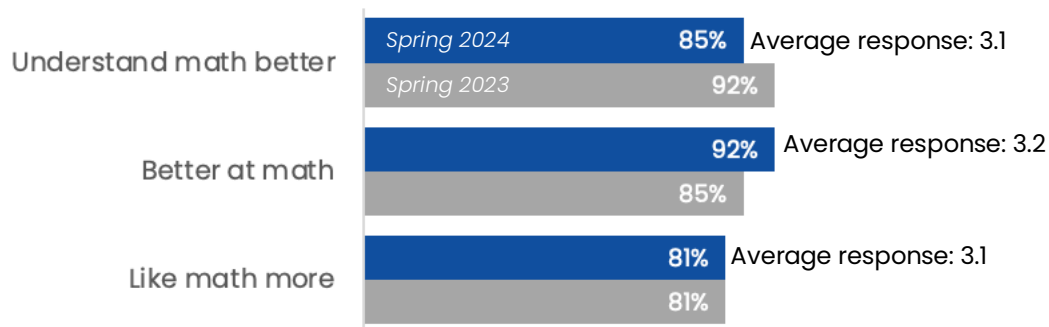


Source. APIE MCC Program Survey records, Spring 2024.

Notes. The confidence level is 95% with an 6.23% margin of error. Response of 3 or greater on a 4-point scale were considered positive responses.

Figure 12

Most APIE MCC students in 2023–2024 reported their APIE volunteers helped them understand math better, like math more, and be better at math.



Source. APIE MCC Program Survey records, Spring 2024.

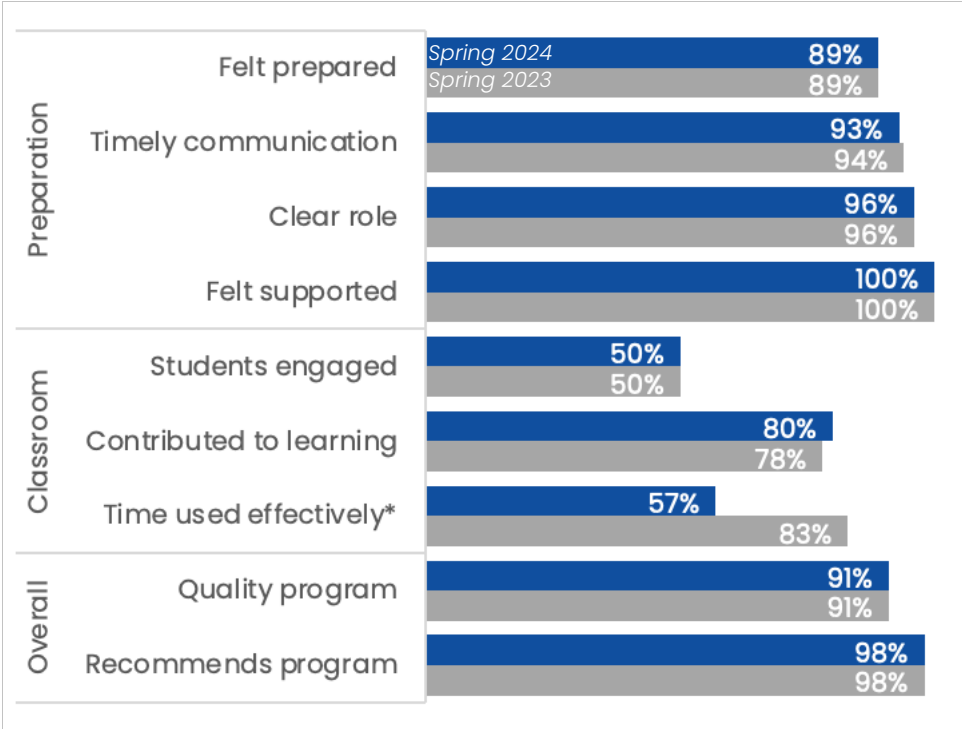
Notes. The confidence level is 95% with an 6.23% margin of error. Response of 3 or greater on a 4-point scale were considered positive responses.

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

Similar to survey respondents in the prior school year, 41% of MCC volunteers (n=42) 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. However, there was a significant decline in the percentage of volunteers who reported their time was used effectively in the classroom. Still, 98% of MCC volunteers were likely or very likely to recommend the program to others (Figure 13).

Figure 13

Most MCC volunteers in Spring 2024 reported being well prepared for the volunteer experience and would recommend it to others. However, there was a significant decline in the percentage of volunteers who reported their time was used effectively in the classroom.



Source. APIE MCC Volunteer Survey records, Spring 2024.
 Notes. Responses indicate strongly agree or agree. The confidence level is 95% with an 11.46% margin of error.

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 saw significant improvement in engagement and competency in most of the students I worked with. One student who was very quiet at the beginning of the year was much more willing to propose answers by the end of the year. – MCC Volunteer

My students were a really great group, and I feel like we actually bonded. – MCC Volunteer

One student was initially very down on himself and didn't think he could be successful in math. After working with him and explaining some concepts, he grasped the material well and became much more confident in himself, and even seemed to have fun doing some assignments. – MCC Volunteer

Honestly, when a student was agreeing to work with me, it was a win. There were definite "Aha" moments of understanding that made me feel like I was contributing to their success. – MCC Volunteer

The MCC volunteers also described the challenges they experienced in the classroom. They often reported that they had difficulty with getting students engaged in the content. Some MCC volunteers reported frustration with the iXL math software program and preferred tutoring students in small groups. Other MCC volunteers found they had difficulty communicating with Spanish speaking students.

The only time I had challenges was when the students weren't engaged, but I always tried a different approach to see if that helped. – MCC Volunteer

Students were a little checked out because they were in an Advisory period and working on iXL. It was sometimes hard to make progress because of a lack of continuity/not being able to work with the same students from week to week (for whatever reason: the student was absent, the teacher requested I work with a different student, distractions in the classroom, etc.). – MCC Volunteer

The biggest challenge was my limited knowledge of Spanish. The normal classroom distractions of other student's behavior and phone availability made focus hard as well. – MCC Volunteer

APIE COLLEGE READINESS PROGRAM

In 2023–2024, APIE staff supported 1,365 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=948). APIE College Readiness (CR) Advocates supported 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.

In 2023–2024, APIE CR programming served similar proportions of students across grades 9 through 11, and the greatest proportion of students (37%) were in 12th grade. The majority of APIE College Readiness Program participants and the matched comparison group were categorized as economically disadvantaged (62%) and Hispanic (74%).



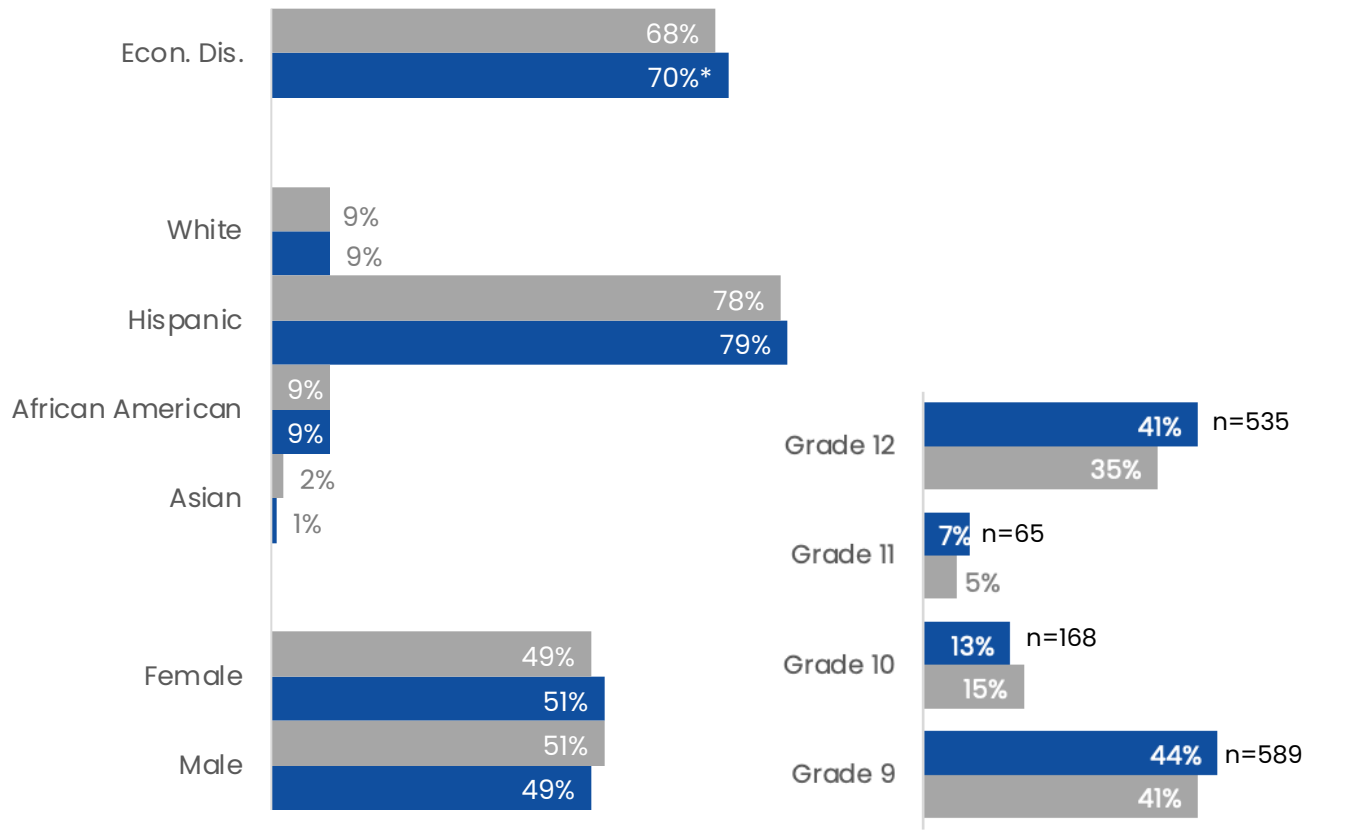
What is Dual Credit and the TSIA?

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 9th and 10th grades may not yet have covered content presented in the TSIA in their courses to date.

Figure 14

Demographic Summary for APIE College Readiness Program Participants (n=1,365) and Comparison Students (n=1,080), 2023–2024



Source: AISD student enrollment and demographic records provided by AISD Management Information Systems, August 2024.

ACADEMIC OUTCOMES FOR APIE COLLEGE READINESS (CR)

How many APIE College Readiness participants took the TSIA?

In 2023–2024, a significantly greater percentage of CR participants in grades 9–12 completed at least one TSIA (84%, n=1,142) compared with matched comparison students in the same grade levels and schools (55%, n=595). Most APIE CR test-takers (n=731) completed the TSIA in Math, followed by TSIA Reading (n=559). Effect size calculations revealed a medium association between test-taking and program participation (Cramer’s V=.318).

Prior to the 2023–2024 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 2023–2024. Including TSIA test-taking records from 2023–2024 and prior school years,

significantly greater percentages of APIE CR participants (84%) had taken at least one TSIA than did matched comparison group students (55%). Again, effect size calculations revealed a medium program association.

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 any TSIA in 23–24	Percentage who took any TSIA	Number who took any CR exam at any time	Percentage who took any CR exam*
APIE	1,358	641	47%	1,142	84%
Comparison	1,080	289	27%	595	55%

Source. AISD student TSIA records for tests taken in 2023–2024 provided by AISD Management Information Systems, August 2024. Note. * Statistically significant ($p < .001$), $V = .318$ (medium program association).

How did APIE College Readiness Program test-takers perform on the TSIA in 2023–2024?

In 2023–2024, APIE CR participants outperformed the matched comparison group of students on the TSI Reading and Write Placer assessments with significantly greater percentages of APIE students meeting college readiness criteria (Tables 4 and 5). In general, fewer students took all of the TSI English Language Arts and Reading (ELAR) assessments in 2023–2024 (i.e. both Reading and Write Placer TSIA). Of those who took both assessments, significantly greater percentages of APIE students met college readiness criteria (Table 6). Effect size calculations revealed a small to medium program association with the TSIA Reading and Writing outcomes.

Table 4

Significantly greater percentages of APIE CR participants completed the 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	1,358	559	41%	187	28%
Comparison	1,080	211	20%	36	14%

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

Note. * Statistically significant ($p < .001$), Cramer's $V = 0.231$.

Table 5

Significantly greater percentages of APIE CR participants completed the TSI Write Placer and met college readiness criteria than did the comparison group of students.

	Number of students	Number who took TSIA Writing	Percentage who took TSIA Writing*	Average Write Placer Score*
APIE	1,358	474	35%	5
Comparison	1,080	140	13%	4

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

Notes. * Statistically significant ($p < .001$) and Cohen's $d=1.328$.

Table 6

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

	Number of students	Number who took TSIA ELAR	Percentage who took TSIA ELAR*	Number who met CR criteria	Percentage who met CR Criteria*
APIE	1,358	417	31%	163	39%
Comparison	1,080	120	11%	28	23%

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

Notes. * Statistically significant ($p < .001$)

In Math, a significantly greater percentage of APIE CR participants (54%) took the Math TSIA than did comparison students (32%). Similar percentages of APIE CR participants and comparison groups students met college readiness criteria on the TSIA Math (Table 7). Effect size calculations revealed a small to medium program association with the TSIA Math outcomes.

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	1,358	731	54%	211	28%
Comparison	1,080	350	32%	98	29%

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 Cramer's $V=.214$.

While small proportions of APIE (19%) and matched comparison group students (8%) took the TSIA in both ELAR and Math, a significantly greater percentage of APIE participants took both tests than did comparison group students (Table 8). The percentage of students meeting college readiness outcomes on both areas combined were significantly greater for APIE participants than the comparison group students. Effect size calculations revealed a small program association with the college readiness outcomes in both areas.

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 TSIA ELAR and Math	Percentage who took both TSIA ELAR and Math*	Number who met CR criteria on both	Percentage who met CR Criteria on both*
APIE	1,358	254	19%	56	22%
Comparison	1,080	85	8%	9	10%

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

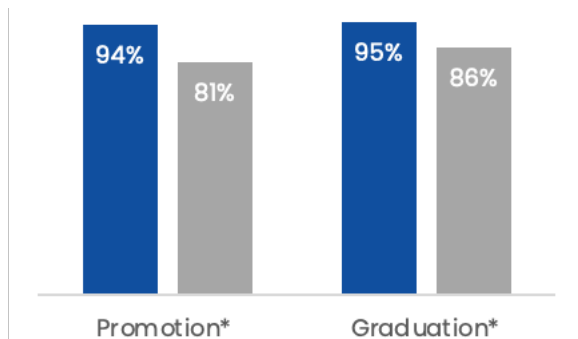
Notes. * Statistically significant ($p < .01$) and Cramer's $V=.126$.

What were the promotion and graduation rates for APIE College Readiness participants in 2023–2024?

Significantly greater percentages of APIE CR participants were promoted or graduated at the end of the school year than comparison group students (Figure 15). Effect size calculations revealed a small program association between APIE program participation and promotion and graduation outcomes for all grade levels.

Figure 15

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



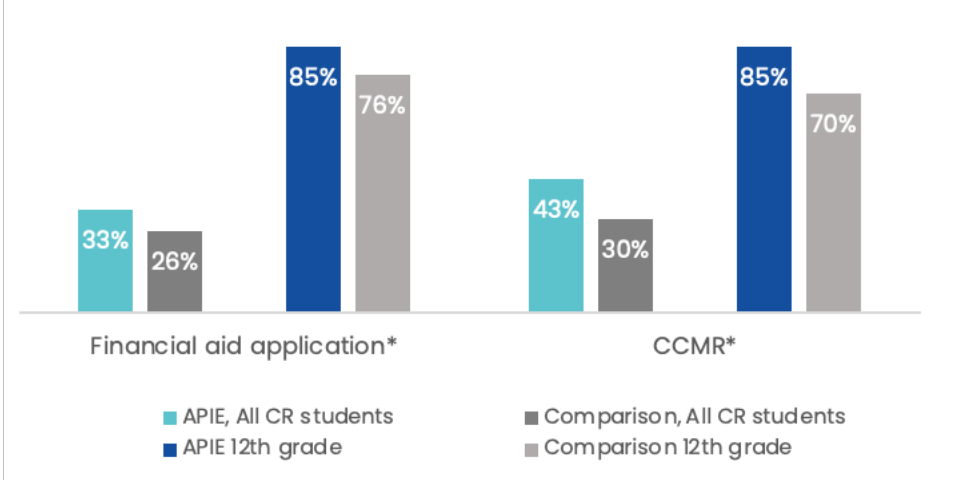
Source. AISD student promotion and graduation records provided by AISD Management Information Systems, August 2024. Note. * Statistically significant ($p < .001$), Cramer's $V=.294$

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

Significantly greater percentages of APIE CR participants who were in 12th grade completed the Free Application for Federal Student Aid (FAFSA) or the Texas Application for State Financial Aid (TASFA) in 2023–2024 than did comparison group students in 12th grade (Figure 16). APIE’s CR program assisted students in this process as students needed. Some students who were in the 11th grade had also completed a financial aid application, and significantly greater percentages of APIE CR participants in 11th grade did so.

Significantly greater percentages of APIE CR participants also met the state’s College, Career, Military Readiness (CCMR) criteria, whereas a significantly lower percentage of the comparison group students did so. Effect size calculations revealed a small program association between APIE program participation and CCMR outcomes.

Figure 16
Significantly greater percentages of APIE CR participants completed the financial aid applications than did matched comparison group students in 2023–2024.



Source. AISD student FAFSA and TASFA completion records provided by AISD Management Information Systems, August 2024.

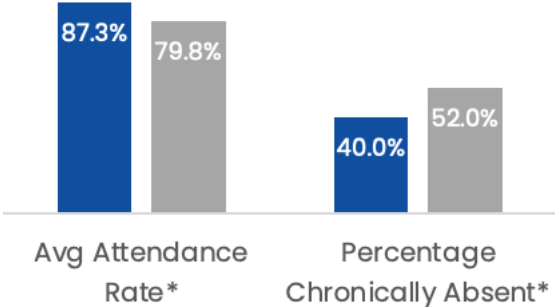
Note. * Statistically significant ($p < .001$), Cramer’s $V = [.01, .03]$

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

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

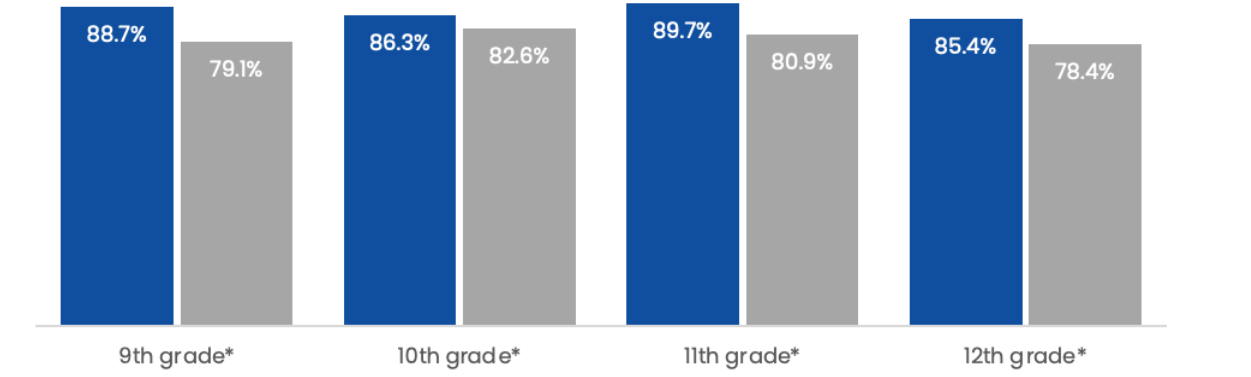
Overall, APIE CR participants had significantly greater attendance rates than did comparison group students enrolled in the same schools (Figure 17). Effect size calculations revealed a medium program association between APIE program participation and attendance outcomes for all grade levels. The effect size calculations revealed the greatest program association for 9th grade APIE CR participant attendance rates (Cohen’s $d=.511$) (Figure 18).

Figure 17
Attendance rates for APIE CR participants were significantly greater than the attendance rates for comparison group students.



—Source: AISD student promotion and graduation records provided by AISD Management Information Systems, August 2024. Note. * Statistically significant ($p < .001$), Cohen’s $d=.408$: medium association

Figure 18
Attendance rates for APIE CR participants were significantly greater than the attendance rates for comparison group students at each grade level.



Source: AISD student promotion and graduation records provided by AISD Management Information Systems, August 2024. Note. * Statistically significant ($p < .001$), Cohen’s $d >.5$: medium association

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

In 2023–2024, approximately 11% (n=152) of APIE CR students completed their program survey at the end of the school year. The confidence level is 95% with an $\pm 7.496\%$ 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 19). CR participants indicated their time was consistently focused on addressing academic needs and talking about college and career topics. Survey results were consistent with APIE CR participants responding in the prior school year.

The feedback from participants regarding the CR program was very positive in the open-ended comments section of the survey. Students described the CR Advocates as supportive and helpful. They praised the program's strategies, particularly in helping them prepare for the TSIA (Texas Success Initiative Assessment), and appreciated the assistance with college applications, essays, and financial aid forms. Most students did not suggest changes to the program but expressed a desire for more time with their tutors. They highly recommended that other students should participate in the program and experience the same benefits.



APIE CR Students said....

My tutor was amazing with every lesson. Explaining and being specific throughout, making it smooth and easy to understand. I was not good AT ALL with math or my TSI and once I got help, I passed my TSI with the highest [score] I've ever seen before. Thanks for being patient and teaching so greatly. It's my last year of school too, so I really needed this. Forever grateful for my tutor, and her support. Couldn't have graduated without her help. Will always remember her. – CR Participant

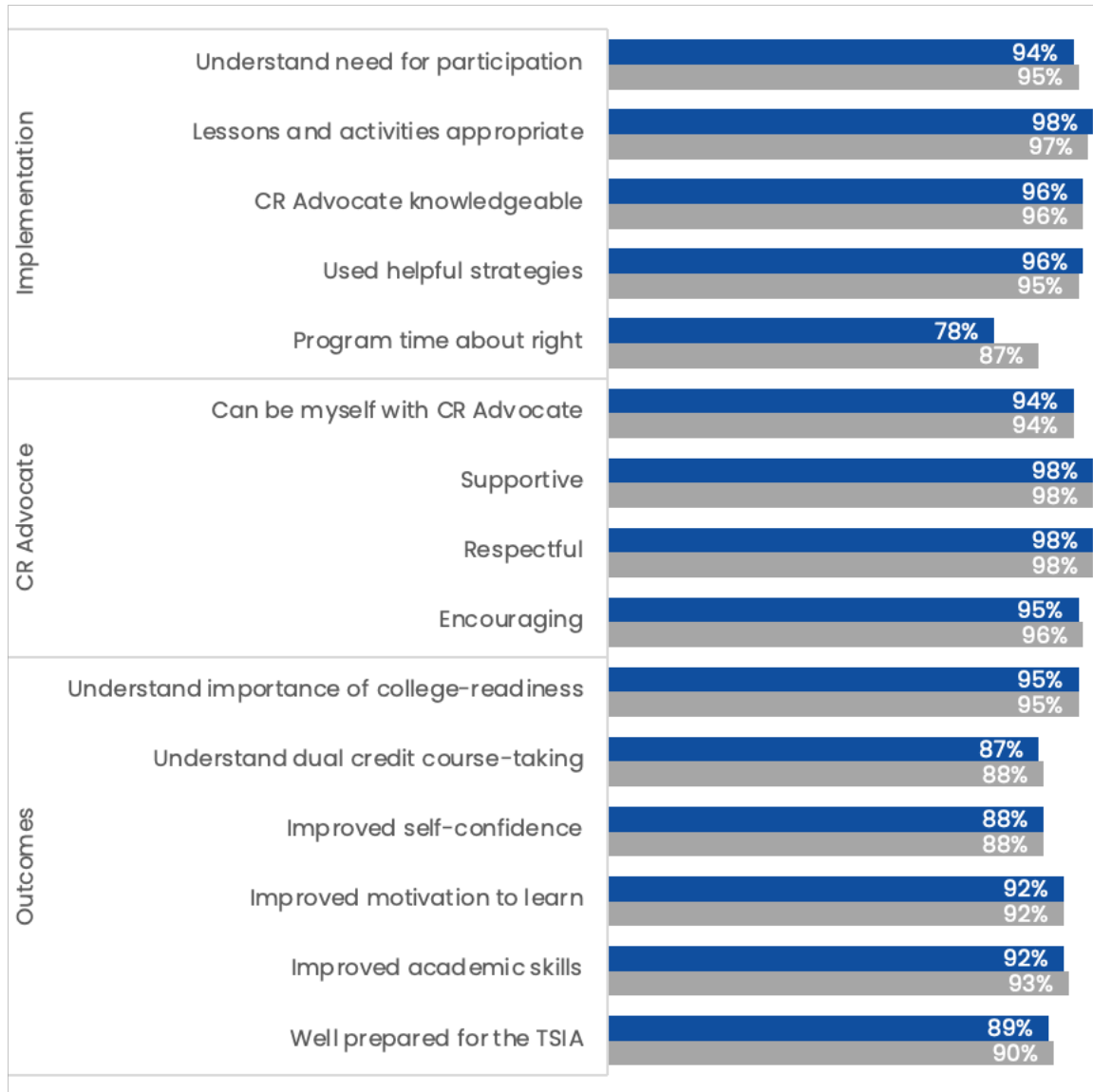
I liked that my tutor helped me with everything that I didn't understand and went at the pace that I learn. – CR Participant

Each advocate/tutor is passionate for what they do, and they put all their effort into the program. – CR Participant

They were pretty straight to the point and only gave me study material related to what I was struggling with. – CR Participant

Figure 19

Overall, APIE CR participant survey responses in 2024 were highly positive and consistent with responses from the prior year.



Source. APIE CR Participant Survey records, Spring 2024.

Notes. The confidence level is 95% with a $\pm 7.496\%$ margin of error.

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 2023–2024, APIE continued to support 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).

APIE Advocates helped APIE P-TECH participants prepare for the Texas Success Initiative (TSIA). Once students met the college readiness standards, they were eligible to enroll in college-level courses. In addition to helping students prepare for the TSIA, APIE Advocates also provided academic support to those P-TECH students who were already enrolled in college-level courses.

Students in the Real Estate P-TECH program at Akins Early College High School (ECHS) participated in hands-on, job-related lessons. These experiences may have included visits to construction sites, such as housing projects and new schools, and attending mini-conferences and workshops with the Austin Board of Realtors, a program partner.

In 2023–2024, APIE staff served 60 P-TECH students in grades 9 through 12 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 20).



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.

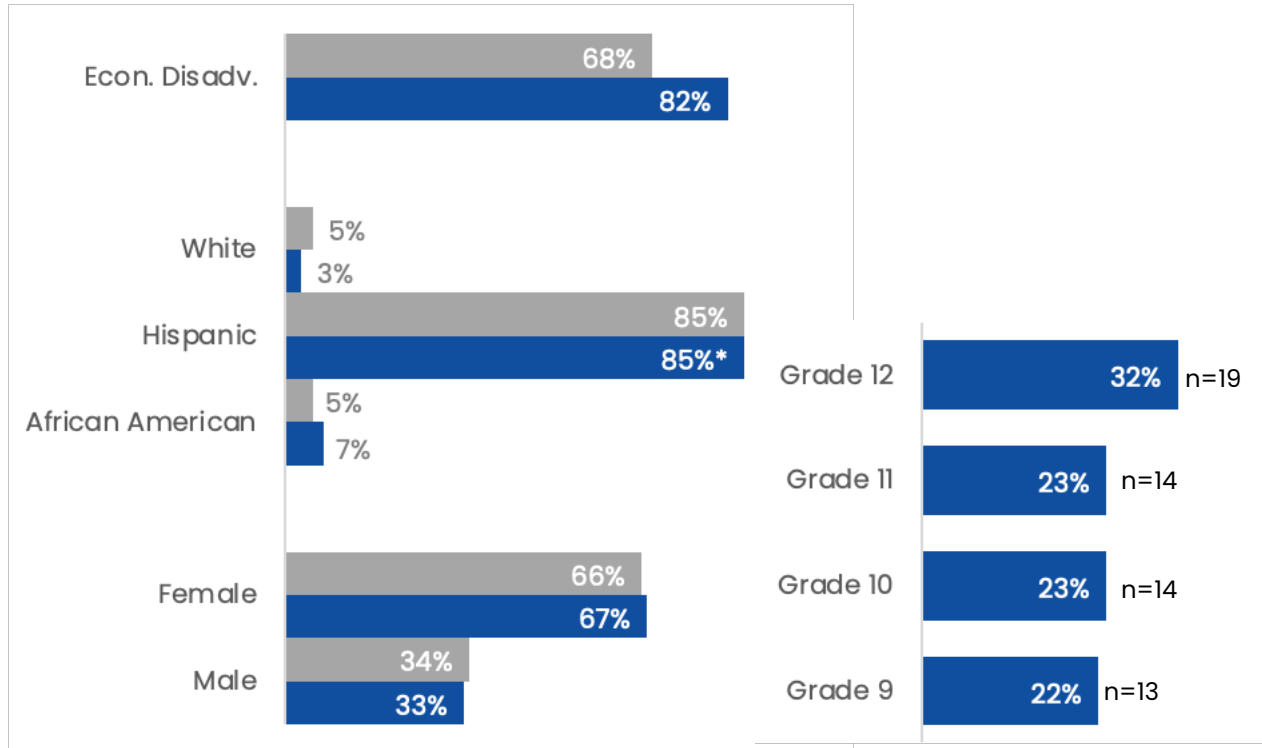
- align to regional workforce needs, guiding students into high-demand, high-wage careers; and

- 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 20

Demographic Summary for APIE P-TECH Participants (n=60) and comparison students (n=56), 2023-2024



Source: AISD student enrollment and demographic records provided by AISD Management Information Systems, August 2024.

ACADEMIC OUTCOMES FOR APIE P-TECH PARTICIPANTS

How many APIE P-TECH participants took the TSIA in 2023-2024?

By the end of the 2023-2024 school year, all P-TECH participants still actively enrolled in the Real Estate Program at Akins Early College High School (n=60) had completed at least one TSIA, a significantly greater percentage than matched students in the same grade levels (70%, n=56). Effect size calculations revealed a medium association between test-taking and program participation ($v=.429$), as P-TECH APIE participants were either taking college level classes or preparing to do so in the next school year.

Table 9

In 2023–2024, a significantly greater percentage of APIE P–TECH participants completed one or more TSIA (100%) than did the matched comparison group of students (70%).

	Number of students	Number who took any TSIA in 23–24	Percentage who took any TSIA	Number who took any CR exam at any time	Percentage who took any CR exam*
APIE	60	60	100%	60	100%
Comparison	56	39	70%	39	70%

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

Notes. * Statistically significant ($p < .001$), Cramer's $V = .429$.

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

In 2023–2024, more APIE P–TECH students took the TSIA Math, in comparison to the Reading and Writing TSIA (Tables 10–12). Across the TSI Math, Reading and Write Placer assessments, significantly greater percentages of APIE P–TECH participants met college readiness criteria than did the comparison group students. Effect size calculations revealed a small program association for each subject area. TSIA results for ELAR (e.g. TSIA Reading and Write Placer) and for both ELAR and Math TSIA were not included in the summary to protect student confidentiality as student counts in these areas may have been 5 or less.

Table 10

On TSIA Reading, significantly greater percentages of APIE P–TECH participants met college readiness criteria than did the comparison group 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	60	15	25%	7	47%
Comparison	56	17	30%	<5	18%

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

Note. * Statistically significant ($p < .001$). Cramer's $V = .429$

Table 11

On the TSIA Write Placer, significantly greater percentages of APIE P–TECH participants met college readiness criteria than did the comparison group students.

	Number of students	Number who took TSIA Writing	Percentage who took TSIA Writing*	Average Write Placer Score*
APIE	60	12	20%	4
Comparison	56	12	21%	2

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

Note. * Statistically significant ($p < .001$). Cramer's $V = .312$.

Table 12

On the TSIA Math, significantly greater percentages of APIE P–TECH participants met college readiness criteria than did 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	60	25	42%	8	32%
Comparison	56	22	39%	5	23%

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

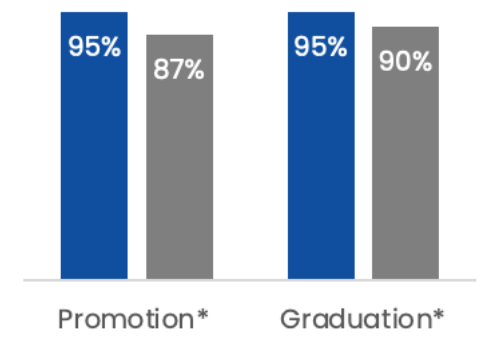
Note. * Statistically significant ($p < .001$). Cramer's $V = .103$.

What were the promotion and graduation rates for APIE P–TECH participants in 2023–2024?

Significantly greater percentages of APIE P–TECH participants were promoted or graduated at the end of the school year than comparison group students (Figure 21). Effect size calculations revealed a small program association between APIE program participation and promotion and graduation outcomes for all grade levels.

Figure 21

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

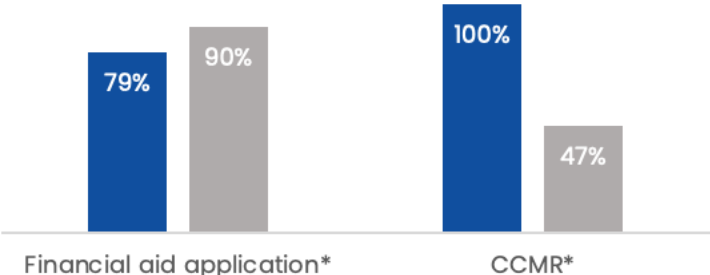


Source. AISD student promotion and graduation records provided by AISD Management Information Systems, August 2024. Note. * Statistically significant ($p < .05$)

Did APIE P–TECH participants complete financial aid applications in preparation for their postsecondary education?

Significantly fewer APIE P–TECH participants who were in 12th grade (n=19) completed the Free Application for Federal Student Aid (FAFSA) or the Texas Application for State Financial Aid (TASFA) than did comparison group students in 12th grade (n=19) in 2023–2024. However, all of APIE P–TECH participants met the state’s College, Career, Military Readiness (CCMR) criteria, whereas a significantly lower percentage of the comparison group students did so (Figure 22). Effect size calculations revealed a small program association between APIE program participation and CCMR outcomes.

Figure 22
Significantly greater percentages of APIE P–TECH participants met CCMR criteria than did matched comparison group students in 2023–2024.



Source. AISD student FAFSA and TASFA completion records provided by AISD Management Information Systems, August 2024.

Note. * Statistically significant (p < .001), Cramer’s V=.294

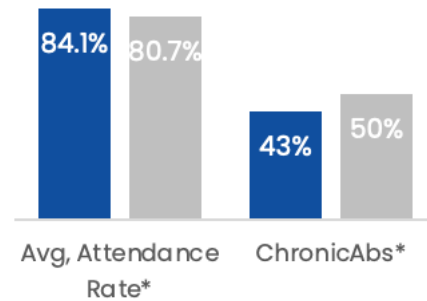
APIE COLLEGE READINESS PROGRAM PARTICIPANT ACADEMIC, SCHOOL ENGAGEMENT, AND PROGRAM PERCEPTIONS

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

Overall, APIE P-TECH participants had significantly greater attendance rates than did comparison group students enrolled in the same schools, and fewer were chronically absent (Figure 23). Additionally, a lower percentage of APIE P-TECH participants were categorized as being chronically absent than were the comparison group students, and this difference also was statistically significant.

Figure 23

Attendance rates for APIE P-TECH students were significantly greater than those of the comparison students.



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

Notes. * Statistically significant ($p < .05$).

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

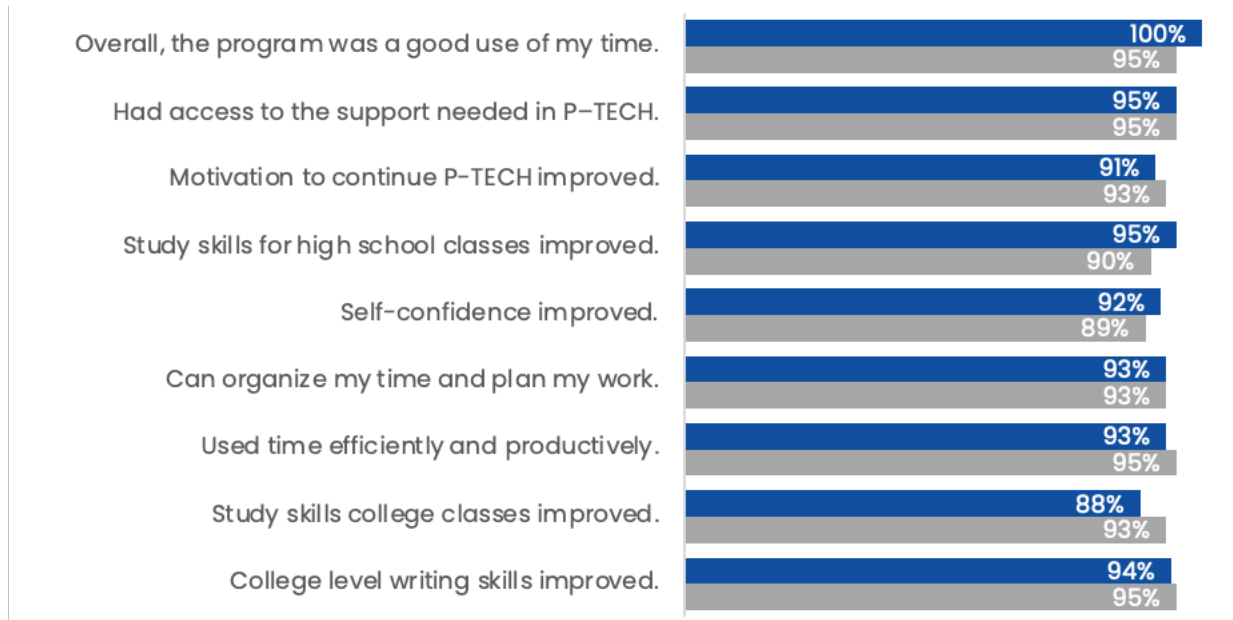
In 2023–2024, all APIE P-TECH students ($n=60$) completed their program survey at the end of the school year. Detailed survey results are provided in Appendix E.

Overall, APIE P-TECH participant survey responses were highly positive and consistent with responses from the prior school year (Figure 24). They reported their teacher was supportive, knowledgeable in their tutoring subject area, explained information in an understandable way, and helped students understand more about going to college. 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, felt well prepared for the TSI exam, and felt well prepared for college level classes.

Figure 24

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



Source. APIE P-TECH Participant Survey records, Spring 2024.

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.

APIE P-TECH participants said....

I love how I got help and actually understood and used the resources. – APIE P-TECH Participant

I appreciate the number of things we can learn in one year and use in the future. – APIE P-TECH Participant

The opportunities we were given were supportive and helpful. – APIE P-TECH Participant



The interactions stick with you, and you get college credit. – 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) was 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 was focused on improving student outcomes and readiness for academic success and provides enhanced student support services such as tutoring, mentoring, and counseling/advising. The 2023–2024 school year was the last year for GEAR UP funding and student services.

In 2023–2024, APIE staff supported the GEAR UP program and served 987 of 1,866 GEAR UP students (53%) that were expected to graduate in 2024 and primarily classified as 12th 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 25). Tutoring provided for students by APIE was provided on an as needed basis and was only a part of GEAR UP programming. Since all of the 12th grade students at these school were GEAR UP participants, a comparison group could not be drawn. However, for the examination of college readiness outcomes, GEAR UP students served by APIE were parsed into two groups, those who had been tutored in preparation to take the TSIA and those who participated in other subject area tutoring but did not engage in TSIA preparation.



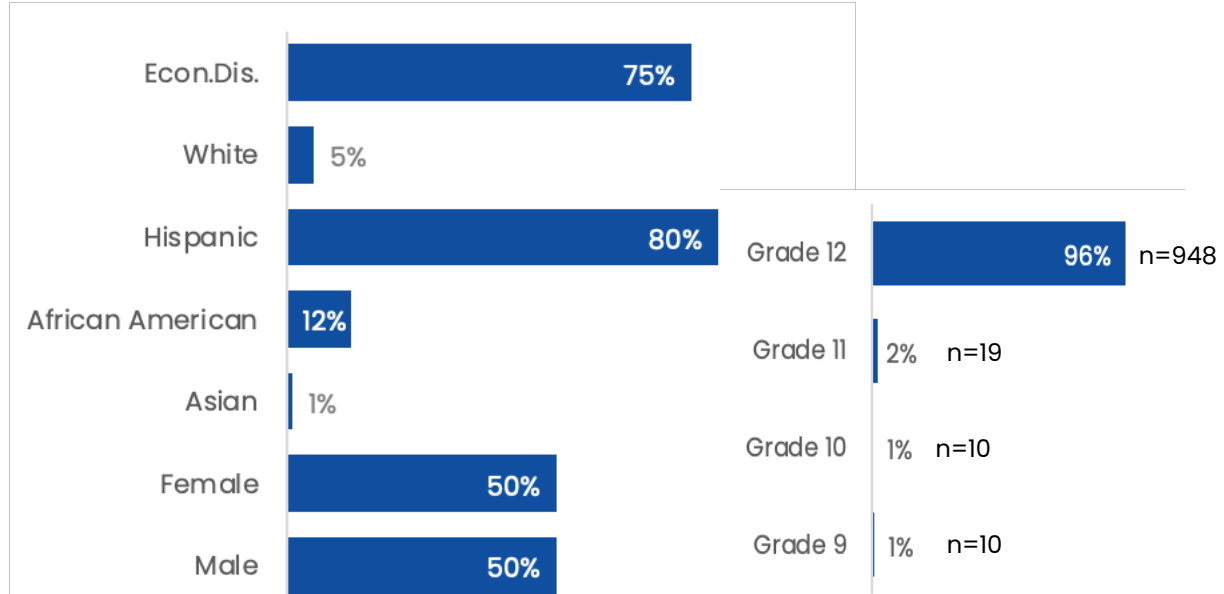
What is GEAR UP?

The Gaining Early Awareness and Readiness Program (GEAR UP) was a seven-year federal grant from the U.S. Department of Education. The grant promoted college readiness through multiple strategies and activities. Granted in 2017 to start in middle schools and continue through high school, GEAR UP Austin supported the graduating class of 2024. The grant hinged 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 were grant partners.

The grant was coordinated through the district's Office of Advanced Academics. Campus-based project facilitators were responsible for implementing grant activities on each campus. Participating high schools included 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 25

Demographic Summary for APIE GEAR UP Participants (n=987) in the 2023–2024 School Year

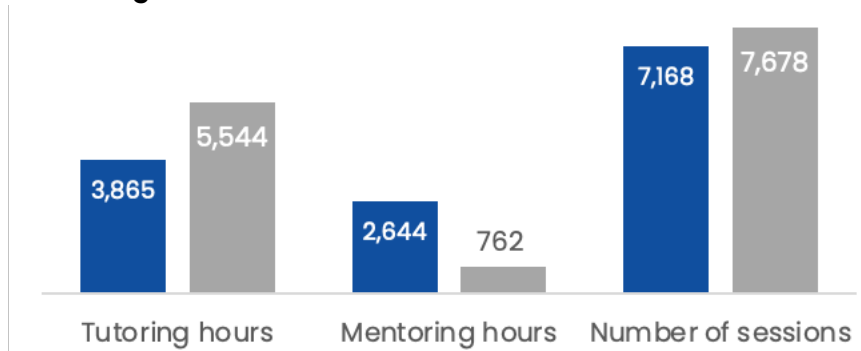


Source: AISD student enrollment and demographic records provided by AISD Management Information Systems, August 2024. Note: Demographic data for 879 GEAR UP participants were provided at the end of the year by AISD Management Information Systems and only included students enrolled at the end of the school year.

As a GEAR UP grant partner, APIE staff provided 7,168 hours of small group tutoring and informal mentoring for approximately 987 GEAR UP students (Figures 26 and 27). The GEAR UP students served by APIE staff included 53% of the total GEAR UP cohort (n=1,866) attending Akins, Crockett, Eastside, LBJ, Navarro, Northeast, and Travis Early College High Schools. Compared with the prior year, subject area tutoring decreased, and a greater emphasis was given to mentoring with the focus on postsecondary plans for high school seniors. APIE GEAR UP student participating time ranged widely among students, from 15 minutes to 82 hours, with an average of 5 hours.

Figure 26

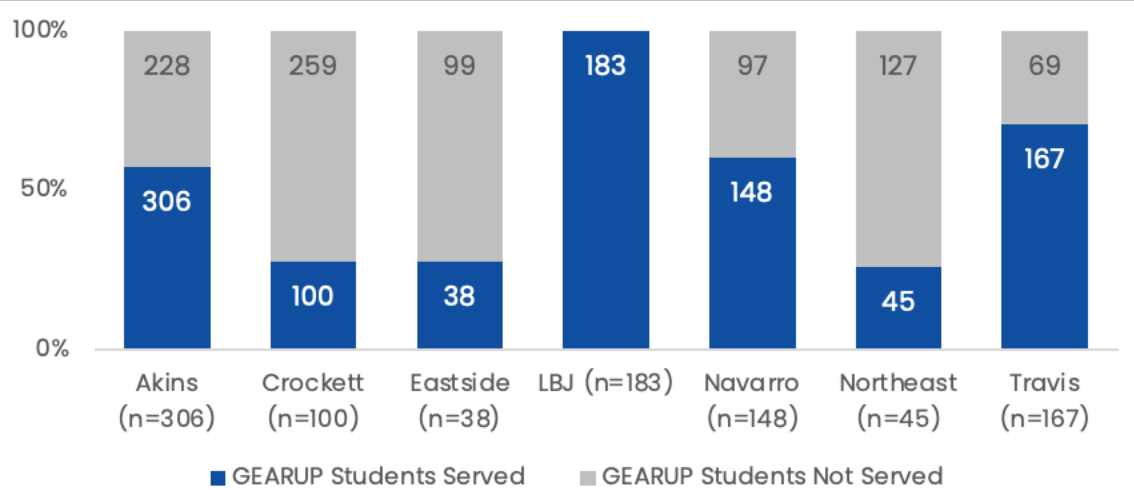
Compared with the prior year, APIE tutors provided fewer hours of instruction and more time mentoring for GEAR UP students in 2023–2024.



Source: APIE program service records, 2023–2024

Figure 27

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.



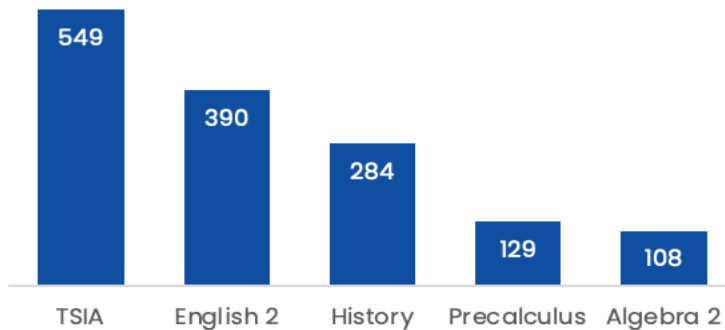
Source. District student enrollment and APIE program service records, August 2024

Note. Participation data by campus provided only included GEAR UP students (n=987) actively enrolled at the end of the school year.

In 2023–2024, GEAR UP tutoring sessions were most often focused on preparing for the TSIA followed by tutoring for English 2, History, and Pre-Calculus, and Algebra 2. Students may have received tutoring in one or multiple subjects (Figure 28). In years past, APIE tutoring focused on supporting struggling GEAR UP students at-risk of not passing their core subject matter courses at high schools served by Austin ISD’s GEAR UP grant. Just over 1,500 sessions were labeled as “Other” and included activities such as college application assistance, financial aid form completion, and help with job applications.

Figure 28

Most GEAR UP tutoring sessions were focused on preparing for the TSIA.



Source. APIE-GEAR UP academic tutoring program service records, 2023–2024.

ACADEMIC OUTCOMES FOR APIE GEAR UP PARTICIPANTS

How many APIE GEAR UP participants took the TSIA in 2023–2024?

By the end of the 2023–2024 school year, 99% of the APIE GEAR UP students who were tutored in preparation for the TSIA had completed at least one TSIA, a significantly greater percentage than APIE GEAR UP students who were not engaging in APIE tutoring for the TSIA at their schools. They also took subject areas TSIA and met college readiness criteria at greater rates than those not tutored (Tables 13–15).

Table 13

A significantly greater percentage of GEAR UP participants completed one or more TSIA overall and in English language arts than did APIE GEAR UP students who were not engaging in APIE GEAR UP tutoring for the TSIA at their schools.

	Number of students	Number who took any TSIA in 23–24	Percentage who took any TSIA*	Number who took any CR exam	Percentage who took any CR exam*
APIE GU, TSIA tutored	240	238	99%	239	100%
APIE GU, Not TSIA tutored	737	659	89%	687	93%
	Number of students	Number who took TSIA Reading	Percentage who took TSIA Reading	Number who met CR criteria	Percentage who met CR Criteria*
APIE GU, TSIA tutored	240	139	74%	37	27%
APIE GU, Not TSIA tutored	737	383	71%	60	16%
	Number of students	Number who took TSIA Writing	Percentage who took TSIA Writing	Average Write Placer Score	
APIE GU, TSIA tutored	240	105	69%	4.5	
APIE GU, Not TSIA tutored	737	229	71%	4.2	
	Number of students	Number who took TSIA ELAR	Percentage who took TSIA ELAR	Number who met CR criteria	Percentage who met CR Criteria*
APIE GU, TSIA tutored	240	158	62%	47	30%
APIE GU, Not TSIA tutored	737	417	57%	76	18%

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

Note. * Statistically significant ($p < .01$). Cramer's $V = [.125 \text{ to } .153]$.

Table 14

A significantly greater percentage of GEAR UP participants completed the TSIA in Math than did APIE GEAR UP students who were not engaging in APIE GEAR UP tutoring.

	Number of students	Number who took TSIA Math	Percentage who took TSIA Math*	Number who met CR criteria	Percentage who met CR Criteria*
APIE GU, TSIA tutored	240	210	90%	91	43%
APIE GU, Not TSIA tutored	737	458	76%	169	37%

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

Note. * Statistically significant ($p < .01$). Cramer's $V = .113$.

Table 15

A significantly greater percentage of GEAR UP participants completed the TSIA in both English language arts and Math than did APIE GEAR UP students who were not engaging in APIE GEAR UP tutoring.

	Number of students	Number who took TSIA ELAR and Math	Percentage who took TSIA ELAR and Math*	Number who met CR criteria	Percentage who met CR Criteria*
APIE GU, TSIA tutored	240	142	59%	29	20%
APIE GU, Not TSIA tutored	737	321	44%	38	12%

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

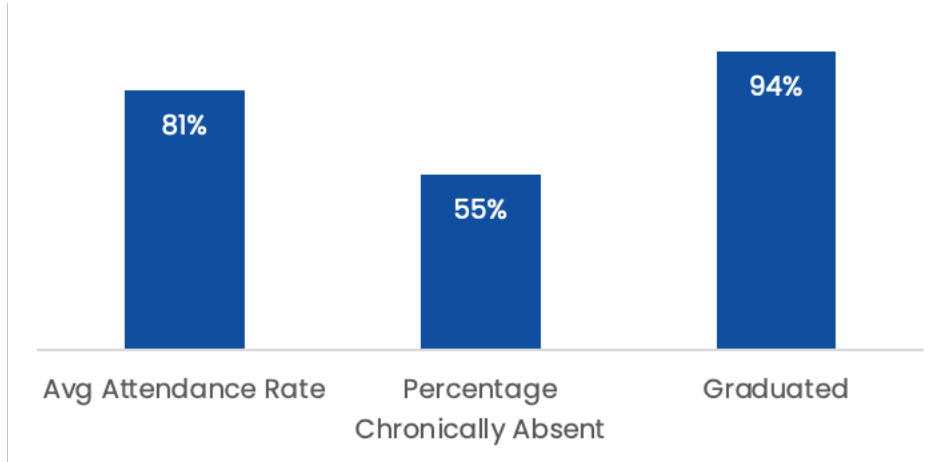
Note. * Statistically significant ($p < .01$).

What were the attendance and other college readiness outcomes for APIE GEARP participants in 2023–2024?

On average, APIE GEAR UP participant attendance rates (Figure 29) and other college readiness outcomes (Figure 30) were lower than those of those participating in other APIE programs. It should be noted that the GEAR UP students were primarily supported through tutoring only and time spent ranged widely among students. However, APIE GEAR UP graduation rates were similar to those participating in other APIE programs. Significantly greater percentages of APIE GEAR UP students who were supported to take the TSIA completed financial aid applications and met CCMR criteria than those who were only supported in core course areas or other services.

Figure 29

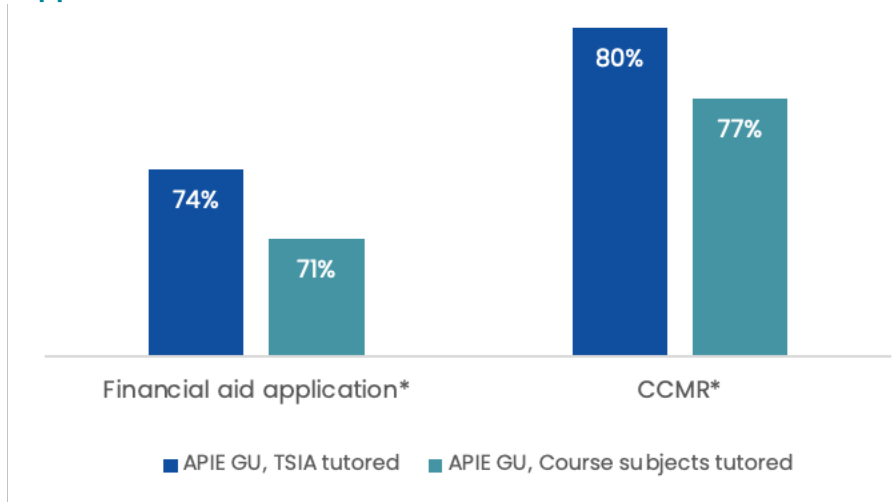
Over half of APIE GEAR UP students were considered chronically absent with an attendance rate less than 90%.



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

Figure 30

Significantly greater percentages of APIE GEAR UP students who were supported to take the TSIA completed financial aid applications and met CCMR criteria than those who were supported in core course areas or other services.



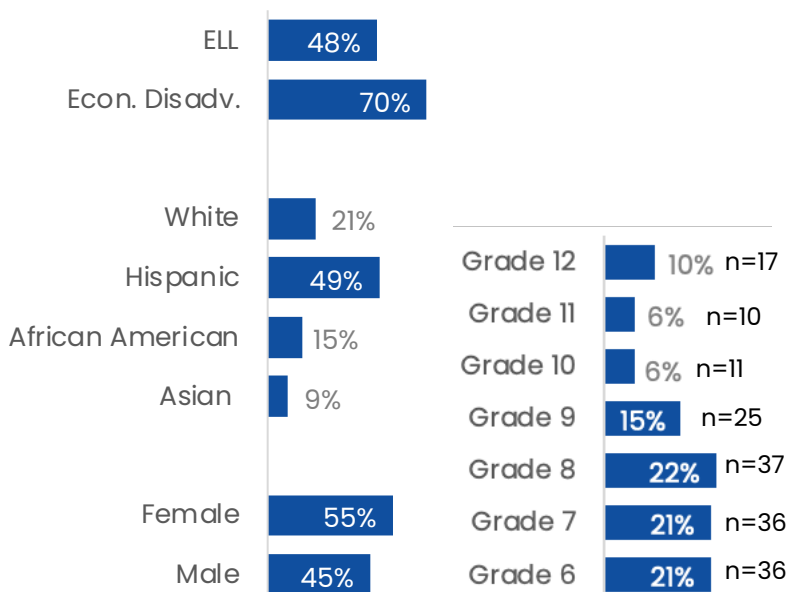
Source. AISD financial aid and college readiness records provided by AISD Management Information Systems, August 2024.

APIE SUPPORT FOR MENTORING IN AISD MIDDLE AND HIGH SCHOOLS

Mentoring provides individualized support from a trusted adult, helping students manage academic, social, and personal challenges. Research from The Mentoring Center indicates that youth in mentoring relationships often experience better academic outcomes, are less likely to engage in negative behaviors, and develop more positive social attitudes and relationships.

In 2023–2024, APIE recruited, trained, and placed 146 mentors in schools to mentor approximately 172 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 31
Demographic Summary for APIE mentees (n=172) Who Were Participating and Enrolled at the End of the Year



Source. AISD student enrollment and demographic records provided by AISD Management Information Systems, August 2024.



Closeness in Mentoring

The sense of closeness in mentoring relationships is key to increasing their effectiveness and benefiting the mentee. A strong feeling of connection between mentor and mentee is believed to lead to a more lasting relationship, which can have a significant and enduring impact on the mentee's personal and academic growth.

Bayer, Grossman, and Dubois (2015) found mentees' perception of closeness to their mentor impacted their academic outcomes. Those who reported feeling at least "somewhat close" to their mentor were more likely to see positive academic results. Furthermore, closeness in the relationship proved to be a stronger predictor of academic success than the duration of the mentorship. These academic outcomes could include factors such as school attendance, disciplinary actions, and overall academic performance.

In conclusion, closeness in mentoring relationships goes beyond emotional connection; it can serve as a catalyst for learning, growth, and positive outcomes. When mentors and mentees build strong bonds, they are more likely to collaborate effectively, accomplish goals, and enjoy the numerous benefits of a solid mentoring relationship.

APIE MENTORING PROGRAM PARTICIPANT SCHOOL ENGAGEMENT, AND PROGRAM PERCEPTIONS

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

Mentee survey responses to the end of year survey were highly positive (Figure 32). Mentees expressed feeling valued and respected by their mentors. They found their mentors to be helpful and reported learning new things from them. The majority felt they had a close bond with their mentors, and more than half indicated a desire to continue the mentoring relationship into the next school year. Additional details about the mentor survey can be found in Appendix F.

Figure 32
Most APIE mentees, who were supported by mentors recruited and trained by APIE staff, reported positive feelings about their mentoring experience and their responses were similar to mentees in 2023.



Source. APIE Mentee Survey records, Spring 2023 and 2024.
 Note. 49 respondents in 2024. The survey confidence level is 95% with an 11.63% margin of error.

The 146 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 32% (n=46) APIE mentors with current email addresses completed their program

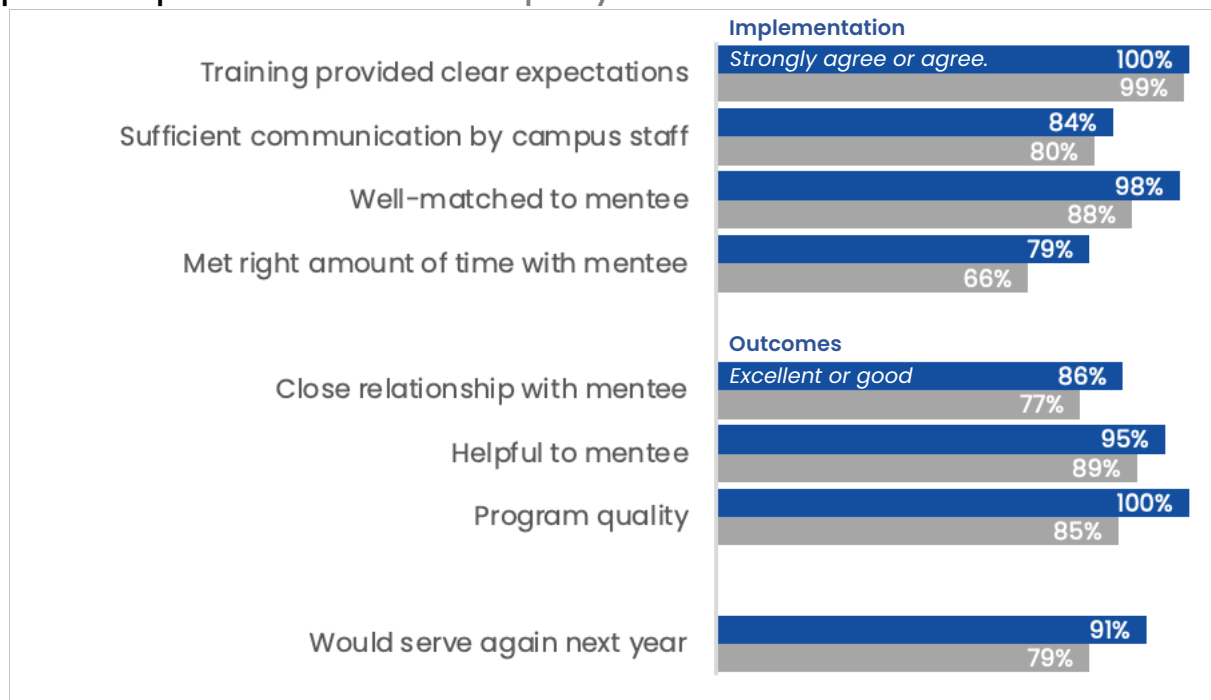
survey at the end of the school year. Additional details about the mentor survey can be found in Appendix G.

Overall, most APIE mentors rated the mentoring program implementation positively (Figure 33). 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 91% of mentors were planning to return in the next school year.

All 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 33

Most APIE mentors in 2024 highly rated the APIE Mentor program, and the percentage of positive responses increased from the prior year.



Source. APIE Mentor Survey records, Spring 2023 and 2024.

Note. 46 respondents in 2024. The confidence level is 95% with an 12% margin of error.

APIE mentors and mentees shared their experiences in open-ended survey questions asking about positive program outcomes and challenges in the relationships. Most mentors described how their relationships with mentees developed over time, and mentees were able to open up and talk about their personal struggles. Mentees also reported the mentoring experience resulted in fun, trusting, and stable relationships. They often felt their mentors stepped in to help when they needed it most.



APIE Mentors said....

My mentee appeared more comfortable discussing her classes and challenges, she shared activities that she enjoyed in school, and I supported her growth. The counselor and principal stated that her behavior had improved. – APIE Mentor

The majority of the time, the mentee and I practiced conversational English. He requested that I speak to him in English. I could tell his English-speaking skills improved every week. – APIE Mentor

My mentee has come to a positive outcome in his high school education and is headed to college! – APIE Mentor

My mentee was able to share her feelings and frustrations that she otherwise didn't, and doing so was both a needed release for her as well made me feel good about my role as a mentor. – APIE Mentor

Once we were able to develop more consistency with our meetings, my mentee opened up more. I felt I was able to better provide her with support. Also, reaching out to the school's wellness counselor helped me understand that it was ok if my role was to provide support and an ear to listen. – APIE Mentor

APIE Mentees said....

The best thing about my mentor is that she understands me and reassures me when I'm upset with myself or others and she's not afraid to tell me about herself.) + She's AMAZING and really nice! – APIE Mentee

My mentor is very kind and considerate but not only that. She is always there for me if I need her. – APIE Mentee

She truly cared about my education and helped me find my next steps after high school as a graduating senior. – APIE Mentee

She helped me to get new friends. – APIE Mentee

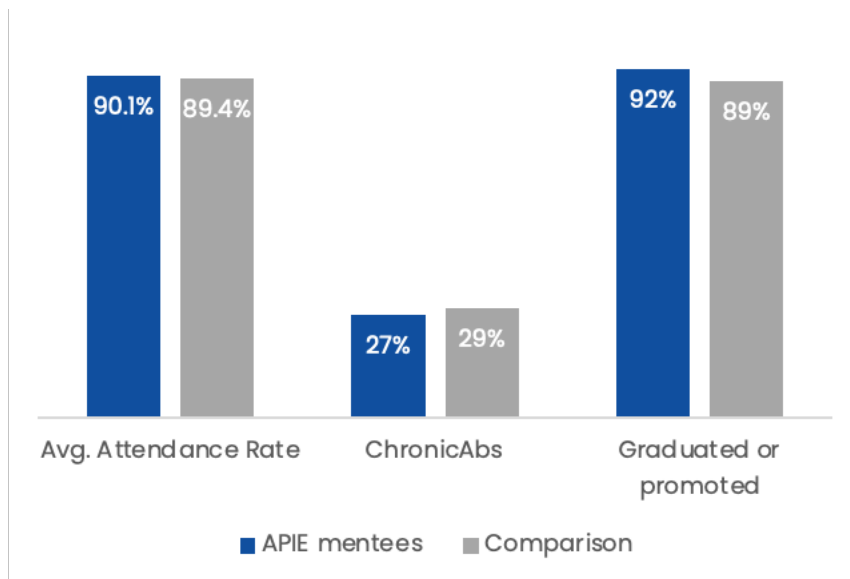
He is helpful -when I get in trouble, he supports me in getting through it. – APIE Mentee

What were the school attendance and promotion rates of APIE mentees?

Overall, middle and high school mentees (n=172) who were mentored by volunteers recruited and trained by APIE staff had a greater average attendance (90.1%) and grade level promotion or graduation rates (92%) than did comparison group students. A lower percentage of APIE mentees (27%) were categorized as chronically absent (i.e. having attendance rates lower than 90%) compared with the matched group of students (29%). The differences between the two groups were no significant.

Figure 34

Attendance and grade level promotion rates for APIE mentees were slightly greater than those of the matched comparison group students attending the same schools.



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

SUMMARY

For nearly 20 years, Austin Partners in Education (APIE) has bridged the gap between the community and the classroom to enhance student readiness for college and careers. Throughout this time, APIE staff have continuously adapted their programs to meet the evolving needs of students across AISD. They have recruited, trained, and placed tutors and mentors in AISD schools to deliver tailored support to students.

What APIE program structures were implemented across AISD campuses in 2023–2024, and whom did the program serve?

In 2023–2024, APIE implemented five programs across the Austin Independent School District and **served over 2,500 students**, most of which were categorized as low income and minority. APIE provided services for

- 348** students in Math Classroom Coaching at four middle schools;

- 1,365** students in College and Career Readiness at seven high schools;

- 60** students in P-TECH at Akins Early College High School;

- 985** students in GEAR UP at seven high schools; and

- 172** mentees across 34 middle and high schools.

The targeted assistance helped improve academic outcomes and close achievement gaps, ultimately ensuring all students had the opportunities needed to succeed academically, develop skills for future careers, and pursue higher education.

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

Many APIE participants experienced positive academic outcomes overall. Often, program participant outcomes were significantly greater than the matched comparison group. Although differences between APIE and comparison groups were not always statistically significant, effect size calculations frequently showed small to medium positive impacts from the program.

In addition to student academic outcomes, **APIE program practices were thought to positively contribute to the overall academic improvement of students.**

APIE programs provided both short- and long-term support, meeting students where they were to help them reach their potential.

APIE's emphasis on academic preparation played a crucial role in helping students achieve better attendance, grade level promotion, and/or graduation rates leading to positive college and career outcomes.

APIE programs also prepared students for college and careers, a key factor linked to greater life satisfaction and overall well-being.

Also to be considered, the [2024 Texas Education Agency \(TEA\) STAAR testing results](#) for the state revealed a decline in scores in 2024. In math, students statewide have fallen behind after two years of modest post-pandemic progress. Performance has yet to return to pre-pandemic levels, and the TEA anticipates that improving student outcomes will require a sustained, long-term effort.

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

Program surveys showed that APIE participants had positive attitudes toward school, higher academic self-confidence, and increased school engagement.

Participants found APIE programs to be helpful, encouraging, and a worthwhile use of their time. Students with positive attitudes towards school are more likely to

- have high levels motivation and engagement in learning;

- set high goals and put in the effort needed to achieve academic success; and

- to attend school consistently.

Finally, volunteers also reported APIE programs to be well-executed, beneficial for students, and impactful in terms of both personal and academic outcomes. They would recommend participation in APIE programs to other community members. By contributing additional resources, skills, and capacity, APIE volunteers enhanced the effectiveness of APIE programs. They brought diverse perspectives, served as positive role models, and created a more enriching learning environment for students. Moreover, their involvement strengthens the connection between schools and the local community, fostering a shared sense of responsibility for education and reinforcing the idea that everyone contributes to student success.

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 2024

In 2023–2024, APIE staff provided the Math Classroom Coaching Program to 348 students in the 7th and 8th-grades enrolled in Covington, Dobie, Martin, and Webb Middle Schools. Approximately 65% (n=225) APIE MCC students completed their program survey at the end of the school year. The confidence level is 95% with a 6.23% margin of error. Response of 3 or greater on a 4-point scale were considered positive responses.

Summary of Results

Academic Self-Confidence	Average score	Always	Usually	Sometimes	Never
I can learn math when I try.	3.2	37.8%	41.3%	20.0%	0.9%
I try to do my best in math class.	3.0	33.2%	39.9%	25.1%	1.8%
I want to be successful in my math class.	3.5	59.2%	29.6%	9.9%	1.3%

Engagement	Average score	Very true	Sort of true	Not very true	Not at all true
I try hard to do well in school.	3.4	40.3%	55.2%	4.1%	0.5%
I pay attention in math class.	3.2	29.4%	58.4%	11.8%	0.5%
When I'm in math class, I participate in class discussions and/or activities.	3.0	28.1%	52.0%	16.7%	3.2%
When we work on something in math class, I feel interested.	2.8	19.0%	52.5%	22.2%	6.3%
I enjoy learning new things in math class.	3.0	31.5%	42.9%	19.6%	5.9%
Math class is fun for me.	3.0	22.6%	35.3%	25.8%	16.3%

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

Relationship Quality	Average score	Strongly agree	Agree	Disagree	Strongly disagree
My Math Classroom Coach/APIE Volunteer respects me.	3.4	45.7%	48.4%	4.6%	1.4%
I can be myself around my Math Classroom Coach/APIE Volunteer.	3.3	43.6%	49.1%	5.0%	2.3%
My Math Classroom Coach/APIE Volunteer is supportive.	3.5	56.0%	40.4%	3.2%	0.5%

Overall Outcomes	Average score	Strongly agree	Agree	Disagree	Strongly disagree
Working in a small group with my APIE volunteer helps me like math class more.	3.2	37.5%	44.9%	13.0%	4.6%
Working in a small group with my Math Classroom Coach/APIE Volunteer helps me understand math better.	3.3	40.3%	47.2%	9.7%	2.8%
I am better at math because of my Math Classroom Coach/APIE Volunteer.	3.1	34.1%	47.9%	15.2%	2.8%

Appendix C

APIE MATH CLASSROOM COACHING SURVEY FOR VOLUNTEERS, SPRING 2024

In 2023–2024, 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 41% (n=42) APIE MCC volunteers completed their program survey at the end of the school year. Of those responding, 7% participated in the Fall semester only, 14% participation the Spring semester only, and 79% participated throughout the school year. The confidence level is 95% with an 11.46% 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

Preparation	Average score	Very timely	Timely	Somewhat timely	Not timely
When I signed up to volunteer, communication from APIE staff was ...	3.6	61.9%	38.1%	0%	0%
	Average score	Very clear	Clear	Somewhat clear	Not at all clear
How clear were you about your role in the implementation of this program?	3.5	61.9%	23.8%	14.3%	0.0%
	Average score	Very prepared	Prepared	Somewhat prepared	Not at all prepared
After APIE volunteer training, how prepared did you feel to be a Math Classroom Coach?	3.4	50.0%	42.9%	7.1%	0.0%
	Average score	Very supported	Supported	Somewhat supported	Not at all supported
Throughout the year, how supported were you by APIE staff?	3.8	85.7%	9.5%	4.8%	0.0%

Classroom Implementation	Average score	All of the time	Most of the time	Some of the time	None of the time
My time in the classroom was used effectively.	2.8	16.7%	52.4%	26.2%	4.8%
While volunteering with APIE, I felt my time contributed to students' learning.	2.9	14.3%	57.1%	28.6%	0.0%
	Average score	Very engaged	Engaged	Somewhat engaged	Not at all engaged
How engaged in learning were your students during their APIE coaching time?	2.5	4.8%	47.6%	38.1%	9.5%

Overall	Average score	Very likely	Likely	Somewhat likely	Not at all likely
I am likely to recommend this program to others who want to work with students.	3.6	69.0%	21.4%	7.1%	2.4%

	Average score	Excellent	Good	Fair	Poor
Overall, how would you describe the quality of your Math Classroom Coaching experience?	3.2	42.9%	42.9%	9.5%	4.8%

Appendix D

APIE COLLEGE READINESS (CR) PROGRAM SURVEY, SPRING 2024

In 2023–2024, APIE staff served 948 College Readiness Program students in grades 9–12 enrolled in Akins, Crockett, LBJ, Navarro, Northeast, and Travis High Schools in AISD. In 2023–2024, approximately 11% (n=152) of APIE CR students completed their program survey at the end of the school year. The confidence level is 95% with an $\pm 7.5\%$ margin of error. 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
I understand why I was asked to participate in this tutoring program.	3.3	38.9%	57.9%	1.6%	1.6%
The lessons and activities used during tutoring were appropriate for my needs.	3.5	51.6%	47.6%	0%	0%
My college readiness dual credit courses advocate/tutor was knowledgeable in the TSI subject area (ELA or Math) in which I was tutored.	3.6	57.6%	41.6%	0.8%	0%
My college readiness advocate/tutor used strategies that were helpful to me in learning the subject area in which I was tutored.	3.5	55.2%	44%	0%	0.8%
	Average score	Too much	About right	Almost enough	Not enough
The amount of time I spent with my college readiness advocate/tutor was...	NA	7.3%	79.7%	8.9%	4.1%

Implementation Outcomes					
When I was with my college readiness advocate/tutor, we spent time...					
Discussing my academic needs in ELA or Math.	31.4%				
Working on my academic skills in ELA or Math.	38.0%				
Working on my academic skills in other subject areas.	14.9%				
Talking about my high school concerns.	2.5%				
Talking about college and career options.	6.6%				
Talking about what college life is like.	3.3%				
Other	3.3%				

Tutoring Relationship	Average score	Strongly agree	Agree	Disagree	Strongly disagree
My college readiness advocate/tutor encouraged me to work hard.	3.6	61.0%	38.2%	0.8%	0%
My college readiness advocate/tutor respects me.	3.7	67.5%	30.8%	1.7%	0%
I can be myself around my college readiness advocate/tutor.	3.6	60.8%	37.5%	0.8%	0.8%
My college readiness advocate/tutor is supportive.	3.7	69.7%	30.8%	0%	0%

Overall Outcomes	Average score	Strongly agree	Agree	Disagree	Strongly disagree
As a result of working with my college readiness advocate/tutor, I felt well prepared for the TSI exam.	3.4	47.5%	49.2%	3.4%	0%
As a result of working with my college readiness advocate/tutor in the subject area in which I was tutored, my...					
self-confidence improved.	3.4	46.6%	50.9%	2.6%	0%
motivation to learn improved.	3.4	45.8%	50.0%	4.2%	0%
academic skills improved.	3.5	50.8%	48.3%	0.8%	0%
As a result of working with my college readiness advocate/tutor, I gained a better understanding of...					
the importance of being prepared for college level classes.	3.5	51.7%	46.6%	1.7%	0%
	Yes	No			
I would recommend this program to other students.	98.3%	1.7%			

Appendix E

APIE P-TECH PROGRAM SURVEY, SPRING 2024

In 2023–2024, APIE staff served 60 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.	3.3	31.3%	62.5%	6.3%	0%
My teacher explained information to me in a way I understood.	3.3	35.4%	58.3%	6.3%	2%
My teacher helped me understand more about going to college.	3.3	37.5%	54.2%	8.3%	0%
	Average score	Too much	About right	Almost enough	Not enough
The amount of time I spent with my teacher was...	NA	4.3%	76.1%	10.9%	8.7%

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.	2.9	35.6%	33.3%	20.0%	11.1%

Tutoring Relationship	Average score	Strongly agree	Agree	Disagree	Strongly disagree
My teacher respects me.	3.4	41.3%	58.7%	0%	0%
I am comfortable around my teacher.	3.2	30.4%	63.0%	6.5%	0%
My teacher is supportive.	3.4	41.3%	56.5%	2.2%	0%

Overall Outcomes	Average score	Strongly agree	Agree	Disagree	Strongly disagree
My TSI study skills improved.	3.2	28.9%	62.2%	6.7%	2.2%
I felt well prepared for the TSI exam.	3.2	33.3%	60.0%	4.4%	2.2%
I felt well prepared for my ACC classes.	3.3	37.5%	58.3%	4.2%	0%
As a result of participating in the program...					
My college level writing skills improved.	3.2	26.7%	64.4%	8.9%	0%
My study skills for my college classes improved.	3.1	24.4%	64.4%	8.9%	2.2%
I use time efficiently and productively.	3.3	35.6%	57.8%	4.4%	2.2%
I can organize my time and plan my work.	3.3	33.3%	62.2%	4.4%	0%
My self-confidence improved.	3.3	33.3%	64.4%	2.2%	0%
My study skills for my high school classes improved.	3.1	28.9%	66.7%	4.4%	0%
My motivation to continue the P-TECH program improved.	3.2	28.9%	66.7%	4.4%	0%
I feel like I have access to the support I need in the P-TECH program.	3.3	31.1%	64.4%	4.4%	0%
Overall, the program was a good use of my time.	3.3	29.5%	68.2%	2.3%	0%

Appendix F

APIE MENTEE SURVEY, SPRING 2024

In 2023–2024, 172 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, 49 mentees (28%) responded. The survey confidence level is 95% with an 11.63% 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.	93.3%	2.2%	2.2%

Mentoring Relationship	Average score	Strongly agree	Agree	Disagree	Strongly disagree
My mentor respects me.	3.9	88.4%	11.6%	0%	0%
I am comfortable around my mentor.	3.8	83.7%	16.3%	0%	0%
My mentor is supportive.	3.8	83.7%	16.3%	0%	0%
I learned new things from my mentor.	3.7	72.1%	27.9%	0%	0%
I liked meeting with my mentor.	3.9	90.7%	9.3%	0%	0%
My mentor was helpful.	3.8	83.7%	16.3%	0%	0%
My mentor and I are pretty close.	3.5	55.8%	41.9%	2.3%	0%

Next Year	Yes	Maybe	No
Next year, I would like to meet with a mentor.	69.0%	21.4%	9.5%
I would recommend this program to other students.	92.7%	0%	7.3%

Of those that want a mentor...	The same mentor	A different mentor
Next year, I would like to meet with...	94.7%	5.3%

Appendix G

APIE MENTOR SURVEY, SPRING 2024

In 2023–2024, 146 mentors were placed in schools to mentor elementary, middle, and high school students across the district. Approximately 32% (n=46) APIE mentors with current email addresses completed their program survey at the end of the school year. The confidence level is 95% with an 12% margin of error. Fifty-three percent of the mentors were mentoring their mentee for the first time in the 2023–2024 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.	3.5	59.1%	36.4%	4.5%	0%
The amount of communication from the Campus Mentor Coordinator was sufficient.	3.7	72.7%	27.3%	0%	0%
My mentee and I were well-matched.	3.5	56.8%	40.9%	2.3%	0%
	Average score	Too much	About right	Too little	
The amount of time I spent with my mentee was	NA	2.3%	81.8%	15.9%	

Primary Focus of Mentoring	Percentage
General support	56%
Social emotional support	23%
Tutoring	8%
Goal setting	9%
College and/or career preparation	7%
Other	5%

Mentoring Relationship Outcomes	Average score	Strongly agree	Agree	Disagree	Strongly disagree
My mentee and I developed a close relationship	3.2	29.5%	56.8%	13.6%	0%
The time I spent with my mentee was helpful.	3.3	38.6%	56.8%	4.5%	0%
	Average score	Excellent	Good	Fair	Poor
The overall quality of the mentoring program experience was...	3.4	43.2%	56.8%	0%	0%
	Yes	Maybe	No		
Would you volunteer to serve as a mentor again next year or in the future?	91%	2%	7%		

References

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