

# Austin Partners in Education (APIE)

## Annual Evaluation Report

2014–2015

### APIE Programs

In the 2014–2015 school year, APIE served approximately 2,600 AISD elementary, middle, and high school students in academic support programs tailored to meet student needs (Figure 1). Volunteers provided academic support, typically in a small group setting within the classroom. While focused on assisting students to attain academic success, APIE volunteers modeled desired academic behaviors and encouraged students' engagement.

Figure 1

APIE provided multiple academic support programs in reading and math.

### APIE Programs for Direct Student Support, 2014-2015

Classroom Coaching					College Readiness
Elementary Reading	Compañeros en Lectura	Middle School Reading	Middle School Math	Step Up Reading or Math	Case mgmt. or class-based
Grade 2	Grade 2	Grade 6	Grade 8	Grades 6 or 8	Grade 12
1x/week for all students in class	3x/week for all students in class	1x/week or for all students in class			

Source. APIE program records

The APIE evaluation addressed three major questions:

**Were APIE programs implemented well?** APIE staff effectively implemented all APIE programs. Teachers and community volunteers rated most program implementation attributes highly, and most believed students experienced academic progress as a result of the program. APIE provided participants opportunities to engage with caring and supportive adults, and most students reported positive experiences.

**Did changes occur in students' academic self-confidence and school engagement?** Significant changes in academic self-confidence and behavioral engagement from the beginning to the end of the school year varied across programs. However, students' average academic self-confidence and behavioral engagement scores usually were at desirable levels at both the beginning and the end of the school year.

**Did participants experience positive academic outcomes as a result of their participation?** Significantly greater percentages of APIE's College Readiness participants met college readiness standards than did a matched comparison group and the district overall. APIE participants in all other coaching programs experienced academic growth at levels similar to that of non-APIE students.

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### Evaluation Methodology

The Austin Independent School District (AISD) Department of Research and Evaluation (DRE) staff conducted the program evaluation to provide information about program effectiveness to APIE to help them facilitate decisions about program implementation and improvement. APIE designed its programs to improve students' academic outcomes and develop their enjoyment of learning. Thus, this evaluation described the academic outcomes for students in each APIE program.

To assess APIE program outcomes, DRE staff conducted qualitative and quantitative analyses using various types of data. Staff used students' demographic, course enrollment, and testing history records. APIE staff collected program participation information. Students, teachers, and volunteers submitted surveys about their experiences with APIE. To determine whether academic outcomes were related to program participation, a matched student comparison group was selected. More information is provided in the [full report](#).

