Austin Partners in Education (APIE)

Annual Evaluation Report, 2012–2013

Department of
Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

December 2013

Publication Number 12.86

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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 mentoring programs to students in Title I schools within AISD where many of the students who receive services are economically disadvantaged. In the 2012–2013 school year, APIE served approximately 3,300 students in different elementary, middle, and high schools.

DESCRIPTION OF PROGRAMS

Classroom Coaching

APIE's Classroom Coaching model served students in 2nd, 6th, and 8th grades within APIE-supported schools. The coaching model turns whole class instruction into small learning groups of four or fewer students who are matched to one adult volunteer. Volunteers meet with their designated student group for 30 to 45 minutes once a week during the school day. Classroom Coaching incorporates high-engagement learning activities and time for structured practice and supportive feedback.

Within APIE's Classroom Coaching model, the 2nd-grade reading program was designed to help 2nd-grade students in Austin's highest-needs schools. In the coaching sessions, volunteers used high-engagement activities, modeled enjoyment of reading, and provided support and encouragement for students. The expected outcomes of the 2nd-grade reading program included the development of reading fluency and comprehension and the improvement of students' confidence and engagement.

To meet the needs of both English- and Spanish-speaking students, APIE's 2nd-grade reading program was provided in two formats: one in English, simply called Elementary Reading, and one in Spanish, titled Compañeros en Lectura (CEL). Although the overall program goals and objectives were the same for both student groups, the curriculum was tailored to meet the needs of the students in each of the programs.

Spanish was the first language of the majority of students who participated in the CEL program, with many speaking Spanish at home. The CEL program was taught in Spanish because learning reading skills in the child's first language is important in the development of essential reading abilities. In addition to the Spanish instruction, many stories in the curriculum were selected based on their cultural relevance.

APIE's Classroom Coaching program also was implemented in AISD middle schools. The middle school reading program was designed to help 6th-grade students prepare for higher levels of reading. Volunteers provided targeted reading support to help students expand their vocabulary, build their reading fluency and comprehension, and strengthen their confidence and engagement.

APIE's middle school mathematics (math) program was designed to help 8th-grade math students prepare for high school algebra. Volunteers helped students build their math skills and academic independence during weekly study group sessions facilitated by volunteers who shared their enjoyment of math and real-world experiences.

Step-Up

Unlike Classroom Coaching, APIE's Step-Up model is a high-frequency tutoring program. In this program, middle school students met in small groups of two or three students, three times per week with their volunteer tutor. These volunteers were trained in methods intended to accelerate students' learning and to close achievement gaps.

APIE's Step-Up reading program provided tutoring in reading to middle school students who needed extra support to succeed in this area. Volunteers used differentiated lessons designed to meet students' specific needs. Students' progress was assessed weekly.

APIE's Step-Up math program provided tutoring in math to middle school students at risk of falling behind in this area. Volunteers facilitated small groups, using a math curriculum designed to meet specific needs, and used weekly progress monitoring assessments.

College Readiness

APIE's College Readiness Program aims to increase the number of students in AISD who graduate college ready. The 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.

LOGIC MODELS

In the 2012–2013 school year, a logic model was developed for each APIE program through a collaborative effort by APIE staff and AISD program evaluators. A logic model describes key elements of a program and how the program is designed to work. It provides a common language and serves as a point of reference for program stakeholders by articulating the objectives, activities, outputs, and outcomes (short- and long-term) of a program. All APIE logic models can be found in Appendix A.

METHODOLOGY

PURPOSE OF THE EVALUATION

As a result of their participation in APIE programs, students are expected to build their academic skills and develop their enjoyment of learning. Thus, this program evaluation was conducted to describe the academic outcomes for the students and the indirect influences on their learning. The AISD Department of Research and Evaluation (DRE) staff will provide information about program effectiveness to decision makers to help them facilitate decisions about program implementation and improvement.

EVALUATION QUESTIONS

In 2012–2013, 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

From various sources, DRE staff collected qualitative and quantitative data that were aligned with articulated program goals and objectives. District information systems provided student demographic, course enrollment, and testing data for program participants. APIE staff provided program participation records. Teachers, volunteers, and students completed surveys regarding their experiences with the program. Volunteers also provided information in a focus group setting. Additional information about these data follows.

Participation Records

As recommended in the 2011–2012 evaluation report, APIE staff made a concerted effort to track the participation of the students served in the 2012–2013 school year to better determine the outcomes for APIE program participants. At the elementary level, class rosters for participating classrooms were provided by DRE staff at the beginning of each semester. Using the class rosters, APIE program coordinators tracked the attendance of the students participating in Classroom Coaching. At the middle school level, the instructional days the students were present were used as a surrogate to measure participation in the APIE programs.

Assessments

In this evaluation, a variety of assessments was 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 SAT, ACT, Compass, and Accuplacer were summarized, 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, participant attitudes, and perceived outcomes. In 2012–2013, the surveys were revised, and questions were aligned with articulated program goals and objectives.

Survey items. 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 (Appendix C). 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. These survey items were tested by DRE staff and were found to be reliable and to measure the construct as intended. The APIE survey items that measured students' emotional and behavioral engagement and disaffection were taken

What are academic self-confidence, and student engagement and disaffection, and why are they being measured?

Academic self-confidence focuses on students' belief in their abilities to do their schoolwork and to be successful at it. Research shows 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). Influencing students' academic self-confidence at a young age, as APIE's program proposes to do through the process delineated in its logic models, could possibly benefit students for the rest of their academic years.

Numerous studies over time have shown that compared with students who are not engaged, engaged students tend to earn higher grades and test scores and have lower drop-out rates (Klem & Connell, 2004; Skinner, Kindermann, & Furrer, 2008; Wang & Holcombe, 2010). In the words of the survey designers, "Children's active, enthusiastic, effortful participation in learning activities in the classroom predicts their achievement in and completion of school" (Skinner et al., 2008, p. 495). If APIE programs were able to positively influence students' engagement, as presented in the program logic models, participating students could benefit academically. Studies also have shown that as students' engagement improves, teachers respond more positively to students, which leads to better student engagement, and so on.

from a validated survey instrument tested on 3rd through 6th graders called Engagement vs. Disaffection With Learning (Skinner et al., 2008).

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. ln 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, as described in the previous paragraph. 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. A summary of average scores in each of these four areas could provide more information about how to improve students' engagement in the classroom.

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*. Second-grade reading participants had one less academic self-confidence question than did the middle school participants because they do not take the STAAR exam. 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.

Elementary school surveys. For 2nd grade, 165 students (19% of the 863 participants) were randomly selected to complete the survey. Of the sample members, 133 took both the pre- and post-surveys: 66 in the English program, and 67 in Compañeros en Lectura.

All elementary level student surveys were administered on paper in a small group of about four students. APIE staff read each question aloud to the group. Upon completion, APIE staff entered results into a database that was shared with DRE for analysis.

Middle school surveys An effort was made to survey all participating APIE middle school students. Of the 381 6th graders who participated in the Classroom Coaching reading program and did not also participate in Step-Up reading, 244 (64%) took both the pre- and post-surveys. Of the 799 8th graders who participated in the Classroom Coaching math program and did not also participate in Step-Up math, 224 (28%) took both the pre- and post-surveys. Because of the low number of responses and the fact that respondents were not chosen randomly, the representativeness of the results for the math program is unclear.

High school surveys Students who participated in the APIE College Readiness Program took an exit survey after completing the program. Three-hundred and seventeen high school students took the College Readiness Survey, which accounted for a response rate of 78%. In addition to responding to questions about program implementation, program activities, and overall results, students also were asked to comment on what they liked best about the program and what they would like to change.

Teacher surveys Teachers participating in an APIE program were asked to rate aspects of program implementation and student outcomes. They also responded to open-ended questions about what they liked best and what they would change about the program. Sixty-three teachers responded to the survey, yielding a response rate of 84%.

Volunteer surveys Four-hundred and twenty-two APIE volunteers completed the volunteer survey, yielding a response rate of 48%. This survey covered the areas of volunteer registration and placement, training and classroom materials, overall experience, and student outcomes. APIE volunteers also responded to open-ended questions eliciting their feedback on what they liked and what they would like to change about the program. At the end of the survey, volunteers indicated whether they would be interested in participating in a focus group discussion about the Classroom Coaching curriculum.

Focus Groups

In response to recommendations made by Shore Research in the 2011–2012 APIE evaluation report, DRE staff conducted three focus group sessions with APIE classroom coaches working with elementary reading and middle school math students. Focus group participants were selected based on their interest and availability, as indicated on their end-of-year survey.

Overall, 21 volunteers participated in the discussions: seven were 2nd-grade reading coaches working with English-speaking students, four were 2nd-grade reading coaches working with Spanish-speaking students, and 10 were 8th-grade math coaches working with middle school students.

DATA ANALYSIS

To determine precise outcomes for APIE programs and to isolate the influences of other programs, DRE staff used a mixed-methods approach. Selected student comparison groups were included in the quantitative data analyses to separate the program and school effects on outcomes of interest. 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 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 and focus group 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 the programs.

For each program, care was taken to use a comparison group of students who not only had similar demographics as those of the APIE participants, but also had a similar percentage meeting the standard being measured before the program was implemented. If APIE students began the year at a significantly different academic level than did the comparison group, differences in the percentage meeting the standard at the end of the year would not be meaningful. For 2nd grade, the percentage of students who were on grade level, as measured by the DRA at the beginning of the school year, along with demographic information, was used to select a matched comparison group.

For middle school, the percentage of students meeting the STAAR passing rate the previous year and their demographic information were used to randomly select a comparison group. Although all English language learners (ELLs) were included in the comparison groups, their percentages did not match those of the APIE participants for both the reading and math programs. Despite this discrepancy, the difference in the percentages of students meeting the STAAR reading and math standards the previous year was not significant. Therefore, these comparison groups were deemed appropriate ones. The comparison group for middle school reading included 6th graders at all vertical team schools, including nonparticipants at Webb and Burnet Middle Schools, and 6th graders at Bedichek, Mendez, and Martin Middle Schools. The additional schools were used in comparison group selection because a larger group with similar demographics was needed to ensure an appropriate match. The comparison group for middle

school math included 8th grade students at Bedichek, Pearce, and Garcia Middle Schools, non-APIE participants at Webb and Covington Middle Schools, and non-magnet students at Fulmore Middle School.

Choosing comparison groups for the Step-Up participants was challenging because different schools used different criteria for student participation in Step-Up. Also, the small number of students made small differences in demographic characteristics between the APIE and the comparison group seem large with respect to percentage. However, comparison groups were chosen that had similar demographics to the APIE groups and non-significant differences regarding prior-year STAAR results. These comparison groups were created by including all AISD students in the grade of interest, limiting the range of prior-year math or reading scores to those present in the APIE group that year, and taking separate samples for ELL and non-ELL students.

Child Development and Survey Taking

The survey process may be complex for younger children. They need to be able to understand the question and determine the intended meaning. Then, they must retrieve relevant information from their memory and use this information to respond. After they have their answer, they have to choose the matching option on the survey.

In addition to the survey process, developmental concerns arise when surveying young children. Developmentally, they may still be acquiring most of their vocabulary and tend to perceive things literally. For example, if asked if they participate during reading time, they may answer no because they have a reading *circle*, not reading *time*. Additionally, young children are suggestible and want to please adults. Survey administrators can inadvertently influence through their body language and tone of voice how children respond. At times, young children may be reluctant to express their own feelings and thoughts because they believe the adult knows all the right answers. This makes some children afraid of providing the wrong answer and of looking foolish (Borgers, de Leeuw, & Hox, 2000).

LIMITATIONS

Before examining the results of the evaluation, it is important to recognize the limitations of the study. Understanding the constraints of this study helps in the interpretation of results and development of program or evaluation recommendations. The following section provides an overview of identified limitations.

Student Survey: Surveying Young Children

The student surveys were designed for children older than 7 years of age, which is the age of the APIE 2nd graders surveyed in the fall semester. However, children under 8 years old are generally not surveyed because they may lack the cognitive skills and social maturation necessary to answer a survey reliably. Knowing the possible issues faced when surveying young children, DRE staff trained survey administrators to be aware of the importance of following the instructions and guidance provided through the training. However, instances still occurred when items

(i.e., especially those presented negatively or with vocabulary the children did not understand) were difficult for the younger children to understand. For instance, children asked survey administrators, "What does 'bored' mean?"

Additionally, language proficiency may have influenced the results of a survey. Some survey outcomes for 2nd-grade ELL were not consistent with outcomes for the other student groups. Even when uniform explanations of words on the survey were provided in both languages, the Spanish-speaking children's pre-survey results reflected a possible lack of comprehension of survey items, especially those worded negatively. This made it difficult to interpret results for this group.

Student Survey: Surveying Only APIE Participants

Because only APIE participants were surveyed, it was not possible to compare their results with those of similar students in the district. This limited what could be concluded from the results. 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.

Student Pre-surveys

The student pre-surveys were administered in November 2012, about a month after the APIE program began. Although it is preferable to administer a pre-survey before a program is implemented, it was unclear whether the late administration had an impact on students' pre-survey scores.

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 also provides a more holistic perspective of programs and an increased ability to identify effective program practices that yield desired results.

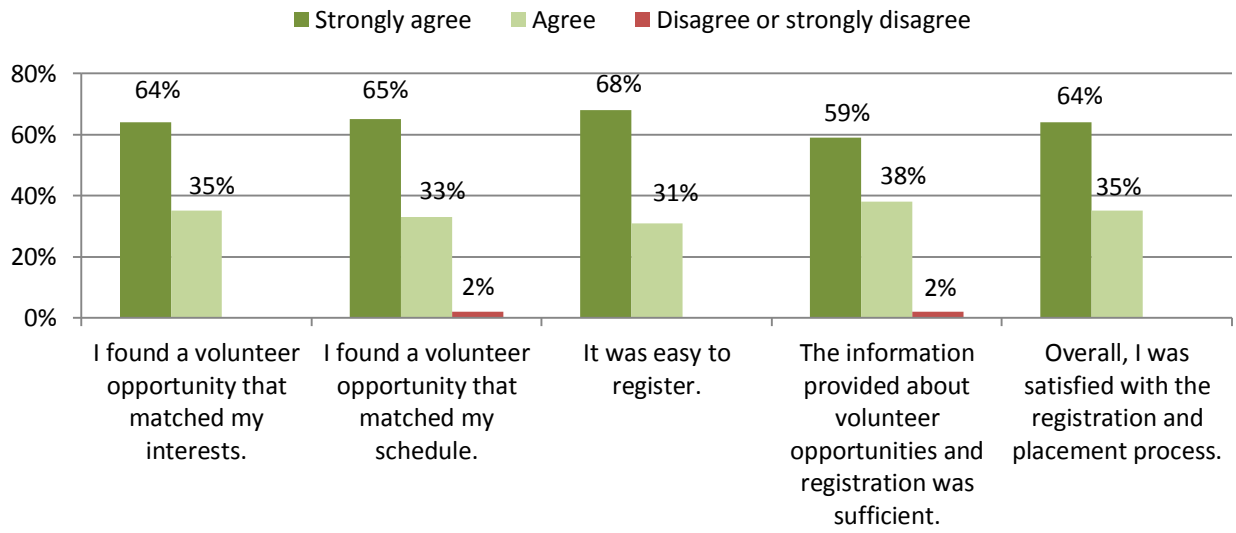
Were APIE programs implemented effectively, and did they have positive outcomes for students, as evidenced by teacher and volunteer survey responses?

Within volunteer and teacher surveys, respondents provided feedback on recruitment practices, training and support, program materials, perceptions of program outcomes, and the overall program experience. The following section describes their survey responses.

Volunteer Survey

Most volunteers who responded to survey questions answered positively about their experience as a volunteer and the program overall (Appendix D). When asked about volunteer registration and placement, at least 97% of survey participants strongly agreed or agreed with all questions pertaining to their interests and schedules. They felt registration was easy and information was sufficient. Overall, they were satisfied with the process (Figure 1).

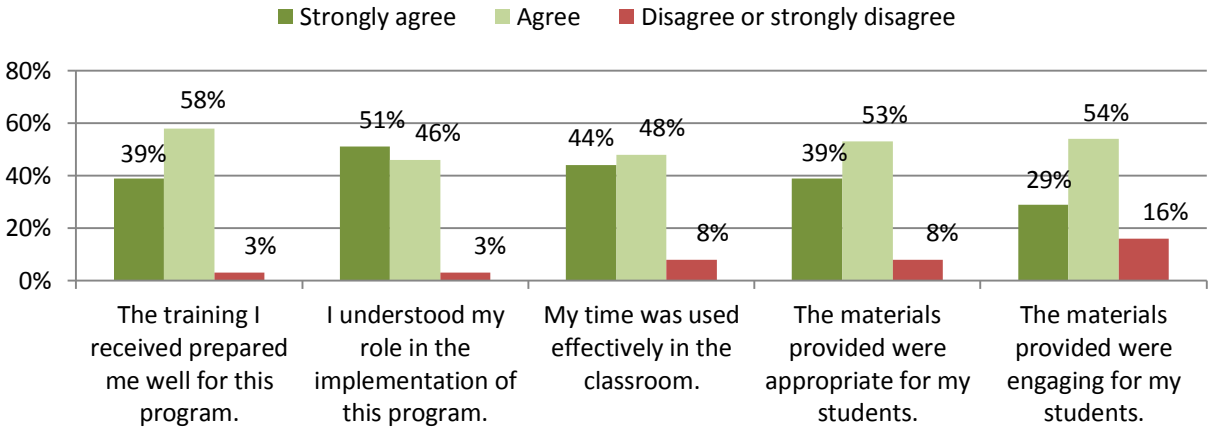
Figure 1. Volunteers' Registration and Placement



Source. APIE Volunteer Survey, Spring 2013
Note. Response variables with fewer than 5 responses were collapsed to preserve confidentiality.

When asked about training and classroom materials, volunteers tended to strongly agree or agree with statements about training preparation, understanding their role in the classroom, the use of their time, appropriateness of the materials, and how engaging the materials were (Figure 2). At least 83% of survey respondents strongly agreed or agreed with each question.

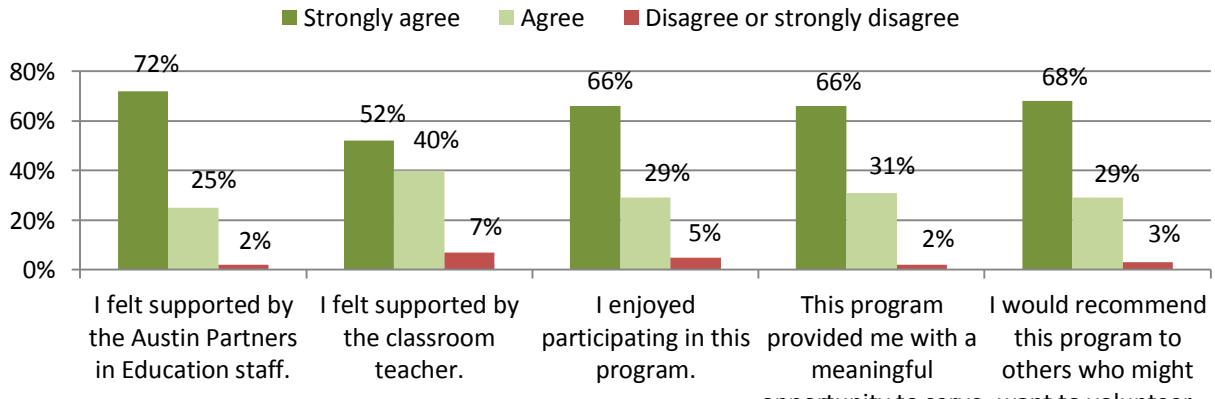
Figure 2. Volunteers' Training and Classroom Materials



Source. APIE Volunteer Survey, Spring 2013
Note. Response variables with fewer than 5 responses were collapsed to preserve confidentiality.

Survey respondents also had positive feedback about their overall volunteer experience (Figure 3). All questions about their overall experience received at least 92% strongly agree or agree answers. These questions covered topics of staff support, teacher support, and overall attitudes about the program.

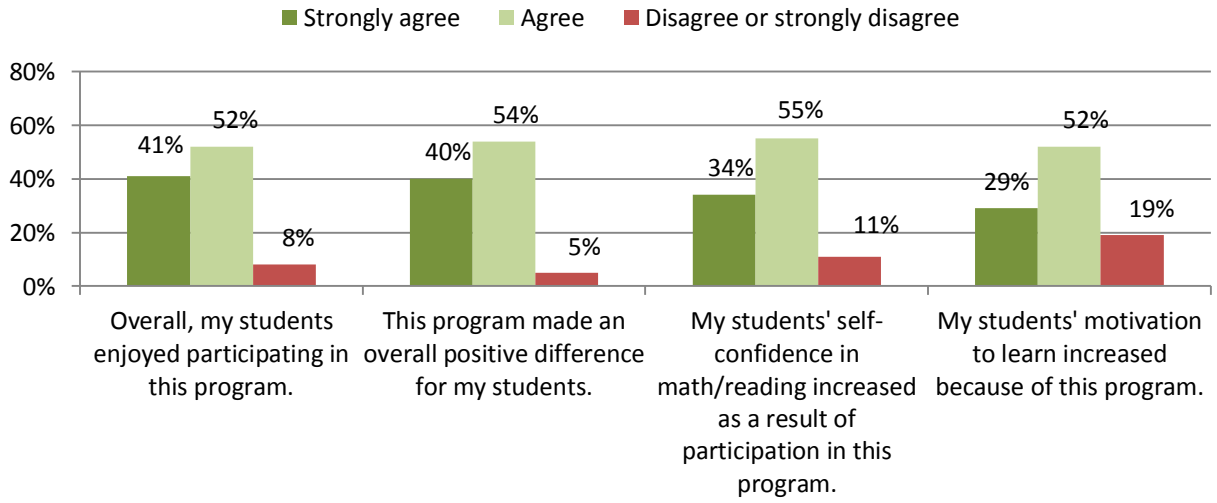
Figure 3. Volunteers' Overall Experience



Source. APIE Volunteer Survey, Spring 2013
Note Response variables with fewer than 5 responses were collapsed to preserve confidentiality.

Most volunteers responded positively when asked about the program's impact on their students (Figure 4). Ninety-five percent of the volunteers reported the program made a positive difference for students. The survey asked specifically about student enjoyment, overall impact, self-confidence, and motivation to learn.

Figure 4. Volunteers' Perception of Program Impact



Source. APIE Volunteer Survey, Spring 2013
Note. Response variables with fewer than 5 responses were collapsed to preserve confidentiality.

On open-ended responses, most volunteers wrote very positive statements about the program and their experiences. They described the helpfulness and professionalism of APIE staff, effective structure of the small group tutoring approach, and quality of the training and preparation. When asked to provide recommendations for improvement, they suggested improvements to the curriculum that would make it increasingly relevant and engaging for students. They also requested more preparation for working with struggling students and managing students' behaviors.

> "I like the community that APIE built around volunteering and the program. The materials are well prepared and sent out in enough time. The organization is great."
>
> **APIE Volunteer Survey, 2013**

> "I liked the training I received prior to starting tutoring, and that "read aloud" days were mixed in throughout the year. I could tell the program was working when my students wanted to read to ME during read aloud days! In addition, even though my schedule did not permit me to attend the additional social events APIE held, I liked that they were offered."
>
> **APIE Volunteer Survey, 2013**

Importantly, most volunteers perceived the program to be helpful for students. The volunteers enjoyed working with the students and developing relationships with them throughout the year. They talked about how excited students would be to see them each

week. Although most volunteers believed students were experiencing academic success and improvement throughout the year as they worked together, the volunteers stressed the importance of developing excitement and enjoyment in learning.

Focus Group

Volunteers and teachers indicated that APIE programs were well implemented and believed them to have positive outcomes for students; however, they also indicated room for improvement related to program curriculum and materials. This issue also was identified in the 2011–2012 evaluation, so DRE staff conducted three focus group discussions to explore curricular concerns and to aid APIE staff in making improvements to the Classroom Coaching curriculum and supporting materials. The purpose of these discussions was to identify aspects of the curriculum that worked well and those that needed improvement. The following questions guided the discussions:

> "I loved connecting with my kids. For 2 weeks, it was just one other girl and I, and it was amazing! She connected with me, afterwards trusted me so much more. As a result, I saw her try so much harder on the work and become interested in my life (of course I was equally excited about hers, asking about it all the time). I had a really amazing time with her."
>
> **APIE Volunteer Survey, 2013**

- Do you feel that the training provided by APIE staff prepared you well to use the coaching curriculum in the classroom? Why or why not?
- On a scale of 1 to 5, with 5 being the best, how would you rate the curriculum? Tell us more about your rating of the curriculum.
- What aspects of the curriculum did your students like the best? Why?
- What aspects of the curriculum were less engaging for your students? Why?

Although the focus group discussions with APIE volunteers focused on the curriculum, other themes emerged. Volunteers discussed training, volunteer commitment, teacher support, curriculum, and implementation. Their feedback was constructive and the tone of the discussions was supportive of the programs. A summary of their feedback follows.

- *Training*. Volunteers found the training provided at the beginning of the school year adequate and appreciated additional training tips and support provided throughout the year. Participants recommended additional training for new volunteers, more support throughout the year, and specific training about how to manage students' behaviors. Compañeros en Lectura volunteers found the "advanced" training very useful.
- *Commitment*. Participants suggested stressing the preparation and commitment required of volunteers during training. Many were grateful to get all the lessons up

front, which allowed them to prepare ahead of time. Some participants wanted the materials to be electronic, and thus more accessible.

- *Teachers' engagement*. Volunteers found teachers' engagement in the classroom to be critical. Some teachers did not appear to be engaged with the program. Focus group participants wanted teachers' assistance with managing students and information about students' learning needs.
- *Curriculum*. Views about the APIE curriculum were mixed. Participants highly rated curriculum activities that appealed to students' senses of humor or used hands-on experiences. Many suggested that the curriculum content be more engaging, include more project-based learning, be more relevant to students, and be less focused on test preparation. Others thought test taking was a beneficial skill. The APIE curriculum was not always considered to be at the appropriate level; some volunteers designed their own instructional activities. Volunteers found grammatical and typographical errors in the curriculum and recommended editing it.
- *Implementation*. Many volunteers wanted more time with the students. Participants were concerned about how students were grouped and wanted students of similar abilities to be grouped together. Volunteers wanted feedback to know what impact their participation had.

In summer 2013, APIE staff began to address the feedback collected in the focus group discussions. Three areas of focus group concern were prioritized for program improvement efforts, and the following section describes program improvement efforts that were implemented in late spring and summer of 2013.

APIE Response to Focus Group Recommendations

Teacher Engagement/Use of Time in the Classroom

For the 2013–2014 academic year, APIE has required all participating teachers to participate in a teacher training module prior to the beginning of the program year and to sign a teacher agreement. The training module informs new and returning teachers about

- key features of and changes to the Classroom Coaching programs;
- how APIE success is measured;
- expectations and roles of teachers, APIE staff, and volunteers in the classroom;
- best practices for implementing the program;
- ideas for demonstrating volunteer appreciation and strengthening volunteers' retention; and
- the curriculum used in their classroom.

APIE intends to set clear expectations up front for teachers to work in partnership to achieve the desired APIE program outcomes. In addition, senior APIE staff met with each school principal to discuss challenges associated with class cancellations and teacher engagement. Principals have been requested to spend time visiting APIE classrooms to ensure that the program is implemented with fidelity and that volunteers see campus leaderships' engagement.

> "I like that every student has a quality reading group experience at the same time. I have had wonderful, dedicated, and prepared volunteers through the years. The program has become very organized, with a constantly improved curriculum. Every year the program is better. My APIE facilitator comes each time and checks to make sure all needs are met. She emails each week in advance of the session. Students become acquainted with another adult in their lives who cares about them and helps them to improve. I have been pleased to have men and women volunteer in my classroom. Students look forward to the sessions."
>
> **APIE Teacher Survey, 2013**

Curriculum Content

Articulated concerns with curriculum content included quality of the printed materials, students' interest in the stories, and cultural relevancy of the stories in the reading programs. All printed materials for 2013–2014 have been reviewed for grammatical and typographical errors.

Additionally, the curriculum for the 2nd-grade Classroom Coaching/Compañeros en Lectura and the 6th-grade Classroom Coaching programs have been revised to include more high-interest stories and stories with greater cultural relevance. APIE program staff also removed stories that volunteers found questionable in terms of content and appropriateness.

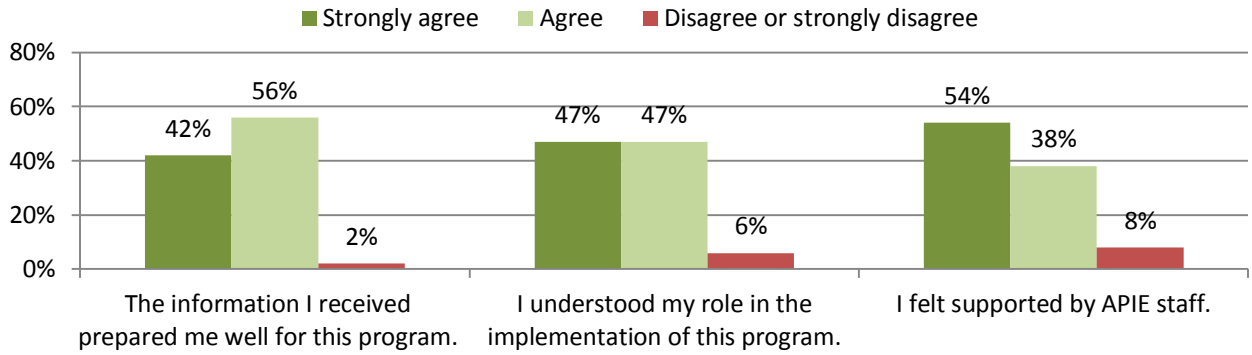
Volunteer Training

APIE continues to use weekly email alerts that are distributed to all volunteers as an opportunity to provide coaching support. Volunteers are invited to meet with their assigned program coordinator immediately following class times to debrief instructional methods and request additional support. Also, mid-year training on student engagement and motivation practices and advanced coaching methods are offered to all APIE volunteers.

Teacher Survey

Most teachers who completed a program survey responded positively to all survey questions. Ninety percent or more of the teachers strongly agree or agreed with items pertaining to their preparation for the program and the quality of APIE staffs' support (Figure 5). More than 90% of teachers also reported they were actively engaged in the program and that materials were provided in advance and were engaging for students (Figure 6). Teachers were satisfied with the quality of volunteer's coaching and thought this was a good use of class time (Figure 7).

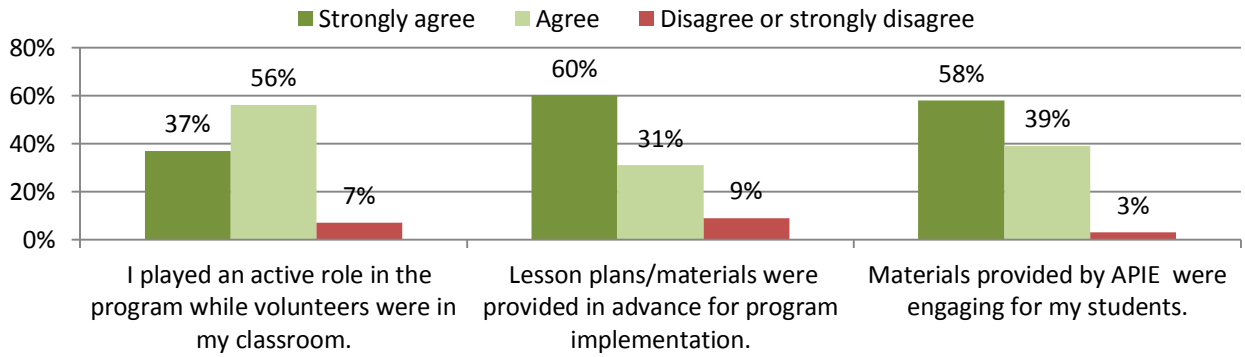
Figure 5. Teachers' Perceptions of Preparation and Support



Source. APIE Teacher Survey, Spring 2013

Note. Response variables with fewer than 5 responses were collapsed to preserve confidentiality.

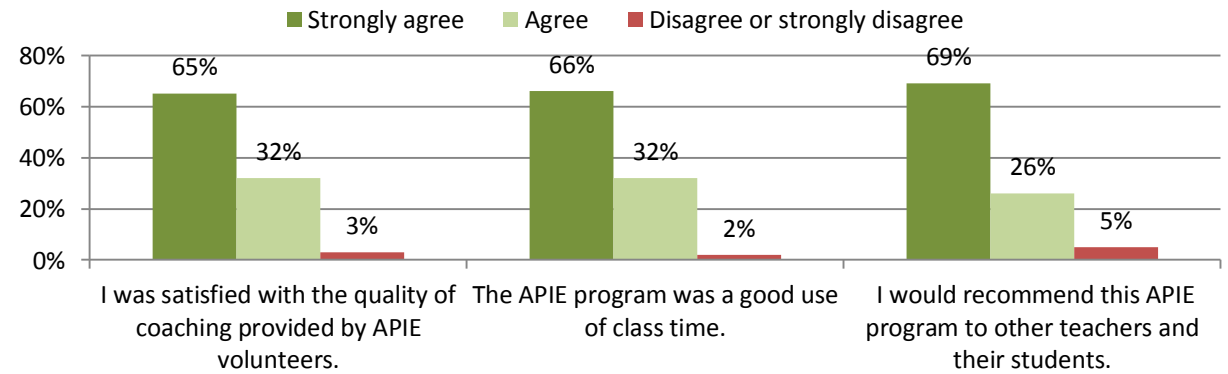
Figure 6. Teachers' Perceptions of Materials and Implementation



Source. APIE Teacher Survey, Spring 2013

Note. Response variables with fewer than 5 responses were collapsed to preserve confidentiality.

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

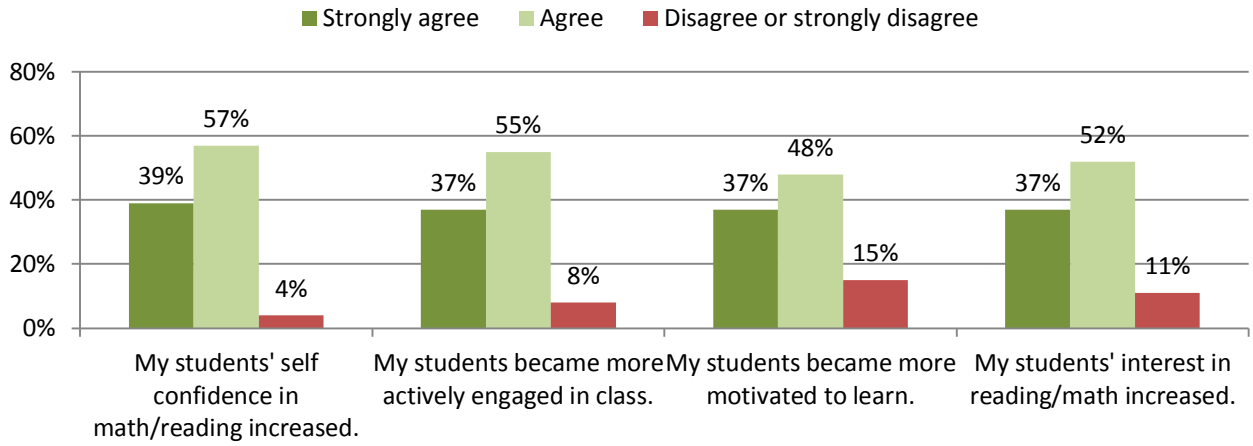


Source. APIE Teacher Survey, Spring 2013

Note. Response variables with fewer than 5 responses were collapsed to preserve confidentiality.

The final portion of the teacher survey asked teachers to indicate program outcomes for their students (Figure 8). More than 90% of teachers reported their students had increased their academic self-confidence and their engagement in learning. At least 85% of teachers thought their students had become more motivated and interested in learning.

Figure 8. Teachers' Perceptions of Students' Outcomes



Source. APIE Teacher Survey, Spring 2013
Note. Response variables with fewer than 5 responses were collapsed to preserve confidentiality.

> "I appreciated the professional manner in which the volunteers handled themselves. This group was also very caring about the students they were assigned. It seemed that each group was a perfect fit with each volunteer. The volunteers were highly responsible, attentive to student needs. I wish they were some way we could have cloned them. Excellent bunch of people, wish they could come back next year."
>
> **APIE Teacher Survey, 2013**

In open-ended responses, teachers were overwhelmingly positive in their comments about the program. Teachers liked the small group approach to the tutoring and the quality of the content provided in APIE's tutoring materials. They reported the volunteers were professional, enthusiastic, flexible, and caring. Not many teachers shared recommendations for the program. However, the few who did suggested that volunteers should be more consistent in their attendance and suggested aligning some lessons more closely with what was being taught in the classroom.

What does this mean? A discussion of volunteer and teacher survey results

Discussion of Results

Overall, the volunteer and teacher surveys revealed the program was well implemented and yielded positive results for students. APIE staff set a goal of 90% agreement for each survey response, and the target was met or exceed for almost every survey item. In the area of

program implementation, only one question on the volunteer survey did not meet the target of 90% of agreement: providing engaging materials for students received only 83% agreement.

> "I really enjoyed the small ratio reading groups. Being as the groups were tailored to meet their needs by reading (DRA) level, I saw a great amount of confidence from all students."
>
> **APIE Teacher Survey, 2013**

In response to the survey results and recommendations in the 2011–2012 APIE evaluation report, APIE staff began to make curricular improvements. A focus group was conducted to elicit more detailed information and to help inform curricular improvements. After additional information was collected, APIE began to make changes according to the recommendations provided by volunteers. This quick response to volunteers' concerns showed a commitment to ongoing improvement of the program, volunteer satisfaction, and student outcomes. The immediate staff response is important because studies have found when volunteers report that a program is well implemented and feel their experiences are satisfying and important, they are more likely to keep coming back and advocating for the program (Lynch, 2000).

It was clear from the open-ended survey responses that most volunteers were committed to and cared about the students they served. This care and concern may translate to academic improvement for the student. When a tutor displays a genuine interest in a student's life, the effects of the tutoring improve (Cobb, 1998). Initial meetings between tutors and tutees offer important opportunities to learn about a student's ability, learning style, personality, and willingness to engage in the tutoring process (Valkenburg, 2010). Successful tutors regularly took the first few minutes of the tutoring session to "chat" with the student about life in and out of school.

The generation of students' motivation and excitement about learning is also important. Research shows that students with positive attitudes toward reading are more motivated to engage in reading (Baker & Wigfield, 1999). Children who become intrinsically motivated will sustain life-long learning.

Furthermore, most volunteer and teacher survey responses indicated positive outcomes for students. Although the percentages of volunteers and teachers reporting increased academic self-confidence and motivation were lower than the percentages strongly agreeing or agreeing in response questions pertaining to program implementation, the results were considered desirable. As noted earlier in the report, 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 et al., 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 a student survey, and academic outcomes were measured by district and state 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 self-confidence, engagement, and academic outcomes change for APIE 2nd-grade participants?

2nd-Grade Reading Participants

Thirteen elementary schools took part in APIE's Classroom Coaching program: Allison, Blanton, Brooke, Brown, Dawson, Oak Springs, Odom, Pecan Springs, Sanchez, Sims, St. Elmo, Walnut Creek, and Wooten Elementary. Approximately, 436 2nd graders participated in the Elementary Reading (English) program, and 427 2nd graders participated in Compañeros en Lectura. Demographic summaries of the 2nd graders who participated in each program are provided in Tables 1 and 2.

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

Elementary reading students		Gender		Ethnicity				Other		
		Male	Female	Hispanic	Black	White	Other	Economically disadvantaged	English language learner	Special education
%	100%	49%	51%	68%	21%	8%	3%	93%	19%	9%
#	436	214	222	297	91	36	12	407	81	41

Source. AISD student enrollment records, 2012–2013

Table 2. Austin Partners in Education (APIE) Compañeros en Lectura Demographic Information

Compañeros en Lectura students		Gender		Ethnicity				Other		
		Male	Female	Hispanic	Black	White	Other	Economically disadvantaged	English language learner	Special education
%	100%	52%	48%	--	--	--	--	99%	99%	5%
#	427	223	204	--	--	--	--	423	422	22

Source. AISD student enrollment records, 2012–2013

Note. Subgroups with fewer than 5 students were collapsed or not shown to preserve confidentiality.

Elementary Reading Survey Results

The survey of elementary reading students yielded positive results in the area of academic self-confidence (Table 3). On a scale from 1 to 4, the average pre-survey score was 3.27 and the average post-survey score was 3.61. Although their academic self-confidence was considered good at the beginning of the year, it increased significantly over the course of the year.

In the areas of behavioral and emotional engagement, no significant differences existed between the mean pre- and post-program scores. The pre-survey average for behavioral engagement was 3.60, and the post-survey average was 3.67. The pre-survey average for emotional engagement was 3.52, and the post-survey average was 3.48. It should be noted that although no difference was found between the beginning and end of the school year, the average pre- and post-survey scores were both greater than "3" and considered desirable.

In the area of student behavioral and emotional disaffection, the average scores decreased from the beginning to the end of the year. Although the decrease was a desired outcome, no significant difference existed in either behavioral or emotional disaffection between the mean pre- and post-program scores. The pre-survey average for behavioral disaffection was 2.21, and the post-survey average was 2.08. The pre-survey average for emotional disaffection was 1.96, and the post-survey average was 1.86.

Table 3. Summary of Survey Responses for Austin Partners in Education (APIE) Elementary Reading Students

Index	Mean score pre-survey	Mean score post-survey
Academic self-confidence	3.27	3.61*
Behavioral engagement	3.60	3.67
Emotional engagement	3.52	3.48
Behavioral disaffection	2.21	2.08
Emotional disaffection	1.96	1.86

Source. APIE Student Survey, 2012–2013

Note. Survey scale ranged from 1 to 4, with 4 the most desirable response for academic self-confidence and engagement indices and 1 the most desirable response for the disaffection indexes.

* Statistically significant ($p < .05$)

Overall, the survey results for 2nd-grade students revealed a significant increase in academic self-confidence over the course of the year and demonstrated that students had desirable levels of engagement and disaffection. The positive combination of these constructs are encouraging because children who are confident and engaged and have low levels of disaffection are more likely to experience higher levels of teacher engagement and academic success over the course of their schooling.

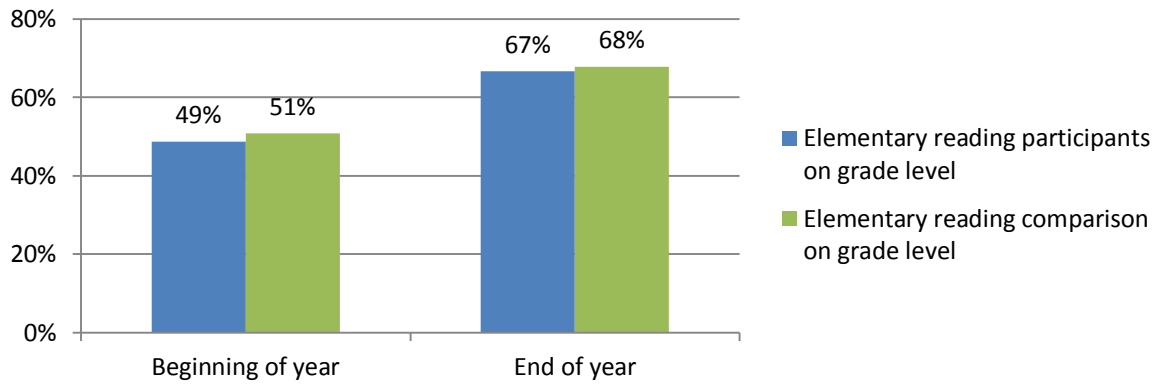
Elementary Reading Assessment Results

The DRA was used to describe the reading outcomes for 2nd-grade students participating in APIE's elementary reading program and a matched comparison group. The expectation of the program was that more program participants would meet grade-level standards at the end of the year than did so at the beginning of the year. Additionally, it was expected that a higher percentage of program participants than of matched comparison group participants would meet grade-level expectations at the end of the year.

The analysis of DRA scores from the beginning of the year to the end of year indicated a greater percentage of students were reading on grade level at the end of the year than did so at the beginning of the year. The increase in the percentages of students on grade level from beginning of year to end of year was similar for both APIE participants and the matched comparison group (Figure 9).

Additionally, the participation level of the APIE 2nd-grade reading students was explored to determine whether students with higher levels of program participation, measured in minutes, experienced greater outcomes than did those with lower levels of participation. In these regression analyses, demographic variables were considered. The total number of minutes in Classroom Coaching was found to significantly influence whether a student was reading on grade level at the end of the year. However, it is not clear whether the total number of minutes participating in the APIE reading program was also reflective of the student's overall school attendance rate.

Figure 9. Elementary Reading Developmental Reading Assessment (DRA) Results, Beginning of Year to End of Year



Source. AISD DRA assessment data, 2012–2013

Compañeros en Lectura Results

The survey of 2nd-grade students participating in Compañeros en Lectura also revealed positive results. In the area of academic self-confidence (Table 4), a significant, positive difference existed between the mean pre- and post-program scores, from a pre-survey average of 3.25 to a post-survey average of 3.57.

No significant difference existed between the mean pre- and post-program scores for either behavioral or emotional engagement. The pre-survey average for behavioral engagement was 3.52, and the post-survey average was 3.63. The pre-survey average for emotional engagement was 3.54, and the post-survey average was 3.65.

Students in the Compañeros program experienced a significant decrease in both behavioral and emotional disaffection with learning from the beginning to the end of the program. The pre-survey average for behavioral disaffection was 2.38, and the post-survey average was 2.13. The pre-survey average for emotional disaffection was 2.10, and the post-survey average was 1.84.

Table 4. Summary of Survey Responses for Austin Partners in Education (APIE) Compañeros en Lectura Participants

Index	Mean score pre-survey	Mean score post-survey
Academic self-confidence	3.25	3.57*
Behavioral engagement	3.52	3.63
Emotional engagement	3.54	3.65
Behavioral disaffection	2.38	2.13*
Emotional disaffection	2.10	1.84*

Source. APIE Student Survey, 2012–2013
Note. 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 ($p < .05$)

Compañeros en Lectura Reading Assessment Results

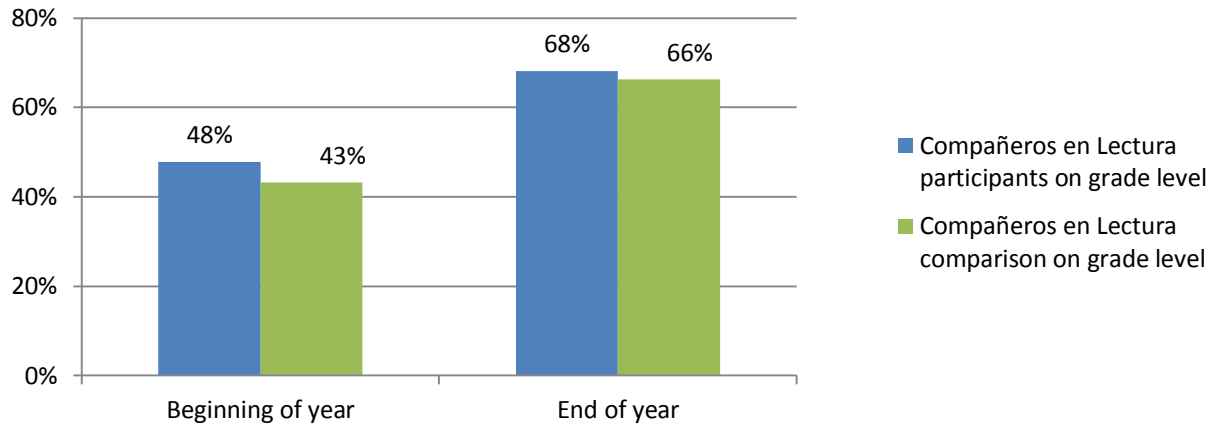
The DRA was used to describe the reading outcomes for 2nd-grade students participating in APIE's Compañeros en Lectura Program and a matched comparison group. Again, the expectation of the program was that more program participants would meet grade-level standards at the end of the year than at the beginning of the year. Additionally, it was expected that a higher percentage of program participants than of matched comparison group participants would meet grade-level expectations at the end of the year.

The analysis of DRA scores from the beginning of the year to the end of year indicated a greater percentage of Compañeros students were reading on grade level at the end of the year

than did so at the beginning of the year. The increase in the percentages of students on grade level from beginning of the year to end of the year was similar for both APIE's Compañeros participants and the matched comparison group (Figure 10).

The participation level of the APIE's Compañeros participants was explored to determine whether students with higher levels of program participation experienced better outcomes than did those with lower levels of participation. The total number of minutes was found to significantly influence whether a Compañeros student was reading on grade level at the end of the year. This finding may be related to the student's overall attendance rate.

Figure 10. Compañeros en Lectura (CEL) Developmental Reading Assessment Results



Source. AISD Developmental Reading Assessment (DRA) assessment data, 2012–2013

What does this mean? A discussion of results for 2nd-grade students

Students in both reading programs experienced a significant increase in academic self-confidence over the course of the program. Although neither behavioral nor emotional engagement changed significantly for either group from the beginning to the end of the program, average engagement scores started high, with the lowest pre-survey engagement score at 3.52 out of 4. This means participating students maintained a high level of engagement throughout the school year.

Results for students participating in APIE's Compañeros en Lectura Program should be carefully considered. In the pre-survey, disaffection scores for students in the Compañeros Program were higher than were those of students in the English program. At the end of the year, no significant difference existed in the average survey scores of students in the English and Compañeros Programs. It is not clear whether students' language development over the course of the year or program participation may have contributed to the significant difference between pre- and post-survey disaffection scores for Compañeros en Lectura participants.

Notably, the teacher and volunteer survey results indicated that many students were engaging with a positive, enthusiastic, caring adult in their small reading groups. Putman and Walker (2010) found a connection between engagement, motivation, and self-confidence for students involved in a reading tutoring program. Thus, the significant increase in academic self-confidence should be considered an important outcome of both programs. Academic self-confidence focuses on students' belief in their abilities to do their schoolwork and to be successful at it. Students who have assurance in their academic abilities are more likely to work harder, continue with difficult tasks, and reach higher levels of academic achievement than are students who exhibit lower levels of academic self-confidence (Linnebrink & Pintrich, 2002; Suarez-Orozco et al., 2009). Influencing students' academic self-confidence at a young age could possibly benefit students for the rest of their academic years and beyond.

APIE 2nd-grade students participating in the English and Spanish versions of APIE's Classroom Coaching program experienced similar academic results, and those results were similar to results for non-participants. Significantly greater percentages of the APIE students met grade-level expectations at the end of the year than at the beginning of the year. However, the percentages of APIE students and of students in the matched comparison group who were on grade level at the beginning and the end of the year were similar. A greater amount of time in the program significantly increased the likelihood that a student would be on grade level at the end of the year, though this may have been a function of greater overall school attendance.

The academic results for APIE 2nd-grade students are not surprising, given some of the research on the outcomes of tutoring programs. Bray (2001) argued that research on the outcomes of tutoring programs has been mixed. Results of tutoring programs depend 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).

Recommendations

Given the positive reports from teacher and volunteers, the positive student survey results, and students' academic outcomes, recommendations for program improvement are provided for consideration. Leal (2003) drew on multiple studies to outline best practices of tutoring in "Characteristics of Successful Literacy Tutoring." The most effective tutoring programs have three common factors: many opportunities to read authentic materials; many applications of reading integrated with authentic writing experiences; and highly motivating reading and writing activities related to students' interests and abilities by caring tutors. APIE staff should continue to adjust their curriculum based on feedback from teachers, tutors, and students regarding what would motivate students and result in the best outcomes for tutees.

Furthermore, the 30 to 45 minutes of tutoring time provided by APIE to students in small groups falls short of what is recommended in the research literature. At least 1.5 to 2 hours per week of tutoring services per week are needed to ensure students benefit from a tutoring program (Wasik, 1998). APIE may want to consider ways to ensure commitment from volunteers and expand time spent tutoring.

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

Middle School Reading

Two schools took part in APIE's Classroom Coaching program: Burnet and Webb Middle Schools. Each of these schools offered the program in reading/English language arts. An estimated 396 6th graders participated in the program. A demographic summary of the students who participated is provided in Table 5.

Table 5. Austin Partners in Education (APIE) Middle School Reading Demographic Information

Middle school reading students		Gender		Ethnicity				Other		
		Male	Female	Hispanic	Black	White	Other	Economically disadvantaged	English language learner	Special education
%	100%	48%	52%	84%	10%	5%	1%	98%	66%	16%
#	396	189	207	334	39	18	5	389	261	65

Source. AISD student enrollment records, 2012–2013

Middle School Reading Survey Results

Survey results for middle school reading students differed from those of elementary students (Table 6). Overall, no significant difference existed between academic self-confidence pre- and post-program mean scores. The pre-survey mean score was 3.28, and the post-survey mean score was 3.34. However, the difference between pre- and post-program mean scores was significant and positive for ELLs, increasing from 3.24 to 3.37.

In the area of student engagement, significant differences were found between the mean pre- and post-program engagement scores (Table 6). Overall, students had a pre-survey behavioral engagement average of 3.36 and a post-survey average of 3.20. Also, significant differences existed between the mean pre- and post-program emotional engagement scores, ranging from a pre-survey average of 3.04 to a post-survey average of 2.91. The significant differences were attributable to the responses of non-ELLs only; no significant difference existed in mean engagement scores for ELLs. Although a significant decrease occurred in

engagement, these results indicate that on average, APIE participants remained engaged throughout the year; however, they were less engaged at the end of the year than they were at the beginning.

An overall significant difference also existed between the mean pre- and post-program behavioral disaffection scores. These results indicate that APIE participants became more disaffected from the beginning to the end of the year. The increases in disaffection were attributable to the responses of female participants and for non-ELLs because the changes in their responses were significant. Male participants and ELLs did not become more disaffected with learning over time.

No significant difference existed between mean emotional disaffection scores for pre- and post-program results overall. The average pre-survey score was 2.47, and the average post-survey score was 2.50. However, a increase in mean scores was significant for female participants, meaning they became more disaffected with learning over time.

Table 6. 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	3.28	3.34
Behavioral engagement	3.36	3.20*
Emotional engagement	3.04	2.91*
Behavioral disaffection	2.37	2.45*
Emotional disaffection	2.47	2.50

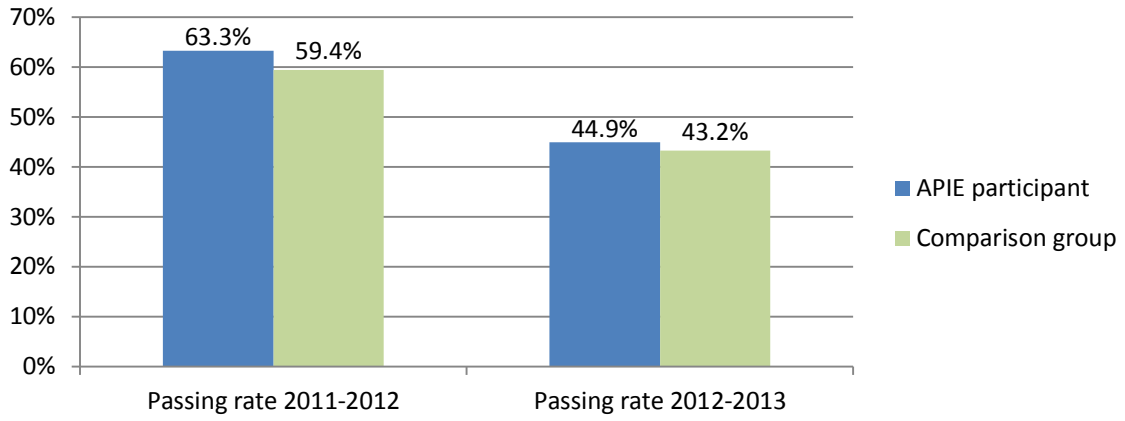
Changes were influenced by the responses of the female and non-ELL program participants. Details are provided in the narrative preceding Table 6.

Source. APIE Student Survey, 2012-2013
Note. 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 ($p < .05$).

Middle School Reading STAAR Results

In 2012–2013, APIE middle school student performance on the STAAR reading test was examined. No significant difference was found between the APIE participants and the comparison group with respect to the percentage of students passing the STAAR reading exam at the passing standard for the STAAR exams set for 2012–2013 (Appendix B). A statistical analysis was completed to determine whether the STAAR reading passing rate increased with an increased number of days of participation in APIE's middle school reading program. The increased amount of students' participation was found to be a significant influence on whether they met the reading passing standard at the end of the year.

Figure 11. State of Texas Assessments of Academic Readiness (STAAR) Reading Passing Rates for Austin Partners in Education (APIE) Participants and Comparison Group

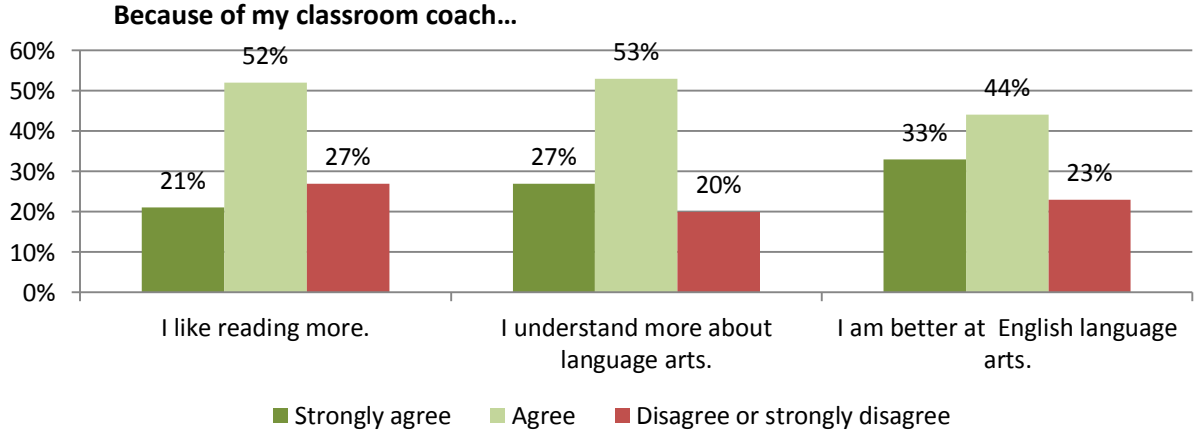


Source. AISD STAAR reading data, 2012–2013

Perceived Influence of APIE Volunteers

At the end of the school year, three additional questions were added to the middle school student survey to describe the influence of the classroom coach on student outcomes. Most students reported that their classroom coach influenced the academic success they experienced in their reading/English language arts classes.

Figure 12. Influence of Austin Partners in Education (APIE) Volunteers, as Perceived by Middle School Reading Participants



SSource. APIE Teacher Survey, Spring 2013
Note. Response variables with fewer than 5 responses were collapsed to preserve confidentiality.

What does this mean? A discussion of results for middle school reading students

Discussion of Results

The survey results for APIE's middle school reading program participants differed from those at the elementary level and within the middle school student subgroups. It appeared that any influence APIE may have had on students' engagement was larger for ELLs, who comprised 38% of middle school reading participants, than it was for non-ELLs. Unlike their peers, ELL participants experienced a significant increase in academic self-confidence, did not experience a decrease in behavioral or emotional engagement, and did not become more behaviorally or emotionally disaffected with learning. It is possible that participation in the APIE reading program prevented these students from becoming less engaged and disaffected.

Female program participants experienced the decrease in engagement in the same way as their peers. However, unlike the male participants, they also experienced an increase in disaffection with learning. It is unclear why this was the case, but the findings point to a need to focus more on engaging the female students.

Although non-participants did not take this pre- and post- survey, the district's annual Student Climate Survey includes the same questions for academic self-confidence and also includes questions regarding students' engagement. In the comparison of academic self-confidence scores for 5th graders in the vertical teams of Webb and Burnet Middle Schools in the 2011–2012 school year and for 6th graders at Burnet and Webb in 2012–2013, it was evident that scores were lower for 6th graders than for 5th graders. The same was true for measures of student engagement: scores for 6th graders at Webb and Burnet Middle Schools were lower than were scores for 5th graders the previous year at feeder elementary schools. A similar pattern was evident on a district-wide basis. At least for the last 5 years, academic self-confidence and student engagement scores decreased from elementary to middle school (Ibanez, 2012; Lamb, 2013).

Therefore, the fact that academic self-confidence did not decrease for non-ELLs and actually increased significantly for ELL participants could indicate that APIE influenced this metric. All APIE students experienced a significant decrease in behavioral engagement over the school year. Non-ELLs also experienced a significant decrease in emotional engagement and a significant increase in behavioral disaffection. Would these declines in engagement have been greater had APIE not been present? It is possible this could have been the case, but it is not determinable without comparison group survey results.

It did not appear that students' participation in the APIE program significantly influenced STAAR reading passing rates. Although a higher percentage of APIE students than of students in the matched comparison group met the passing standard in reading, the difference

was not significant. Also, the increase in the passing rate based on the number of days of participation in APIE may only indicate that students who attended school more often received better scores than did those who attended less.

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

APIE Middle School Math Participation

Six middle schools took part in APIE's Classroom Coaching program in math: Burnet, Covington, Dobie, Martin, Mendez, and Webb Middle Schools. Eight hundred and twelve 8th graders participated in the program. Demographic summaries of the students who participated are provided in Table 7.

Table 7. Austin Partners in Education (APIE) Middle School Math Demographic Information

Middle school math students		Gender		Ethnicity				Other		
		Male	Female	Hispanic	Black	White	Other	Economically disadvantaged	English language learner	Special education
%	100%	51%	49%	82%	10%	5%	2%	95%	42%	15%
#	812	413	399	668	84	41	19	771	343	122

Source. AISD student enrollment records, 2012–2013

Middle School Math Survey Results

Overall, a significant difference existed between the mean pre- and post-program academic self-confidence scores, ranging from a pre-survey average of 3.18 to a post-survey average of 3.29 (Table 8). These results indicated an increase in academic self-confidence for APIE participants. The overall difference was influenced by the responses from girls because changes in academic self-confidence were only significant for them and not for boys. Also, the difference was found significant for ELLs and not for non-ELLs.

The outcomes for behavioral and emotional engagement were mixed. Overall, no significant difference existed between the mean pre- and post- survey scores for behavioral engagement (Table 8). However, when the data were disaggregated by student group, behavioral engagement scores were found to have significantly increased for participating girls and for ELLs. Overall, no significant difference existed between the mean pre- and post-program scores for emotional engagement.

Finally, no significant difference existed between the mean pre- and post-program scores for either behavioral or emotional disaffection. The pre-survey average for behavioral

disaffection was 2.46, and the post-survey average was 2.47. The pre-survey average for emotional disaffection was 2.54, and the post-survey average was 2.48.

Table 8. 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	3.18	3.29*
Behavioral engagement	3.14	3.17
Emotional engagement	2.98	2.99
Behavioral disaffection	2.46	2.47
Emotional disaffection	2.54	2.48

Changes were influenced by the responses of the female and ELL program participants. Details provided in the narrative preceding Table 8.

Source. APIE Student Survey, 2012–2013
Note. 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 ($p < .05$).

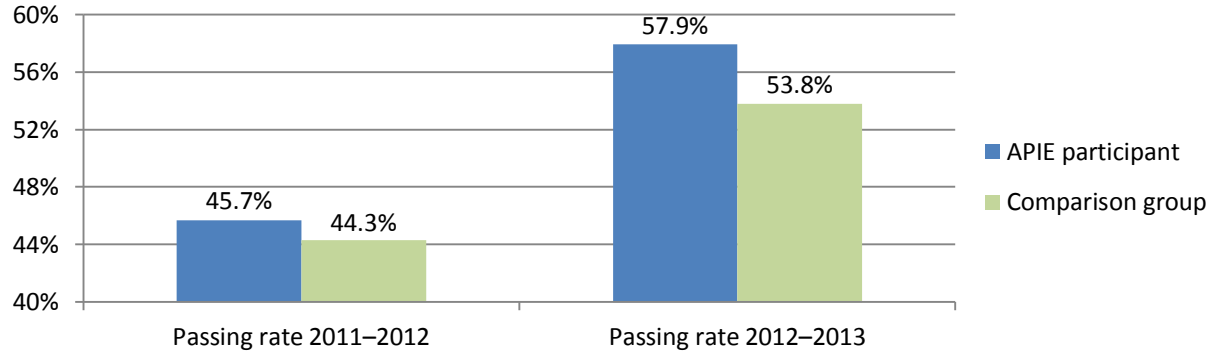
Perceived Influence of APIE Volunteers

At the end of the school year, three additional questions were added to the student survey to describe the influence of the classroom coach on student outcomes. Unfortunately, an error occurred in the survey administration in APIE's Classroom Coaching program in middle school math classrooms, and the items pertaining to the influence of the classroom coach on student outcomes in math were not included in most surveys. Only 20 students answered these questions. Due to the low response on these items, they were excluded from the evaluation.

Middle School STAAR Math Test Results

One of the objectives of the APIE Classroom Coaching program was to increase the percentage of students meeting the passing standard for the STAAR exams in 2012–2013. Although a greater percentage of APIE middle school math participants than of students in the matched comparison groups met the math passing standard, the difference was not significant. A statistical analysis was completed to determine whether the amount of program participation significantly influenced whether a student met the passing standard on the STAAR math test. The results indicated that the passing rate did indeed increase as their school attendance rate increased. Thus, greater school attendance was significantly related to the likelihood of passing the test.

Figure 13. State of Texas Assessments of Academic Readiness (STAAR) Math Passing Rates for Austin Partners in Education (APIE) Participants and Comparison Group



Source. AISD STAAR Math data, 2012–2013

What does this mean? A discussion of results for middle school math students.

Discussion of Results

The survey results revealed differences between program participants. Participating girls and ELLs experienced significant increases in academic self-confidence and behavioral engagement during the school year. These results also were compared with the district's Student Climate Survey results. On the district's Student Climate Survey, 8th graders in 2012–2013 had lower average academic self-confidence and engagement scores than they did as 7th graders the previous school year. Therefore, although boys and non-ELLs did not experience increases in these measures, the fact that they did not experience decreases may indicate that APIE influenced these metrics for all its math program participants.

Participation in the APIE program did not appear to significantly influence STAAR math passing rates. Also, as with the middle school reading program, the increase in the passing rate based on the number of days of participation in APIE may only indicate that students who attended school more often achieved better scores than did those who attended less. This is a positive finding because greater student attendance rates were associated with better academic outcomes.

Recommendations

Given the results for APIE's middle school reading and math programs, recommendations for program improvement are provided for consideration. As recommended for the elementary level, materials and curriculum should be reviewed and improved to include opportunities to use authentic materials and engage in highly motivating reading and math activities related to students' interests and abilities by caring classroom coaches. This process

has already begun and should be continued based on feedback from teachers, tutors, and students regarding what would motivate students and result in the best outcomes.

Again, the 30 to 45 minutes of tutoring time provided by APIE to students in small groups falls short of what is recommended in the research literature. Structured instruction requires tutors who are committed in attendance and a minimum of 1.5 to 2 hours per week is recommended to ensure students build a relationship with their tutor and have time to focus on learning needs. APIE may want to consider ways to expand time spent tutoring in middle school reading classes.

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 25 6th graders at Burnet and Webb Middle Schools. These students were selected based on their needs for literacy support. A description of their demographic information is provided in Table 9. This program was relatively small in relation to the other APIE programs, and results should be interpreted with caution.

Table 9. Austin Partners in Education (APIE) Step-Up Reading Demographic Information

Step-Up reading students		Gender		Ethnicity				Other		
		Male	Female	Hispanic	Black	White	Other	Economically disadvantaged	English language learner	Special education
%	100%	64%	36%	--	--	--	--	100%	64%	20%
#	25	16	9	--	--	--	--	25	16	5

Source. AISD student enrollment records, 2012–2013
Note. Subgroups with fewer than 5 students are not shown to preserve confidentiality.

Survey Results

The differences between pre- and post-program results cannot be reported for students in the Step-Up reading because of the small number of students completing both the pre- and post-surveys, and irregularities in survey administration.

Academic Results

Student outcomes of the STAAR reading test were examined to determine whether a greater percentage of APIE Step-Up Reading program students passed in comparison with the year prior and whether a greater percentage of APIE Step-Up reading students than of students in a matched comparison group passed. No significant difference existed between STAAR reading results of APIE participants and of student from a matched comparison group. Of the 24

APIE students who took the test, 17% passed. Of the 19 comparison group students who took the test, 16% passed. No students in the comparison group and one APIE student had passed the STAAR reading exam the previous year.

STEP-UP MATH

Step-Up math was provided for 7th and 8th graders at Burnet, Covington, and Webb Middle Schools. Of the 44 participants, 25 were 7th graders and 19 were 8th graders. As with Step-Up reading, these students were selected based on their needs for academic support in math. A description of their demographic information is provided in Table 10. This program was relatively small in relation to the other APIE programs, and results should be interpreted with caution.

Table 10. Austin Partners in Education (APIE) Step-Up Math Demographic Information

Step-Up math students		Gender		Ethnicity				Other		
		Male	Female	Hispanic	Black	White	Other	Economically disadvantaged	English language learner	Special education
%	100%	55%	45%	70%	14%	--	--	86%	23%	11%
#	44	20	24	31	6	--	--	38	10	5

Source. AISD student enrollment records, 2012–2013
Note. Subgroups with fewer than 5 students are not shown to preserve confidentiality.

Survey Results

The differences between pre- and post-program results cannot be reported for students in the Step-Up math program because of the small number of students completing both the pre- and post-surveys, and irregularities in survey administration.

Academic Results

Student outcomes of the STAAR math test were examined to determine whether a greater percentage of APIE Step-Up math students than of students in the year prior passed, and whether a greater percentage of APIE Step-Up math students than of students in a matched comparison group passed. Because the Step-Up math students were in two different grades, a separate comparison group needed to be created for each grade. No significant difference existed between STAAR math results for APIE participants and for students in a matched comparison group for either 7th or 8th graders. Of the 7th graders, 33% of APIE participants and 52% of nonparticipants passed the STAAR math test. Of the 8th graders, 84% of APIE participants and 86% of the comparison students passed the STAAR math test. As stated before, given the small number of students in each grade group, caution should be exercised in interpreting these results.

What does this mean? A discussion of results for middle school math students

Discussion of Results

Challenges in data collection and a small student population created barriers in evaluation. The lack of survey data for this group and the small number of participants in the program make drawing conclusions difficult. Most reliable statistical analyses require at least 30 observations. Although equivalent comparison groups were found, the small numbers would preclude drawing any definitive conclusions about the possible influences of the APIE program.

Recommendations

An increased number of Step-Up participants in each grade, and consistent survey administration, would make it possible to evaluate this program and also create a baseline from which to judge future results.

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 7 high schools in the 2012–2013 school year: Akins, Austin, Crockett, Lanier, LBJ, McCallum, and Travis High Schools. The APIE College Readiness Program served approximately 400 high school students who were eligible to graduate based on their TAKS scores but were not currently passing the more stringent college readiness standards on state or college admissions assessments. The tutoring took place during the students' senior year. Tables 11 and 12 describe APIE's College Readiness Program participants.

Table 11. Austin Partners in Education (APIE) College Readiness English Language Arts (ELA) Demographic Information

APIE college readiness ELA students		Gender		Ethnicity				Other		
		Male	Female	Hispanic	Black	White	Other	Economically disadvantaged	English language learner	Special education
%	100%	56%	44%	73%	12%	13%	2%	19%	2%	5%
#	275	153	122	200	32	37	6	51	5	15

Source. AISD student enrollment records, 2012–2013

Table 12. Austin Partners in Education (APIE) College Readiness Math Demographic Information

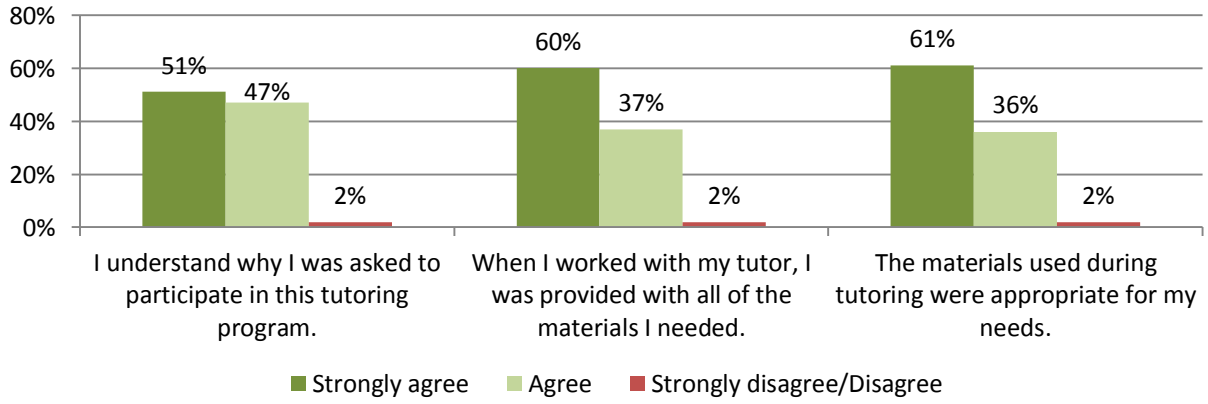
APIE college readiness math students		Gender		Ethnicity				Other		
		Male	Female	Hispanic	Black	White	Other	Economically Disadvantaged	English Language Learners	Special Education
%	100%	42%	58%	71%	17%	10%	--	21%	--	--
#	126	53	73	90	22	13	--	27	--	--

Source. AISD student enrollment records, 2012–2013

Surveys of APIE College Readiness Participants

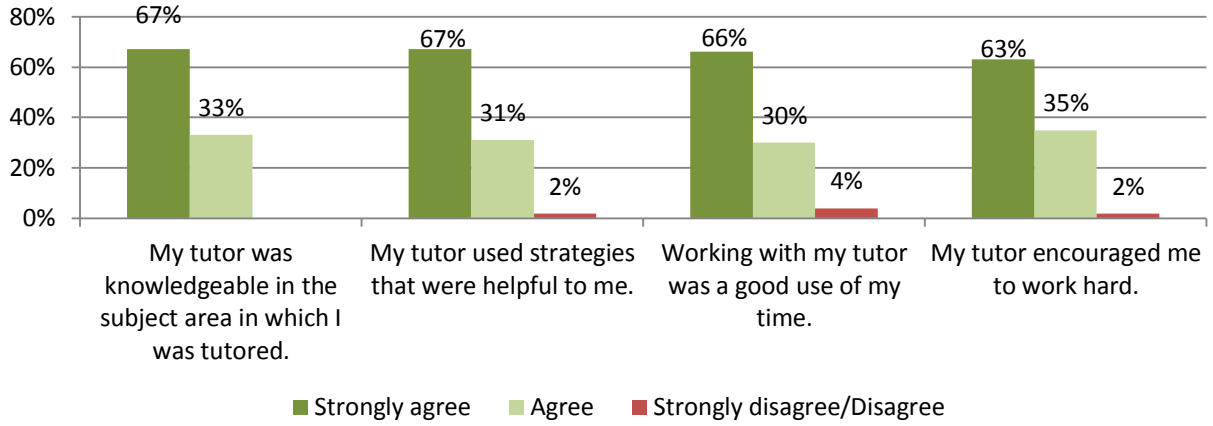
Upon their completion of the college readiness tutoring, seniors were asked to complete a survey to elicit their perceptions of program helpfulness, overall satisfaction, and perceptions of college readiness outcomes. The survey results were highly positive, with 90% or more students responding with *strongly agree* or *agree*. Students understood the purpose of the program and reported the materials were appropriate (Figure 14). They thought the tutors were knowledgeable and helpful (Figure 15). Although the amount of tutoring often depended on students' availability, 89% reported the amount of tutoring was "just right," and 7% of the seniors wished they could have had more tutoring. Most seniors reported a variety of outcomes as a result of the program (Figure 16), with increased interest in the subject matter reported by the lowest percentage of seniors (80%). Overall, 96% of the seniors reported the College Readiness Program made an overall positive difference in their lives.

Figure 14. Austin Partners in Education (APIE) Seniors' Perceptions of Program Purpose and Materials



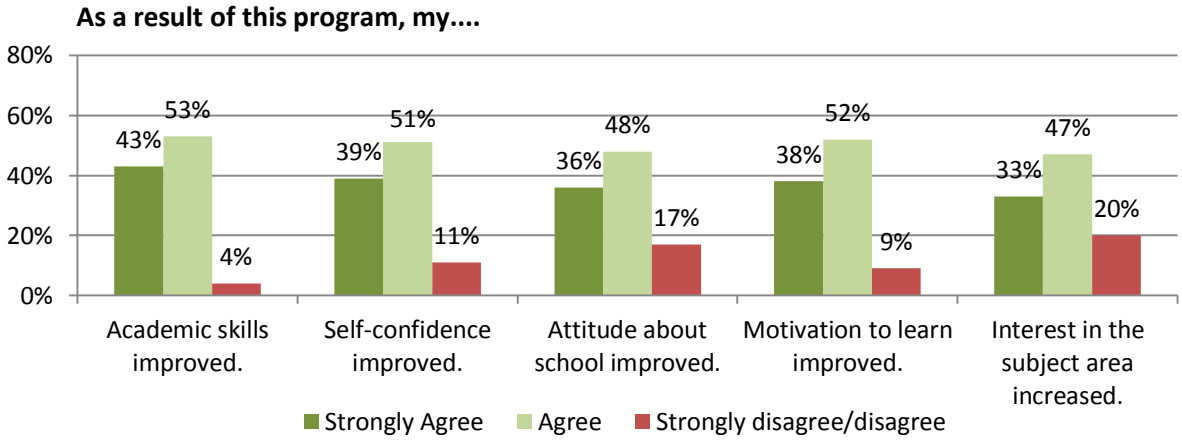
Source. APIE College Readiness Senior Survey, 2012–2013
Note. Responses related to disagreement were often fewer than 5 students and variables collapsed to preserve confidentiality.

Figure 15. Austin Partners in Education (APIE) Seniors' Perceptions of College Readiness Tutors



Source. APIE College Readiness Senior Survey, 2012–2013
Note. Responses related to disagreement were often fewer than 5 students and variables collapsed to preserve confidentiality.

Figure 16. Austin Partners in Education (APIE) Seniors' Perceptions of College Readiness Tutoring Outcomes



Source. APIE College Readiness Senior Survey, 2012–2013
Note. Responses related to disagreement were often fewer than 5 students and variables collapsed to preserve confidentiality.

In open-ended responses, the seniors provided positive accounts of their experiences. They were appreciative of their tutors and the supportive relationships that developed. Seniors liked the one-on-one tutoring and the scheduling flexibility and reported having a better understanding of the subject material in which they were

> "I absolutely loved the way my tutor welcomed me every single time. Her concern on my academic status and how everything was going for me. I liked the most that she always found ways to help me in college stuff, and she answered so many questions of which I didn't know the answer to. She gave me websites and books to refer to for help in SAT and ACT."
>
> **APIE College Readiness Program Survey, 2013**

tutored. Finally, seniors liked learning about what to expect as college students and liked being reminded of the preparation steps needed to become a college student in the future.

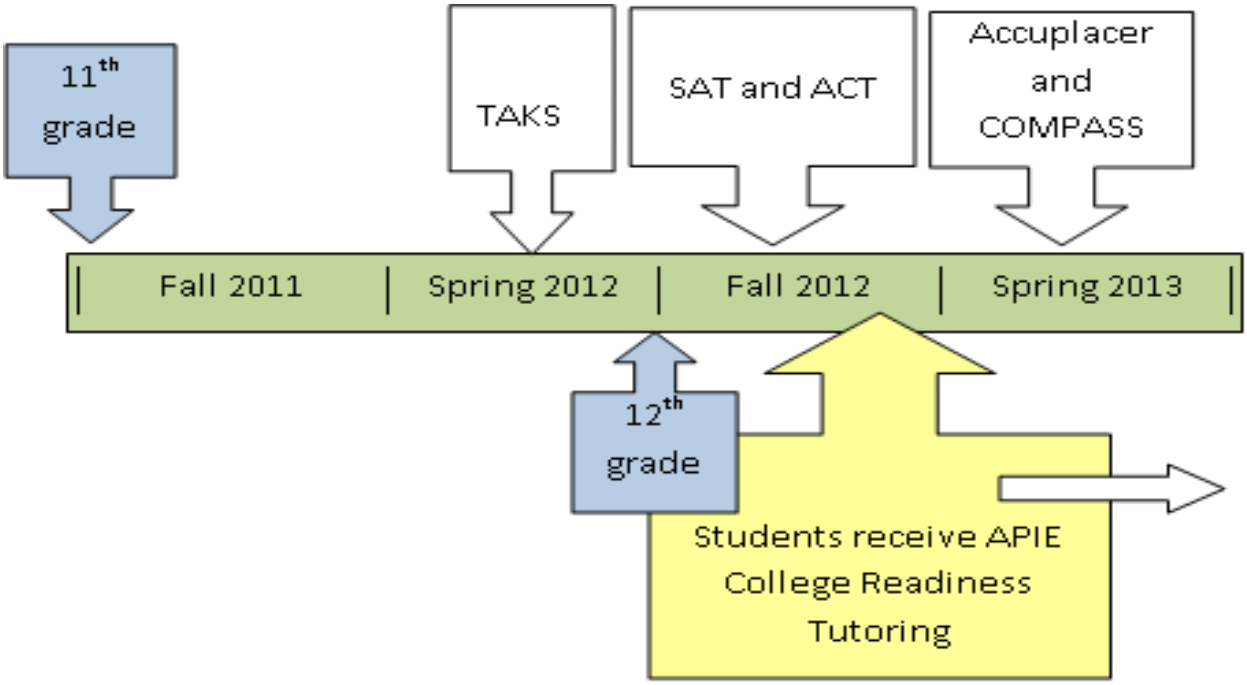
> "I liked how I gained more knowledge and how the time was spent went at my pace and not quicker which made it easier to gain more knowledge."
>
> **APIE College Readiness Program Survey, 2013**

> "I liked to be able to talk to someone who has had the college experience and gave advice about what expect and how to adjust."
>
> **APIE College Readiness Program Survey, 2013**

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. Typically, high school students take 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, students also may begin taking college admissions exams, such as the SAT or ACT. Figure 17 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 17. Summary of Testing Timeline and Tutoring, 2011–2013



To determine college readiness outcomes for APIE program participants, a matched comparison group of students was selected. APIE participants generally had met the TAKS passing standard (2100) but had not achieved a score signifying "college readiness" (2200). For the comparison group, students with TAKS scores between 2100 and 2200 were selected from the entire cohort of 2013 high school seniors at the district level. Based on standard deviations, two stratified random samples of students (i.e., one for ELA and one for math) were selected from campuses that participated in APIE's College Readiness Program. The students were then matched on key demographic characteristics (e.g., ELL status, economic status, and special education status). The two comparison groups were similar to the two test groups across all demographic factors. Because not all students completed all the tests, the sample size varied for each analysis.

What are college-ready criteria?

To be considered college ready, a senior must have met the college-ready criteria on the TAKS exit-level test, the SAT test, the ACT test, the COMPASS test, or the Accuplacer 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

Accuplacer: ≥ 78 on reading comprehension *or* ≥ 6 on written essay *or* ≥ 80 on sentence skills, if essay = 5

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

Accuplacer: ≥ 63 on elementary algebra

or

Compass: ≥ 39 on algebra

As depicted in the timeline, many of the APIE students and the matched comparison group took the ACT and/or SAT test before receiving APIE tutoring. These scores were not used in selection of the comparison group, but they are important in understanding the overall college readiness outcomes for APIE participants. In terms of the percentages of student meeting college readiness standards on the SAT and/or ACT, the students in the matched comparison group performed significantly better than did those who received APIE tutoring. This was consistent across all subject area tests and the composite scores.

As shown in Table 13, the percentage of students who met the SAT and/or ACT college-readiness criteria at the district level was significantly higher than either APIE's or the matched comparison groups'. Combined with TAKS ELA college-readiness outcomes (50.2% for the district and 0.4% for APIE ELA participants) and TAKS math college-readiness outcomes (61.2% for the district and 41.3% for APIE math participants), these figures contribute to the overall

higher proportion of students who were considered college ready at the district level, compared to those receiving tutoring from APIE (see Table 16).

Table 13. Students Meeting the College Readiness Standard on SAT and ACT Exams, 2012–2013

Subject area	Met college readiness standard					
	District		APIE		Matched comparison group	
SAT	% met standard	# tested	% met standard	# tested	% met standard	# tested
Math	22.8%	2,693	**	68	8.3%*	60
Verbal	22.3%	2,693	3.1%	161	35.8%*	137
ACT						
Math	11.9%	1,405	2.0%	49	7.7%*	26
English	11.8%	1,405	2.2%	92	32.4%*	68

Source. AISD SAT and ACT testing records provided by the College Board and ACT

* Statistically significant ($p < .05$)

** Results for fewer than 5 students were not reported to preserve student confidentiality.

Since most of the students who were participating in the College Readiness Program provided through APIE were preparing to take the COMPASS test, the outcomes for this test were examined apart from the combination of test scores that can be used to determine "college readiness." Students who received tutoring via APIE's College Readiness Program were significantly more likely than their non-APIE counterparts to have passed the COMPASS math, reading, writing, and essay tests (p<.001). Correspondingly, APIE participants also had significantly higher scores on all four tests (p<.001). In addition, APIE students also performed better than the district average on the COMPASS math, reading, writing, and essay tests.

Table 14. Austin Partners in Education (APIE), Districted, and Matched Comparison Group Students Meeting the College Readiness Standard on the COMPASS Exam, 2012–2013

Subject Area	Mean score			% met college readiness standard			N		
	District	APIE	Matched comparison group	District	APIE	Matched comparison group	District	APIE	Matched comparison group
Math	23.7	28.1*	20.7	7.8%	15.7%*	0.0%	332	89	28
Reading	69.5	78.2*	70.6	31.4%	54.7%*	24.1%	477	181	54
Writing	44.5	59.7*	44.5	34.4%	56.3%*	20.4%	445	174	49
Essay	4.9	5.4*	4.9	29.5%	50.0%*	15.7%	451	180	51

Source. Austin Community College, June 2013

Note. Although district-level scores were based on all AISD students who took the COMPASS test during the 2012–2013 academic year, APIE and non-APIE results were based only on those students attending high schools that offered APIE tutoring. For this reason, the sum of the APIE and non-APIE students is less than the district total.

* Statistically significant ($p < .001$)

Additionally, some of the College Readiness Program participants took the Accuplacer exam. APIE students performed significantly better than the district average on the Accuplacer math, reading, writing, and essay tests ($p < .05$). Fewer than five non-APIE students at the APIE campuses took the Accuplacer, and relatively few students took the exam district wide. Thus, caution must be exercised when interpreting the results of the Accuplacer math exam.

Table 15. Overall Mean Scores and Passing Rates for Austin Partners in Education (APIE), Districted, and Matched Comparison Group Accuplacer Test Takers, 2012–2013

Subject area	Mean score			% met college readiness standard			N		
	District	APIE	Matched comparison group	District	APIE	Matched comparison group	District	APIE	Matched comparison group
Math	42.4	50.3*	--	18.0%	29.2%*	--	133	24	--
Reading	65.4	80.3*	--	36.2%	63.6%*	--	185	44	--
Writing	72.6	84.6*	--	20.4%	45.7%*	--	188	48	--
Essay	3.7	4.3*	--	2.8%	4.3%	--	178	46	--

Source. Austin Community College, June 2013

Note. Results for fewer than 5 students were not reported to preserve student confidentiality.

* Statistically significant ($p < .05$)

Students' participation in APIE's College Readiness Program appeared to correspond positively and significantly to higher test scores and higher passing rates on the COMPASS and Accuplacer tests. This was particularly apparent for the ELA subject tests. Although tutoring dosages varied, the amount of time students received tutoring did not significantly correspond to their test scores or likelihood of passing the COMPASS or Accuplacer tests. This may be explained by the fact that the college readiness tutoring was based on a wide range of student needs, and students often determined how much tutoring they needed.

The overall goal of APIE's College Readiness Program was to increase the percentage of students meeting college readiness criteria. Looking across all measures (i.e., TAKS, SAT, ACT, COMPASS, and Accuplacer), APIE College Readiness Program participants did as well as seniors across the district in ELA in 2012–2013. A significantly greater percentage of College Readiness Program participants than of matched comparison group students met college readiness criteria in ELA (Table 15). However, in math, a significantly lower percentage of the students participating in APIE's College Readiness Program than of district and matched comparison group students met college readiness standards in math.

Table 16. AISD Seniors Who Met College-Ready Criteria Across All Measures in English Language Arts (ELA), Math, or Both Subjects, 2012–2013

College readiness subject area	2012–2013					
	District		APIE		Matched comparison group	
	#	%	#	%	#	%
ELA	4,146	67.2%	273	64.5%*	273	29.8%
Math	4,146	71.8%	126	16.7%*	126	43.7%
ELA and math	4,146	58.5%	399	48.1%	399	27.3%

Source. AISD Texas Assessment of Knowledge and Skills, SAT, ACT testing records, 2011–2012; COMPASS and Accuplacer test records provided by Austin Community College, 2012–2013
* Statistically significant ($p < .05$)

Considering the college readiness outcomes for students in 2011–2012, a direct comparison could not be made. College readiness data were only available for 58 of 243 College Readiness Program participants last year, and many of these students had met college-ready criteria on the TAKS before their participation. Additionally, it was not clear in which subject area(s) they received tutoring. This prevented the selection of an appropriate comparison group because it was unclear which APIE participants should be included in the distinct ELA and/or math categories.

What does this mean? A discussion of results for high school seniors

Discussion of Results

The results for the seniors participating in APIE's College Readiness Program were 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. Although the overall amount of tutoring students received varied according to individual needs, this did not appear to impede the success many students experienced. Compared with students across the district overall and a matched comparison group, the APIE students often did as well or better than their counter parts on the COMPASS and Accuplacer exams across all subjects. This may have been a function of program participation, the student's decision to participate in the program, or a combination of the two factors.

In the area of math, the academic outcomes for APIE participants were significantly lower than the academic outcomes of the matched comparison group and the district. Comparing each group's demographics, academic backgrounds, and self-reported post-graduation plans did not provide a clear explanation for these differences. These variances may have been a consequence of participants' personal characteristics for which no data were

available, the difficulties of math tutoring at the high school level, and/or program implementation.

In contrast with reading and ELA, math is potentially complicated by the fact that its component skills (e.g., algebra, geometry, and trigonometry) do not necessarily overlap (Fuchs, Fuchs, & Compton, 2012). That is, it is unclear whether strengthening a student's skills in one component will translate to stronger performances in other components. Within reading and ELA, learning and comprehension are often scaffolded, meaning that students' prior reading skills provide the foundation to support new reading knowledge. Within math, some skills are interconnected and build upon one another, but compared with reading, the components are more frequently discrete. Students may excel in one component but struggle in another.

Additionally, research has shown that when tutoring programs are implemented with strong fidelity to their defined procedures, student outcomes tend to be more positive (Munter, 2010). However, assessing fidelity of the APIE math tutoring program is not as simple as determining whether tutors adhere to a script. Due to the nature of the APIE program, which requires tutors to continually adjust their training to meet participants' current level of math knowledge, fidelity of the program must be measured by the extent to which tutors are able to understand students' ongoing needs.

In conclusion, 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 one-on-one tutoring in this program appeared to provide sessions tailored to fit each child's needs. With the use of the TAKS test to identify program participants and their learning needs, the tutoring was systematic and assessment based, even though it may not have been completely aligned with the exam for which students were preparing. The focus on student academic needs appeared to result in positive outcomes for program participants.

Recommendations

Although students' survey results and academic outcomes were largely positive, recommendations for program improvement are provided to expand the program's success. Systematic, assessment-based tutoring programs often result in the greatest gains for at-risk students. In the next year, APIE staff should plan for the changes in Texas state assessments and the redefinition of college readiness criteria. They might consider using the PSAT to identify students in their sophomore year, and begin to provide academic support earlier in their high school experience. This exam is administered to all AISD students and is designed to evaluate

students' skill levels. The additional preparation time may enhance students' learning outcomes.

To ensure the quality of individualized tutoring sessions, a certified specialist or teacher should assist tutors by assessing students' areas of need and providing tutors with feedback, strategies, and techniques to help them have a positive impact. Research studies also have found deliberate reflection by tutors can improve student outcomes. APIE may want to discuss reflective practices in tutor training. This may be especially important to address students' needs in math.

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?
- Did changes occur in students' academic self-confidence and students' engagement?
- Did participants experience positive academic outcomes as a result of their participation?

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, and this appeared to influence their feelings of academic self-confidence and engagement. Although academic outcomes for APIE participants were not always significantly greater than outcomes for their peers, positive influences on students' academic success may be still to come.

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. Three major recommendations were provided based on the overall results of the program evaluation.

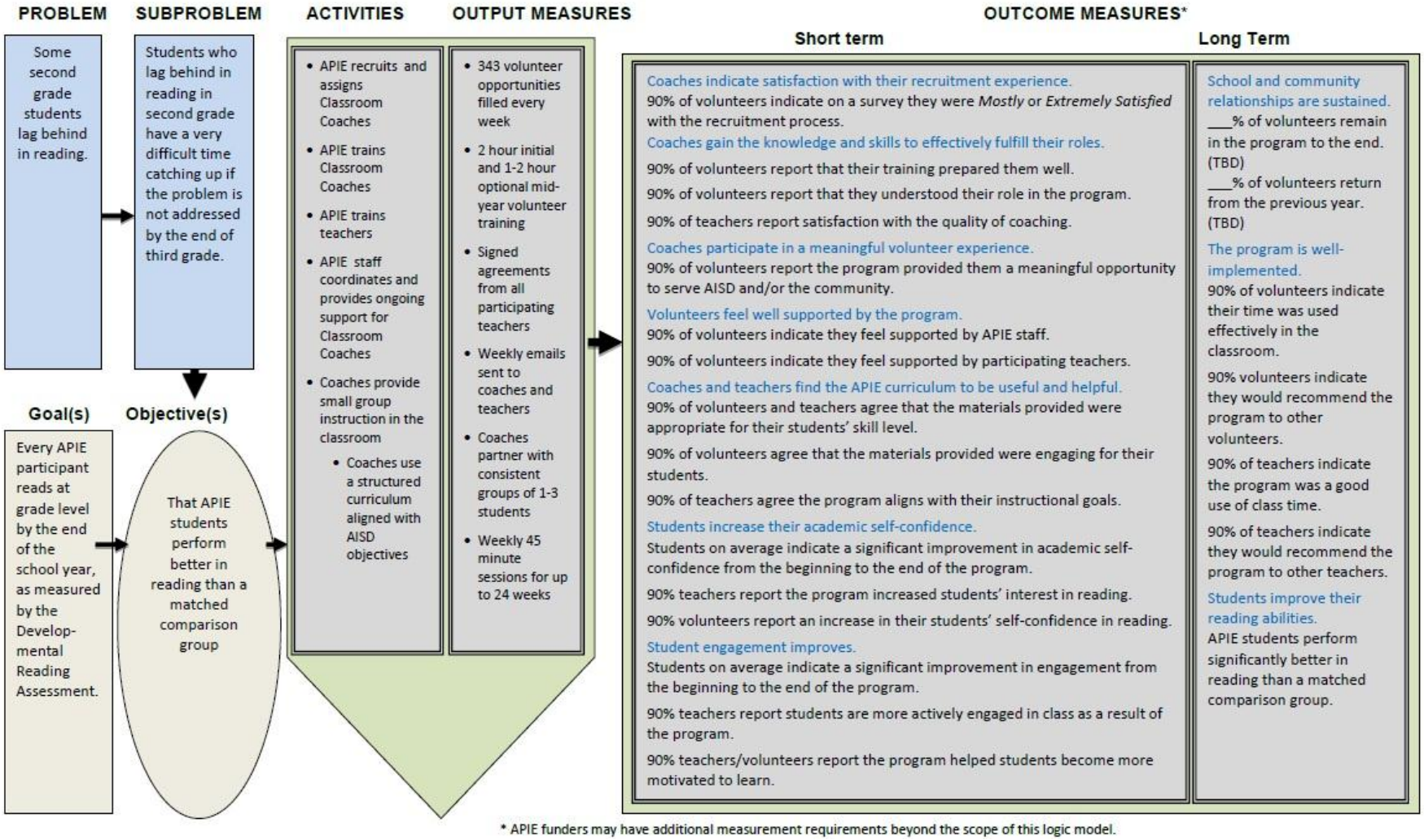
- Across APIE's programs, materials and curricula should be reviewed and improved to ensure the materials and activities are related to students' interests and abilities in hopes of increasing students' motivation and engagement.

- APIE staff may consider ways to ensure commitment from volunteers and expand time spent tutoring. Research literature recommends a minimum of 1.5 to 2 hours per week to ensure students build a relationship with their tutor. In many tutoring programs, the number of sessions per week varies between two and four, but they should remain consistent over an extended period of time.
- For the College Readiness Program, APIE staff should ensure the quality of individualized tutoring sessions. A certified specialist or teacher should assist tutors by assessing students' areas of need and providing tutors with feedback, strategies, and techniques to help them have a positive impact. Research studies also have found deliberate reflection by tutors can improve student outcomes. APIE may want to discuss reflective practices in tutor training. This may be especially important to address students' needs in math.

APPENDICES

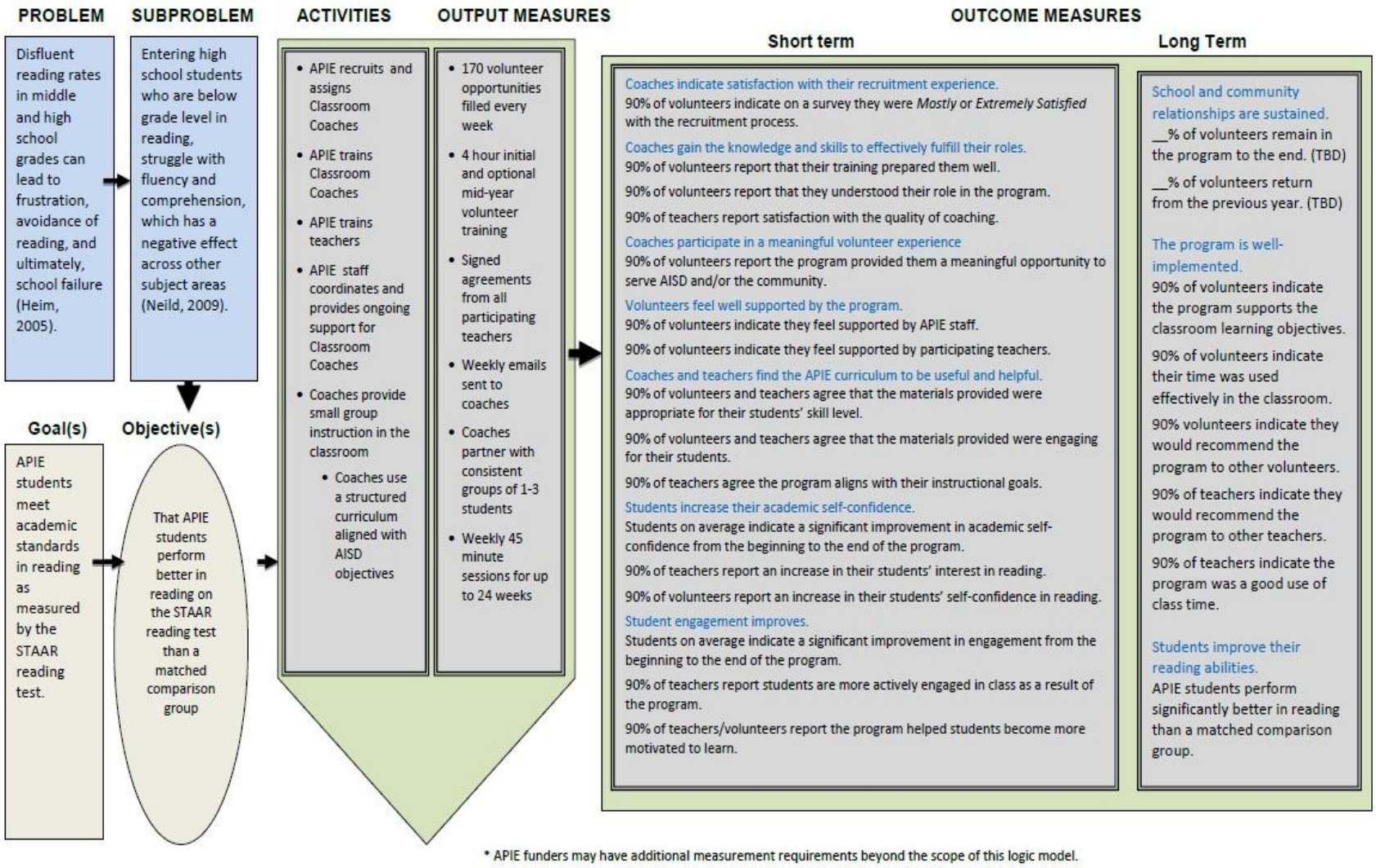
APPENDIX A. LOGIC MODELS

Figure A1. Elementary School Reading Logic Model



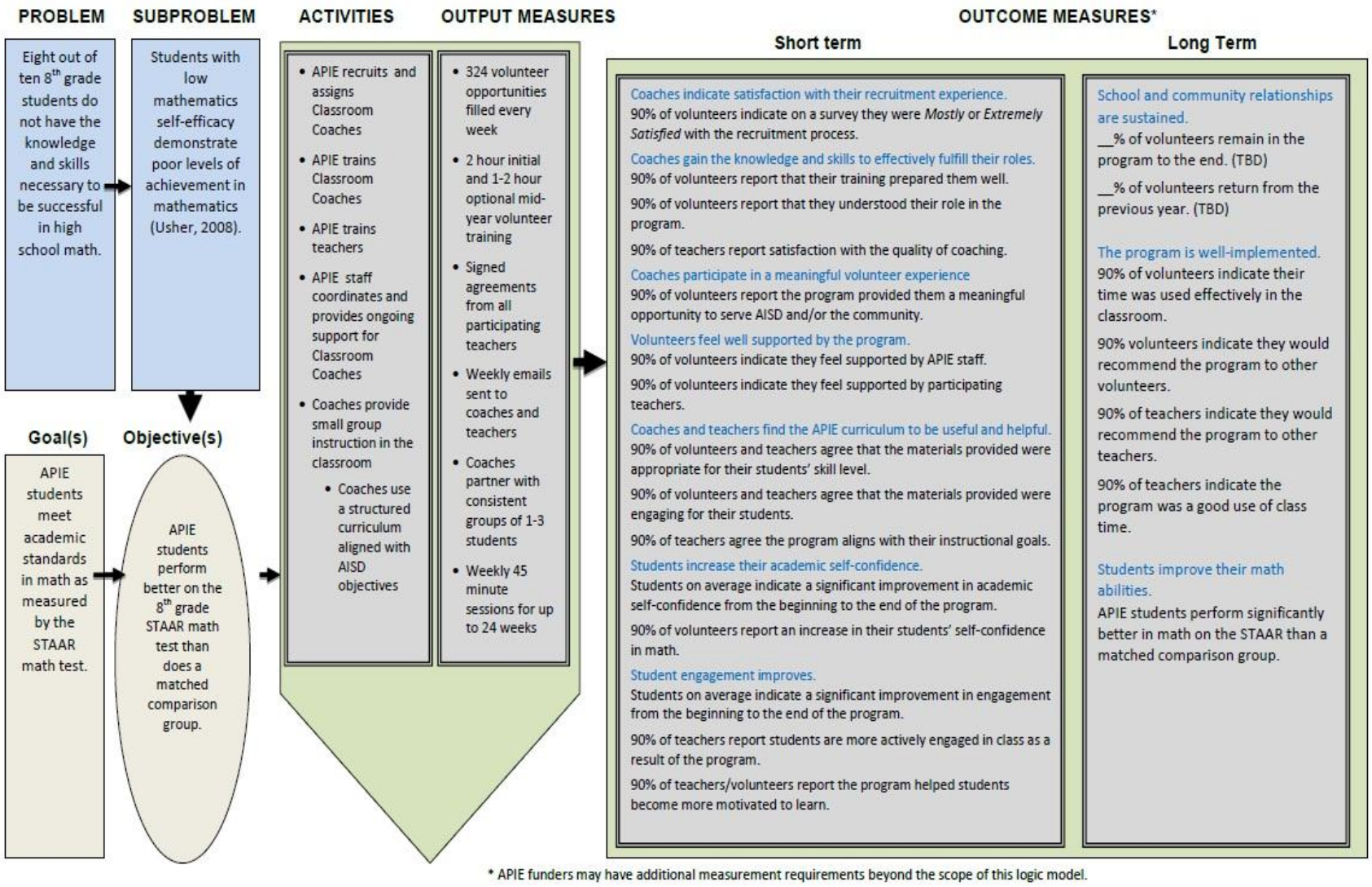
* APIE funders may have additional measurement requirements beyond the scope of this logic model.

Figure A2. Middle School Reading Logic Model



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

Figure A3. Middle School Math Logic Model



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

Figure A4. Step-Up Reading Logic Model

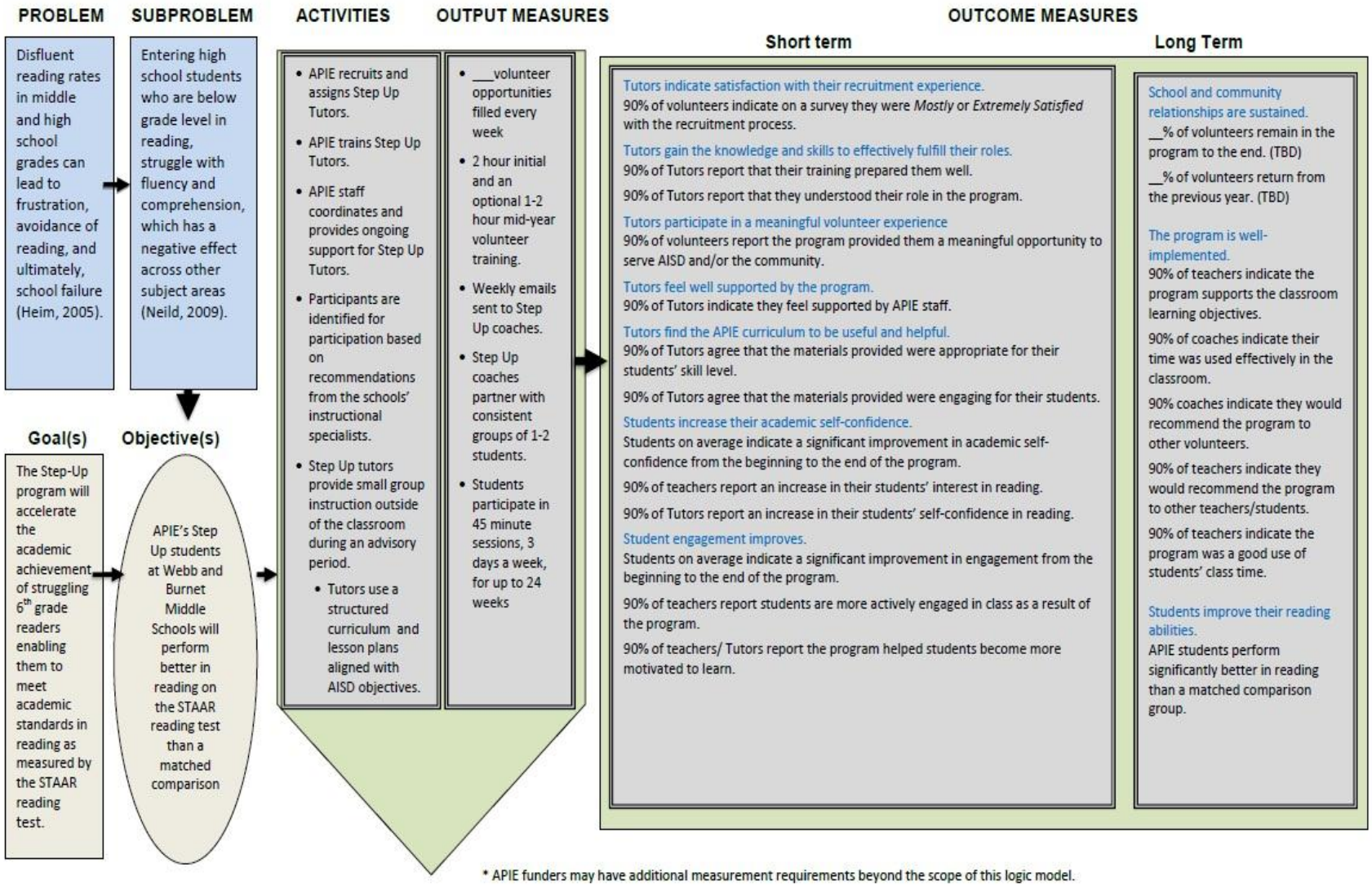
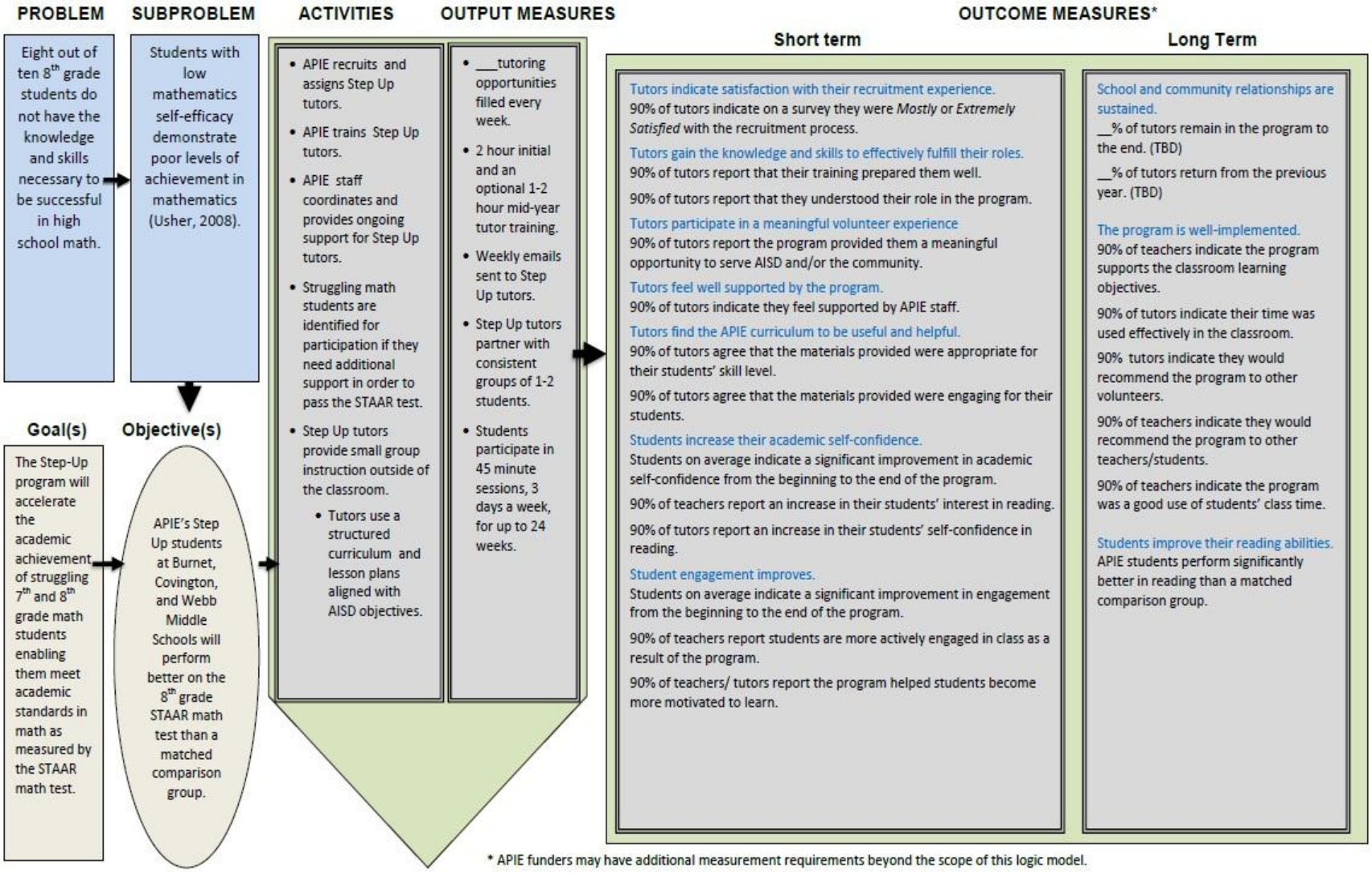
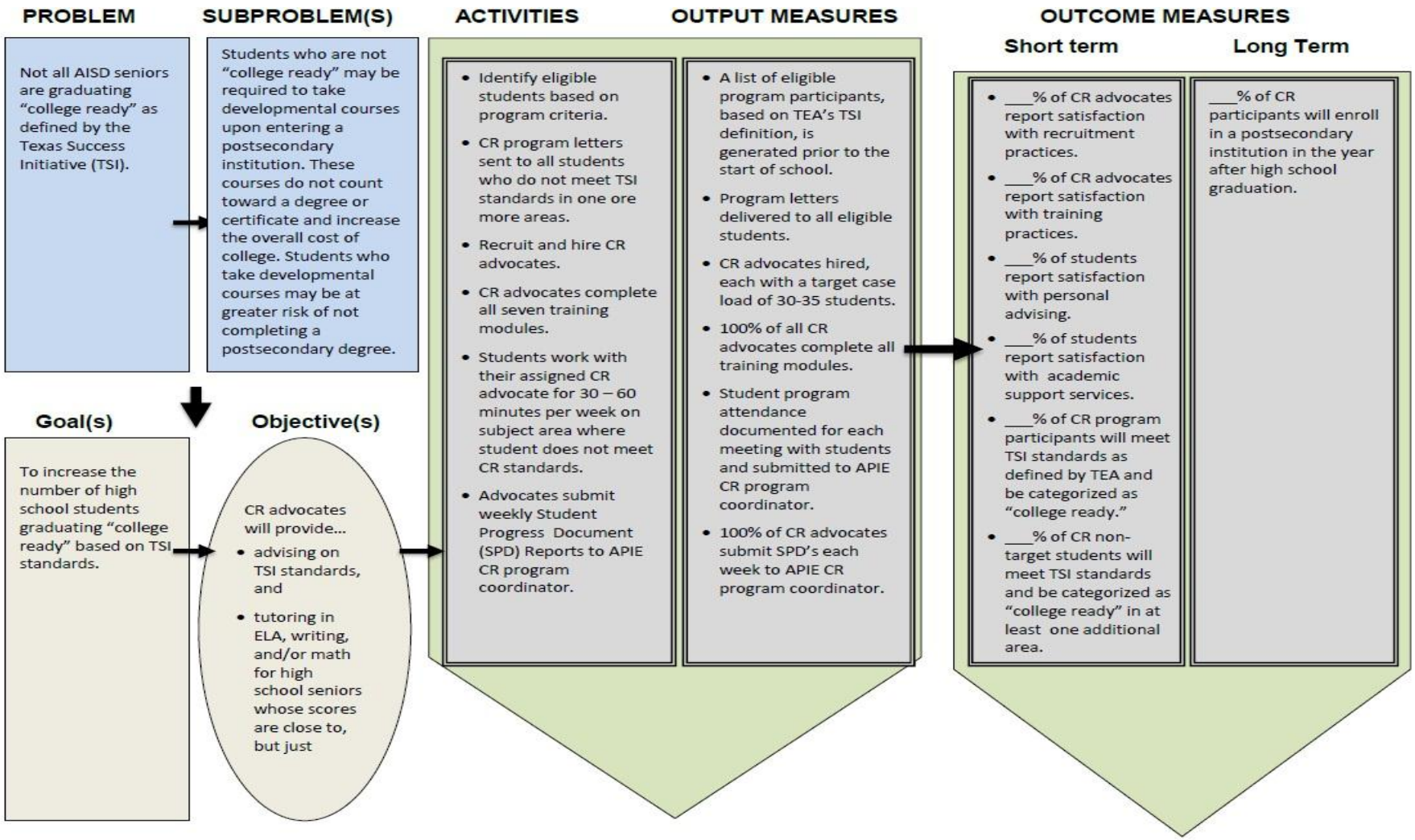


Figure A5. Step-Up Math Logic Model



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

Figure A6. College Readiness Logic Model



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

TSI Assessments

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/

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/

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/

Accuplacer

Accuplacer is a college placement test that offers a range of assessments in the subject areas of reading, writing, math, and computer skills.

https://www.accuplacer.org/cat/

APPENDIX C: STUDENT SURVEY INSTRUMENTS

This appendix includes three student post-surveys in the following order: Elementary Reading, Middle School Reading, and Middle School Math. The post-surveys were the same as the pre-surveys, with the exception of three additional questions about the students' experience with the APIE volunteer on the middle school versions. Each survey was administered in both English and Spanish. Only the English versions are included here.

Below is a key to which questions were included in the indexes for each survey.

Elementary Reading Survey
Academic self-confidence: 1 - 4
Behavioral engagement: 5, 10, 12, 21, 24
Emotional engagement: 6, 9, 14, 16, 19
Behavioral disaffection: 8, 15, 18, 20, 23
Emotional disaffection: 7, 11, 13, 17, 22

Middle School Reading and Math Surveys
Academic self-confidence: 1 - 5
Behavioral engagement: 6, 11, 13, 22, 25
Emotional engagement: 7, 10, 15, 17, 20
Behavioral disaffection: 9,16, 19, 21, 24
Emotional disaffection: 8, 12, 14, 18, 23

Student Name_____ Student ID _____

Survey About Reading Time

Please choose the answer that fits the way you feel.

1. I can do even the hardest reading work if I try.

Never Not a lot Sometimes Always Don't know

2. During reading time, I try hard to do my best work.

Never Not a lot Sometimes Always Don't know

3. I feel successful in my reading schoolwork.

Never Not a lot Sometimes Always Don't know

4. I can reach the goals I set for myself.


Never


Not a lot


Sometimes


Always


Don't know

This is a new section. Please choose the answer that fits the way you feel.

5. I try hard to do well in school.


Not at all true


Not very true


Sort of true


Very true

6. I like learning new things in reading.


Not at all true


Not very true


Sort of true


Very true

7. When we work on something in reading, I feel **discouraged.**


Not at all true


Not very true


Sort of true


Very true

8. During reading time, I do just enough to get by.


Not at all true


Not very true


Sort of true


Very true

9. Reading time is fun.


Not at all true


Not very true


Sort of true


Very true

10. During reading time, I work as hard as I can.


Not at all true


Not very true


Sort of true


Very true

11. During reading time, I feel **bad**.


Not at all true


Not very true


Sort of true


Very true

12. During reading time, I listen very carefully.


Not at all true


Not very true


Sort of true


Very true

13. During reading time, I feel **worried**.


Not at all true


Not very true


Sort of true


Very true

14. When we work on something in reading, I get involved.


Not at all true


Not very true


Sort of true


Very true

15. During reading time, I **think about other things**.


Not at all true


Not very true


Sort of true


Very true

16. When we work on something in reading, I feel interested.


Not at all true


Not very true


Sort of true


Very true

17. Reading time is **not** all that fun for me.


Not at all true


Not very true


Sort of true


Very true

18. During reading time, I **just act like I'm working**.


Not at all true


Not very true


Sort of true


Very true

19. During reading time, I feel good.


Not at all true


Not very true


Sort of true


Very true

20. During reading time, **my mind wanders**.


Not at all true


Not very true


Sort of true


Very true

21. During reading time, I participate in class discussions.


Not at all true


Not very true


Sort of true


Very true

22. When we work on something in reading, **I feel bored**.


Not at all true


Not very true


Sort of true


Very true

23. I **don't** try very hard at school.


Not at all true


Not very true


Sort of true


Very true

24. I pay attention during reading time.


Not at all true


Not very true


Sort of true


Very true

Thank you for completing the survey. Have a great day!

Student Name_____ Student ID _____

Middle School Reading & Language Arts Student Survey

1. I can do even the hardest schoolwork in language arts if I try.

Never	Not a lot	Sometimes	Always	Don't know
O	O	O	O	O

2. I felt well prepared for the STAAR exam in reading.

Never	Not a lot	Sometimes	Always	Don't know
O	O	O	O	O

3. In my language arts class, I try hard to do my best work.

Never	Not a lot	Sometimes	Always	Don't know
O	O	O	O	O

4. I feel successful in my language arts schoolwork.

Never	Not a lot	Sometimes	Always	Don't know
O	O	O	O	O

5. I can reach the goals I set for myself.

Never	Not a lot	Sometimes	Always	Don't know
O	O	O	O	O

This is a new section. Please choose the answer that fits the way you feel.

6. I try hard to do well in school.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

7. I enjoy learning new things in language arts class.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

8. When we work on something in language arts class, I feel **discouraged**.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

9. In language arts class, I do **just enough to get by**.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

10. Language arts class is fun.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

11. In language arts class, I work as hard as I can.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

12. When I can't answer a question in language arts class, I feel **frustrated**.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

13. When I'm in language arts class, I listen very carefully.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

14. When we start something new in language arts class, I feel **nervous**.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

15. When we work on something in language arts class, I get involved.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

16. When I'm in language arts class, I think **about other things**.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

17. When we work on something in language arts class, I feel interested.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

18. Language arts class is **not** all that fun for me.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

19. When I'm in language arts class, I just **act like** I'm working.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

20. When I'm in language arts class, I feel good.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

21. When I'm in language arts class, my **mind wanders**.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

22. When I'm in language arts class, I participate in class discussions.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

23. When I'm doing work in language arts class, I feel **bored**.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

24. I **don't** try very hard at school.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

25. I pay attention in language arts class.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

This is a new section. Please choose the answer that fits the way you feel.

26. I like reading more because of my Reading Coach.

Strongly disagree	Disagree	Agree	Strongly agree
O	O	O	O

27. I understand more about language arts because of my Reading Coach.

Strongly disagree	Disagree	Agree	Strongly agree
O	O	O	O

28. I am better at language arts because of my Reading Coach.

Strongly disagree	Disagree	Agree	Strongly agree
O	O	O	O

Thank you for taking the survey. Have a great day!

Student Name_____ Student ID _____

Middle School Math Student Survey

1. I can do even the hardest math work if I try.

Never	Not a lot	Sometimes	Always	Don't know
O	O	O	O	O

2. I felt well prepared for the STAAR exam in math.

Never	Not a lot	Sometimes	Always	Don't know
O	O	O	O	O

3. In my math class, I try hard to do my best work.

Never	Not a lot	Sometimes	Always	Don't know
O	O	O	O	O

4. I feel successful in my math schoolwork.

Never	Not a lot	Sometimes	Always	Don't know
O	O	O	O	O

5. I can reach the goals I set for myself.

Never	Not a lot	Sometimes	Always	Don't know
O	O	O	O	O

This is a new section. Please choose the answer that fits the way you feel.

6. I try hard to do well in school.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

7. I enjoy learning new things in math class.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

8. When we work on something in math class, I feel **discouraged**.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

9. In math class, I do **just enough to get by**.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

10. Math class is fun.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

11. In math class, I work as hard as I can.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

12. When I get stuck on a math problem, it really **bothers** me.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

13. When I'm in math class, I listen very carefully.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

14. When we start something new in math class, I feel **nervous**.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

15. When we work on something in math class, I get involved.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

16. When I'm in math class, I think **about other things**.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

17. When we work on something in math class, I feel interested.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

18. Math class is **not** all that fun for me.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

19. When I'm in math class, I just **act like** I'm working.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

20. When I'm in math class, I feel good.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

21. When I'm in math class, **my mind wanders**.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

22. When I'm in math class, I participate in class discussions.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

23. When I'm doing work in math class, I feel **bored**.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

24. I **don't** try very hard at school.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

25. I pay attention in math class.

Not at all true	Not very true	Sort of true	Very true
O	O	O	O

This is a new section. Please choose the answer that fits the way you feel.

26. I like math more because of my Math Coach.

Strongly disagree	Disagree	Agree	Strongly agree
O	O	O	O

27. I understand more about math because of my Math Coach.

Strongly disagree	Disagree	Agree	Strongly agree
O	O	O	O

28. I am better at math because of my Math Coach.

Strongly disagree	Disagree	Agree	Strongly agree
O	O	O	O

Thank you for taking the survey. Have a great day!

Appendix D. Volunteer Survey Results, 2012–2013

Table D1. Program Participation

Answer	Response	%
2nd-grade reading (English)	113	27%
Compañeros en lectura	58	14%
8th-grade math coaching	134	32%
6th-grade reading coaching	85	20%
Step-Up math	24	6%
Step-Up reading	8	2%
Total	422	100%

Table D2. Length of Involvement

Answer	Response	%
Less than one semester	31	7%
One semester	78	18%
More than 1 but less than 2 semesters	18	4%
Both semesters	295	70%
Total	422	100%

Table D3. Volunteer Registration and Placement

Question	Strongly agree	Agree	Disagree	Strongly disagree	Mean
I found a volunteer opportunity that matched my interests.	64%	35%	*	*	3.63
I found a volunteer opportunity that matched my schedule.	65%	33%	2%	0%	3.63
It was easy to register.	68%	31%	*	*	3.66
The information provided about volunteer opportunities and registration was sufficient.	59%	38%	2%	0%	3.57
Overall, I was satisfied with the registration and placement process.	64%	35%	*	*	3.62

Table D4. Volunteer Training and Materials

Question	Strongly agree	Agree	Disagree or strongly disagree	Mean
The training I received prepared me well for this program.	39%	58%	3%	3.35
I understood my role in the implementation of this program.	51%	46%	3%	3.48
My time was used effectively in the classroom.	44%	48%	8%	3.35
The materials provided were appropriate for my students.	39%	53%	8%	3.30
The materials provided were engaging for my students.	29%	54%	16%	3.11

Table D5. Overall Volunteer Experience

Question	Strongly agree	Agree	Disagree or strongly disagree	Mean
I felt supported by the Austin Partners in Education staff.	72%	25%	2%	3.70
I felt supported by the classroom teacher.	52%	40%	7%	3.43
I enjoyed participating in this program.	66%	29%	5%	3.61
This program provided me with a meaningful opportunity to serve AISD and/or the community.	66%	31%	2%	3.63
I would recommend this program to others who might want to volunteer.	68%	29%	3%	3.65

Table D6. Perceptions of Students

Question	Strongly agree	Agree	Disagree or strongly disagree	Mean
Overall, my students enjoyed participating in this program.	41%	52%	8%	3.31
This program made an overall positive difference for my students.	40%	54%	5%	3.34
My students' self-confidence in math/reading increased as a result of participation in this program.	34%	55%	11%	3.22
My students' motivation to learn increased because of this program.	29%	52%	19%	3.07

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Publication Number 12.86
December 2013