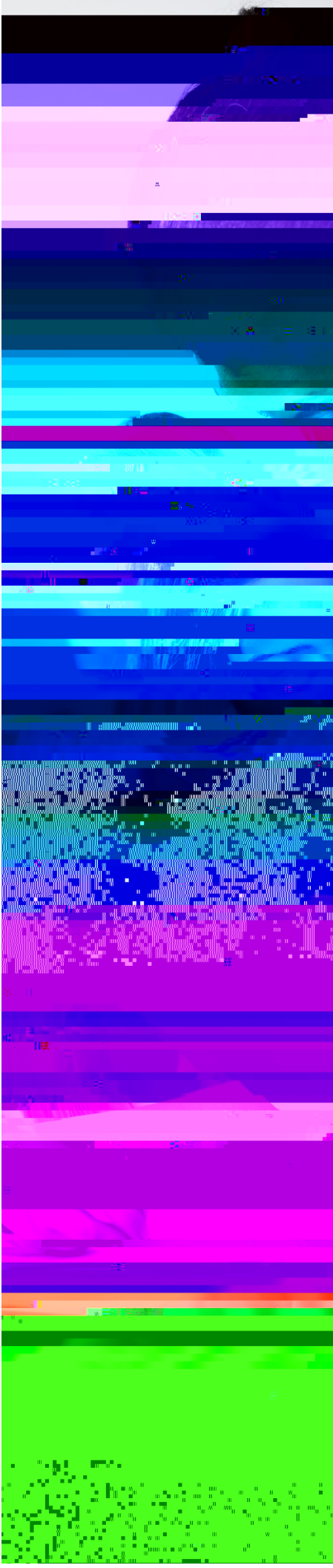




Di fdcgY GHUhYa Ybh.....	3
FYgi `hg Zcf 7`Uggfcca 7cUW]b[: 8 ^h -[fUXY A Uh\	4
FYgi `hg Zcf 7c`Y[Y FYUX]bYgg.....	10
7cbWi gjcb	16
5ddYbX]l 5: 5D=9 9j Ui Uh]cb A Yh\cXc`c[m.....	19
5ddYbX]l 6: A]XX`Y GW\cc` Ghi XYbhGi fj Ym=bghfi a Ybh.....	23
5ddYbX]l 7: 8Ya c[fUd\]Wj cZ5D=9 UbX 7ca dUf]gcb ; fci dgVmDfc[fUa	24
5ddYbX]l 8: 7c`Y[Y FYUX]bYgg 9l Ua FYgi `hg	28

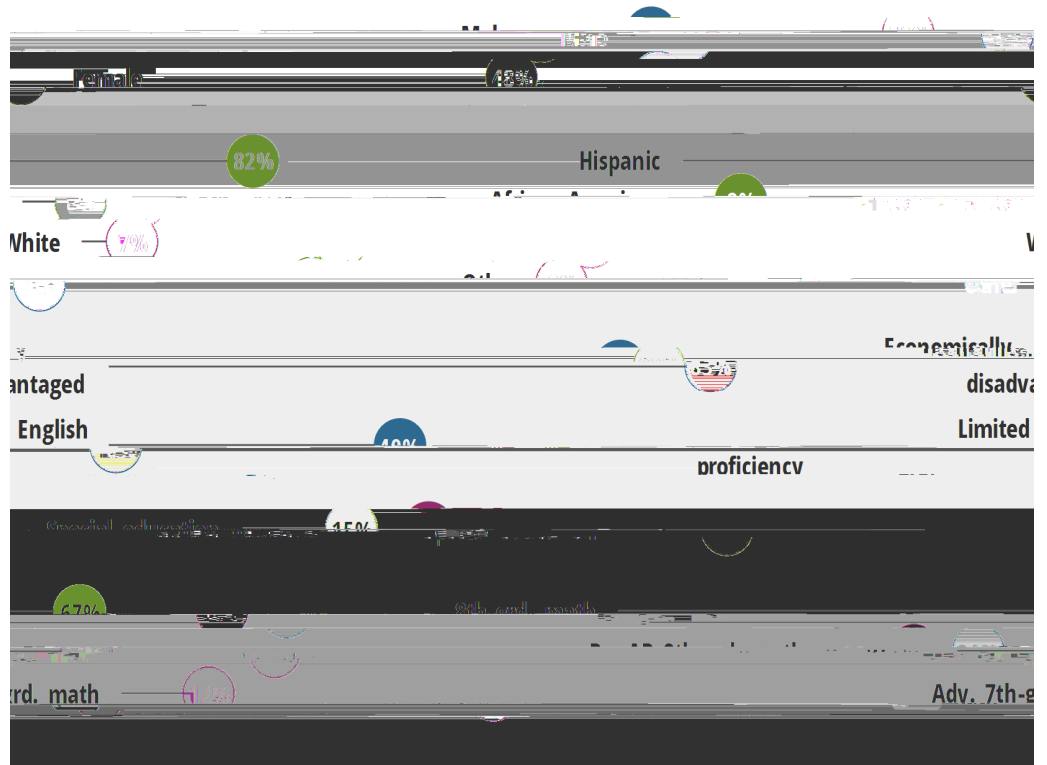
:][i fY 1. 5D=9 dfcj]XYX UWXYa]Wji ddcfhdfc[fUa g Zcf ghi XYbhg]b...gW\cc`g	3
-----------------------------------------------------------------------------------------	---



H\Y 5i gh]b -bXYdYbXYbhGWcc` 8]grf]Vh(5-G8) 8YdUfha YbhczFYgYUfW UbX 9j U'i Uh]cb
(8F 9) ghUZZWcbXi VhYX h.]gdfc[fUa Yj U'i Uh]cb hc dfcj]XY]bZcfa Uh]cb UVci hdfc[fUa
YZZYVh]j YbYgg hc 5i gh]b DUfthYfg]b 9Xi WUh]cb (5D=9) UbX]hg ghU_Y\c`XYfg hc \Y`d h\Ya
ZUWY]hUhY XYW]g]cbg UVci hdfc[fUa]a d`Ya YbhUh]cb UbX]a dfcj Ya Ybh 5D=9 XYgj[bYX]hg
dfc[fUa g hc]a dfcj Y ghi XYbhg UVWXYa]Wci hWta Yg UbX dfca chY h\Y]f Yb`cma Ybhcz

9)[\h\ -[fUXY ghi XYbrg Zfca 6i fbYh 7cj]b[hcb, A Ufh]b, A YbXYn, UbX K YWV A]XX'Y
 GWcc`g dUfh]WjdUhyX]b 5D=9 g 8th -[fUXY A Uh\ 7`Uggfcca 7cUWV]b[Dfc[fUa (:]i fY 2).

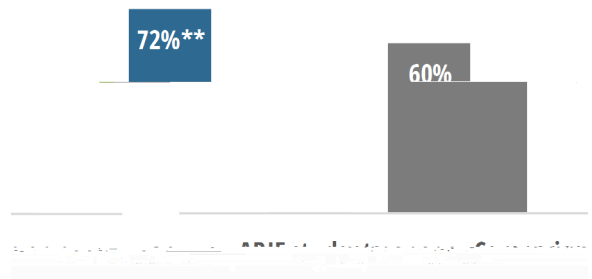
Figure 2
 A total of 666 students participated in APIE's Math Classroom Coaching Program.



Source: AISD student enrollment records, 2015-2016
 Note: AP is advanced placement; grd. is grade; adv. is advanced.

5D=9 dUfh]WjdUbrg UbX U
 a UhWYX Vta dUf]gcb [fci d
 X]ZYfYX g] [b] Wbhm]b
 a Yfh]b[h\Y dUgg]b[ghUbX-
 UfX Zcf 8th -[fUXY GHUY cZ
 HYI Ug 5ggYgga Ybhcz 5WV-
 XYa]WF YUX]bYgg (GH55F)
 a Uh\, k]h\ 72% UbX 60%
 dUgg]b[, fYgdYVW]j Y'm
 (:]i fY 3).

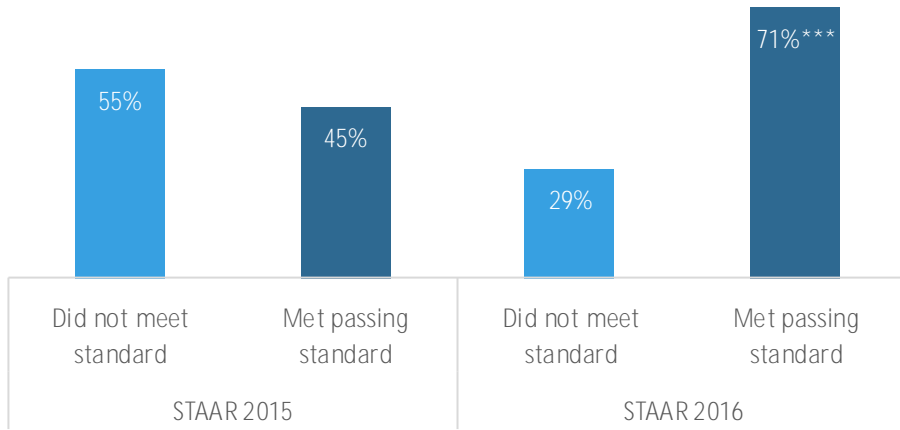
Figure 3
 In 2016, a significantly greater percentage of APIE math students than of the matched comparison group met the STAAR passing standard.



Source: District STAAR math test files, 2015 and 2016
 ** Statistically significant ($p < .01$)

Figure 6

APIE students overall met the STAAR passing standard at significantly higher rates in 2016 than they did the prior year.



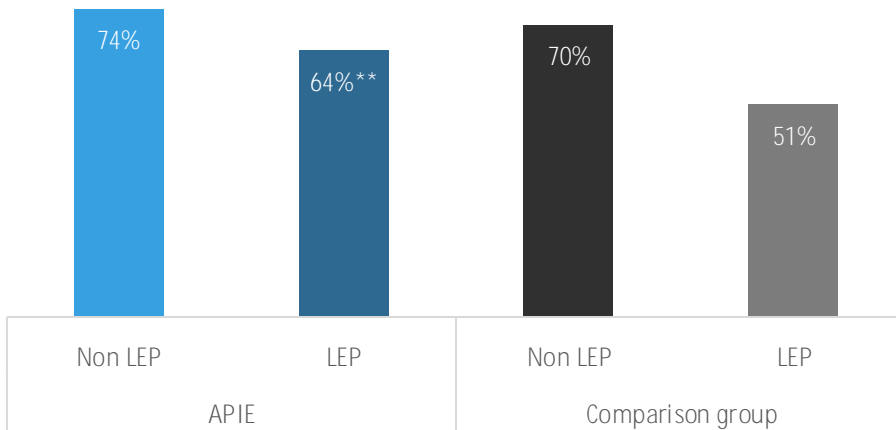
Source: District STAAR math test files, 2015 and 2016

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

6YWli gY U \] [\ d f c d c f h] c b c Z 5 D = 9 g h i X Y b h g \ U j Y `] a] h Y X 9 b [`] g \ d f c W Y b W h (@ 9 D) , Y j U i - U h c f g V t b X i W Y X U b U X X] h] c b U U b U m j g h c Y j U i U h Y k \ Y h \ Y f 5 D = 9 \ U X U b] a d U W h c b h \ Y g Y g h i X Y b h g .

Figure 7

A significantly greater percentage of LEP students in the APIE math program than in the matched comparison group met the STAAR passing standard.



Source: District STAAR math test files, 2015 and 2016

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

H\ fYY \ i bXfYX UbX Y][\ hm+h\ fYY 8^h-[fUXY, 8^h-[fUXY dfY-5D, UbX 7^h-UXj UbWYX A Uh\ 7`Uggfcca 7cUW\]b[Dfc[fUa dUfh]V\ dUbhg hcc_ Vch\ h\ Y dfY- UbX dcgh-5D=9 ghi XYbh gi fj Ymg, U fYgdcbgY fUhy cZ 74%. 5WUXYa]WgY`Z

College Readiness Criteria

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

ELA

SAT: 500 on critical reading and 1070 total

or

ACT: 19 on English and 23 composite

or

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

Math

SAT: 500 on math and 1070 total

or

ACT: 19 on math and 23 composite

or

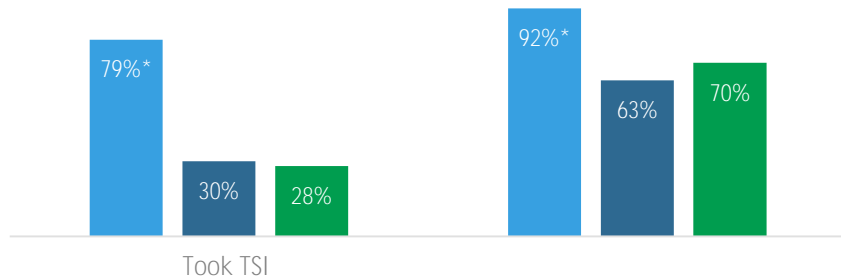
TSI: 350 on math

In past years, students also could be identified as college ready based on their performance on the Texas Assessment of Knowledge and Skills (TAKS) in ELA or math. However, the TAKS was phased out and replaced by the STAAR end-of-course (EOC) exams in accordance with Texas Senate Bill 1031. At this time, college readiness measures are not included in the EOC exams required for graduation: English I, English II, algebra I, biology, and US history.

5D=9 dfc[fUa dUfh]WdUbhg k YfY k cf_]b[hck UfXg a YYh]b[Vt`Y[Y fYUX]bYgg ghUbXUfXg cb h\Y HG= UbX h\Yma Um\Uj Y hU_Yb h\Y HG= 57H cf G5H YI Ua g. Cj YfU`, g][b] Wbhm [fYUhf dYfWbhU[YgcZ5D=9 Vt`Y[Y fYUX]bYgg dfc[fUa dUfh]WdUbhg hcc_cbY cf a cfY Vt`Y[Y UXa]gg]cbg hYghg h\Ub X]X h\Y a Uh\YX Vt`a dUf]gcb [fci d UbX gYb]cfg UWcgg h\Y X]gh]Vh(:][i fY 15) . B]bYfm- j Y dYfWbhcZ5D=9 dUfh]WdUbhg fYdcfhYX h\YmZY`hk Y` dfYdUFYX Zcf h\Y YI Ua .

Figure 15

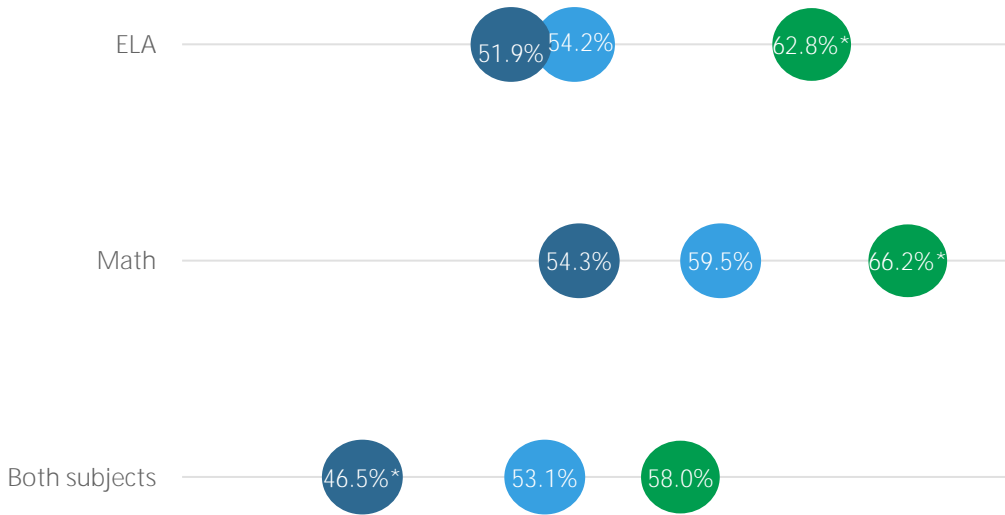
Significantly greater percentages of **APIE college readiness program participants** took college admissions tests than did the **matched comparison group** and **seniors across the district**.



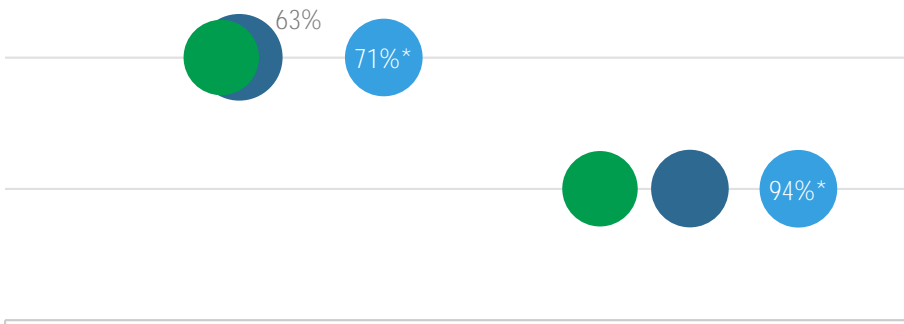
Source: District SAT, ACT, and TSI testing data and analysis.

Whether students meet the college readiness criteria is a positive indication of their ability to succeed in college.

5`h\ci [\ 5D=9 gYfj]Wg ZcW gYX cb dfYdUfUh]cb Zcf h\Y HG=hYghg, ghi XYbhg a Um\Uj Y
 hU_Yb ch\Yf Vt`Y[Y fYUX]bYgg UggYgga Ybhg. H\YfYZcfY, G5H UbX 57H fYgi `hgU`gc k YfY
]bVi XYX]b h\Y UbU`mg]g hc XYhYfa]bY k \Yh\ Yf h\YfY k YfY X]ZZYfYbVWg]b ghi XYbhg cj YfU`
 Vt`Y[Y fYUX]bYgg ghUhi g (:][i fY 17). 5WcggU` Vt`Y[Y fYUX]bYgg UggYgga Ybhg (.Y., G5H,



K \]`Y 5D=9 ghUZZ ZcW gYX cb dfYdUf]b[dfc[fUa dUfh]WdUbhg hc a YYhVt``Y[Y fYUX]bYgg
ghUbXUfXg cb Vt``Y[Y UXa]gg]cbg YI Ua g, Vt`bj YfgUh]cbg Ugc a Um\Uj Y]bWl XYX X]gWgg]cb
cZch\Yf Vt``Y[Y dfYdUfUh]cb ghYdggj V\ UgVta d`Yh]b[Udd`]WUh]cbg hc Vt``Y[Y UbX Zcf bUb-



AUSTIN INDEPENDENT SCHOOL DISTRICT

Karen Looby, Ph.D.
Claude Bonazzo, Ph.D.

Department of Research and Evaluation



1111 West 6th Street, Suite D-350 | Austin, TX 78703-5338

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<][\ GWcc` Gi fj Ymg.

YI dYf]a Ybh

A i `h]d`Y j Uf]UV`Ygk YfY i gYX]b h\Y gY`YVW]cb cZ h\Y a UhW\YX Vt`a dUf]gcb [fci dg. H\Y j Uf]UV`Yg]bWi XYX [YbXYf, Yh\ - b]V]m YVt`bca]WghUhi g. 9b[`]g\ dfc V]YbVnghiUhi g. gdYV]U YXi W]h]cb ghUhi g. gV\cc` UhhYbXUbW, UbX df]cf-mYUf hYgh gVt`fYg VYZcfY dfc[fUa]a d`Ya YbhU]cb. 8]ZZYfYbhUggYgga Ybhgk YfY i gYX Zcf a UhW\YX Vt`a dUf]gcb [fci d gY`YVW]cb UbX k YfY dfc[fUa XYdYbXYbh

7ca dUf]gcb [fci dgk YfY df]a Uf]`mgY`YVW\X Zfca ghi XYbhg UhhYbX]b[5D=9 gV\cc`gk \c k YfY bchfYVW]j]b[5D=9 gYf- j]Wg. =b gca Y VUgYg, ghi XYbhg Zfca bcb-5D=9 gV\cc`gk YfY]bWi XYX]b h\Y Vt`a dUf]gcb [fci d VYVWi gY U`Uf[Yf [fci d cZ ghi XYbhgk]h\ g]a]`Uf V\UfUVWYf]gh]Vgk Ug bYYXYX hc Ybgi fY Ub Uddfcdf]Uhy a UhW\ . : cf h\Y 7c`Y[Y F YUX]bYgg Dfc[fUa , U ghfU] YX fUbXca g]a d`]b[dfcVWggk Ugi gYX Xi Y hc h\Y `UW_cZ UXX]h]cbU` gV\cc`gbYYXYX Zcf dfc dYbg]hmgVt`fY a UhW\]b[.

H\Y `UW_cZVt`a dUf]gcb [fci dg]b gca Y]bghUbWg`] gh \ A U g` h\Y bWi XY Za ~ cQ T bhY di a a hY

Please choose the answer that fits the way you feel.

	Never
--	-------

Middle schools

	Frequency	Percentage	Frequency	Percentage
Male	278	54%	289	56%
Female	238	46%	227	44%
Race/Ethnicity				
Black or African American	59	11%	65	13%
Hispanic	422	82%	420	81%
White	23	4%	16	3%
Other	12	2%	15	3%
Economically disadvantaged				
No	53	10%	44	9%
Yes	463	90%	472	91%
English language learner				
No	313	61%	328	64%
Yes	203	39%	188	36%
Special education				
No	424	82%	417	81%
Yes				

All APIE Math* Classroom Coaching Program Demographics and Grade-Level Achievement for
Participants and Comparison Group

Middle schools	APIE Group		Comparison group Bailey, Bedichek, Burnet, Covington, Dobie, Fulmore, Garcia YMLA, Gorzycki, Kealing, Lamar, Martin, Mendez, Muchison, OHenry, Paredes, Sadler Means, Small, Webb		
	Frequency	Percentage	Frequency	Percentage	
Gender					
	Male	327	54%	324	53%
	Female	283	46%	286	47%
Race/Ethnicity					
	Black or African American	61	10%	65	11%
	Hispanic	494	81%	482	79%
	White	41	7%	45	7%
	Other	14	2%	18	3%
Economically disadvantaged					
	No	76	12%	71	12%
	Yes	534	88%	539	88%
English language learner					
	No	390	64%	377	62%
	Yes	220	36%	233	38%
Special education					
	No	516	85%	522	86%
	Yes	94	15%	88	14%
Total		610	100%	610	100%
Met 8th grade STAAR math standard			72%		60%

All APIE Math Classroom Coaching participants and comparison students differed significantly in meeting the passing standard for 8th grade STAAR math.

* The APIE Math Classroom Coaching program included three different types of math courses in 7th, 8th, and Pre-AP 8th grade. The Math 8th and 7th-grade group composed about 100% of all participants.

Program Demographics for APIE's College Readiness Participants, Matched Comparison Group,
and Seniors Districtwide

APIE Group

