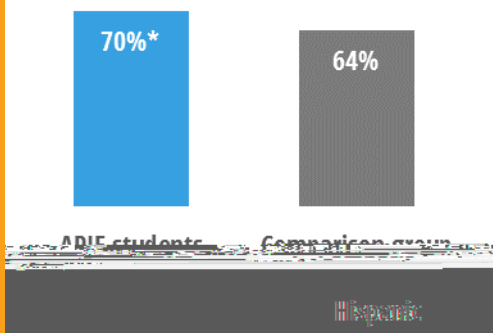


Figure 1 shows that a greater percentage of APIE Hispanic students (70%\*) than the comparison group (64%) met the STAAR passing standard. The data is based on 566 APIE students and 565 comparison students. The APIE students who met the standard were 305, and the comparison students who met the standard were 274.

Figure 1

A greater percentage of **APIE Hispanic students** than of the comparison group met the STAAR passing standard.



Sources: District STAAR math test files and APIE student survey, 2017 and 2018.

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

Figure 2 shows that APIE students reported a significant increase in their interests in pursuing engineering and math careers from the beginning to the end of the school year. The data is based on 305 APIE students and 305 comparison students. The APIE students who reported an increase in interest were 177, and the comparison students who reported an increase in interest were 177.

Figure 2

APIE students reported a significant increase in their interests in pursuing engineering and math careers from the beginning to the end of the school year.

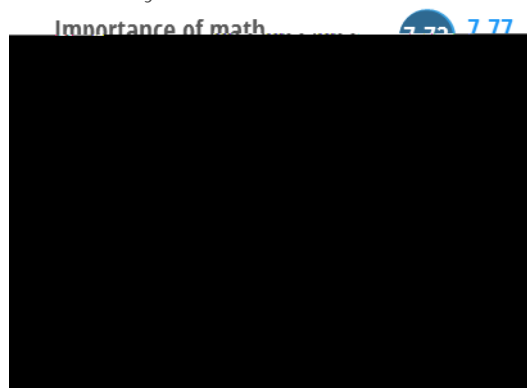
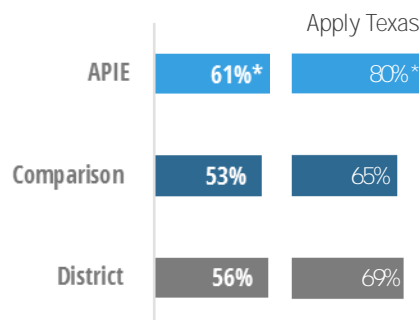


Figure 3 shows that significantly higher percentages of APIE participants and district seniors than of the matched group were college ready. The data is based on 487 APIE students and 487 comparison students. The APIE students who were college ready were 297, and the comparison students who were college ready were 297.

Figure 4 shows that significantly greater percentages of APIE participants than of the comparison group and all seniors completed ApplyTexas and FAFSA applications. The data is based on 61% of APIE students and 80% of comparison students who completed ApplyTexas, and 53% of APIE students and 65% of comparison students who completed FAFSA.



APIE designed its programs to improve students' academic outcomes, promote their enjoyment of learning, and assist them in making plans for their future. The Austin Independent School District's (AISD) Department of Research and Evaluation (DRE) staff conducted a program evaluation to provide program effectiveness information to APIE stakeholders to help them make program decisions. In 2017–2018, the annual program evaluation included these major questions:

What were the academic outcomes for APIE participants, and how did these compare with those for similar non-participants (e.g., state accountability and college readiness assessments)?

Did APIE participants develop awareness and knowledge pertaining to future college and career opportunities?

The [full report](https://www.austinisd.org/sites/default/files/dre-surveys/17.52_APIE_Annual_Evaluation_Report_2017-2018.pdf) can be accessed at: [https://www.austinisd.org/sites/default/files/dre-surveys/17.52\\_APIE\\_Annual\\_Evaluation\\_Report\\_2017-2018.pdf](https://www.austinisd.org/sites/default/files/dre-surveys/17.52_APIE_Annual_Evaluation_Report_2017-2018.pdf)

More information about the FAFSA and ApplyTexas can be accessed at:

FAFSA: <https://studentaid.ed.gov/sa/fafsa>

ApplyTexas: <https://www.applytexas.org>

