

Austin Partners in Education

Connecting the Community and the Classroom



Annual
Report
2010 - 2011



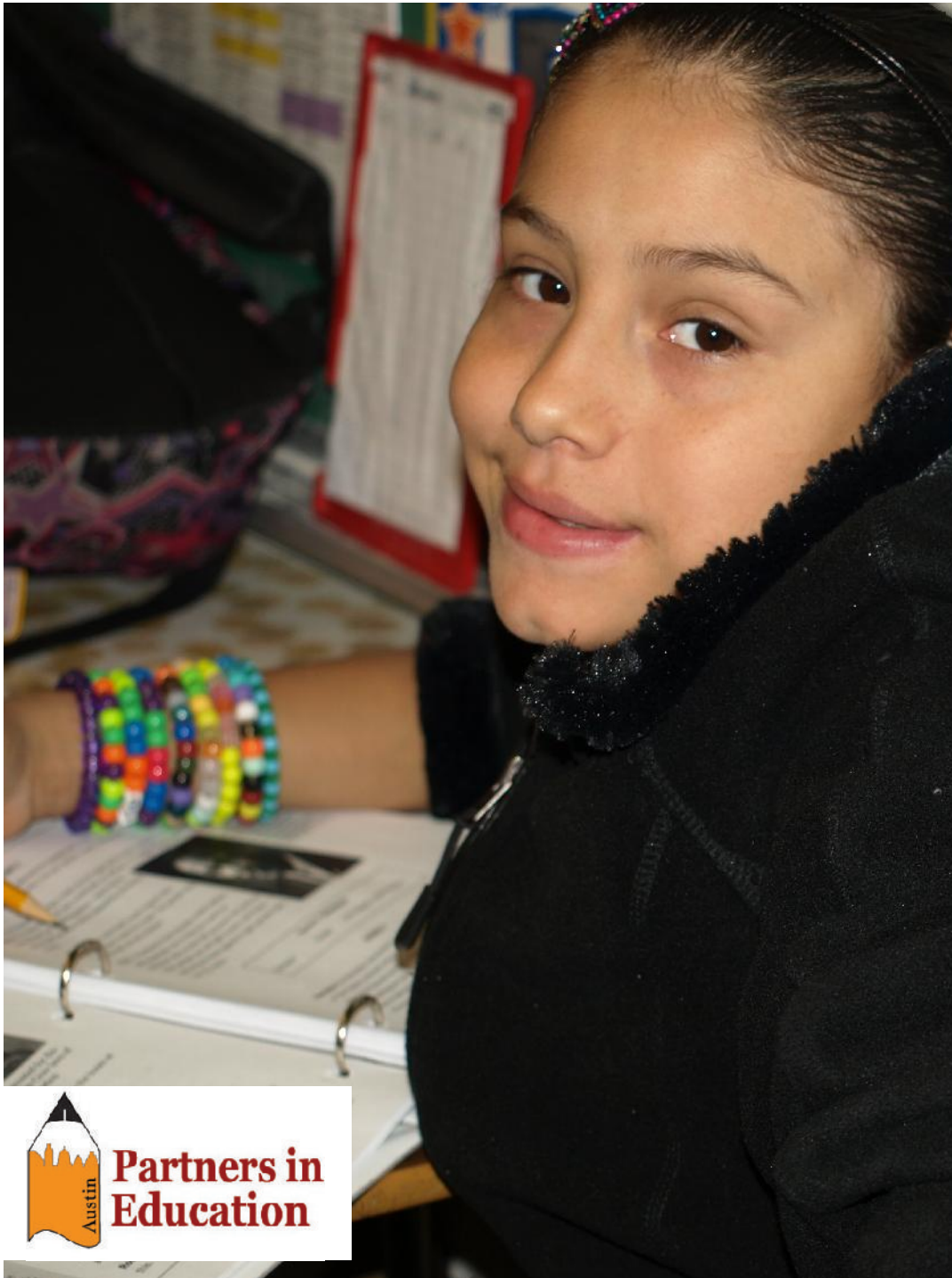
**Partners in
Education**

Annual Report 2010-2011

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Our Overarching Objectives

Improve student academic performance

With a focus on serving Austin ISD's Title I schools, Austin Partners in Education (APIE) delivers innovative programs in reading and math designed to improve student academic performance. By placing more adults in the classroom, providing high engagement learning activities, and expanding opportunities for students to work collaboratively in small groups, APIE reinforces the district's mission to keep students in school and have them graduate college and career ready.

Engage the community

Key to APIE's mission is effectively engaging the community in support of the educational purposes, goals and programs of Austin Independent School District. Community volunteers add to the quality and capacity of campus programs, providing a vital extension of academic, social and emotional supports to students.

Leverage technology

Driven by a commitment to continuous improvement, APIE has developed and deployed technology solutions that support effective community and school partnerships, enabling campuses to more easily access critical volunteer, monetary, and in-kind donations. With a customized, state-of-the-art volunteer database solution, APIE has created a scalable model for leveraging community resources, and supporting more teachers and students.



Our Board of Directors



CHAIR:
Mark Curry
Wells Fargo Community Bank
President



VICE-CHAIR:
Meria Carstarphen, Ed.D.
Austin Independent School District
Superintendent

Our Vision

The Austin community and classrooms work together to ensure academic excellence and personal success for all students.

Our Mission

Austin Partners in Education (APIE) creates and fosters effective community and school partnerships that provide all Austin ISD students preparation for college and career.

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Our History

Austin Partners in Education was founded in 1983 as Austin's Adopt-a-School program by the Greater Austin Chamber of Commerce (GACC) and the Austin Independent School District (AISD). In 2004, we received unincorporated 501 C 3 non-profit status, with GACC and AISD becoming Managing Partners. The work of APIE is guided by our commitment to aid and enhance the educational purposes, goals and programs of Austin ISD to benefit its students. Through the generous support of our Managing Partners, we are able to deliver innovative, scalable and volunteer-driven programs that reinforce the district's mission to keep students in school and have them graduate college and career ready.

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www.austinpartners.org

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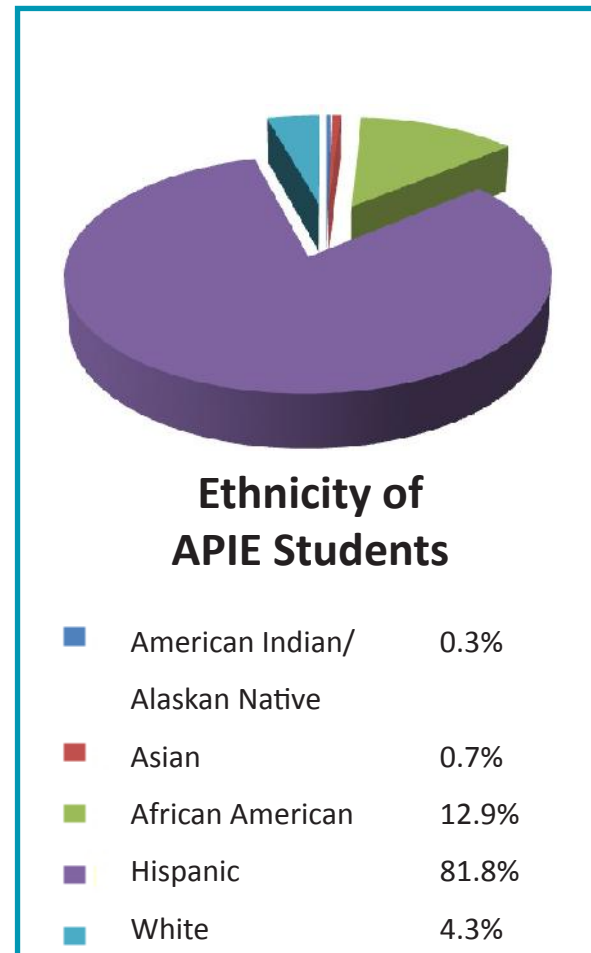
Ambassador Karen Hughes
Burson-Marsteller
Global Vice Chairman

Kathy Bolner
Wells Fargo Bank
Community Bank President

Marc Ott
City of Austin
City Manager

Austin Partners in Education concentrates on serving the district's economically disadvantaged students and students in the Limited English Proficiency population.

Economic Status	Percent of Austin ISD Students 2010-2011	Percent of APIE Program Students 2010-2011
Economically Disadvantaged	63%	90.8%



APIE Program	Percent Limited English Proficiency
Middle School Math	37%
Middle School Reading	48%
Elementary School Reading - English	18%
Elementary School Reading - Spanish Compañeros en Lectura	99%

“We will never close the achievement gap, we will never solve our dropout crisis, and we will never break the cycle of poverty that afflicts so many children if we don't make sure that all our students learn to read.”

Ralph Smith

Executive Vice President
of the Annie E. Casey Foundation



Esmerelda's Mona Lisa smile provides hints of her newly acquired self-confidence. According to her principal, she struggled when she first came to middle school as new concepts were introduced in a language that was at times very difficult to decipher. Esmerelda's household is exclusively Spanish speaking.

"I loved it when the volunteers (Coaches) came to help us," she says. "It was so fun. They came because they wanted to help me learn more so I could succeed."

"They helped me to learn a lot. I really liked that they helped me with vocabulary. I learned things I could do if I didn't know a word...like reading the sentence before it and after it to find clues to its meaning. Now, I take what I learned and use it at home. I'm helping my parents learn to read and speak English."

Austin Partners in Education (APIE) provides innovative volunteer-driven programs in reading and math designed to improve student academic performance at key intervals.

Our Approach

Interactive Learning Teams

Guided by Austin ISD's mission to have all children performing at or above grade level, close the achievement gaps among student groups, and graduate students who are college, career and life ready, APIE has created an effective, scalable learning model focused on academic performance.

Our Classroom Coaching model transforms whole class instruction (with student to teacher ratios of 25:1 or higher) to small interactive learning teams with one adult volunteer matched to three or fewer students (3:1). Trained coaches work with the same groups of children for 45 minutes, once weekly, throughout the school year. Students are supported with high engagement learning activities in reading or math that are targeted to their individual needs, and because this support is integrated into the classroom, a deep connection with the AISD curriculum and teacher-led instruction is established.

In 2010-2011, APIE provided Classroom Coaching to 1,852 students at 36 schools in 105 classrooms in Austin ISD, with the support of 783 coaches trained and managed by APIE staff to fill 883 coaching opportunities.

The Benefits of Individualized Instruction

In his meta-analysis of 21 studies assessing the effectiveness of volunteer tutoring programs, Gary Ritter found volunteer tutoring has a positive effect on student achievement. He states, "As educators across the country work to meet adequate yearly progress goals in state accountability systems, and as they seek affordable ways to offer additional services to students at risk of not meeting annual academic goals, it would be worthwhile to consider structured, reading-focused volunteer tutoring programs as strategies to improve reading and language skills."

APIE provides students the opportunity to achieve their full potential by recognizing their unique learning needs. Students with different learning styles can perceive themselves as failures in comparison to peer groups. By providing individualized instruction in small groups, students have a chance to learn at their own pace, in their own way, while interacting with peers, tutor-mentors, and content. This increases the likelihood of student success in early literacy programs, and later, in middle school math and reading; which in turn increases their chances for success in high school, college and career.



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The National Association for the Education of Young Children (2008) has noted that constructive relationships, in which a child feels valued, are essential for the development of the child's sense of security, self-esteem, academic performance, and ability to interact with others. Unfortunately, more children may be receiving inadequate adult support now than in the past due to changes in families and societal norms.

Jekielek, Moore, & Hair, 2002;
Rhodes, Reddy, Roffman, &
Grossman, 2005.

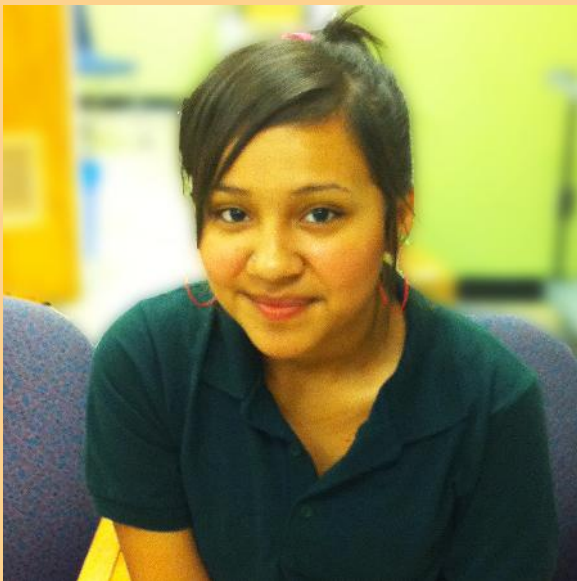
Classroom Coaching Programs

Middle School Reading



Middle school reading performance is key to success in other subjects. A student who struggles with reading in 6th grade is likely to struggle with Math, Science and Social Studies as well. This program provides students with high engagement learning strategies to increase vocabulary, fluency, comprehension and independence through work with a variety of texts, prose, poetry, and reader's theater.

ACT Inc.'s study, "The Forgotten Middle" concludes that middle school years are the most pivotal in a student's education. This study shows if a student is not on a college-ready path by the time he/she graduates 8th grade, the targeted interventions in high school may come too late. (ACT.org)



Warm and outgoing with her friends, Ana can be introverted in larger group settings. Paired with the work of gifted teachers, the personal attention of Classroom Coaching helped Ana excel last year. "I don't really like to raise my hand and ask questions in class," she explains. "It stops the whole class and people stare. I loved my coach – she was so nice. I miss her. I could ask questions whenever I wanted. It helped me understand what we were learning better. Before I had grades that were bad – in the 60's – by the end of the year I had grades in the 80's because I understood!" Ana, who is rightly proud of her achievement, adds that working on her reading skills has added benefits. "It helps me in my other classes like Science and Social Studies." Like many students in Austin ISD, Ana's family only speaks Spanish, so having the help from teachers supported by a Classroom Coach gives her an extra chance to practice and hone her skills.

"Our students have made remarkable improvements in terms of reading! We have so many success stories this year thanks to our dedicated APIE Classroom Coaches!"

- Valerie Torres-Solis
Webb MS Asst. Principal

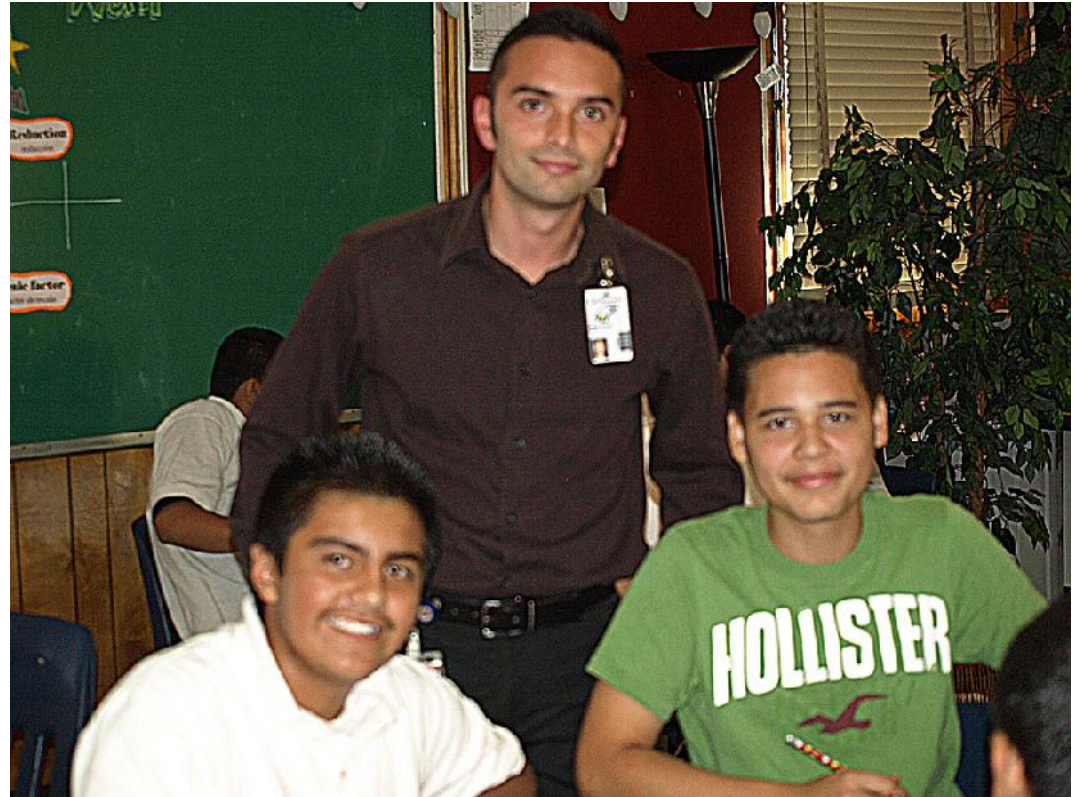
Classroom Coaching Programs

Middle School Math

In their study “The Forgotten Middle,” ACT Inc. shows that more than eight of ten 8th grade students do not have the knowledge and skills necessary to be successful in high school. Math coaching helps students prepare for high school algebra by expanding students’ mathematical vocabulary, improving familiarity with grade-level objectives, building confidence in math problem-solving and fostering an appreciation for math.



A fun-loving, outgoing young man, Gerardo is an experiential learner who eagerly engages in interactive activities. “I really liked my volunteer,” he says. “They were nice and had lots of activities they used with us to make it fun - like games. I started getting better in school.” When asked what he liked best about the experience he replied, “The respect. The Coach showed me respect. They respected us all...I like that.”



Students who fail Algebra I are four times more likely to drop out of high school than those who pass the course.

(Algebra: Changing the Equation, Carl Vogel, 2008)

83% of students who are successful in Algebra I and Geometry go on to college.

(National Educational Longitudinal Study)

Deeper Intervention for Struggling Learners

Step-Up Reading and Math

Step-Up is designed to provide intensive, accelerated instruction in a high-frequency (3 – 4 times per week), small group setting to support struggling middle school learners in reading or math. Using a differentiated curriculum and frequent monitoring, students receive individualized support that builds skills based on the students' level. Assigned tutors work with students in 3:1, 2:1 or 1:1 relationships to accelerate academic achievement.



I like sharing what I love -- learning, and discovering how to learn -- with young people that have such tremendous intelligence and potential to learn.

James Eldred, College
Readiness and Math Coach

Other Programs and Services

College Readiness

In support of Austin ISD and the Greater Austin Chamber of Commerce goals to increase the number of students who graduate college and career ready, Austin Partners in Education delivers academic support designed to increase the number of high school students graduating College Ready as defined by the Texas Success Initiative (TSI). Our programs build student and parent awareness on the relevance of the college experience, offer academic advising on the College Readiness TSI requirements, and provide academic support in English Language Arts, writing, and math that addresses individual gaps and prepares students to pass placement exams.

School Connections

Every campus requires an infusion of resources from the community to provide an enriched educational experience for its students. These might include mentors for students of all ages, volunteers to chaperone field trips, materials to build animal pens for a 4H club, or cash to make up budgetary shortfalls for supplies and/or events. APIE's School Connections program provides a gateway to connect the community with the classroom. By training campus staff to act as Coordinators for Mentors, Volunteers, and Community Partners, APIE ensures that schools have a consistent and sustainable process for engaging these valuable resources.

Mentors:

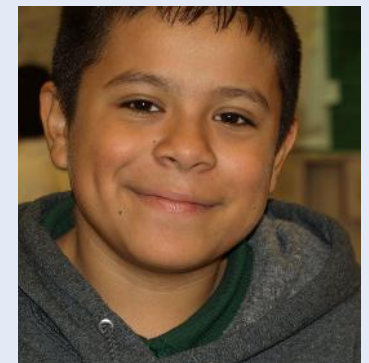
In 2010-2011, 120 campuses in Austin ISD identified a need for mentors to work with students. More than 740 mentors were registered, cleared through a background check, trained and assigned to students.

General Campus Volunteering:

APIE processed over 4000 requests for volunteer background checks and placed 2900 general volunteers in schools to act as classroom or library volunteers, after school tutors, field trip chaperones, front office support, reading or math buddies, and many more volunteer roles on campus.

Campus Partnerships:

Using its social media outlets and other communication strategies, APIE promotes a vibrant partnership climate that helps connect the community to classrooms in need.



Technology Solutions

Having the technical capability to serve clients, manage volunteers, engage with funders, communicate our message and conduct daily operations is central to APIE's commitment to business standards and best practices that deliver results. Through an integrated website and database infrastructure, we are able to efficiently attract, engage and track our relationships with schools, volunteers, donors and other stakeholders.

Partner Database:

Partners exchange information with us directly through our web-integrated database, enabling them to register for specific volunteer opportunities, sign up for training, complete partner profiles, post campus needs and track campus donations, enabling efficient execution of Criminal Background Checks and volunteer/partner placements.

Business Process Improvement:

Everything from volunteer recruitment to donation opportunities has a well-defined business process and workflow built into it, driving efficiencies, reducing risk and decreasing administrative overhead. And because everything is managed in a single system, analytics are just a few clicks away.

“APIE has given me the most rewarding opportunity to make a difference in the lives of the children in our community. This program has helped me grow as a team member, and taught me to be a leader by working with the children and other volunteers. Together, all of us are going the extra mile to help the future of our community.”

- Zenoba Peterson, APIE Intern

Zenoba is one of dozens of university interns APIE hired, trained and placed into AISD schools this year.

In their research, “Safe and Participatory Public Schools,” UCLA found volunteering in public schools, along with other forms of community and parent involvement, contributes to a number of valued educational and social outcomes. When parents and community members are engaged in schools, students like school more, stay in school longer, and perform better on a variety of achievement measures. (Henderson and Mapp, 2002.)

They also point to the benefits volunteers provide as valuable labor that stretches capacity of schools, particularly in periods of fiscal restraint.



Expressive and animated, Donovan is well suited to the small group learning model provided by Classroom Coaching. His humor and wit can be appreciated by his team while he hones individual skills. Donovan likes variety and especially enjoys being exposed to different kinds of content. He said, “I really liked it when my volunteer came. Right away I felt like I was getting better. They really helped me out. It helped me get ready for tests.” His suggestion to other coaches – “Be sure to use lots of different kinds of stories, that’s good.”

Delivering Results

Austin Partners In Education had positive outcomes in the 2010-2011 school year. We are guided by our goals to improve student academic outcomes, match students with a caring adult to support their academic achievement and strengthen student confidence and attitudes towards school. We focus on serving economically disadvantaged students and English Language Learners.

Improvements in Reading Performance

- Students in APIE supported 2nd grade classrooms on average, exceeded the annual expected gain of 3.0 DRA levels
- The number of 6th grade students reading at the 4th – 6th grade level increased from December (27%) to May (70%) *
- APIE supported campus realized year-over-year improved English Language Arts TAKS passage rate*
- 48% of Step-Up students (students who had not passed ELA TAKS at least two years) passed ELA TAKS

**Results from Webb Middle School with all 6th grade reading classes participating*

Improvements in Math Performance

- APIE supported campus realized year-over-year gains in Math TAKS passage rates and commended rate**

*** Results from Webb Middle School with all 8th grade math classes participating*

6th Grade Students Oral Fluency	December 2010 Students - Percentage of Grade	May 2011 Students - Percentage of Grade
6th Grade Students Reading on a 4th - 6th Grade level	16 students - 27%	44 students - 77%

6th Grade Students Oral Fluency	December 2010 Students - Percentage of Grade	May 2011 Students - Percentage of Grade
6th Grade Students Reading on a K - 3rd Grade level	42 students - 73%	13 students - 23%

6th Grade Reading TAKS	2009-2010	2010-2011
Pass Rate	48% passed TAKS	64% passed TAKS

8th Grade Math TAKS	2009-2010	2010-2011
Pass Rate	75% passed TAKS	83% passed TAKS
Commended Rate	6% commended	22% commended

(Aggregated data provided by Webb Middle School)

● Increasing the Number of College Ready Graduates

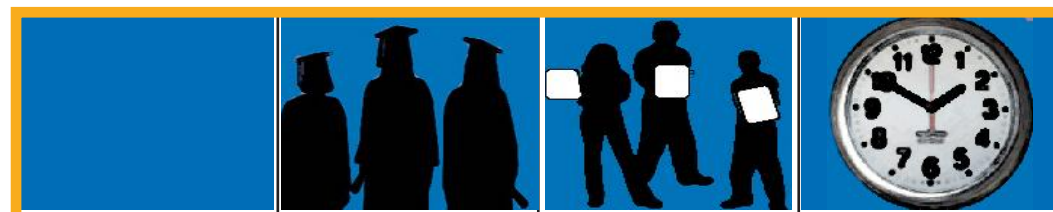
In 2010-2011 our College Readiness team advised and tutored students from 12 high schools with 696 becoming College Ready.

● Extending Capacity for AISD

According to the Independent Sector - a leadership network for charities, foundations and corporate giving programs - the value of a volunteer hour is \$21.36. APIE filled 883 Coaching opportunities and 750 Mentor opportunities, delivering \$34,880 worth of services weekly for a total of more than \$700,000 last academic year.

● Matching Caring Volunteers with Students

We filled 883 weekly Classroom Coaching volunteer opportunities, matching adults to more than 1,852 students.



APIE Program	Number of Students Served	Number of Volunteer Opportunities Filled Weekly	Number of Student Hours
Elementary School Reading English	485 students	192 vols/wk	8,730 hours
Elementary School Reading Spanish	400 students	146 vols/wk	7,200 hours
Middle School Reading	166 students	72 vols/wk	2,988 hours
Middle School Math	731 students	321 vols/wk	13,158 hours
Step-Up Reading & Math	70 students	95 vols/wk	3,780 hours

Student Hours = # of students x 45 mins direct interaction x 24 weekly sessions.

● Improved Student Achievement and Attitudes Toward School

In response to year-end surveys, Austin ISD principals described the benefits of Classroom Coaching as:

- Students increase achievement
- Students increase DRA scores
- Students get to interact with positive role models in a learning/mentoring setting who encourage them to do their best in school
- Students and teachers look forward to seeing their coaches every week
- Students are able to have more reading time during the day, and because it is with someone from outside the school, the students' enthusiasm level is usually heightened
- Students were interested in the materials, interacted positively with the coaches who were always there every week, and ended the year with outstanding TAKS results

Teachers expressed benefits as:

"The program increased reading fluency, reading comprehension, and increased student self-esteem."

– Teacher, Step-Up Reading program

"The student hated to read until he began working with his volunteer. Once they started, he began reading more fluently and was excited every time his volunteer came. To instill a passion for reading in a resistant child speaks volumes for the APIE program."

– Teacher, Middle School Reading

"There are a group of students who have all increased their DRA levels this year. That's the greatest benefit of this program."

– Teacher, Elementary School Reading

"I just love APIE days! It is so great to walk into the classroom and to see all of the kids smiling! APIE is the best thing that ever happened to Burnet." – Margaret McKinney, Math Instructional Specialist, Burnet Middle School.

Grant making and Fundraising Success

Austin Partners in Education is profoundly grateful to our founders and Managing Partners, **Austin Independent School District** and the **Greater Austin Chamber of Commerce**, for their continued support. We are also thankful to the generous private and public foundations and organizations that share our vision and funded our programs with more than \$500,000 in support in the 2010-2011 academic year. Please join us in thanking:

3M Foundation
American Constructors
Andy Roddick Foundation
Anonymous Foundation
Applied Materials Foundation
Austin Independent School District
Austin Ventures Management
Cambridge Systematics
Greater Austin Chamber of Commerce
Greater Mt. Zion Baptist Church
IBM Corporation
Impact Austin
Intel Foundation
Jim Whitten Roof Consultants

JPMorgan Chase Foundation
KDK-Harman Foundation
Michael & Susan Dell Foundation
People for Educational Equality
Raglesville Lake Foundation
Seawell Elam Foundation
The African Queens
The Meyer Foundation
The Pape Foundation
TK Management
Tokyo Electron
United Way Capital Area
Wells Fargo Bank

We also appreciate the generosity of individual donors who support our programs. These are listed by name on our website here:
<http://www.austinpartners.org/individualgiving>.



The eldest of five children, Mark's brothers and sisters look to him as a role model. His parents and his principal were very concerned early in the year as Mark's struggles with school were increasingly causing him to not want to attend. All signs pointed to a drop-out risk in the years ahead. With the support of caring teachers and dedicated staff, Mark was teamed with a Classroom Coach who was able to provide him the one-on-one attention he needed to build confidence and skills.

A few months later, his parents beamed with delight as their son, once too self-conscious to read out loud in class, stood before a group of more than 30 adults in the school's library to speak about his Classroom Coaching experience, and his personal success.

"I like having APIE tutors come to my class. I'm excited about their help. Because of them I got to learn something new. Everybody deserves to learn something new," he said. After Mark's presentation everyone remarked on his statesman-like poise. Asked if he might be President some day, he smiled and replied, "Well a lot of people today are telling me they think I could."

Mobilizing the Community

Recruitment Success

Key to APIE's success has been our ability to mobilize, train and place an army of volunteers in schools to support campus objectives. The 2010-2011 academic year proved to be APIE's best year for volunteer recruitment. Our 883 Classroom Coaching positions were filled by community volunteers from area businesses, universities, city and state agencies, self-employed, unemployed and retired professionals.

Our Champions: The City of Austin, IBM and TRS

Austin Partners in Education is grateful to the **City of Austin** for its commitment to in-school volunteerism by granting its employees weekly leave time to serve in our schools. Special thanks for Ben Ornelas and Katie Ahrens for their work recruiting for us.

IBM began their involvement with us mentoring in 2005, followed by their support of Partners in Math in 2006. In 2009, Senior Engineer Andrew Holle joined our Math Classroom Coaching program, and began sharing his experiences. As his story spread, so did the number of IBM employees volunteering. In 2010-2011, IBM had marshalled enough employees to "adopt" an entire math class at Burnet Middle School. IBM engineer Hal Chase saw the positive outcomes their involvement was generating; both for students and for the IBM team, and began an in-house recruitment campaign with ambitious goals. In the 2010-2011 school year, IBM provided 45 volunteers, enough to support more than 120 students, and they are on track to double the number of employees in the classroom for the new school year. These caring, engaging employees bring real world relevance to the classrooms, as well as a fascinating cultural diversity that provides inspiration and understanding for the students they serve.

Teachers Retirement System of Texas (TRS), like the City of Austin, offers employees incentives to volunteer - and the organization gets involved from the top down. TRS engagement began in our mentoring programs in 2005, followed by an orchestrated effort to recruit Classroom Coaches in 2009 under then-Director Ronnie Jung, who volunteered and urged his staff to do the same. The current executive team, under the leadership of Deputy Director Ken Welch continues to carry the torch, advocating for APIE and providing 23 Coaches in 2010-2011. Deputy Director Welch has completed two years as a Math Classroom Coach at Martin Middle School and has signed up for a third. Like IBM, TRS is on track to double their number of Coaches in the coming year.

Our Top Teams of Coaches

Advanced Micro Devices (4), APIE Interns (26), Austin ISD (6), APIE Staff (11), City of Austin (151), Dell Inc. (4), IBM (45), KEYE TV (4), National Instruments (5), Seton Family of Hospitals (7), State Farm Insurance Company (5), Teacher Retirement System of Texas (23), Texas Attorney General (4), Texas Parks and Wildlife (7), University of Texas at Austin (24), Wells Fargo Bank (9) University students (63), Retired (31), and Self-Employed (13).

"IBM went from 12 volunteers at the beginning of the 2010 year, to more than 70 passionate, committed volunteers ready for Fall 2011. APIE has developed this program focusing quality time on the student, while minimizing the impact on the coach. The curriculum is complete, there are measurements of the impact, there is a teacher in the classroom at all times, and the material requires little or no preparation. The time investment is only the 45 minutes in the classroom per week. The positive outcomes I've seen over the year include real academic improvement in the students being coached; personal gratification for the coaches; and team building for our IBM engineers/volunteers."



-- Hal Chase, IBM, pictured with Ruby Zgabay, IBM Coach

Celebrating Excellence in Austin ISD Salute

Each year, in collaboration with Austin ISD, Austin Partners in Education produces Salute – the annual celebration of excellence within AISD. The event honoring teachers, students, administrators, staff and partners, was held at the Joe and Teresa Long Center for the Performing Arts with Austin Police Chief Art Acevedo as emcee and the City of Austin as the signature host sponsor.



Teacher of the Year: A former TV news reporter, **Caroline Sweet** chose a career in bilingual teaching after volunteering at a center for Latino immigrants. The fourth grade teacher from Metz Elementary urges her students to become agents for social change. (Pictured: Semifinalist **David Bellesen** (left) High School Teacher of the Year – Travis High; **Caroline Sweet**, Teacher of the Year – Metz Elementary; Semifinalist **Kim Ross**, Middle School Teacher of the Year – Dobie Middle School.)

Student of the Year: **Gamaliel Altamirano** (pictured with emcee Police Chief



Art Acevedo and Superintendent Dr. Meria Carstarphen) spoke to the audience about his mother’s journey from Mexico with little more than a dream. He was accepted to his first choice university after successfully completing our College Readiness Program.

Partner of the Year:
Michael and Susan Dell Foundation

Chair’s Award:
Dr. Leonard Moore, Professor of History and an Associate Vice President in the Division of Diversity and Community Engagement at UT Austin

Hall of Fame:
Mark Williams, AISD Board of Trustees President and APIE Board Member, and
Bernardo Martinez, Parent Support Specialist and PIE Coordinator at Wooten Elementary

For a complete list of winners please see our website.

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Seton Family of Hospitals, Wells Fargo Bank

Salutatorian Level
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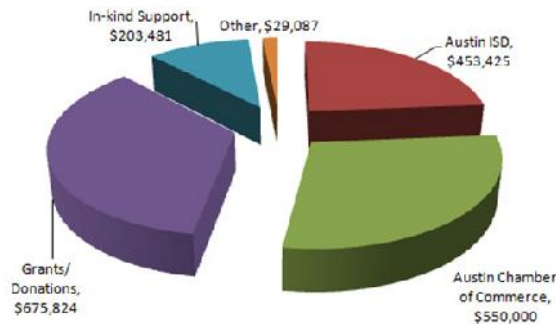
Transparency and Accountability

Financials 2010-2011

STATEMENT OF REVENUE, SUPPORT

Revenue:	
Austin ISD	\$453,425
Austin Chamber of Commerce	\$550,000
Grants/Donations	\$675,824
In-kind Support	\$203,481
Other	\$29,087
Total Revenue	\$1,911,817
Expenses:	
Program Services	\$1,518,406
Supporting Services	\$279,414
Total Expenses	\$1,797,820
Net Revenue Over Expenses	\$113,997

Revenue



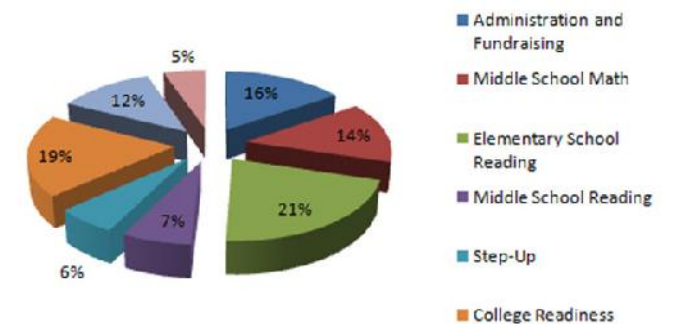
STATEMENT OF FINANCIAL POSITION

Assets:	
Current Assets	\$44,364
Non-Current Assets	\$995,050
Total Assets	\$1,039,414
Liabilities:	
Current Liabilities	\$147,694
Non-current Liabilities	\$0
Total Liabilities	\$147,694
Net Assets:	
Unrestricted Net Assets	\$810,397
Temporarily Restricted Net Assets	\$81,323
Total Net Assets	\$891,720

EXPENSES

Administration and Fundraising	\$279,419
Middle School Math	\$253,531
Elementary School Reading	\$380,844
Middle School Reading	\$119,447
Step-Up	\$108,043
College Readiness	\$340,452
School Connections	\$220,527
Salute	\$95,557
Total	\$1,797,820

Expenses



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