Department of
Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

Austin Partners In Education

Annual Evaluation Report, 2013–2014

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INTRODUCTION

Austin Partners in Education (APIE) is an independent, nonprofit organization created through a partnership between the Austin Independent School District (AISD) and the Austin Chamber of Commerce. By leveraging community resources, APIE helps the Austin community and classrooms work together to ensure academic excellence and personal success for students in AISD. APIE typically provides programs to students in Title I schools within AISD, where many of the students who receive services are economically disadvantaged. In the 2013–2014 school year, APIE served approximately 2,600 students in AISD elementary, middle, and high schools.

DESCRIPTION OF PROGRAMS

Classroom Coaching

APIE served 2nd-, 6th-, and 8th-grade students through its Classroom Coaching model. In the Classroom Coaching model, one volunteer works with a small group of students (three or fewer). Volunteers and students meet for 45 minutes weekly, during class time. This program combines academic activities, organized practice, and constructive feedback.

- APIE worked with 2nd-grade students in some of AISD's high-need schools. The Classroom Coaching model was designed to cater to these students' needs. Volunteers incorporated high-engagement activities, demonstrated pleasure in reading, and encouraged students throughout their learning. The program was expected to improve participating students' reading fluency and comprehension as well as their confidence and engagement.

- APIE provided its 2nd-grade reading program in two models, to accommodate both English- and Spanish-speaking students. APIE offered the program in English, called Elementary Reading, and in Spanish, called Compañeros en Lectura (CEL). Though both Elementary Reading and CEL had the same purposes for student outcomes, the curriculum was differentiated based on the needs of the students in each section.

- Spanish was the first language of most students in the CEL program, and many spoke Spanish outside school. Volunteers taught the CEL students in Spanish because learning to read in one's first language helps improve critical reading skills. The CEL curriculum included stories selected for their cultural relevance to the students in the program.

- APIE also used the Classroom Coaching model in the middle schools it served. APIE expected the middle school reading program to improve 6th graders' vocabulary, reading fluency, comprehension, academic self-confidence, and engagement with school. Volunteers provided personalized reading support to help students advance their reading skills.

- APIE designed its middle school mathematics (math) program to improve 8th graders' math skills, preparing them for high school algebra. (A small number of 7th graders also participated in the program.) During weekly study group meetings, volunteers worked on building students' math abilities and academic independence. Volunteers shared their love of math with students and provided real-world examples and experiences.

Step Up

Unlike Classroom Coaching, APIE's Step Up model is a high-frequency tutoring program designed for students with a low-to-moderate need for extra academic support in reading or math. In this program, middle school students met in small groups of two or three, three times per week with their volunteer tutor. These volunteers were trained in methods intended to accelerate students' learning, and they used differentiated lessons designed to meet students' specific needs. Students' progress was assessed weekly.

College Readiness

APIE's College Readiness program aimed to increase the number of students in AISD who graduate college ready. APIE's College Readiness program provided information about college readiness standards and supplied tutoring for high school students who were eligible to graduate but were not currently passing the more stringent college readiness standards on state or college admissions assessments. Tutoring sessions were provided in a variety of formats. For instance, APIE continued its case management approach of assisting students for 45 minutes or more, depending on the needs of the student. At three high schools, students were enrolled in a course and received tutoring as part of the course. In two high schools, students received tutoring two or three times a week for up to 90 minutes a week. The focus of the tutoring was to equip students with the necessary knowledge and skills to meet the college readiness standard, as measured by the Texas Success Initiative (TSI) exam.

LOGIC MODELS

In the 2013–2014 school year, APIE program logic models were updated for each APIE program through a collaborative effort by APIE staff and AISD program evaluators. These logic models describe key program elements and illustrate how the program is designed to work. The logic model provides a common language for program discussion and serves as a point of reference for program stakeholders by articulating the objectives, activities, outputs, and short- and long-term outcomes of a program. All APIE logic models can be found in Appendix A.

METHODOLOGY

PURPOSE OF THE EVALUATION

The AISD Department of Research and Evaluation (DRE) conducted this program evaluation to provide information about program effectiveness to APIE and its stakeholders to help them facilitate decisions about program implementation and improvement. APIE designed its programs to improve students' academic outcomes and develop their enjoyment of learning. Thus, this evaluation report describes the academic outcomes for students in each APIE program, as well as factors that may have influenced their learning.

EVALUATION QUESTIONS

In 2013–2014, the program evaluation focused on these major questions:

- Were APIE programs implemented effectively, as evidenced by teachers' and volunteers' preparation and satisfaction?
- What were the academic outcomes for APIE participants, and how did the outcomes compare with those for similar nonparticipants?
- Were there changes in students' academic self-confidence as a result of their participation in APIE programs?
- Did APIE participation improve students' engagement?
- Were teachers' instructional goals supported by APIE practices?

DATA COLLECTION

To assess the processes and impact of APIE programs, DRE staff conducted qualitative and quantitative analyses using various forms of data. Staff used district information systems to obtain students' demographic, course enrollment, and testing history records. APIE staff collected program participation information. Students, teachers, and volunteers submitted surveys about their experiences with APIE.

Participation Records

APIE staff made a concerted effort to track the participation of the students served in the 2013–2014 school year to better identify APIE program participants and their level of participation. DRE staff provided class rosters for participating classrooms at the beginning of each semester and for each subsequent month to assist APIE program coordinators in tracking and updating its list of participants in each program. Software issues affected APIE's ability to incorporate the updated information from the monthly rosters. However, despite these issues, the participation data were the most comprehensive ever provided by APIE.

Assessments

In this evaluation, multiple assessments were used to determine academic outcomes for APIE participants and matched comparison groups. The Developmental Reading Assessment (DRA), the State of Texas Assessments of Academic Readiness (STAAR), and the Texas Assessment of Knowledge and Skills (TAKS) were used to describe academic proficiencies in various grade levels and subject areas. The Texas Success Initiative (TSI) exam, TAKS, SAT, ACT, and Compass results were summarized according to college readiness standards, as prescribed by the Texas Education Agency (TEA), to gauge the college-readiness levels of high school seniors served by APIE. More information about the assessments used in this evaluation is provided in Appendix B.

Surveys

Students, teachers, and volunteers completed surveys to describe program implementation, participants' attitudes, and perceived outcomes. In addition, student participants' pre- and post-surveys measured their academic self-confidence and engagement and disaffection with school. General information about each program survey is provided in this section of the report. More information about the survey administered to student participants in the Classroom Coaching and Step Up programs can be found in Appendix C.

Elementary School Surveys

After piloting the Engagement and Disaffection Survey with 2nd-grade students in 2012–2013, DRE staff made adjustments to the 2013–2014 version, based on prior year results. The survey was administered to a random sample of 2nd-grade students in the fall and spring of the 2013–2014 school year. Evaluation staff analyzed the consistency of the 2nd-grade students' survey responses. These analyses were completed to address concerns about using instrumentation designed for students who were older than 7 years of age and to determine possible survey comprehension difficulties for English language learners (ELLs). The results of the pre-survey in Fall 2013 revealed inconsistencies in students' responses that may have been associated with the level of maturation needed to understand terminology and inverse relationships. The pre-survey results were not reliable enough to be used for the evaluation of the program. Thus, 2nd-grade students' pre- and post-survey results are not reported for the 2013–2014 school year.

Middle School Surveys

An effort was made to measure the academic self-confidence and the engagement and disaffection with school for all participating APIE middle school students. However, students' mobility and attendance on the survey administration dates may have affected response rates.

Of the 442 6th graders who participated in the Classroom Coaching reading program and who also did not participate in Step Up reading, 60% completed a pre- and post-survey. Of the 891 8th graders who participated in the Classroom Coaching math program and who also did not participate in Step Up math, 60% completed a pre- and post-survey. Twenty-two (47%) of the Step Up reading participants and 24 (62%) of the Step Up math participants completed a pre- and post-survey. More information about the middle school student surveys can be found in Appendix C.

High School Surveys

Students who participated in the APIE College Readiness program took an exit survey after completing the program. Three hundred and twenty-three high school students took the College Readiness Survey, which accounted for an 86% response rate. 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 change about the program. For the first time in 2013–2014, the College Readiness program participants also completed survey items concerning their academic self-confidence, emotional and behavioral engagement, and disaffection.

Teacher Surveys

Teachers who participated in an APIE program were asked to take a survey about APIE program implementation and student outcomes. In the survey, teachers were asked to describe what they liked best about APIE and what they would change. Sixty-one teachers took the survey, yielding a response rate of 79%.

Volunteer Surveys

Three hundred and forty-nine volunteers took the Volunteer Survey, for a 40% response rate. 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.

DATA ANALYSIS

DRE staff used a mixed-methods approach to determine outcomes for APIE programs. The quantitative analysis included student comparison groups to separate the program effects from outcomes that might have occurred in the absence of the program. Quantitative data (e.g., test scores and surveys) were summarized using descriptive statistics (e.g., numbers and percentages). Inferential statistics (e.g., tests of statistical significance, and linear and logistic regression analyses) were used to make judgments of the probability that an observed

difference between groups might have happened as a result of the program, rather than by chance. Qualitative data were analyzed using content analysis techniques to identify important details, themes, and patterns within survey responses. Results from all analyses were triangulated, or cross-examined, to determine the consistency of results and provide a more detailed and balanced picture of program outcomes.

To calculate academic progress, or growth, for APIE participants and their comparison groups, DRE staff followed the Texas Education Agency (TEA) criteria and methodology. The TEA measures academic progress on the STAAR exam in each content area from year to year for students who meet certain criteria, such as taking the test in the same language and test version from one year to the next. The agency publishes a STAAR Progress Measure or a Texas English Language Learner (ELL) Progress Measure for those students. These progress measures indicate whether students did or did not meet an expected level of progress, as defined by the TEA. Only students with a TEA progress measure were included in the APIE evaluation analyses.

To evaluate academic growth, linear regression analyses were used to determine whether APIE program participation influenced a change in STAAR scores from the 2012–2013 school year to 2013–2014 school year. The dependent variable in the linear regression analysis was students' 2013-2014 STAAR scores in reading or math, depending on the APIE program. The independent variables in the models were variables that may directly or indirectly influence STAAR scores. These variables included students' previous year scores, race/ethnicity, economic status, English language learner status, attendance, gender, and APIE program participation. In some instances, the small number of students within a group prevented the use of linear regression, and the difference in mean scores for both APIE participants and a comparison group were analyzed using t-tests to see whether a significant difference existed between them.

Selection of Comparison Groups

For each APIE program, care was taken to select a student comparison group that matched the characteristics of APIE students as closely as possible. The goal was to be able to attribute any academic differences between the groups to participation in APIE, rather than to demographic or other observable differences. For most of the APIE programs, comparison students were selected using propensity score matching. This statistical technique creates an index from variables that may influence program outcomes (e.g., prior test scores, attendance, gender, economic disadvantage status). The index is used to match students in the participant group to students with very similar observable characteristics as the APIE program participants. This methodology is useful when there are numerous characteristics on which to match students, and a sufficient number of possible comparison students from which to choose. The

procedure also is used to achieve a high level of rigor when it is impossible to conduct a random experiment.

Multiple variables were used in the selection of the matched comparison groups. Comparison students were matched on their gender, ethnicity, economic status, English proficiency status, special education status, school attendance, and prior-year test scores before the program was implemented. Different assessments were used for matched comparison group selection and were program dependent (e.g., the DRA for 2nd graders; the STAAR for middle school students; and the TAKS, SAT, ACT, Compass, and TSI for high school students). Demographic summaries for APIE participants and their matched comparison groups can be found in Appendix D.

The comparison groups were primarily selected from students at APIE schools who were not receiving APIE services, and in some cases, from students attending other, similar schools. The 2nd-grade comparison group included students from 38 different elementary schools. The comparison group for middle school reading included 6th graders at all vertical team schools, including nonparticipants at Burnet, Covington, Martin, and Webb Middle Schools, and 6th graders at Mendez, Pearce, and Garcia Middle Schools. The additional schools were used in comparison group selection because a larger group with similar characteristics was needed to ensure an appropriate match. The comparison group for middle school math included all vertical team schools, including nonparticipants at five of the six APIE schools, 8th-grade students at Bedichek, Garcia, Paredes, and Pearce Middle Schools, and non-magnet 8th graders at Fulmore Middle School. For the Step Up program, a stratified random sampling process was used instead of propensity score matching because the number of students in Step Up math and reading was too small for this statistical process.

For the College Readiness program, separate sets of matched comparison students were to be selected for English language arts (ELA), math, and both subjects. APIE participants previously met the TAKS passing standard (2100), but had not achieved a TAKS score signifying college readiness (2200) in either ELA or math. However, the selection of a matched comparison group was limited by the small range of TAKS scores and the specific list of student characteristics. The groups of students to be compared with APIE's college readiness ELA participants were too small for a valid comparison. Stratified random sampling results yielded groups dissimilar to the APIE program groups. A matched group could only be derived in math for comparison with APIE participants across multiple math assessments.

LIMITATIONS

The lack of comparison groups in some instances limited what could be concluded from 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. If engagement increased for APIE participants, for instance, did it also increase for nonparticipating students? Without this knowledge, one could only speculate, using other district sources, about whether the APIE program influenced the students' engagement and academic self-confidence results. The absence of a matched comparison group for APIE's College Readiness program also limited the interpretation of program results.

RESULTS

PROGRAM IMPLEMENTATION

When evaluating a program, it is important to understand how the program was implemented. Simply assessing outcomes without a clear understanding of the quality of implementation or the degree to which a program was implemented can result in inaccurate assumptions about or interpretation of the results. The examination of implementation along with the results provides a more holistic perspective of a program and an increased ability to identify effective program practices that yield desired results.

> **Were APIE programs implemented effectively, and did they have positive outcomes for students, as evidenced by teacher and volunteer survey responses?**

Volunteers and teachers had the opportunity to provide feedback about the APIE program through end-of-year surveys. Respondents were asked about recruitment practices, training and support, program materials, perceptions of program outcomes, and program experiences. The following section describes the survey results.

Volunteer Survey

The majority of volunteers who participated in the APIE end-of-year survey responded positively to questions about their experiences as a volunteer and perceptions of the APIE program. Of survey participants, at least 96% responded positively to all questions about their experience with registration and placement. These questions covered the convenience of volunteering and registration procedures (Figure 1). Results of the Volunteer Survey should be interpreted with caution because of the low (40%) response rate.

Figure 1. Volunteers' Registration and Placement
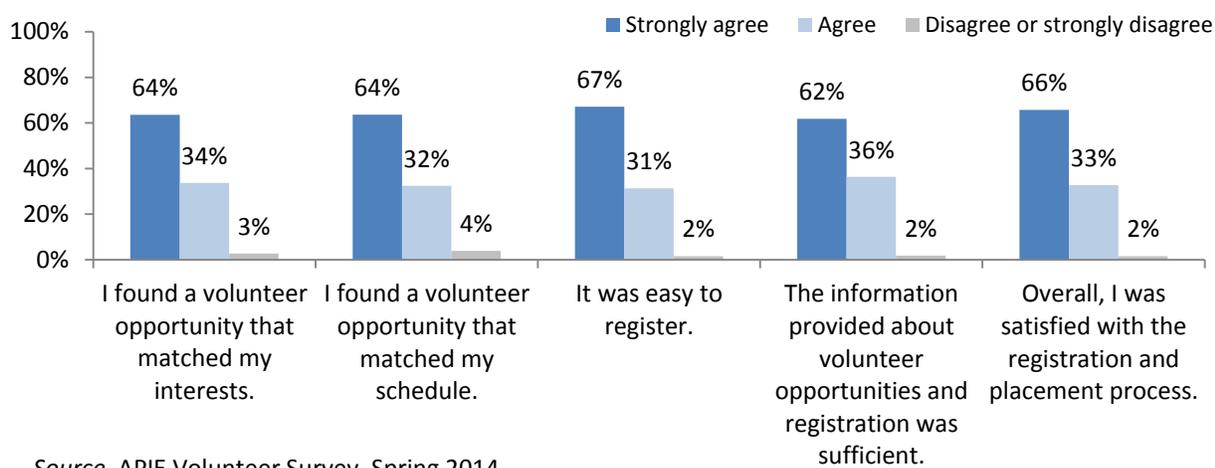
Source. APIE Volunteer Survey, Spring 2014
Note. Due to rounding, calculated totals may not equal 100%.

The survey asked volunteers about training and classroom materials. Volunteers answered questions about training preparation, understanding their role in the classroom, the use of their time, appropriateness of the materials, and how engaging the materials were for students. At least 82% of respondents answered these questions positively (Figure 2).

Figure 2. Volunteers' Training and Classroom Materials
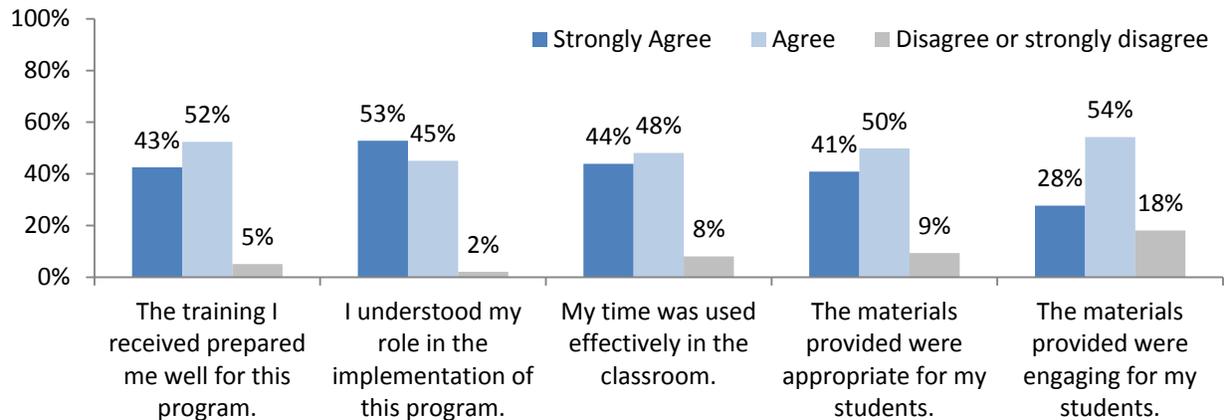
Source. APIE Volunteer Survey, Spring 2014

Most APIE volunteers who took the survey also had positive feedback about their overall experience. Volunteers were asked about APIE staff and teacher support and their attitudes about the program. At least 93% of respondents answered all questions positively on the topic of overall volunteer experience (Figure 3).

Figure 3. Volunteers' Overall Experience
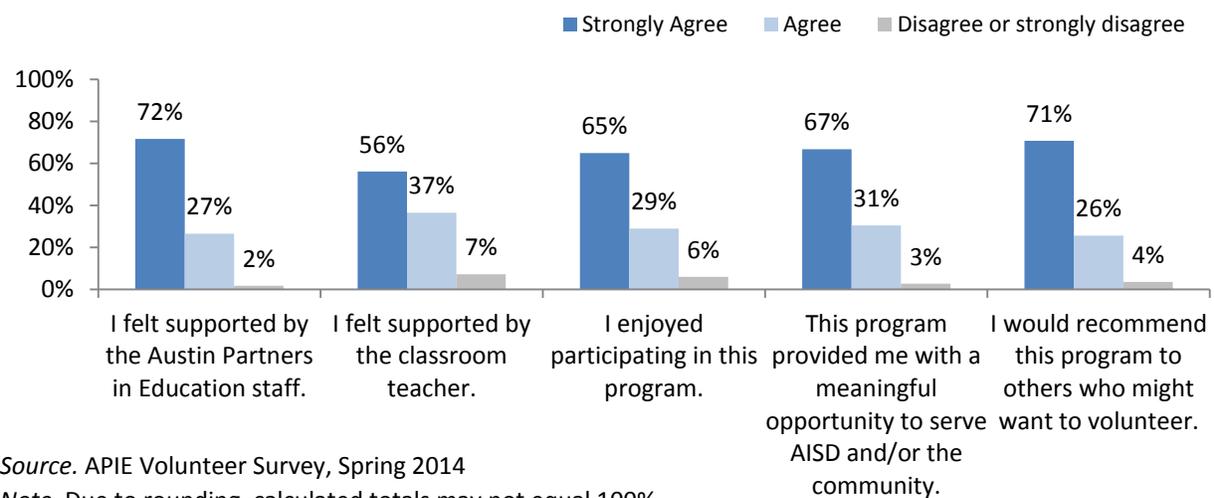
Source. APIE Volunteer Survey, Spring 2014
Note. Due to rounding, calculated totals may not equal 100%.

Overall, volunteers who participated in the survey had positive responses about APIE's impact on students. The questions covered the topics of student enjoyment, overall student outcomes, and students' self-confidence and motivation. At least 82% of respondents answered these questions positively (Figure 4.).

Figure 4. Volunteers' Perception of Program Impact
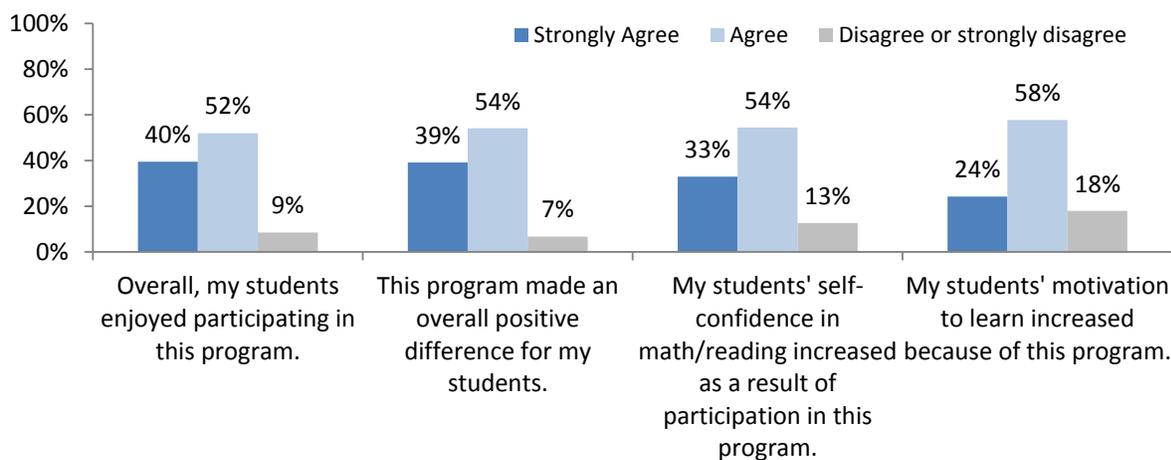
Source. APIE Volunteer Survey, Spring 2014
Note. Due to rounding, calculated totals may not equal 100%.

APIE volunteers were asked for open-ended responses on the end-of-year survey. When asked what they liked best about the program and their experiences as an APIE volunteer, respondents discussed spending time with students and watching them grow, the effectiveness and helpfulness of APIE staff, perceived benefits of the program, and the ability to make a contribution through volunteering. Volunteers also were asked for feedback on what they would like to change about the program, curriculum, materials, and the volunteer experience. Respondents described issues with the materials (e.g., typos and grammatical

> "I loved combining my affection for education, reading, and children into one experience! The staff was always helpful, it was easy to register, and they were great at keeping me in the loop. While my students often bemoaned the activities, their reading increased—and I could tell they tried hard to read well aloud, to compete good-naturedly with their classmates."
>
> APIE Volunteer Survey, 2014

errors) and made suggestions for improving curriculum and activities (e.g., making the stories more interesting and activities more engaging). Volunteers also recommended more time with students, the ability to stay with the same students throughout the year, and changes to training practices.

Volunteers who took the survey believed the APIE program had a positive impact on the students it served. They provided ample positive feedback about the program and their experiences. Responding volunteers saw room for improvement, but overall, they enjoyed their experience volunteering and believed APIE made a difference for students.

Teacher Survey

Teachers who took an end-of-year program survey overwhelmingly agreed with positive statements about their experience with and perceptions of the APIE program. At least 97% of teacher respondents agreed or strongly agreed with questions about their preparation to work with the APIE program and the support they received from APIE staff (Figure 5). Nearly all responding teachers agreed with statements about program materials and implementation (Figure 6). Ninety-three percent or more of the teachers who took the survey reported satisfaction with APIE volunteers and use of class time, and agreed they would recommend the program (Figure 7). Teachers also were asked about APIE's effect on their students' outcomes (Figure 8). At least 90% of teachers indicated they believed their students had become more self-confident, engaged, motivated, and interested because of the APIE program.

"I love that all students are engaged in a reading group at the same time. The volunteers really make a difference in the students' lives, and [students] are disappointed if [a volunteer] has to leave during the school year. Some of our students are lacking in personal attention at home, and any interaction with another interested adult is a plus. I have participated in the program for several years. During that time, the education and preparation of the volunteers have improved greatly. The materials the students use align well with the curriculum. I have had amazing volunteers who brought extra resources and really seemed to enjoy their time with the kids. They are special people, and they take the time to drive to and from our school for a 45 minute session each week. It is a great program, and our school has been fortunate to participate…. Thanks to all involved!"

APIE Teacher Survey, 2014

Figure 5. Teachers' Perceptions of Preparation and Support

■Strongly Agree ■Agree ■Disagree or strongly disagree

- The information I received from APIE staff prepared me well for this program. — Strongly Agree 54%, Agree 43%, Disagree or strongly disagree 3%
- I understood my role in the implementation of this program. — Strongly Agree 57%, Agree 40%, Disagree or strongly disagree 3%
- I felt supported by APIE staff. — Strongly Agree 64%, Agree 34%, Disagree or strongly disagree 2%

Source. APIE Teacher Survey, Spring 2014

Figure 6. Teachers' Perceptions of Materials and ImplementationTeachers' Perceptions of Materials and Implementation

Legend: ■ Strongly Agree ■ Agree ■ Disagree or strongly disagree

- I played an active role in the implementation of the APIE program while volunteers were in my classroom. — 52%, 44%, 3%
- Lesson plans/materials were provided in advance by APIE staff for program implementation. — 57%, 41%, 2%
- Materials provided by APIE staff were engaging for my students. — 57%, 41%, 2%
- The APIE program implemented in my classroom was aligned with AISD instructional goals. — 58%, 38%, 3%

Source. APIE Teacher Survey, Spring 2014
Note. Due to rounding, calculated totals may not equal 100%.

Figure 7. Teachers' Perceptions of Coaching Quality and Use of Class Time

Legend: ■ Strongly Agree ■ Agree ■ Disagree or strongly disagree

- I was satisfied with the quality of coaching provided by APIE volunteers. — 57%, 38%, 5%
- The APIE program was a good use of class time. — 56%, 39%, 5%
- I would recommend this APIE program to other teachers and their students. — 57%, 36%, 7%
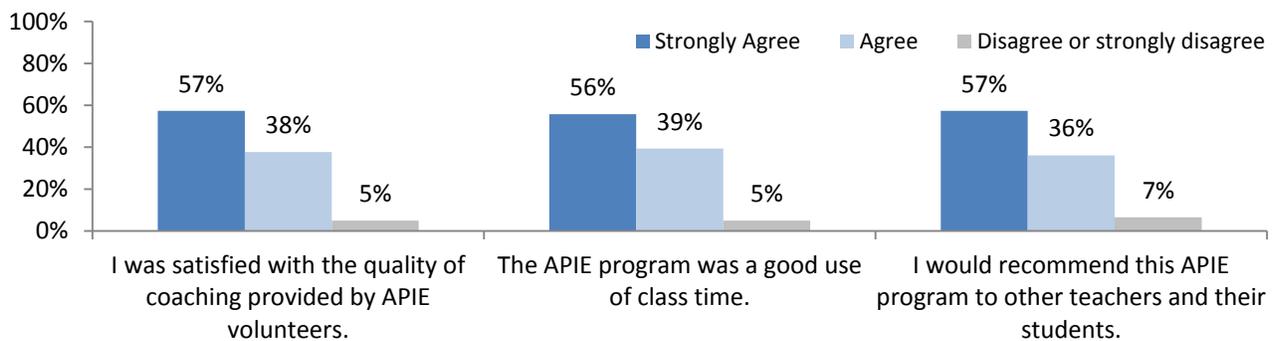
Source. APIE Teacher Survey, Spring 2014

Figure 8. Teachers' Perceptions of Students' Outcomes

Legend: ■ Strongly Agree ■ Agree ■ Disagree or strongly disagree

- My students' self confidence in math/reading increased. — 29%, 69%, 2%
- My students became more actively engaged in class. — 31%, 60%, 9%
- My students became more motivated to learn. — 28%, 63%, 9%
- My students' interest in reading/math increased. — 31%, 59%, 10%

Source. APIE Teacher Survey, Spring 2014

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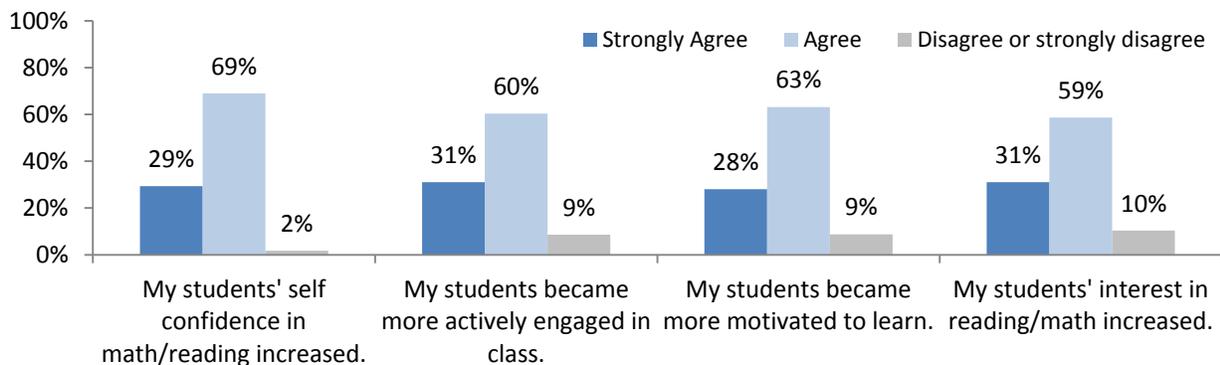
Teachers who took the end-of-year survey provided overwhelmingly positive feedback in their open-ended responses. Teachers had positive comments about their experiences with APIE volunteers and APIE's approach to teaching. They also reported perceived benefits to the students and appreciated the small group system.

> "It is so good for the students to get some variety in the way lessons are presented, and they flourish under the special attention."
>
> APIE Teacher Survey, 2014

Teachers were asked what they would change about APIE. They suggested ways to improve volunteer consistency, cut down on volunteer absenteeism, and improve volunteer training. Teachers also had specific recommendations for improving activities and materials. Several teachers reported their wish to expand the APIE program.

What does this mean? A Discussion of Volunteer and Teacher Survey Results

Discussion of Results

Volunteers and teachers who participated in the end-of-year surveys reported primarily positive experiences with and views of the APIE program. APIE staff had a goal of reaching at least 90% agreement for each survey question. All questions on the Teacher Survey received at least 90% agreement, and almost all questions on the Volunteer Survey met or exceeded the 90% agreement target. From open-ended survey responses, it is apparent that APIE volunteers who took the survey enjoyed spending time with the students and appreciated APIE's support and organization. Teachers reported that the students, in turn, appreciated and were excited to see their volunteers each week.

Furthermore, most volunteers and teachers who took the survey perceived the program as yielding positive outcomes for students. Survey responses from volunteers and teachers indicated that increased student academic self-confidence and motivation resulted from program participation. Research studies have shown that students who have confidence in their academic abilities are more likely to work harder, persist with difficult tasks, and eventually achieve at higher levels than are students who lack such confidence (Linnebrink & Pintrich, 2002; Suarez-Orozco, Pimentel, & Martin, 2009).

CLASSROOM COACHING

APIE implemented Classroom Coaching programs in elementary and middle schools across the district. In this evaluation, changes in students' academic self-confidence and engagement were measured by the Student Survey, and academic outcomes were measured by assessments appropriate for each grade level and subject area. The next section of the report describes student outcomes for each of APIE's Classroom Coaching programs.

Did academic outcomes change for APIE 2nd-grade participants?

2nd-Grade Reading Participants

Thirteen elementary schools took part in APIE's Classroom Coaching program for 2nd graders: Allison, Blanton, Brooke, Brown, Dawson, Oak Springs, Odom, Pecan Springs, Sanchez, Sims, St. Elmo, Walnut Creek, and Wooten Elementary. The Elementary Reading (English) program had 444 participants, and Compañeros en Lectura had 425 participants. Demographic summaries of the 2nd graders who participated in each program are provided in Table 1.

Table 1. Austin Partners in Education (APIE) Elementary Reading Demographic Information

Program	Gender		Ethnicity				Other		
	Male	Female	Hispanic	Black	White	Other	Economically disadvantaged	English language learner	Special education
Elementary Reading (*n* = 444)	53%	47%	69%	20%	7%	4%	91%	13%	10%
Compañeros en Lectura (*n* = 425)	49%	51%	99%	<1%	<1%	0%	94%	98%	2%

Source. AISD student enrollment records, 2013–2014

Elementary Reading Assessment Results

The DRA was used to measure the reading outcomes for 2nd-grade students participating in APIE's Elementary Reading program and a matched comparison group. The expectation was that students' average academic growth experienced between the beginning and end of the year would be larger for APIE participants than it was for nonparticipants. The analysis of DRA scores indicated an average growth of 10.99 points for APIE participants and 10.63 points for the matched comparison group from the beginning to the end of the year. The difference in growth between the two groups was not statistically significant (Figure 9).

Figure 9. Austin Partners in Education (APIE) Elementary Reading Program Developmental Reading Assessment (DRA) Results, Beginning of Year to End of Year
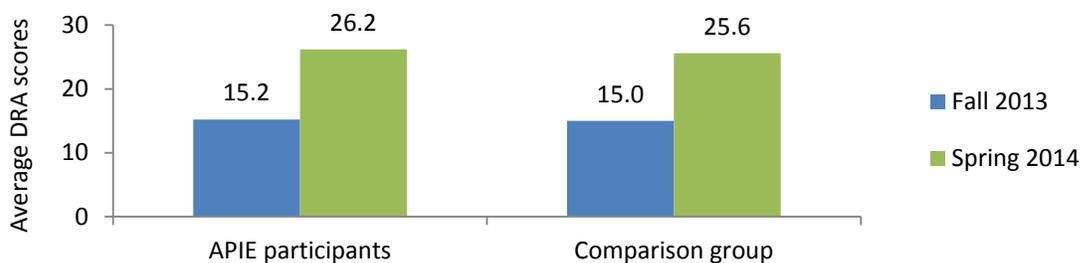
Source. AISD DRA data, 2013–2014

Compañeros en Lectura Reading Assessment Results

The DRA also was used to measure the reading outcomes for 2nd-grade students participating in APIE's Compañeros en Lectura program and a matched comparison group. As with the program in English, the expectation was that students' average academic growth experienced between the beginning and end of the year would be larger for APIE participants than it was for nonparticipants. The analysis of DRA scores indicated an average growth of 10.13 points for APIE participants and 10.09 points for the matched comparison group from the beginning to the end of the year. The difference in growth between the two groups was not statistically significant (Figure 10).

Figure 10. Austin Partners in Education (APIE) Compañeros en Lectura (CEL) Developmental Reading Assessment Results
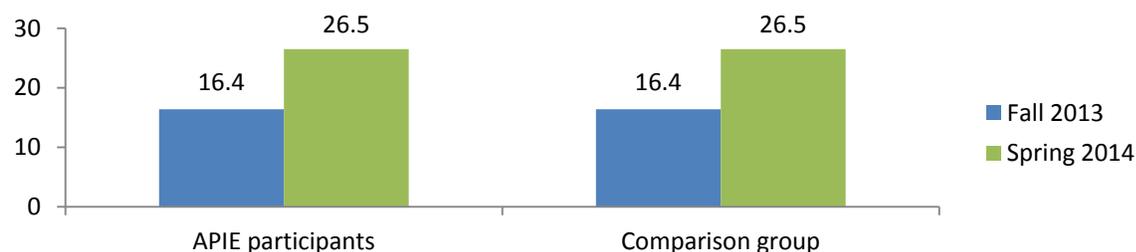
Source. AISD DRA data, 2013–2014

Did academic self-confidence, engagement, and academic outcomes change for APIE middle school reading program participants?

Middle School Reading

Four schools participated in APIE's Classroom Coaching program: Burnet, Covington, Martin, and Webb Middle Schools. Each of these schools offered the program in reading/ELA. Overall, 442 6th graders participated in the program. A demographic summary of the participants is provided in Table 2.

Table 2. Austin Partners in Education (APIE) Middle School Reading Demographic Information

	Gender		Ethnicity				Other		
	Male	Female	Hispanic	Black	White	Other	Economically disadvantaged	English language learner	Special education
Middle School Reading (*n* = 442)	49%	51%	78%	9%	9%	4%	83%	29%	14%

Source. AISD student enrollment records, 2013–2014

Middle School Reading Survey Results

The pre- and post-survey results for APIE's Middle School Reading students revealed positive mean scores, 3.0 or greater, at the beginning and the end of the year in the areas of academic self-confidence, behavioral engagement, and emotional engagement (Table 3). In the areas of behavioral and emotional disaffection, it is desired that scores be as low as possible, indicating students are less disaffected.

Overall, the survey showed no significant change in students' academic self-confidence from the beginning to the end of the year. Both behavioral and emotional engagement decreased significantly, and behavioral disaffection with school increased significantly over time. No significant change occurred in emotional disaffection.

Some student groups experienced the program in different ways. For instance, the decrease in emotional engagement was primarily explained by significant decreases for female, economically disadvantaged, and non-special education students by the end of the school year. Although a significant decrease occurred in their emotional engagement, the mean scores were still greater than 3.0 for each student group and indicated they remained engaged throughout the year. The increase in behavioral disaffection can primarily be explained by significant increases for female and non-special education students by the end of the school year.

Table 3. Summary of Survey Responses for Austin Partners in Education (APIE) Middle School Reading Program Participants

Index	Mean score pre-survey	Mean score post-survey
Academic self-confidence	3.37	3.39
Behavioral engagement	3.50	3.34*
Emotional engagement	3.22	3.05*
Behavioral disaffection	2.25	2.39*
Emotional disaffection	2.41	2.47

Changes were influenced by the responses of specific student groups. Details provided in the narrative preceding Table 3.

Source. APIE Student Survey, 2013–2014
Note. The survey scale ranged from 1 to 4, with 4 being the most desirable response for academic self-confidence and engagement indexes, and 1 being the most desirable response for the disaffection indexes.
* Statistically significant ($p < .01$)

Perceived Influence of APIE Volunteers

At the end of the school year, three additional questions were added to the Middle School Reading Survey to describe the influence of the classroom coach on student outcomes. Most students reported that their classroom coach influenced their attitudes about the subject and the academic success they experienced in their reading/ELA classes (Figure 11).

Figure 11. Influence of Austin Partners in Education (APIE) Volunteers, as Perceived by Middle School Reading Participants
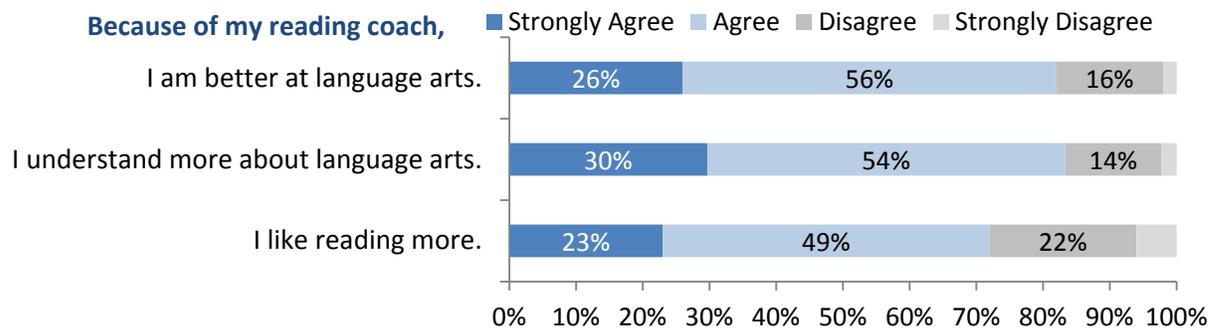
Source. APIE Middle School Reading Student Survey, Spring 2014

Middle School Reading STAAR Results

Academic growth from 2012–2013 to 2013–2014, as measured by the STAAR reading test, was examined for APIE middle school reading participants and a comparison group. No significant difference was found between the APIE participants and the comparison group with respect to academic growth (Figure 12).

Figure 12. Average State of Texas Assessments of Academic Readiness (STAAR) Reading Scores for Austin Partners in Education (APIE) Participants and Comparison Group
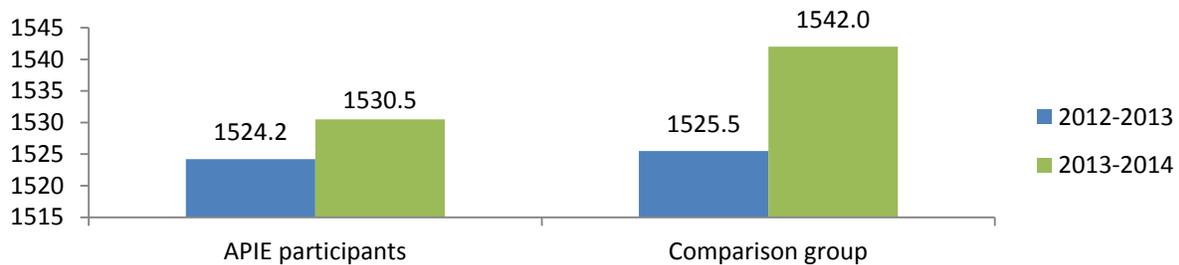
Source. STAAR reading data, 2012–2013 and 2013–2014

> **Did academic self-confidence, engagement, and academic outcomes change for APIE Middle School Math program participants?**

APIE Middle School Math Participation

Six AISD middle schools participated in the APIE Math Classroom Coaching program: Burnet, Covington, Dobie, Martin, Mendez, and Webb Middle Schools. Almost 900 students in the 7th and 8th grades took part in the program. Demographic summaries of the students who participated are provided in Table 4.

Table 4. Austin Partners in Education (APIE) Middle School Math Demographic Information

	Gender		Ethnicity				Other		
	Male	Female	Hispanic	Black	White	Other	Economically disadvantaged	English language learner	Special education
Middle School Math (*n* = 891)	52%	48%	81%	11%	5%	2%	84%	27%	12%

Source. AISD student enrollment records, 2013–2014

Middle School Math Survey Results

Overall, significant differences were found between the middle school math student survey responses from the beginning to the end of the school year (Table 5). The average academic self-confidence score increased significantly. Analyses revealed this significant change was different between student groups. The change in academic self-confidence can be explained primarily by a significant increase experienced by female, non-economically disadvantaged, ELL, and non-special education students.

However, mean survey responses in the areas of behavioral and emotional engagement significantly decreased overall at the end of the year. Significant decreases were experienced by non-ELLs in the area of behavioral engagement, while ELLs had consistent scores at the beginning and the end of the year. Emotional engagement mean scores decreased significantly for male, economically disadvantaged, and non-ELLs. Despite the decreases, mean scores for behavioral engagement remaining equal to or greater than 3.0 is considered a positive outcome.

At the end of the year, significant increases also were found for behavioral and emotional disaffection scores overall and for some student groups. Behavioral disaffection scores increased significantly for non-ELLs and non-special education students. The emotional disaffection mean score increased significantly for economically disadvantaged students at the end of the year. It is desired that disaffection scores be as low as possible, indicating students are less disaffected.

Table 5. Summary of Survey Responses for Austin Partners in Education (APIE) Middle School Math Program Participants

Index	Mean score pre-survey	Mean score post-survey
Academic self-confidence	3.25	3.30*
Behavioral engagement	3.32	3.22**
Emotional engagement	3.05	2.99**
Behavioral disaffection	2.32	2.40**
Emotional disaffection	2.47	2.51*

Changes were influenced by the responses of specific student groups. Details provided in the narrative preceding Table 5.

Source. APIE Student Survey, 2013–2014
Note. The survey scale ranged from 1 to 4, with 4 being the most desirable response for academic self-confidence and engagement indexes, and 1 being the most desirable response for the disaffection indexes.
* Statistically significant ($p < .05$)
** Statistically significant ($p < .01$)

Perceived Influence of APIE Volunteers

At the end of the school year, three additional questions were added to the Middle School Math Survey to describe the influence of the classroom coach on student outcomes. Most students reported that their classroom coach influenced their attitude about the subject and the academic success they experienced in their math classes (Figure 13).

Figure 13. Influence of Austin Partners in Education (APIE) Volunteers, as Perceived by Middle School Math Participants

Because of my math coach,

Legend: ■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree

Statement	Strongly agree	Agree	Disagree
I am better at math.	20%	60%	16%
I understand more about math.	22%	62%	12%
I like math more.	20%	54%	21%
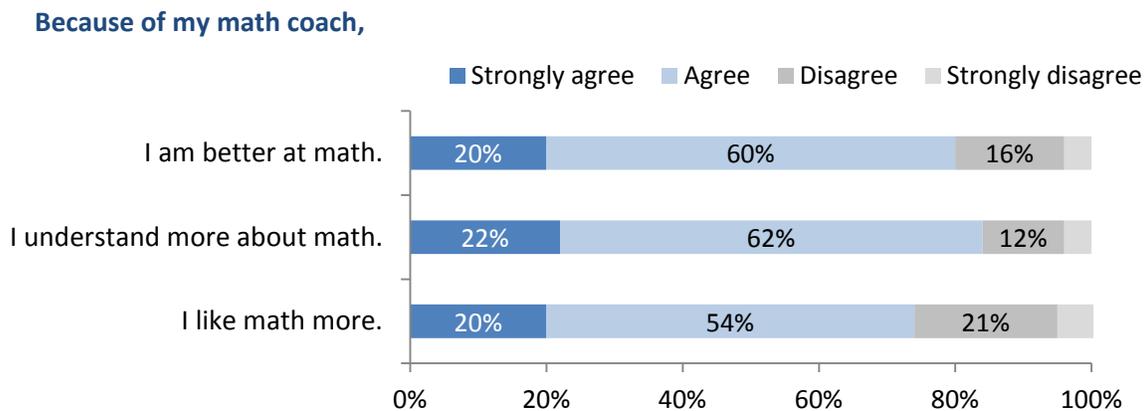
Source. APIE Student Survey, 2013–2014

Middle School Math STAAR Results

One goal of the APIE Classroom Coaching program was to improve APIE participants' performance on the STAAR exam. Staff calculated the change in APIE participants' test scores from their 2012–2013 STAAR math test to their 2013–2014 STAAR math test and compared this

growth to the change in scores of a comparison group. APIE 8th-grade participants' STAAR scores in math grew slightly more than those of students in the comparison group. However, this difference in growth was not significant (Figure 14).

Figure 14. Average State of Texas Assessments of Academic Readiness (STAAR) Math Scores for Austin Partners in Education (APIE) Participants and Comparison Group
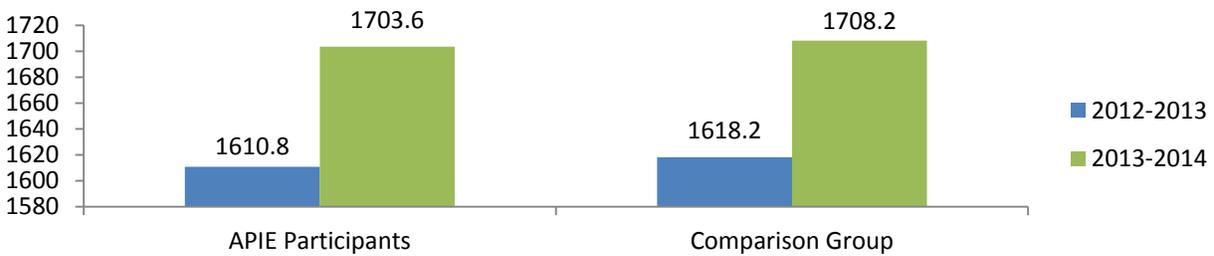
Source. STAAR math data, 2012–2013 and 2013–2014

Did academic self-confidence, engagement, and academic outcomes change for APIE Step Up reading and math program participants?

STEP UP READING

Step Up Reading was provided to 47 6th graders at Burnet, Covington, and Webb Middle Schools for one or two semesters (Table 6). Students were identified for participation if their past year's STAAR reading scores were close to the passing standard and they did not have significant behavioral or attendance issues. Many Step Up students also participated in APIE's Classroom Coaching program. The Step Up program was relatively small in comparison with the other APIE programs, and results should be interpreted with caution.

Table 6. Austin Partners in Education (APIE) Step Up Reading Demographic Information

	Gender		Ethnicity				Other		
	Male	**Female**	**Hispanic**	**Black**	**White**	**Other**	**Economically disadvantaged**	**English language learner**	**Special education**
Step Up Reading *(n = 47)*	57%	43%	74%	13%	6%	6%	81%	38%	17%

Source. AISD student enrollment records, 2013–2014

Survey Results

Although no significant differences were found between the pre- and post-survey scores for Step Up Reading students, the average academic self-confidence, behavioral engagement, and emotional engagement scores were considered positive at the beginning and the end of

the year. The behavioral and emotional disaffection scores were relatively low at the beginning and the end of the school year. The number of semesters in which students participated did not have a significant influence on survey responses. Differences between pre- and post-survey results were not analyzed by student groups because the groups were too small.

Table 7. Summary of Survey Responses for Austin Partners in Education (APIE) Step Up Reading Program Participants

Index	Mean score pre-survey	Mean score post-survey
Academic self-confidence	3.46	3.32
Behavioral engagement	3.59	3.37
Emotional engagement	3.25	3.18
Behavioral disaffection	2.12	2.22
Emotional disaffection	2.19	2.23

Source. APIE Student Survey, 2013–2014
Note. The survey scale ranged from 1 to 4, with 4 being the most desirable response for academic self-confidence and engagement indexes, and 1 being the most desirable response for the disaffection indexes.

Perceived Influence of APIE Volunteers

At the end of the school year, three additional questions were added to the Step Up Reading student survey to describe the influence of the classroom coach on student outcomes. Overall, Step Up Reading students reported they believed their reading coach positively influenced their skills, understanding of, and attitude about the subject (Figure 15).

Figure 15. Influence of Austin Partners in Education (APIE) Volunteers, as Perceived by Step Up Reading Participants

Because of my reading coach,

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am better at language arts.	31%	38%	28%	3%
I understand more about language arts.	31%	45%	21%	3%
I like reading more.	24%	45%	21%	10%
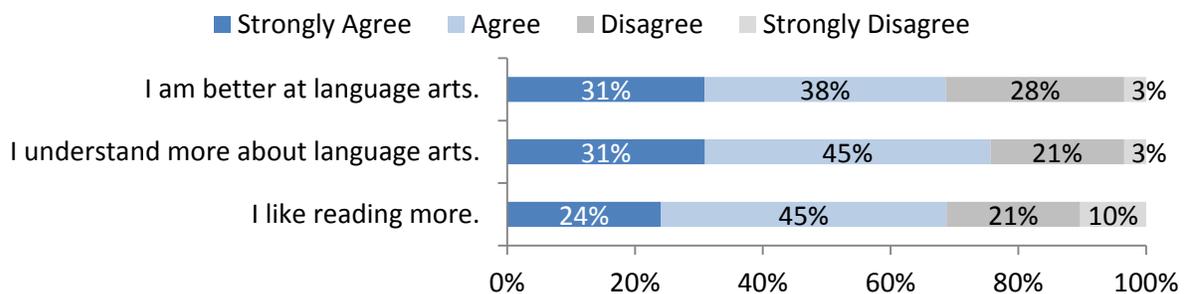
Source. APIE Student Survey, 2013–2014

Step Up Reading STAAR Results

Academic growth from 2012–2013 to 2013–2014, as measured by the STAAR reading test, was examined for Step Up Reading participants and a comparison group. No significant

difference was found between the APIE participants and the comparison group with respect to academic growth (Figure 16). Although the previous year's mean scores for the comparison group may appear to be significantly higher than those for the APIE group, no significant difference existed between them.

Figure 16. Average State of Texas Asssessments of Academic Readiness (STAAR) Reading Scores for Step Up Reading Participants and Comparison Group
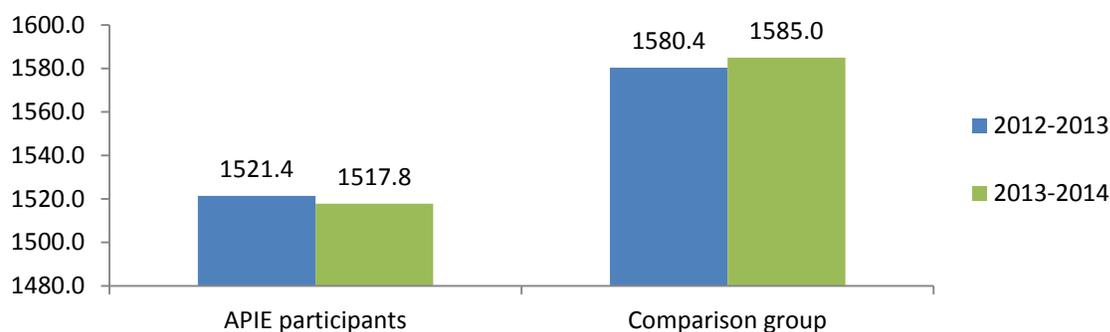
Source. STAAR Reading data, 2012–2013 and 2013–2014

STEP UP MATH

Step Up Math was provided for 8th graders at Covington Middle School in 2013–2014. Step Up Math students were identified for participation if their past year's STAAR math scores were close to the passing standard and they did not have significant behavioral or attendance issues (Table 8). This program was relatively small in comparison with the other APIE programs, and results should be interpreted with caution.

Table 8. Austin Partners in Education (APIE) Step Up Math Demographic Information

	Gender		Ethnicity				Other		
	Male	Female	Hispanic	Black	White	Other	Economically disadvantaged	English language learner	Special education
Step Up Math (*n* = 24)	50%	50%	46%	8%	38%	8%	54%	8%	17%

Source. AISD student enrollment records, 2013–2014

Survey Results

No significant differences were found between the pre- and post-survey scores for Step Up Math participants (Table 9). The average scores in the areas of academic self-confidence and behavioral engagement were considered positive at the beginning and the end of the year.

Differences between pre- and post-program results were not analyzed for the student groups because the groups were too small.

Table 9. Summary of Survey Responses for Austin Partners in Education (APIE) Step Up Math Program Participants

Index	Mean score pre-survey	Mean score post-survey
Academic self-confidence	3.13	3.11
Behavioral engagement	3.24	3.29
Emotional engagement	3.85	3.88
Behavioral disaffection	2.16	2.14
Emotional disaffection	2.65	2.50

Source. APIE Student Survey, 2013–2014
Note. The survey scale ranged from 1 to 4, with 4 being the most desirable response for academic self-confidence and engagement indexes, and 1 being the most desirable response for the disaffection indexes.

Perceived Influence of APIE Volunteers

At the end of the school year, three questions were added to the Step Up Math student survey to describe the influence of the classroom coach on student outcomes. Most Step Up Math participants responded that they became better at math and understood more about the subject because of their math coach; less than half reported liking math more (Figure 17).

Figure 17. Influence of Austin Partners in Education (APIE) Volunteers, as Perceived by Step Up Math Participants

Because of my math coach,

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am better at math.	13%	44%	38%	6%
I understand more about math.	25%	44%	31%	
I like math more.	13%	31%	44%	13%
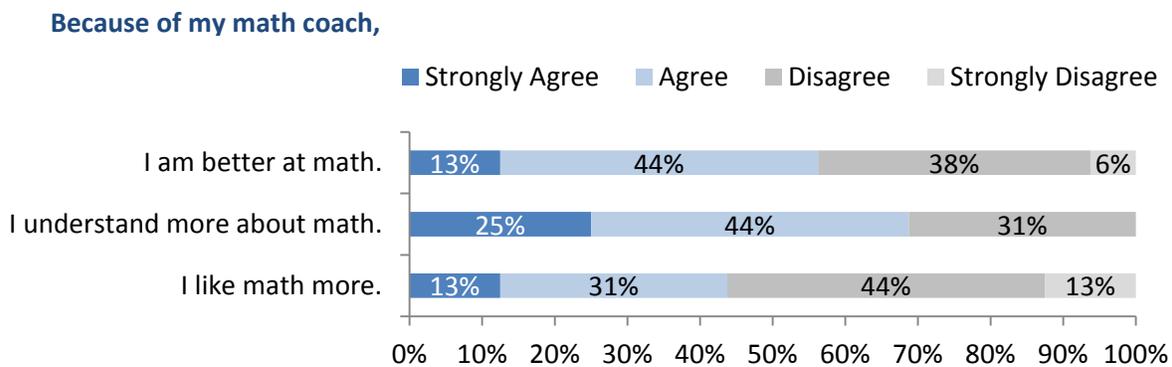
Source. APIE Student Survey, 2013–2014

Step Up Math STAAR Results

Academic growth from 2012–2013 to 2013–2014, as measured by the STAAR math test, was examined for Step Up Math participants and a comparison group. No significant difference was found between the APIE participants and the comparison group with respect to academic

growth (Figure 18). Given the small number of participants in this program, caution should be exercised in interpreting these results.

Figure 18. Average State of Texas Assessments of Academic Readiness (STAAR) Math Scores for Step Up Math Participants and Comparison Group
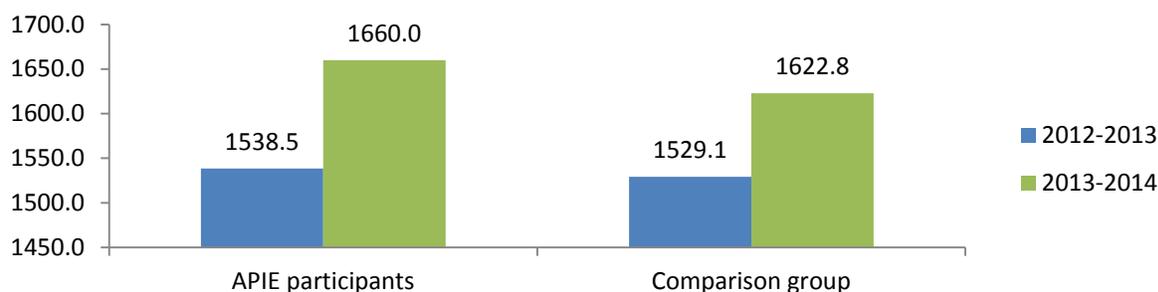
Source. STAAR Math data, 2012–2013 and 2013–2014

What does this mean?
A Discussion of Results for APIE Classroom Coaching Programs and Step Up

The overarching goal for each Classroom Coaching program was to assist APIE students in meeting grade-level academic standards for the subject areas in which they were tutored. Under this goal, the expectation was that APIE participants would have greater academic growth than would the matched comparison groups. To monitor progress toward this goal and primary objective, short-term goals were identified and thresholds of success were articulated.

The first set of short-term goals were indicators of quality program implementation because a program must be implemented with fidelity to determine outcomes for participants. APIE volunteers and teachers had overwhelmingly positive responses, with 90% of respondents answering favorably to almost all the survey questions about program implementation. Ninety-eight percent of the responding volunteers reported their experience was a meaningful way to support teachers and the school district, and 95% of responding teachers reported the program was a good use of students' class time.

To monitor progress toward improved academic achievement, academic self-confidence for APIE middle school participants was assessed at the beginning and the end of the year. It was expected that changes in student academic self-confidence would indicate student learning. Academic self-confidence describes students' perceptions of their abilities to be successful with schoolwork. Studies have illustrated that students with higher academic self-confidence, compared with students with lower self-confidence, were more likely to put forth effort and persist with academic tasks, and achieve at higher levels (Linnebrink & Pintrich, 2002; Suarez-Orozco et al., 2009). Research also has shown correlations between academic self-

confidence and language learning, in that, as academic self-confidence increases, language learning anxiety is likely to decrease (Liu, 2012).

Only in the Middle School Math program did academic self-confidence increase significantly from the beginning to the end of the school year. Although other programs experienced changes, they were not significant. The overall mean scores for academic self-confidence for each program and for various student groups generally exceeded 3.0 at both the beginning and the end of the year, a desirable threshold for increased learning. Additionally, 87% of volunteers and 98% of teachers who completed program surveys perceived increases in students' academic self-confidence as a result of program participation. Although the survey results in the area of academic self-confidence were promising, the actual influence of APIE program participation cannot be fully determined at this time without responses from a matched comparison group.

Behavioral and emotional engagement also were assessed to monitor progress toward improved academic achievement. Research has shown that students with higher behavioral and emotional engagement tend to earn better grades and test scores and have lower dropout rates than do their less-engaged peers (Klem & Connell, 2004; Skinner, Kindermann, & Furrer, 2008; Wang & Holcombe, 2010). Studies also have shown that teachers' perceptions of student engagement affected teachers' interactions with individual students, contributing to a cycle of student engagement: students who were perceived as more highly engaged were treated in a way that would further increase their engagement, and students seen as having lower engagement were treated in a way that worsened their engagement (Skinner & Belmont, 1993).

Students in both the Middle School Math and Middle School Reading programs experienced significant decreases in behavioral and emotional engagement. These are not unusual outcomes; nationally, students have been shown to be more disengaged with school each year, starting at 5th grade. Again, the overall behavioral and emotional engagement mean scores for each program and for various student groups generally exceeded 3.0 at both the beginning and the end of the year. Furthermore, 91% of teachers reported students' engagement increased as a result of APIE program participation. Although the survey results were mixed, the actual influence of APIE program participation on students' engagement and disaffection with school cannot be fully determined at this time without responses from a matched comparison group.

At the end of the school year, the middle school program participants were asked specifically about program influences on their academic outcomes. The majority of students indicated the classroom coaching helped them to be "better" at math or reading, to understand more about the subject in which they were tutored, and to like reading or math more.

Students' attitudes toward school, subject matter, and teachers have an impact on their learning outcomes (Hoy & Forsyth, 1986). Students are more likely to persevere and engage in deeper learning of content when they view themselves as successful learners (Tienken & Sarraiocco, 2005).

Students participating in APIE's Classroom Coaching program experienced academic growth at a level similar to that of non-APIE students. Even with the rigorous selection of a matched comparison group, these results were similar to previous APIE program evaluations, in which no significant differences in academic outcomes were found between APIE and non-APIE students.

The academic results for students participating in the Classroom Coaching programs are not surprising given some of the research on the outcomes of tutoring programs. As noted in the 2012–2013 evaluation of APIE programs, an increase in the duration and frequency of time a volunteer spends with a student, to a minimum of 1.5 to 2 hours per week, may potentially result in a significant change in academic achievement (Wasik, 1998). Moore-Hart and Karabenick (2000) found positive academic outcomes for students tutored one-on-one for 1 or 2 hours per week, with results significantly stronger for students tutored 2 hours instead of 1 hour. Other research found that at least 14 hours of tutoring is needed to move middle school students from a failing to a passing grade (Allen & Chavkin, 2004). According to Bray (2001), results of tutoring programs also have depended on "the content and mode of delivery for the tutoring; the motivation of the tutors and the tutees; the intensity, duration, and timing of tutoring; and the types of pupils who receive tutoring"(p. 362-363). Thus, a continuation of the current program as structured may not produce a significant change in students' academic outcomes, as measured by standardized tests.

Recommendations

To increase the possibility of the program measurably improving students' academic success, it is recommended that the time spent with the students increase to what research has shown can be effective: at least 1.5 hours per week (Wasik, 1998) or at least 1 hour per week if the tutoring is one-on-one (Hart & Karabenick, 2000). In addition to increasing the amount of time spent with students, APIE staff should continue to adjust their curriculum based on feedback from teachers, tutors, and students, regarding what would motivate and result in the best outcomes for students.

Did APIE high school seniors find APIE's College Readiness program helpful, and did they meet college-ready criteria after their program participation?

COLLEGE READINESS

Participant Description

APIE's College Readiness program was provided in 10 high schools in the 2013–2014 school year: Austin, Lanier, McCallum, Reagan, Travis, Crockett, Anderson, LBJ, Akins, and Eastside Memorial High Schools. The APIE College Readiness program served almost 400 high school seniors who were eligible to graduate based on their TAKS scores, but were not meeting the more stringent college readiness standards on state or college admissions assessments (Table 10).

Table 10. Austin Partners in Education (APIE) College Readiness English Language Arts (ELA) and Math Demographic Information

APIE College Readiness	Gender		Ethnicity				Other		
	Male	Female	Hispanic	Black	White	Other	Economically disadvantaged	English language learner	Special education
ELA (*n* = 186)	63%	37%	70%	12%	12%	6%	66%	5%	5%
Math (*n* = 187)	38%	62%	72%	16%	9%	3%	69%	2%	3%

Source. AISD student enrollment records, 2013–2014

Surveys of APIE College Readiness Participants

Upon their completion of the college readiness tutoring, seniors were asked to complete a survey to elicit their perceptions of program helpfulness, college readiness outcomes, and overall satisfaction. The survey results were highly positive (Figures 19 through 22). Ninety-eight percent of the survey respondents reported that working with their college readiness tutor was a good use of their time, and 86% reported the amount of tutoring was "just right." Most seniors perceived a variety of academic and college preparation outcomes as a result of the program (Figures 21 and 22). Ninety-six percent of the seniors reported the College Readiness program made an overall positive difference in their lives.

Figure 19. Austin Partners in Education (APIE) Seniors' Perceptions of the Program's Purpose and Materials

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree

The materials used during tutoring were appropriate for my needs.	62% / 36%
I was provided with all of the materials I needed to do the work.	62% / 37%
I understand why I was asked to participate in this tutoring program.	52% / 44%
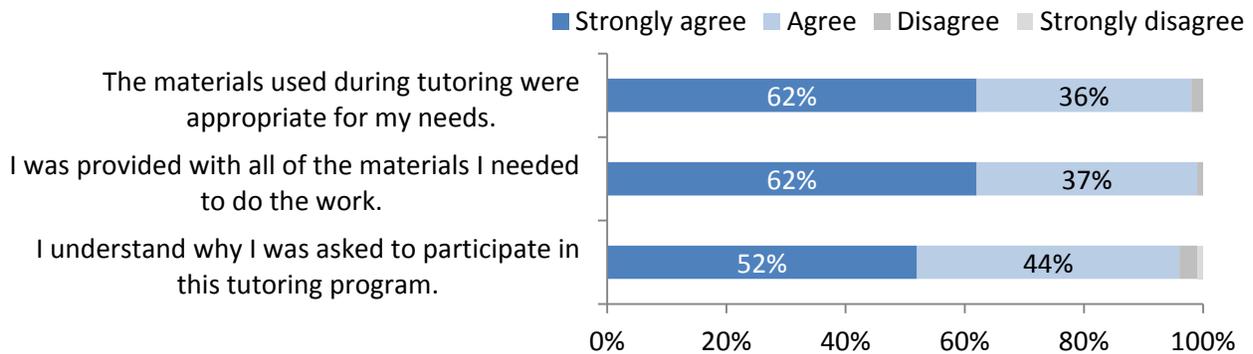
Source. APIE College Readiness Survey, 2013–2014

Figure 20. Austin Partners in Education (APIE) Seniors' Perceptions of College Readiness Tutors

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree

My tutor encouraged me to work hard.	66% / 31%
My tutor used strategies that were helpful to me in learning the subject area in which I was…	65% / 32%
Mytutor was knowledgeable in the subject area in which I was tutored.	66% / 32%
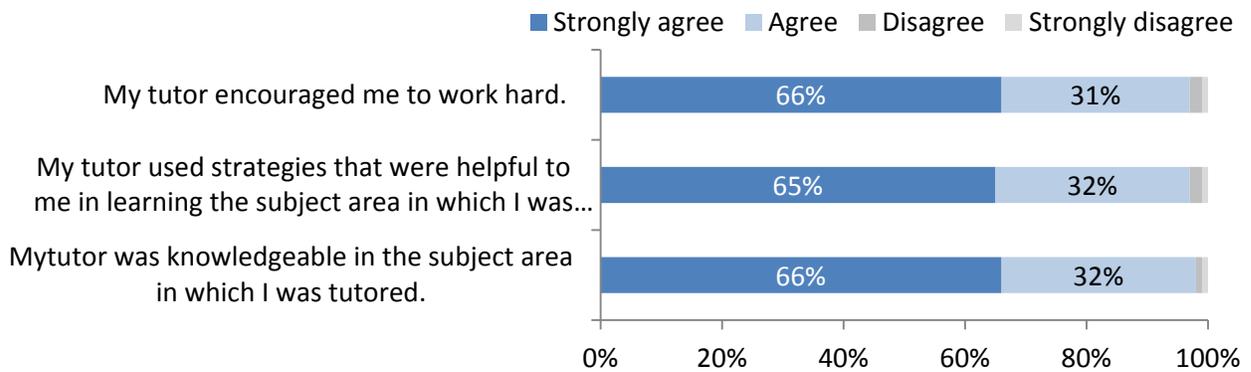
Source. APIE College Readiness Survey, 2013–2014

Figure 21. Austin Partners in Education (APIE) Seniors' Perceptions of Their Academic Outcomes

As a result of the program, my…   ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

interest in the subject area increased.	32% / 48% / 17%
motivation to learn improved.	41% / 50% / 8%
attitude about school improved.	34% / 50% / 14%
self-confidence improved.	38% / 51% / 11%
academic skills improved.	46% / 50% / 3%
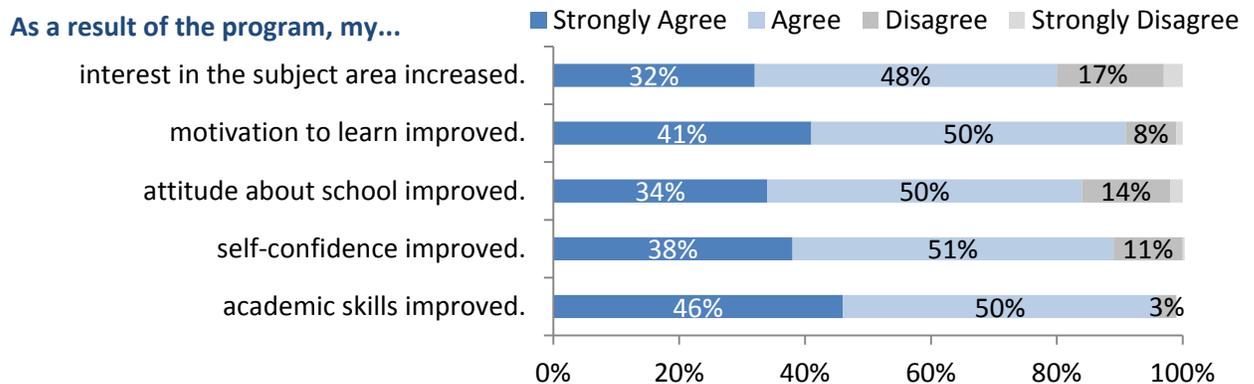
Source. APIE College Readiness Survey, 2013–2014

Figure 22. Austin Partners in Education (APIE) Seniors' Perceptions of Their College Preparation Outcomes

As a result of the program, I gained a better understanding of…

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

the steps I need to complete to continue my education after high school.	57% 40%
the importance of entering college as a college-ready student.	62% 36%
the importance of continuing my education after high school.	59% 39%

0% 20% 40% 60% 80% 100%
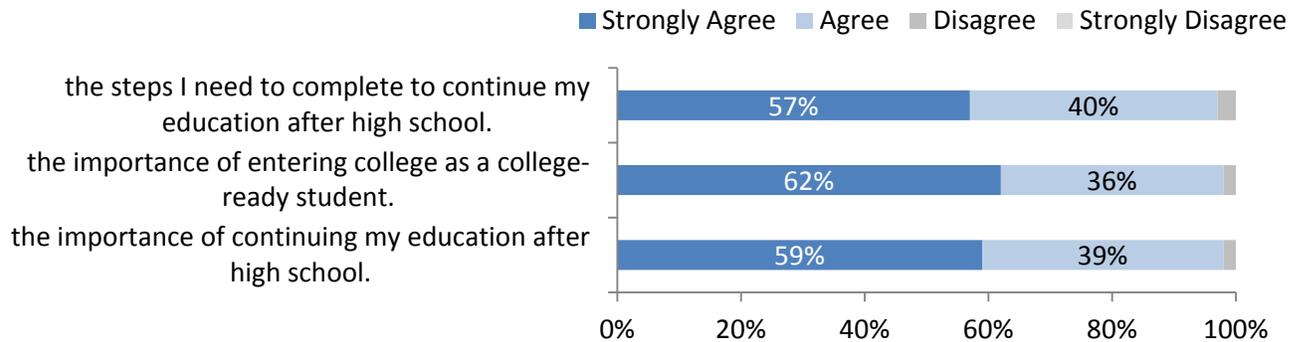
Source. APIE College Readiness Senior Survey, 2013–2014

In open-ended responses, the seniors provided positive accounts of their experiences. They liked their tutors and were appreciative of their support. Seniors liked the one-on-one tutoring and reported having a better understanding of the subject material in which they were tutored than they had before the tutoring. Finally, seniors liked learning about what to expect as college students and receiving information about college preparation steps.

> "No matter how confused I got, neither of my tutors got irritated with me. Instead they remained calm and understanding and helped me through the steps. So for that, I'm glad because now I understand what I didn't before and now I'm college ready."
>
> APIE College Readiness Student, 2014

College Readiness Outcomes

High school students may take a variety of assessments as they near graduation. Some of these assessments are administered to ensure the student has mastered the information required to graduate from high school, while other assessments are taken as a part of college admissions requirements. For the Class of 2014, seniors completed the exit-level TAKS tests in all four subject areas at the end of their 11th-grade school year. At the end of 11th grade, they also may have taken college admissions exams, such as the SAT or ACT. Figure 21 shows the typical timeline for test-taking cycles and the tutoring provided by APIE for students not meeting college readiness criteria on the exit-level TAKS tests in ELA and math.

Figure 23.Summary of Testing Timeline and Tutoring, 2012–2014
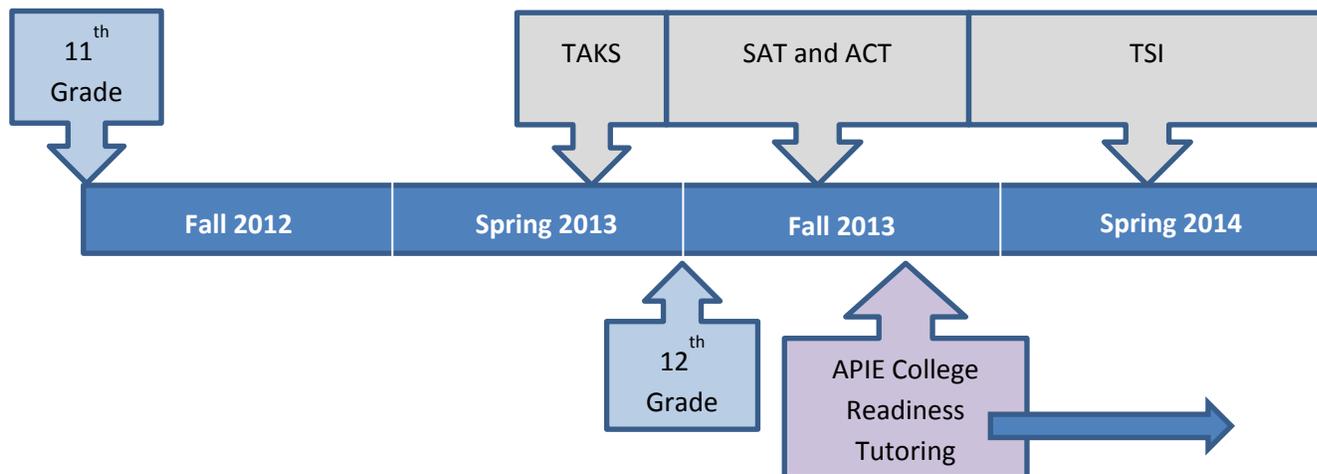
College Readiness Results

On the TSI exam, a higher percentage of APIE college readiness ELA tutoring participants than of APIE college readiness math tutoring participants met the college readiness criteria in their tutoring area (60% and 37%, respectively; Table 11). The mean TSI reading score of seniors who participated in APIE ELA tutoring was 353.8, and approximately 68% of these students met the TSI reading college readiness standard. The mean TSI writing score of seniors who participated in APIE ELA tutoring was 358.9, and 73% of these students met the TSI writing college readiness standard. The mean TSI essay score of seniors who participated in APIE ELA tutoring was 4.6, and 90% of these students met the TSI essay college readiness standard.

Although a matched comparison group was not available for a direct comparison with APIE students who took the TSI exam, results for non-APIE students across the district who took the TSI were summarized (Table 11). In each subject area, significantly higher percentages of APIE students than of non-APIE TSI-takers in the district met

What are college-ready criteria?

To be considered college ready, a senior must have met the college-ready criteria on the TAKS, SAT, ACT, Compass, or TSI test. The criteria for each are as follows:

ELA
Exit-level TAKS: ≥ 2200 on ELA test *and* 3 or higher on essay

or

SAT: ≥ 500 on critical reading *and* ≥ 1070 total

or

ACT: ≥ 19 on English *and* ≥ 23 composite

or

TSI: ≥ 351 on reading *and* ≥ 363 on writing and ≥ 4 on essay or ≥ 351 on reading and ≥ 5 on essay

or

Compass: ≥ 81 on reading comprehension *or* ≥ 6 on written essay or ≥ 59 on writing, if essay = 5

Math
Exit-level TAKS: ≥ 2200 on math test

or

SAT: ≥ 500 on math *and* ≥ 1070 total

or

ACT: ≥ 19 on math *and* ≥ 23 composite

or

TSI: ≥ 350 on math

or

Compass: ≥ 39 on algebra

college readiness criteria. Also, in each subject area, the mean TSI scores of APIE students were significantly higher than of non-APIE TSI-takers in the district. However, it should be noted that the non-APIE TSI takers had significantly lower scores on their exit-level TAKS ELA and math tests. Thus, the non-APIE TSI takers were not comparable to the APIE students who were in the program and who had met the TAKS passing standards and were close to meeting college readiness standards.

Table 11. Austin Partners in Education (APIE) and District Students Meeting the College Readiness Standard on the Texas Success Initiative (TSI) Exam, 2013–2014

Subject area	n		Mean score		% met college readiness standard	
	District	APIE	District	APIE	District	APIE
TSI math	323	172	333.5	345.2*	11.8%	37.8%*
TSI ELA	309	160	--	--	17.8%	61.9%*
TSI reading	308	159	341.7	353.8*	28.3%	67.9%*
TSI writing	303	158	348.9	358.9*	26.7%	72.8%*
TSI essay	257	155	3.7	4.6*	65.0%	90.3%*

Source. TSI records from Austin Community College and AISD, June 2014
Note. APIE results include program participants who took the TSI exam. The district summary includes all seniors who took a TSI math and/or TSI ELA exam, except seniors tutored in APIE math and/or APIE ELA.
 * Statistically significant ($p < .05$)

The TAKS, SAT, ACT, Compass, and TSI exam results also were used to determine whether there were differences in the overall college readiness status in ELA (Table 12). Approximately 60% of seniors who participated in APIE ELA tutoring, and about 72% of seniors across the district met the college readiness standard in ELA.

The TAKS, SAT, ACT, Compass, and TSI exam results were used to determine whether there were differences in the overall college readiness math status between the APIE math tutoring group and the matched comparison group (Table 12). A significantly higher percentage of seniors who received APIE tutoring in math than of those who did not receive APIE tutoring in math met the college readiness standard on at least one math assessment (37.1% and 15%, respectively). Approximately 69% of

> "Travis High School implemented small group classes for 13 APIE participants. Students met with their college readiness advocate during an assigned class period. Of these 13 participants, 12 became college ready. The student who did not become college ready was in danger of dropping out of school because of absences and failing grades. With the help of a college readiness advocate, this student was able to graduate at the end of the year."
> APIE Program Manager, 2014

seniors across the district met the college readiness standard in math.

The TAKS, SAT, ACT, Compass, and TSI exam results also were used to determine whether there were differences in overall college readiness status in both subject areas, ELA and math (Table 12). Approximately 47% of seniors who participated in APIE ELA or APIE math tutoring and about 63% of seniors across the district met the college readiness standard in both ELA and math.

Table 12. AISD Seniors Who Met College-Ready Standards Across All Measures in English Language Arts (ELA), Math, or Both Subjects, 2013–2014

College readiness subject area	District		APIE		Matched comparison group	
	n	%	n	%	n	%
ELA	3,921	71.9%	186	60.0%	--	--
Math	3,955	69.3%	167**	37.1%*	167**	15.0%
ELA and math	3,872	63.3%	373	47.2%	--	--

Source. AISD Texas Assessment of Knowledge and Skills (TAKS), SAT, ACT testing records retrieved from AISD August 2014; Texas Success Initiative and COMPASS test records provided by Austin Community College, 2013–2014

Notes. Only students who took at least one college readiness exam are included in the analyses. Not all students had a scorable TAKS assessments (e.g., LEP exempt, SPED, exempt, absence, no information available, etc.), and students took the TSI, SAT, ACT, and Compass exams at their own discretion.

* Statistically significant ($p < .05$)

** Of the 187 APIE math participants who had a college readiness exam, only 167 were matched to comparison students according to demographic, pre-existing test score, and propensity score criteria.

What does this mean? A Discussion of Results for High School Seniors

Discussion of Results

Overall, the results for the seniors participating in APIE's College Readiness program were considered positive. Not only did the students report that the program was well implemented, they also described supportive tutoring relationships that met both academic and personal needs. In the area of math, the academic outcomes of APIE participants were significantly greater than were those of the matched comparison group.

Tutoring has been found to be most successful when five specific features exist: one-on-one tutoring; supervision by certified reading specialists or teachers; intensive, structured, and consistent instruction; programs that are assessment based; and regular reflective evaluation on the part of the tutor (Leal, 2003). The APIE College Readiness program exhibited many of these successful practices. The one-on-one tutoring in this program appeared to provide sessions tailored to fit each child's needs and were geared toward meeting standards on a

specific assessment, the TSI. With the use of the TAKS test to identify program participants and their learning needs, the tutoring was systematic and assessment based. The focus on students' academic needs appeared to result in positive outcomes for many program participants.

It should be noted that the APIE College Readiness program served a unique group of students needing targeted assistance in a single subject area. Most of the students served had not met college readiness criteria on one of the TAKS exams, and they often had not taken any other college admissions exams or met college readiness criteria on those assessments. These unique characteristics made it difficult to find a matched comparison group to assist in determining program outcomes. This may indicate that APIE college ready tutoring supports students who might otherwise fall through the cracks.

APIE's college readiness tutoring program provides valuable support for aspiring college students. Students' college readiness is critical to their success in earning a college degree. If students meet college readiness criteria, they will not need to enroll in remedial or developmental courses at the postsecondary level that require extra time and money.

Recommendations

In the next year, APIE staff should continue to address the changes in Texas state assessments and the redefinition of college readiness criteria. APIE staff might consider using the PSAT or the TSI to identify students in their junior year and begin to provide academic support earlier in their high school experience to enhance students' learning outcomes. The PSAT is administered to all AISD students and is designed to evaluate students' skill levels. The TSI assesses college readiness in reading, math, and writing, and will be given with increasing frequency on all AISD high school campuses. Furthermore, the increasing administration of the TSI exam may provide a greater number of test takers from which to select a comparison group in future program evaluations.

After piloting various program models in the College Readiness program in 2013–2014, APIE staff also may want to further define the programs offered across the high schools and evaluate outcomes for each of those models. This may provide a context for the outcomes for program participants, in the absence of a matched comparison group.

FINAL SUMMARY

Program evaluation is a systematic method for collecting, analyzing, and using information to answer questions about programs, particularly about their effectiveness and efficiency. Unlike traditional forms of academic research, evaluation is grounded in the everyday realities of organizations. In this case, three major questions were answered:

Was the program implemented well?

Across all APIE programs, it was determined that program staff effectively implemented APIE programs. Teachers and community volunteers serving as classroom coaches were highly positive about the program implementation, their experiences, and student outcomes. Students participating in APIE programs were provided opportunities to engage with caring and supportive adults.

Did changes occur in students' academic self-confidence and students' engagement?

The academic self-confidence and engagement levels for most students were at desirable levels at both the beginning and the end of the school year. A positive, significant change in academic self-confidence was found for one program, but positive change in student engagement was not found. Some results differed for student groups. Without a matched comparison group, the influence of APIE program participation on academic self-confidence and engagement could not clearly be determined.

Did participants experience positive academic outcomes as a result of their participation?

Students participating in APIE's Classroom Coaching program experienced academic growth at a level similar to that of non-APIE students. In the area of math, academic outcomes for seniors participating in APIE's college readiness tutoring were significantly greater than the academic outcomes of the matched comparison group. It should be noted that the APIE College Readiness program served a unique group of students needing targeted assistance in a single subject area. These unique characteristics made it difficult to find a matched comparison group to assist in determining program outcomes.

What are recommendations for program improvement?

In response to the major questions explored in this evaluation, recommendations were made for each program throughout the report to improve program implementation practices and to increase the likelihood participants experience positive outcomes. Two major recommendations were provided, based on the overall results of the program evaluation.

- APIE staff may consider ways to expand time spent tutoring in the Classroom Coaching program to improve students' academic outcomes or consider other programmatic changes to meet students' learning needs.

- APIE staff may want to further define the college readiness programs offered across the high schools and evaluate outcomes for each of those models. This may provide a context for the outcomes for program participants, in the absence of a viable matched comparison group.

APPENDICES

APPENDIX A. LOGIC MODELS

Figure A1. Elementary School Reading Logic Model

LOGIC MODEL FOR APIE'S SECOND GRADE READING COACHING PROGRAM

PROBLEM

Some second grade students lag behind in reading.

SUBPROBLEM

Students who lag behind in reading in second grade have a very difficult time catching up if the problem is not addressed by the end of third grade.

Goal(s)

Every APIE participant reads at grade level by the end of the school year, as measured by the Developmental Reading Assessment.

Objective(s)

APIE students experience significantly greater academic growth on the Developmental Reading Assessment than does a matched comparison group.

ACTIVITIES

- APIE recruits and assigns Classroom Coaches
- APIE trains Classroom Coaches
- APIE trains teachers
- APIE staff coordinates and provides ongoing support for Classroom Coaches
- Coaches provide small group instruction in the classroom
  - Coaches use a structured curriculum aligned with AISD objectives

OUTPUT MEASURES

- 332 volunteer opportunities filled throughout the school year to achieve an average 2.5 to 1 student to coach ratio
- 2 hour initial and 1-2 hour optional mid-year volunteer training
- Signed agreements from all participating teachers
- Weekly emails sent to coaches and teachers
- Coaches partner with consistent groups of 1-3 students
- Weekly 45 minute sessions for up to 24 weeks

OUTCOME MEASURES*

Short term

Coaches indicate satisfaction with their recruitment experience.
90% of volunteers indicate on a survey they were *Mostly* or *Extremely Satisfied* with the recruitment process.

Coaches gain the knowledge and skills to effectively fulfill their roles.
90% of volunteers report that their training prepared them well.

90% of volunteers report that they understood their role in the program.

90% of teachers report satisfaction with the quality of coaching.

Coaches participate in a meaningful volunteer experience.
90% of volunteers report the program provided them a meaningful opportunity to serve AISD and/or the community.

Volunteers feel well supported by the program.
90% of volunteers indicate they feel supported by APIE staff.

90% of volunteers indicate they feel supported by participating teachers.

Coaches and teachers find the APIE curriculum to be useful and helpful.
90% of volunteers and teachers agree that the materials provided were appropriate for their students' skill level.

90% of volunteers agree that the materials provided were engaging for their students.

90% of teachers agree the program aligns with their instructional goals.

Students increase their academic self-confidence.
Students on average indicate a significant improvement in academic self-confidence from the beginning to the end of the program.

90% teachers report the program increased students' interest in reading.

90% volunteers report an increase in their students' self-confidence in reading.

Student engagement improves.
Students on average indicate a significant improvement in engagement from the beginning to the end of the program.

90% teachers report students are more actively engaged in class as a result of the program.

90% teachers/volunteers report the program helped students become more motivated to learn.

Long Term

School and community relationships are sustained.
___% of community-based volunteers remain in the program to the end of the school year.
___% of community-based volunteers return from the previous year. (TBD)

The program is well-implemented.
90% of volunteers indicate their time was used effectively in the classroom.

90% of volunteers indicate they would recommend the program to other volunteers.

90% of teachers indicate the program was a good use of class time.

90% of teachers indicate they would recommend the program to other teachers.

Students improve their reading abilities.
APIE students experience significantly greater growth in scores on average on the Developmental Reading Assessment than does a matched comparison group.

* APIE funders may have additional measurement requirements beyond the scope of this logic model.

Figure A2. Middle School Reading Logic Model

LOGIC MODEL FOR APIE'S SIXTH GRADE READING COACHING PROGRAM

PROBLEM	SUBPROBLEM	ACTIVITIES	OUTPUT MEASURES	OUTCOME MEASURES
				Short term / Long Term

PROBLEM

Disfluent reading rates in middle and high school grades can lead to frustration, avoidance of reading, and ultimately, school failure (Heim, 2005).

SUBPROBLEM

Entering high school students who are below grade level in reading, struggle with fluency and comprehension, which has a negative effect across other subject areas (Neild, 2009).

Goal(s)

APIE students meet academic standards in reading as measured by the STAAR reading test.

Objective(s)

APIE students experience significantly greater academic growth on the 6th grade STAAR reading test than does a matched comparison group.

ACTIVITIES

- APIE recruits and assigns Classroom Coaches
- APIE trains Classroom Coaches
- APIE trains teachers
- APIE staff coordinates and provides ongoing support for Classroom Coaches
- Coaches provide small group instruction in the classroom
  - Coaches use a structured curriculum aligned with AISD objectives

OUTPUT MEASURES

- 160 volunteer opportunities filled throughout school year to achieve an average 2.5 to 1 student to coach ratio
- 2 hour initial and 1-2 hour optional mid-year volunteer training
- Signed agreements from all participating teachers
- Weekly emails sent to coaches and teachers
- Coaches partner with consistent groups of 1-3 students
- Weekly 45 minute sessions for up to 24 weeks

OUTCOME MEASURES — Short term

Coaches indicate satisfaction with their recruitment experience.
90% of volunteers indicate on a survey they were *Mostly* or *Extremely Satisfied* with the recruitment process.

Coaches gain the knowledge and skills to effectively fulfill their roles.
90% of volunteers report that their training prepared them well.

90% of volunteers report that they understood their role in the program.

90% of teachers report satisfaction with the quality of coaching.

Coaches participate in a meaningful volunteer experience
90% of volunteers report the program provided them a meaningful opportunity to serve AISD and/or the community.

Volunteers feel well supported by the program.
90% of volunteers indicate they feel supported by APIE staff.

90% of volunteers indicate they feel supported by participating teachers.

Coaches and teachers find the APIE curriculum to be useful and helpful.
90% of volunteers and teachers agree that the materials provided were appropriate for their students' skill level.

90% of volunteers and teachers agree that the materials provided were engaging for their students.

90% of teachers agree the program aligns with their instructional goals.

Students increase their academic self-confidence.
Students on average indicate a significant improvement in academic self-confidence from the beginning to the end of the program.

90% of teachers report an increase in their students' interest in reading.

90% of volunteers report an increase in their students' self-confidence in reading.

Student engagement improves.
Students on average indicate a significant improvement in engagement from the beginning to the end of the program.

90% of teachers report students are more actively engaged in class as a result of the program.

90% of teachers/volunteers report the program helped students become more motivated to learn.

OUTCOME MEASURES — Long Term

School and community relationships are sustained.
__% of community-based volunteers remain in the program to the end of the school year. (TBD)

__% of community-based volunteers return from the previous year. (TBD)

The program is well-implemented.
90% of volunteers indicate their time was used effectively in the classroom.

90% of volunteers indicate they would recommend the program to other volunteers.

90% of teachers indicate they would recommend the program to other teachers.

90% of teachers indicate the program was a good use of class time.

Students improve their reading abilities.
APIE students experience significantly greater growth in scores on average from their 5th to 6th grade STAAR reading tests than does a matched comparison group.

* APIE funders may have additional measurement requirements beyond the scope of this logic model.

Figure A3. Middle School Math Logic Model

DRAFT   LOGIC MODEL FOR APIE'S EIGHTH GRADE MATH COACHING PROGRAM   DRAFT

PROBLEM

SUBPROBLEM

ACTIVITIES

OUTPUT MEASURES

OUTCOME MEASURES*

Short term

Long Term

Eight out of ten 8th grade students do not have the knowledge and skills necessary to be successful in high school math.

Students with low mathematics self-efficacy demonstrate poor levels of achievement in mathematics (Usher, 2008).

Goal(s)

Objective(s)

APIE students meet academic standards in math as measured by the STAAR math test.

APIE students experience significantly greater academic growth on the 8th grade STAAR math test than does a matched comparison group.

- APIE recruits and assigns Classroom Coaches
- APIE trains Classroom Coaches
- APIE trains teachers
- APIE staff coordinates and provides ongoing support for Classroom Coaches
- Coaches provide small group instruction in the classroom
- Coaches use a structured curriculum aligned with AISD objectives

- 309 volunteer opportunities filled throughout school year to achieve an average 2.5 to 1 students to coach ratio
- 2 hour initial and 1-2 hour optional mid-year volunteer training
- Signed agreements from all participating teachers
- Weekly emails sent to coaches and teachers
- Coaches partner with consistent groups of 1-3 students
- Weekly 45 minute sessions for up to 24 weeks

Coaches indicate satisfaction with their recruitment experience.
90% of volunteers indicate on a survey they were *Mostly* or *Extremely Satisfied* with the recruitment process.

Coaches gain the knowledge and skills to effectively fulfill their roles.
90% of volunteers report that their training prepared them well.

90% of volunteers report that they understood their role in the program.

90% of teachers report satisfaction with the quality of coaching.

Coaches participate in a meaningful volunteer experience
90% of volunteers report the program provided them a meaningful opportunity to serve AISD and/or the community.

Volunteers feel well supported by the program.
90% of volunteers indicate they feel supported by APIE staff.

90% of volunteers indicate they feel supported by participating teachers.

Coaches and teachers find the APIE curriculum to be useful and helpful.
90% of volunteers and teachers agree that the materials provided were appropriate for their students' skill level.

90% of volunteers and teachers agree that the materials provided were engaging for their students.

90% of teachers agree the program aligns with their instructional goals.

Students increase their academic self-confidence.
Students on average indicate a significant improvement in academic self-confidence from the beginning to the end of the program.

90% of volunteers report an increase in their students' self-confidence in math.

Student engagement improves.
Students on average indicate a significant improvement in engagement from the beginning to the end of the program.

90% of teachers report students are more actively engaged in class as a result of the program.

90% of teachers/volunteers report the program helped students become more motivated to learn.

School and community relationships are sustained.
__% of community-based volunteers remain in the program to the end of the school year. (TBD)

__% of community-based volunteers return from the previous year. (TBD)

The program is well-implemented.
90% of volunteers indicate their time was used effectively in the classroom.

90% of volunteers indicate they would recommend the program to other volunteers.

90% of teachers indicate they would recommend the program to other teachers.

90% of teachers indicate the program was a good use of class time.

Students improve their math abilities.
APIE students experience significantly greater growth in scores on average from their 7th to 8th grade STAAR math tests than does a matched comparison group.

* APIE funders may have additional measurement requirements beyond the scope of this logic model.

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Figure A4. Step Up Reading Logic Model

LOGIC MODEL FOR APIE'S STEP UP READING PROGRAM

PROBLEM	SUBPROBLEM	ACTIVITIES	OUTPUT MEASURES	OUTCOME MEASURES	
				Short term	**Long Term**

Disfluent reading rates in middle and high school grades can lead to frustration, avoidance of reading, and ultimately, school failure (Heim, 2005).

Entering high school students who are below grade level in reading, struggle with fluency and comprehension, which has a negative effect across other subject areas (Neild, 2009).

ACTIVITIES

- APIE recruits and assigns Step Up volunteers.
- APIE trains Step Up volunteers.
- APIE staff coordinates and provides ongoing support for Step Up volunteers.
- Students are identified for participation if their past year's STAAR reading scores were close to the passing standard and they did not have significant behavioral or attendance issues.
- Step Up volunteers provide small group instruction outside of the classroom during an advisory period.
  - Volunteers use a structured curriculum and lesson plans aligned with AISD objectives.

OUTPUT MEASURES

- 84 volunteer opportunities filled every week to achieve an average 1.5 to 1 student to volunteer ratio
- 2 hour initial and an optional 1-2 hour mid-year volunteer training.
- Weekly emails sent to Step Up volunteers.
- Step Up volunteers partner with consistent groups of 1-2 students.
- Students participate in 45 minute sessions, 3 days a week, for up to 24 weeks

Goal(s)

The Step-Up program will accelerate the academic achievement of struggling 6th grade readers, enabling them to meet academic standards in reading as measured by the STAAR reading test.

Objective(s)

APIE's Step Up students at Burnet, Covington, and Webb Middle Schools will experience significantly greater academic growth on the 6th grade STAAR reading test than does a matched comparison group.

Short term

Step Up volunteers indicate satisfaction with their recruitment experience.
90% of volunteers indicate on a survey they were *Mostly* or *Extremely Satisfied* with the recruitment process.

Step Up volunteers gain the knowledge and skills to effectively fulfill their roles.
90% of volunteers report that their training prepared them well.
90% of volunteers report that they understood their role in the program.

Step Up volunteers participate in a meaningful volunteer experience
90% of volunteers report the program provided them a meaningful opportunity to serve AISD and/or the community.

Step Up volunteers feel well supported by the program.
90% of volunteers indicate they feel supported by APIE staff.

Step Up volunteers find the APIE curriculum to be useful and helpful.
90% of volunteers agree that the materials provided were appropriate for their students' skill level.

90% of volunteers agree that the materials provided were engaging for their students.

Students increase their academic self-confidence.
Students on average indicate a significant improvement in academic self-confidence from the beginning to the end of the program.

90% of teachers report an increase in their students' interest in reading.

90% of volunteers report an increase in their students' self-confidence in reading.

Student engagement improves.
Students on average indicate a significant improvement in engagement from the beginning to the end of the program.

90% of teachers report students are more actively engaged in class as a result of the program.

90% of teachers/volunteers report the program helped students become more motivated to learn.

Long Term

School and community relationships are sustained.
__% of community-based volunteers remain in the program to the end of the school year. (TBD)

__% of community-based volunteers return from the previous year. (TBD)

The program is well-implemented.
90% of teachers indicate the program supports the classroom learning objectives.

90% of volunteers indicate their time was used effectively in the classroom.

90% of volunteers indicate they would recommend the program to other volunteers.

90% of teachers indicate they would recommend the program to other teachers/students.

90% of teachers indicate the program was a good use of students' class time.

Students improve their reading abilities.
APIE students experience significantly greater growth in scores on average from their 5th to 6th grade STAAR reading tests than does a matched comparison group.

* APIE funders may have additional measurement requirements beyond the scope of this logic model.

Figure A5. Step Up Math Logic Model

LOGIC MODEL FOR APIE'S STEP UP MATH PROGRAM

PROBLEM	SUBPROBLEM	ACTIVITIES	OUTPUT MEASURES	OUTCOME MEASURES*

Short term / **Long Term**

PROBLEM

Eight out of ten 8th grade students do not have the knowledge and skills necessary to be successful in high school math.

SUBPROBLEM

Students with low mathematics self-efficacy demonstrate poor levels of achievement in mathematics (Usher, 2008).

Goal(s)

The Step-Up program will accelerate the academic achievement of struggling 7th and 8th grade math students, enabling them to meet academic standards in math as measured by the STAAR math test.

Objective(s)

APIE's Step Up students at Covington Middle School experience significantly greater academic growth on the 8th grade STAAR math test than does a matched comparison group.

ACTIVITIES

- APIE recruits and assigns Step Up volunteers.
- APIE trains Step Up volunteers.
- APIE staff coordinates and provides ongoing support for Step Up volunteers.
- Math students are identified for participation if their past year's STAAR math scores were close to the passing standard and they did not have significant behavioral or attendance issues.
- Step Up volunteers provide small group instruction outside of the regular math classroom.
  - Volunteers use a structured curriculum and lesson plans aligned with AISD objectives.

OUTPUT MEASURES

- 26 volunteer opportunities filled every week to achieve an average 1.5 to 1 student to volunteer ratio
- 2 hour initial and an optional 1-2 hour mid-year tutor training.
- Weekly emails sent to Step Up volunteers.
- Step Up volunteers partner with consistent groups of 1-2 students.
- Students participate in 45 minute sessions, 3 days a week, for up to 24 weeks.

OUTCOME MEASURES* — Short term

Step Up volunteers indicate satisfaction with their recruitment experience.
90% of volunteers indicate on a survey they were *Mostly* or *Extremely Satisfied* with the recruitment process.

Step Up volunteers gain the knowledge and skills to effectively fulfill their roles.
90% of volunteers report that their training prepared them well.
90% of volunteers report that they understood their role in the program.

Step Up volunteers participate in a meaningful volunteer experience
90% of volunteers report the program provided them a meaningful opportunity to serve AISD and/or the community.

Step Up volunteers feel well supported by the program.
90% of volunteers indicate they feel supported by APIE staff.

Step Up volunteers find the APIE curriculum to be useful and helpful.
90% of volunteers agree that the materials provided were appropriate for their students' skill level.
90% of volunteers agree that the materials provided were engaging for their students.

Students increase their academic self-confidence.
Students on average indicate a significant improvement in academic self-confidence from the beginning to the end of the program.
90% of teachers report an increase in their students' interest in reading.
90% of volunteers report an increase in their students' self-confidence in reading.

Student engagement improves.
Students on average indicate a significant improvement in engagement from the beginning to the end of the program.
90% of teachers report students are more actively engaged in class as a result of the program.
90% of teachers/ volunteers report the program helped students become more motivated to learn.

OUTCOME MEASURES* — Long Term

School and community relationships are sustained.
__% of community-based volunteers remain in the program to the end of the school year. (TBD)
__% of community-based volunteers return from the previous year. (TBD)

The program is well-implemented.
90% of teachers indicate the program supports the classroom learning objectives.
90% of volunteers indicate their time was used effectively in the classroom.
90% of volunteers indicate they would recommend the program to other volunteers.
90% of teachers indicate they would recommend the program to other teachers/students.
90% of teachers indicate the program was a good use of students' class time.

Students improve their math abilities.
APIE students experience significantly greater growth in scores on average from their 7th to 8th grade STAAR math tests than does a matched comparison group.

* APIE funders may have additional measurement requirements beyond the scope of this logic model.

Figure A6. College Readiness Logic Model

Logic Model for APIE's College Readiness Program

PROBLEM	SUBPROBLEM(S)	ACTIVITIES	OUTPUT MEASURES	OUTCOME MEASURES
Not all AISD seniors are graduating "college ready" as defined by the Texas Success Initiative (TSI).	Students who are not "college ready" may be required to take developmental courses upon entering a postsecondary institution. These courses do not count toward a degree or certificate and increase the overall cost of college. Students who take developmental courses may be at greater risk of not completing a postsecondary degree.	• APIE staff identifies eligible students based on program criteria. • Staff sends CR program letters to all students who do not meet TSI standards in one or more areas. • Staff recruits and hires CR advocates. • CR advocates complete all seven training modules. • Students work with their assigned CR advocate for 30 – 60 minutes per week on subject area(s) where student does not meet CR standards. • Advocates submit weekly Student Progress Document (SPD) Reports to APIE CR program coordinator.	• A list of eligible program participants, based on TEA's TSI definition, generated by DRE prior to the start of school • Program letters delivered to all eligible students • CR advocates hired, each with a target case load of 30-35 students • 100% of all CR advocates' training modules completed • Documented student program attendance for each meeting with students submitted to APIE CR program coordinator • 100% of CR advocates' SPDs submitted each week to APIE CR program coordinator	• 85% of CR advocates report satisfaction with training. • 85% of CR advocates report overall satisfaction. • 90% of students report satisfaction with advising. • 90% of students report satisfaction with support services. • Significantly more CR math participants meet TSI standard and are "college ready" in the subject than in the comparison group. • Significantly more ELA participants meet TSI standards and are "college ready" in the subjects than in the comparison group. • Significantly more writing participants meet TSI standards and are "college ready" in the subjects than in the comparison group.

Goal(s)	Objective(s)
APIE College Readiness Program services will increase the number of high school students graduating "college ready" based on TSI standards in specified subject areas.	APIE's College Readiness students will meet TSI standards to be "college ready" in specified subject areas at significantly higher rates than students in a matched comparison group.

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APPENDIX B: ASSESSMENT INFORMATION

Assessments Used for Classroom Coaching and Step Up

DRA. The Developmental Reading Assessment (DRA) is a reading evaluation used to identify a student's reading level, based on accuracy, fluency, and comprehension. In this assessment, students read a passage and then recall what happened in the passage to the teacher or reading specialist administering the test. http://archive.austinisd.org/inside/docs/ope_09-60_RB_Kindergarten1stGrade_Assessment_Results.pdf

STAAR. In spring of 2012, the Texas Assessment of Knowledge and Skills (TAKS) was replaced by the State of Texas Assessments of Academic Readiness (STAAR). 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 end-of-course (EOC) assessments for 9th through 11th graders in English I, English II, Algebra I, biology, and U.S. history. http://www.tea.state.tx.us/student.assessment/staar/

Assessments Used for College Readiness

TAKS. The Texas Assessment of Knowledge and Skills (TAKS) tests were replaced by the STAAR tests in 2012. TAKS tests were designed to gauge a student's knowledge and ability to apply that knowledge at different grade levels. http://www.tea.state.tx.us/student.assessment/taks/

TSI. The Texas Success Initiative (TSI) Assessment is used to gauge if high school students are ready for college-level material in the areas of reading, writing, and math. The TSI Assessment also provides information on what type of intervention would help a student prepare for college-level course work. http://www.thecb.state.tx.us/index.cfm?objectid=233A17D9-F3D3-BFAD-D5A76CDD8AADD1E3

SAT. The SAT is a college admission test that measures knowledge in the areas of reading, writing, and math. The SAT also offers optional subject tests in various areas. http://sat.collegeboard.org/home

ACT. The ACT is a college readiness assessment that tests English, math, reading, and science reasoning. It also includes an optional writing section. http://www.actstudent.org/

Compass. Compass is a computer-based college placement test that allows teachers to assess incoming students' skills. Compass evaluates knowledge in the areas of reading, writing skills, writing essay, math, and English. http://www.act.org/products/higher-education-act-compass/

APPENDIX C: MIDDLE SCHOOL STUDENT SURVEY INSTRUMENT

This appendix includes information about the content of the student surveys and the actual survey items for each program in the following order: Middle School Reading and Middle School Math. Each survey was administered in both English and Spanish. Only the English versions are included here.

Students who participated in APIE's Classroom Coaching and Step Up programs completed program surveys in the fall and spring semesters that measured their academic self-confidence, emotional and behavioral engagement, and disaffection. The academic self-confidence survey questions were those used in the AISD Student Climate Survey, administered annually to all district students from 3rd through 11th grade. Additional survey items from the Engagement vs. Disaffection With Learning Survey (Skinner et al., 2008) were also used. All APIE survey items were validated for use with 3rd through 6th graders.

To interpret the results of the survey, it is important to understand the constructs of engagement and disaffection that are measured in the survey. Engagement has both behavioral and emotional aspects. Engaged behaviors include effort exertion, persistence, attention, and concentration. Engaged emotions include enthusiasm, interest, and enjoyment. The term *disaffection* is used in this survey to describe not only behaviors and emotions opposite those of engagement (e.g., passivity, lack of initiation, discouragement, and apathy), but also behaviors and emotions that may arise when people are unable to simply leave a situation (e.g., school) in which they feel disengaged. In the latter case, they may exhibit behaviors and emotions designed to adapt to that environment, such as going through the motions; disruptive noncompliance; giving up; and feeling frustrated, bored, tired, or sad (Skinner et al., 2008).

Measures of engagement and disaffection are inversely related: a high level of engagement is related to a low level of disaffection. However, they are not exact opposites. The designers of the Engagement vs. Disaffection With Learning Survey found that including these four aspects of engagement (i.e., behavioral and emotional, and engagement and disaffection) provided a more comprehensive understanding of student engagement than did a more limited approach.

The APIE survey, which combined AISD Climate Survey and the Engagement vs. Disaffection With Learning Survey, had a total of 25 items, with each of five indexes including five survey items. The items in the academic self-confidence index had response options ranging from 1 = *never* to 4 = *always*. "Don't know" responses were excluded from the analysis. The items in the behavioral and emotional engagement and disaffection indexes had response options ranging from 1 = *not at all true* to 4 = *very true*. Middle school students answered additional questions in the post-survey about their experience with APIE.

For all students and for all indexes, with the exception of the disaffection indexes, it is desirable to have an average response of at least 3.0. The disaffection scores must be interpreted with care. The higher the disaffection score, the more disaffected with learning the students are. The goal for disaffection scores is to be as low as possible. A decrease in disaffection scores is a positive development. Below is a key to which questions were included in the indexes for each survey, and the list of survey question asked for the middle school reading and math participants are provided on the following page.

Academic self-confidence: Questions 1 - 5

Behavioral engagement: Questions 6, 11, 13, 22, 25

Emotional engagement: Questions 7, 10, 15, 17, 20

Behavioral disaffection: Questions 9,16, 19, 21, 24

Emotional disaffection: Questions 8, 12, 14, 18, 23

APIE Middle School Reading & Language Arts and Math Student Survey

Please choose the answer that fits the way you feel.

	Never	Not a lot	Sometimes	Always	Don't know
1. I can do even the hardest schoolwork in language arts/ math if I try.	o	o	o	o	o
2. I felt well prepared for the STAAR exam in reading/math.	o	o	o	o	o
3. In my language arts/math class, I try hard to do my best work.	o	o	o	o	o
4. I feel successful in my language arts/math schoolwork.	o	o	o	o	o
5. I can reach the goals I set for myself.	o	o	o	o	o

	Not at all true	Not very true	Sort of true	Very true
6. I try hard to do well in school.	o	o	o	o
7. I enjoy learning new things in language arts/math class.	o	o	o	o
8. When we work on something in language arts/math class, I feel discouraged.	o	o	o	o
9. In language arts class/math, I do just enough to get by.	o	o	o	o
10. Language arts/math class is fun.	o	o	o	o
11. In language arts/math class, I work as hard as I can.	o	o	o	o
12. When I can't answer a question in language arts/math class, I feel frustrated.	o	o	o	o
13. When I'm in language arts/math class, I listen very carefully.	o	o	o	o
14. When we start something new in language arts/math class, I feel nervous.	o	o	o	o
15. When we work on something in language arts/math class, I get involved.	o	o	o	o
16. When I'm in language arts/math class, I think about other things.	o	o	o	o
17. When we work on something in language arts class/math, I feel interested.	o	o	o	o
18. Language arts/math class is not all that fun for me.	o	o	o	o
19. When I'm in language arts class/math, I just act like I'm working.	o	o	o	o
20. When I'm in language arts/math class, I feel good.	o	o	o	o
21. When I'm in language arts/math class, my mind wanders.	o	o	o	o
22. When I'm in language arts/math class, I participate in class discussions.	o	o	o	o
23. When we work on something in language arts/math class, I feel bored.	o	o	o	o
24. I don't try very hard at school.	o	o	o	o
25. I pay attention in language arts/math class.	o	o	o	o

	Strongly disagree	Disagree	Agree	Strongly agree
26. I like reading more because of my reading/math Coach.	o	o	o	o
27. I understand more about language arts because of my reading/math Coach.	o	o	o	o
28. I am better at language arts/math because of my reading/math Coach.	o	o	o	o

APPENDIX D: DEMOGRAPHIC SUMMARIES FOR APIE PARTICIPANTS AND MATCHED COMPARISON GROUPS

Second Grade English Classroom Coaching Demographics and Academic Growth for Participants and Comparison Group

	APIE Group		Comparison Group	
ELEMENTARY SCHOOLS	Allison, Blanton, Brooke, Brown, Dawson, Oak Springs, Odom, Pecan Springs, Sanchez, Sims, St. Elmo, Walnut Creek, Wooten		38 elementary schools. Full list upon request.	
GENDER	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Male	195	52.28	192	51.47
Female	178	47.72	181	48.53
Total	**373**	**100.00**	**373**	**100.00**
RACE/ETHNICITY				
Asian	7	1.88	6	1.61
Black or African American	68	18.23	67	17.96
Hispanic	263	70.51	267	71.58
Two or More Races	10	2.68	8	2.14
White	25	6.7	25	6.7
Total	**373**	**100.00**	**373**	**99.99**
ECONOMICALLY DISADVANTAGED				
No	34	9.12	34	9.12
Yes	339	90.88	339	90.88
Total	**373**	**100.00**	**373**	**100.00**
ENGLISH LANGUAGE LEARNER STATUS				
No	322	86.33	323	86.6
Yes	51	13.67	50	13.4
Total	**373**	**100.00**	**373**	**100.00**
SPECIAL EDUCATION				
No	334	89.54	333	89.28
Yes	39	10.46	40	10.72
Total	**373**	**100.00**	**373**	**100.00**
HOME LANGUAGE ENGLISH				
No	53	14.21	55	14.75
Yes	320	85.79	318	85.25
Total	373	100.00	373	100.00

Mean Beginning of Year:	15.209	**Mean Beginning of Year:**	14.962
Mean End of Year:	26.196	**Mean End of Year:**	25.595
Growth:	**10.987**	**Growth:**	**10.632**

Second Grade Compañeros en Lectura Classroom Coaching Demographics and Academic Growth for Participants and Comparison Group

	APIE Group		Comparison Group	
ELEMENTARY SCHOOLS	Allison, Blanton, Brooke, Brown, Dawson, Oak Springs, Odom, Pecan Springs, Sanchez, Sims, St. Elmo, Walnut Creek, Wooten		30 elementary schools. List provided upon request.	
GENDER	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Male	198	50.25	200	50.76
Female	196	49.75	194	49.24
Total	**394**	**100.00**	**394**	**100.00**
RACE/ETHNICITY				
Black or African American	1	0.25	1	0.25
Hispanic	392	99.49	390	98.98
White	1	0.25	3	0.76
Total	**394**	**99.99**	**394**	**99.99**
ECONOMICALLY DISADVANTAGED				
No	23	5.84	21	5.33
Yes	371	94.16	373	94.67
Total	**394**	**100.00**	**394**	**100.00**
ENGLISH LANGUAGE LEARNER STATUS				
No	8	2.03	10	2.54
Yes	386	97.97	384	97.46
Total	**394**	**100.00**	**394**	**100.00**
SPECIAL EDUCATION				
No	385	97.72	385	97.72
Yes	9	2.28	9	2.28
Total	**394**	**100.00**	**394**	**100.00**
HOME LANGUAGE ENGLISH				
No	388	98.48	385	97.72
Yes	6	1.52	9	2.28
Total	**394**	**100.00**	**394**	**100.00**

Mean Beginning of Year: 16.404		**Mean Beginning of Year:** 16.449	
Mean End of Year: 26.538		**Mean End of Year:** 26.525	
Growth: **10.135**		**Growth:** **10.086**	

Middle School Math Classroom Coaching Demographics and Academic Growth for Participants and Comparison Group

	APIE Group		Comparison Group	
MIDDLE SCHOOLS	Burnet, Covington, Dobie, Martin, Mendez, Webb		Bedichek, Pearce, Garcia, Webb, Covington, Fulmore, Dobie, Martin, Mendez, and Paredes	
GENDER	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Male	341	52.0	323	49.0
Female	321	48.0	339	51.0
Total	**662**	**100.0**	**662**	**100.0**
RACE/ETHNICITY				
Black or African American	79	12.0	80	12.0
Hispanic	545	82.0	545	82.0
Other	12	2.0	10	2.0
White	26	4.0	27	4.0
Total	**662**	**100.0**	**662**	**100.0**
ECONOMICALLY DISADVANTAGED				
No	74	11%	71	11.0
Yes	588	89%	591	89.0
Total	**662**	**100%**	**662**	**100.0**
ENGLISH LANGUAGE LEARNER STATUS				
No	475	72.0	457	69.0
Yes	187	28.0	205	31.0
Total	**662**	**100.0**	**662**	**100.0**
SPECIAL EDUCATION				
No	579	87.0	585	88.0
Yes	83	13.0	77	12.0
Total	**662**	**100.0**	**394**	**100.0**

Mean Beginning of Year: 1610.82	**Mean Beginning of Year:** 1618.20
Mean End of Year: 1703.63	**Mean End of Year:** 1708.17
Growth: 92.81	**Growth:** 89.96

**Middle School Reading Classroom Coaching Demographics and Academic Growth
for Participants and Comparison Group**

	APIE Group		Comparison Group	
MIDDLE SCHOOLS	Burnet, Covington, Martin, Webb Middle Schools		Bedichek, Burnet, Covington, Dobie, Garcia, Martin, Mendez, Pearce, and Webb	
GENDER	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Male	157	48.76	149	46.27
Female	165	51.24	173	53.73
Total	**322**	**100.00**	**322**	**100.00**
RACE/ETHNICITY				
Black or African American	22	6.83	21	6.52
Hispanic	259	80.43	263	81.68
Other	5	1.55	5	1.55
Two or More Races	4	1.24	1	0.31
White	32	9.94	32	9.94
Total	**322**	**99.99**	**322**	**100.00**
ECONOMICALLY DISADVANTAGED				
No	51	15.84	46	14.29
Yes	271	84.16	276	85.71
Total	**322**	**100.00**	**322**	**100.00**
ENGLISH LANGUAGE LEARNER				
No	220	68.32	233	72.36
Yes	102	31.68	89	27.64
Total	**322**	**100.00**	**322**	**100.00**
SPECIAL EDUCATION				
No	303	94.10	308	95.65
Yes	19	5.90	14	4.35
Total	**322**	**100.00**	**322**	**100.00**

5th grade STAAR mean:	1524.24	**5th grade STAAR mean:**	1525.53
6th grade STAAR mean:	1530.48	**6th grade STAAR mean:**	1542.03
Growth:	**6.24**	**Growth:**	**16.50**

APIE Step Up Math Demographics and Academic Growth
for Participants and Comparison Group

MIDDLE SCHOOLS	APIE Group Covington Middle School		Comparison Group Bedichek, Dobie, Fulmore, Garcia, Mendez, Paredes, Pearce	
GENDER	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Male	12	60	12	60
Female	8	40	8	40
Total	**20**	**100**	**20**	**100**
RACE/ETHNICITY				
Asian	1	5	1	5
Black or African American	1	5	2	10
Hispanic	11	55	15	75
Two or More Races	1	5	0	0
White	6	30	2	10
Total	**20**	**100**	**20**	**100**
ECONOMICALLY DISADVANTAGED				
No	8	40	12	60
Yes	12	60	8	40
Total	**20**	**100**	**20**	**100**
ENGLISH LANGUAGE LEARNER STATUS				
No	18	90	19	95
Yes	2	10	1	5
Total	**20**	**100**	**20**	**100**
SPECIAL EDUCATION				
No	19	95	19	95
Yes	1	5	1	5
Total	**20**	**100**	**20**	**100**

7th Grade STAAR Mean: 1538.45	**7th Grade STAAR Mean:** 1529.05
8th Grade STAAR Mean: 1659.95	**8th Grade STAAR Mean:** 1622.80
Growth: **121.50**	**Growth:** **93.75**

Note: Comparison group was derived from a stratified random sample. No significant difference existed in academic growth between APIE and the comparison group.

APIE Step Up Reading Demographics and Academic Growth for Participants and Comparison Group

	APIE Group		Comparison Group	
MIDDLE SCHOOLS	Burnet, Covington, Webb		Bedichek, Burnet, Covington, Dobie, Garcia, Mendez, Pearce and Webb	

GENDER	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Male	23	56.10	24	58.54
Female	18	43.90	17	41.46
Total	**41**	**100.00**	**41**	**100.00**
RACE/ETHNICITY				
Asian	1	2.44	1	2.44
Black or African American	6	14.63	7	17.07
Hispanic	30	73.17	30	73.17
Two or More Races	1	2.44	1	2.44
White	3	7.32	2	4.88
Total	**41**	**100.00**	**41**	**100.00**
ECONOMICALLY DISADVANTAGED				
No	6	14.63	7	17.07
Yes	35	85.37	34	82.93
Total	**41**	**100.00**	**41**	**100.00**
ENGLISH LANGUAGE LEARNER STATUS				
No	29	70.73	32	78.05
Yes	12	29.27	9	21.95
Total	**41**	**100.00**	**41**	**100.00**
SPECIAL EDUCATION				
No	37	90.24	40	97.56
Yes	4	9.76	1	2.44
Total	**41**	**100.00**	**41**	**100.00**

5th Grade Mean: 1521.37	**5th Grade Mean:** 1580.44
6th Grade Mean: 1517.80	**6th Grade Mean:** 1584.95
Growth: -3.57	**Growth:** 4.51

Note: Comparison group was derived from a stratified random sample. No significant difference existed in academic growth between APIE and the comparison group.

Demographics for the District and APIE College Readiness Participants

	District		APIE ELA Participants		APIE Math Participants	
GENDER	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	2314	51.4	117	62.9	116	62.0
Female	2188	48.6	69	37.1	71	38.0
Total	**4502**	**100.0**	**186**	**100.0**	**187**	**100.0**
RACE/ETHNICITY						
American Indian/Alaskan	13	3.0	1	0.5	--	--
Asian	208	4.6	7	3.8	5	2.7
Black or African American	463	10.3	22	11.8	29	15.5
Hispanic	2289	50.8	130	69.9	136	72.7
Hawai'ian/Pacific Islander	4	0.1	--	--	--	--
Two or More Races	130	2.9	3	2.0	--	--
White	1395	31.0	23	12.0	17	9.1
Total	**4502**	**100.0**	**186**	**100.0**	**187**	**100.0**
ECONOMICALLY DISADVANTAGED						
No	2392	53.1	54	29.0	53	28.3
Yes	2110	46.9	132	71.0	134	71.7
Total	**4502**	**100.0**	**186**	**100.0**	**187**	**100.0**
ENGLISH LANGUAGE LEARNER STATUS						
No	4196	93.2	176	94.6	184	98.4
Yes	306	6.8	10	5.4	3	1.6
Total	**4502**	**100.0**	**186**	**100.0**	**187**	**100.0**
SPECIAL EDUCATION						
No	3958	87.92	177	95.2	182	97.3
Yes	544	12.08	9	4.8	5	2.7
Total	**4502**	**100.0**	**186**	**100.0**	**187**	**100.0**
CTE CONCENTRATOR STATUS						
No	3186	72.5	100	54.0	120	64.2
Yes	1206	27.5	85	46.0	67	35.8
Total	**4392**	**100.0**	**185**	**100.0**	**187**	**100.0**

Note. APIE schools are Austin, Lanier, McCallum, Reagan, Travis, Crockett, Anderson, LBJ, Akins, and Eastside High Schools

APIE College Readiness Demographics for APIE Math Participants and Matched Comparison Group

HIGH SCHOOLS	APIE Math Group		Matched Comparison Group	
	Austin, Lanier, McCallum, Reagan, Travis, Crockett, Anderson, LBJ, Akins, Eastside		From Austin, Lanier, McCallum, Reagan, Travis, Crockett, Anderson, LBJ, Akins, Eastside	
GENDER	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Male	101	60.5	67	59.9
Female	66	39.5	100	40.1
Total	**167**	**100.0**	**167**	**100.0**
RACE/ETHNICITY				
American Indian/Alaskan	--	--	1	0.6
Asian	5	3.0	1	0.6
Black or African American	27	16.2	29	17.4
Hispanic	118	70.7	111	66.5
Two or More Races	--	--	4	2.3
White	17	10.1	21	12.6
Total		**100.0**		**100.0**
ECONOMICALLY DISADVANTAGED				
No	52	31.1	53	31.7
Yes	115	68.9	114	68.3
Total	**167**	**100.0**	**167**	**100.0**
ENGLISH LANGUAGE LEARNER STATUS				
No	164	98.2	164	98.2
Yes	3	1.8	3	1.8
Total	**167**	**100.0**	**167**	**100.0**
SPECIAL EDUCATION				
No	162	97.0	162	97.0
Yes	5	3.0	5	3.0
Total	**167**	**100.0**	**167**	**100.0**
CTE CONCENTRATOR STATUS				
No	105	62.9	103	62.4
Yes	62	37.1	62	37.6
Total	**167**	**100.0**	**165**	**100.0**
Percentage College Ready:		**32.9%**	**Percentage College Ready:**	**15.0%**

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