

**OFFICE OF PROGRAM EVALUATION:
AGENDA 2002-03**

OPE Publication Number 02.01

PREFACE

The Office of Program Evaluation (OPE), an office within AISD's Department of Accountability, is charged with evaluating federal, state, and locally funded programs in the Austin Independent School District. OPE works with program staff throughout the district to design and carry out formative and summative program evaluations. The evaluations report objectively on program implementation and outcomes, and serve to inform program staff, decision-makers, and other planners in the district. OPE responds to information needs at all levels.

Each year, OPE staff develop an agenda which identifies programs to be evaluated and services to be provided. At the end of each school year, OPE submits mandated reports to various federal, state, and local funding agencies, and develops narrative reports reviewing district program implementation and outcomes. Findings are used by program staff to improve programs and by district decision-makers to make programmatic and budgetary decisions for the district.

OPE staff coordinate research requests with external agencies, such as universities and governmental organizations. OPE staff also conduct an annual survey of district employees. In addition to the evaluations and other activities outlined in this document, OPE staff routinely handle internal and external data requests and special projects. The newly developed OPE Evaluation Team (E-Team) will conduct or assist with data requests and special projects, as needed, throughout the year.

The evaluation agenda is prepared during the summer of each year to obtain agreement among decision-makers that the proper and most critical information needs will be addressed in the coming year. The agenda is developed through an interactive process involving the staff of OPE, the staff and program managers of special programs, the Deputy Superintendent of Accountability and Information Systems, and the Superintendent.

This agenda describes methodology of the planned evaluations and other services to be provided in the 2002-03 school year. The plans provide the blueprints for the evaluation staff to follow throughout the year. An overview is included in the Agenda for each planned evaluation and service.

The format of an evaluation plan overview is described below. Overviews for each planned evaluation and planned activity are included in this document are presented in the following format:

1. A heading, which gives the name of the program, the person(s) to contact about the program, and the person(s) to contact about the evaluation or activity;
2. A brief program description, which provides general information about the program, the features of the program, its goals and objectives, and other information pertinent to understanding its importance to the district;
3. Evaluation objectives, which enumerate the reason(s) the evaluation or activity is being performed; and
4. Scope and method, which delineate the breadth of the evaluation or activity and the methods by which relevant data will be collected and analyzed.

Readers of the agenda are encouraged to direct their comments and questions about the planned evaluations and activities included in this document to the OPE contact persons named in the overviews.

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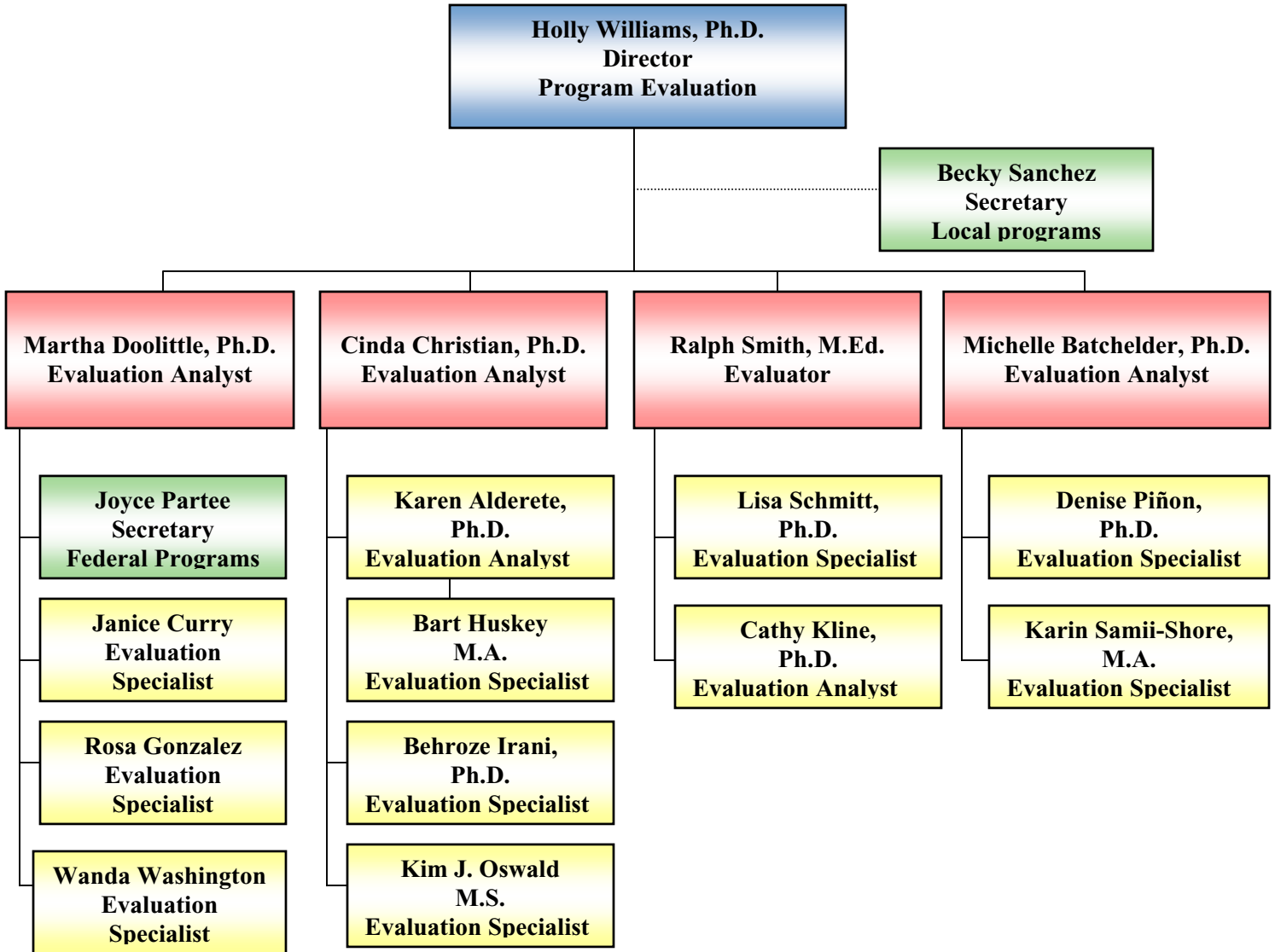
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OPE ORGANIZATION CHART; 2002-03



2002-03 EVALUATION OVERVIEWS

ACCELERATED READING INTERVENTION TUTORING PROGRAMS

Elem. Language Arts Supervisor:	Maria Hohenstein
Grants Manager:	Peggy Mays
Evaluation Supervisor:	Martha Doolittle
Evaluation Staff:	Janice Curry

PROGRAM DESCRIPTION

The Accelerated Reading Intervention (ARI) grant from the Texas Education Agency provides funds to school districts to improve early elementary literacy and reading skills among students. During the past five years, the ARI grant was used to fund the Austin Independent School District's (AISD) summer literacy program for elementary students in grades kindergarten through 2, the *Summer Opportunity to Accelerate Reading* (SOAR). However, as the new state assessment program (TAKS) goes into effect in 2002-03 along with the new state requirement that all third graders must pass the third grade reading assessment in order to be promoted to fourth grade, the school district has chosen to use the ARI funds in a different way. During 2002-03, all elementary campuses will have ARI funds during the regular school year to provide accelerated reading instruction in literacy and reading to kindergarten – grade 3 students. The goal of this approach is to use diagnostic assessments to identify early those children in grades kindergarten through 3 who are having difficulty with literacy skills and reading. These children will be able to participate in one of several intervention sessions offered during the school year by campus staff. Curriculum materials aimed at improving specific literacy skills will be used according to the needs of the children. Accelerated reading groups will be small (no larger than eight students) and will be offered either during the school day or after school. The final session offered in June 2003 will target third graders who have failed the TAKS reading assessment in the spring 2003. The goal will be to enable these children to improve their reading skills and pass the TAKS offered in the summer so that they can be promoted to fourth grade.

Student eligibility for receiving accelerated reading instruction will be based on the following reading assessments administered during the school year: The *Texas Primary Reading Inventory* (TPRI), the *Developmental Reading Assessment* (DRA), and/or the *Flynt-Cooter* (FC) fluency assessment. All teachers providing instruction and

intervention will have completed specific professional development prior to the beginning of the program.

EVALUATION OBJECTIVES

1. To evaluate the district's efforts to meet the district and state goal that all students read at or above grade level upon exiting third grade.
2. To provide information for decision makers on program effectiveness to facilitate decisions about program modification.

SCOPE AND METHOD

The use of ARI funds in AISD during 2002-03 will be to provide accelerated reading instruction and intervention to those elementary students determined to be at risk in literacy and reading skills. The evaluation will include monitoring the progress of those students who participate in this program throughout the year. The assessment data used as a pre- and post-test in the program will be collected. In addition, the number and percentage of third grade students who participate in the program and who pass TAKS reading in 2003 will be investigated. Other quantitative data to be examined will include budget expenditures, student and teacher demographics, and the number of students on grade-level in reading at the beginning and end of the program. Recommendations for the 2004 program will be made based on all data collected.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) PROGRAM

Program Administrators: Stan Brein, Missy Tobia
Evaluation Supervisor: Cinda Christian
Evaluation Staff: Kim Johnson Oswald

PROGRAM DESCRIPTION

AVID is designed to prepare underachieving students from groups traditionally underserved in post-secondary education to be eligible for and successful in four-year colleges and universities. Ultimately, AVID provides a social and academic structure to support students as they work to succeed. The program prepares participants for postsecondary education by providing:

- Writing and study skill instruction,
- College visits and field trips,
- Tutoring, motivational speakers, and mentors,
- Parent training and support, and
- A supportive peer group.

In 1999, AISD received a three-year grant from TEA to implement a Comprehensive School Reform Demonstration program in four middle and four high schools using the *Advancement Via Individual Determination (AVID)* model. AVID is now supported by a combination of local funds, federal funds through Title V, and a grant from the Dell Foundation. In 2002-03, AVID has been expanded into two additional high school sites.

EVALUATION OBJECTIVE

To provide information for decision-makers on program effectiveness in order to facilitate decisions about program continuation and modification. The following questions are essential for these decisions:

- Are students successful, based on the program's measures of success?
- To what extent is AISD implementing the program as designed?
- To what extent is AVID perceived as helpful to students and their families?

SCOPE AND METHODS

Program Implementation

OPE staff will develop profiles of program participants using district data from central records and more qualitative information from the participant surveys. These profiles can then be compared with the published AVID program criteria:

- Coming from a low income family and/or being an ethnic minority; and
- Average to high achievement test scores, but earning C-level grades; and
- Coming from families in which no one has attended college; or
- Experiencing other circumstances that could impede progress to college.

Profiles will examine student gender, ethnicity, English language proficiency, enrollment in special education and gifted education, and migrant status. Additional tracking of the implementation process will be done through analysis of program records, visits with the site teams of each school, and review of program certification documents.

Student Outcomes

The AVID program posits that program participation will lead to several positive outcomes: high test scores; school involvement; regular attendance; enrollment and success in advanced classes (honors, pre-AP and AP, and pre-IB and IB); and ultimately, enrollment in post-secondary education.

OPE staff will analyze data on student performance in the program to examine the extent to which these outcomes are being realized. Outcomes are measured against performance of a comparison group. These data include:

- Student performance on TAKS, AP exams, and pre-college testing (SAT, ACT)
- Failure rates and credit acquisition
- Numbers of advanced classes taken
- Year-end attendance.

The AVID program also requires higher minimum standards to be maintained in each class. AVID teachers on each campus collect data on these standards each 6-week period. Data include attendance, students meeting AVID standards, and class grade point average. Regular examination of these data provides real time feedback to the AVID program director and the school staff on areas where problems might occur. OPE will collect these data each 6-weeks and summarize them for the program manager. In order

to facilitate data collection, OPE will transform the current paper system of data collection into an electronic system. Electronic data collection will both increase the ease of filing the data and decrease the likelihood of errors.

OPE staff will complete surveys with AVID students and their families. Based upon surveys completed in 2001-02, these surveys will examine perceptions of student success and frustration, helpfulness of various program features and satisfaction with program implementation. School involvement will be examined through questions eliciting student participation in athletics, student government, clubs and music programs.

BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE PROGRAMS

Program Director: Della May Moore
Evaluation Supervisor: Martha Doolittle
Evaluation Staff: Rosa María González

PROGRAM DESCRIPTIONS

Texas law requires that upon entry to a school district, all students with a Language Other Than English (LOTE) be assessed to determine their level of English proficiency. Students identified as Limited English Proficient (LEP) (also known as English Language Learners, ELL) must be provided one of two basic programs:

- Bilingual Education (BE), a program of dual-language instruction including instruction in the home language and English as a Second Language (ESL); BE is provided only to students in any language classification for which there are 20 or more students enrolled in the same grade level; parent permission is required; and
- English as a Second Language (ESL), a program of specialized instruction in English provided to students not receiving bilingual education and to students whose parents refuse dual-language instruction; parent permission is required.

With the No Child Left Behind Act of 2001 signed into law, the Title III Part A grant, Language Instruction for Limited English Proficient and Immigrant Students (P.L. 107-110), is in effect. The purpose of this grant is to provide funds to school districts to assist in teaching English to limited English proficient (LEP) students at all grade levels and help these students meet the same challenging state academic standards required of all students. These supplemental funds may be used to support specialized student instruction, staff professional development, staff stipends, instructional supplies and materials, providing community/family coordination and outreach for LEP children and their families, and other relevant fund categories. In addition, the school district must provide ongoing assessment and evaluation of student academic progress in English language proficiency (reading, writing, oral) and in meeting the state academic standards as measured by the state-mandated tests, the Texas Assessment of Knowledge and Skills (TAKS). The Austin Independent School District has \$1.7 million (including \$358,000 of immigrant funds) as a Title III grant planning amount for 2002-03.

EVALUATION OBJECTIVES

1. To document the impact of the district's BE/ESL Programs on student academic performance, per federal and state law.
2. To provide information for district decision makers on program effectiveness to facilitate decisions about program modification.

SCOPE AND METHOD

In order to comply with local, state and federal evaluation and reporting requirements, the evaluation will focus on assessing the impact of the district's Bilingual Education (BE) and English as a Second Language (ESL) Programs on the academic progress of its LEP students, and the extent to which they are becoming proficient in English. In response to these program goals and evaluation requirements, the following analyses will be conducted annually (except where indicated) for the 2002-03 evaluation:

- Student performance (progress) on state-mandated academic tests for LEP students served, LEP students whose parents refused services, LEP students who have exited the program, and immigrant students;
- Student performance (progress) on the new AISD academic benchmark assessments in the core curricula in conjunction with other required tests such as the Tejas Lee/TPRI and DRA (reading proficiency) and the Flynt Cooter (language fluency);
- A summary of district professional development completed in BE/ESL areas will be documented.
- Increased instructional capacity of new teachers and increased number of potential teaching personnel.

Completion of the narrative report is estimated for September 2003. Submission of state-required information for the Texas Education Agency is expected at about the same time.

BRIDGES TO NINTH-GRADE SUCCESS

Program Administrators: Lisa Newman
Evaluation Supervisor: Cinda Christian
Evaluation Staff: Barton Huskey

PROGRAM DESCRIPTION

The Ninth-Grade Success Initiative is a state program funded through the Basic Skills Program for High School Students that was created by the Texas Legislature in 1998. The goal of the Ninth-Grade Success Initiative is to increase graduation rates in Texas public schools by reducing the numbers of students retained in ninth grade or who drop out. Ninth-Grade Success Initiative funding is provided for expansion or enhancement of existing programs that are focused on increasing academic performance and attendance rates and reducing dropout rates. AISD received the Ninth-Grade Success Initiative grant in the spring of 2000.

Bridges to Ninth-Grade Success is the program created by AISD under the Ninth-Grade Success Initiative. It focuses on four main areas: creating smaller learning communities, professional development, student engagement, and ongoing assessment. Students receive extended learning time, additional opportunities to earn credit, and ongoing assessment and monitoring.

EVALUATION OBJECTIVES

The evaluation objective is to provide information for decision-makers on program effectiveness in compliance with TEA regulations.

SCOPE AND METHOD

OPE staff will collect and report data on participating students as directed by TEA. Data will be collected from each campus and from central records, and will include identifying information, demographics, program services received, credits earned, and courses completed. OPE staff will also compile data on program outcomes, including retention and dropout information. Results will be reported to TEA three times during the 2002-03 school year. Results will also be used to assist the program administrator to estimate the number and percentage of students on each campus who are eligible for services through the Bridges to Success program.

CAREER AND TECHNOLOGY EDUCATION PROGRAMS

Program Administrator: Jerome Hurt
Evaluation Supervisor: Cinda Christian
Evaluation Staff: Barton Huskey

PROGRAM DESCRIPTION

Career and Technology Education (CATE) describes a system of integrated school-and work-based learning that integrates academic and occupational learning. Students are trained through a series of organized educational programs. These programs offer a coherent sequence of courses that prepare students in paid or unpaid employment or laboratory settings for current or emerging occupations. The *Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392)* specifically assists states to expand and improve their programs of vocational education and provide equal access in vocational programs in schools with the greatest need for improvement.

The Career and Technology Education program in AISD is in a period of change. The district is examining ways to most efficiently assist students in selecting careers and give them practical experience that can lead to better and more highly paid jobs. The district has articulated several goals for the program.

- All CATE programs should provide equal opportunities to students of all races, genders and economic situations.
- CATE should serve an increasing percentage of the population. The expectation is that CATE should serve 25-30% of the students by the 2007-08 school year.
- Every student should achieve to his or her ability. To the extent possible, every child should graduate from high school and be prepared to engage post-secondary options. Every child should finish secondary education with at least 1 credit that is transferable to a post-secondary institution (a “college credit”). This credit could come from Tech Prep, dual credit, AP/IB, or distance learning.
- Every child who wants to complete a work-based internship before graduation should have the opportunity to do so.
- For any CATE programs that offer certification, all students in the program should achieve certification.

EVALUATION OBJECTIVES

1. To provide information for decision makers on program participation and effectiveness.
2. To facilitate decisions about program modification.

SCOPE AND METHOD

Evaluation questions will be based on the goals for the program:

Data from district and state databases will be used to determine whether CATE programs provide equal opportunities to students of all races, genders and economic situations, and whether CATE serves an increasing percentage of the student population.

Indicators examined will include:

- Characteristics of the students being served, and how these students differ from those who are not in the program.
- Barriers that currently prevent students from taking advantage of CATE classes. Recommendations will be made to overcome these barriers.

Databases, class observations, and student focus groups will be used to determine whether students are being prepared for postsecondary education or work. The evaluator will examine:

- Whether all CATE students have the opportunity to earn least 1 credit that is transferable to a post-secondary institution, and how many students currently hold a college credit. Programs will be studied to see from what sources students achieve these college credits.
- The number of students currently enrolled in classes that yield college credits.
- The number of students who complete work-based internships
- Barriers to increasing the number of work-based internships completed
- The number of students in certification programs and the percentage who earn certificates. The evaluator will study reasons students fail to earn certificates.
- The number of students who graduate on the recommended plan.
- The number of students who enroll in college, enroll in technical school, or work after completing high school.

Additionally, staff in the School to Career department need information on program implementation in order to make programming and staffing decisions: Data collected will address:

- Student use CATE of resources including percentage of students in CATE classes at each level of participation in a CATE program and variation between pathways.
- Certifications or qualifications held by teachers in CATE classes and whether their time is spent teaching in their areas of specialty.

The evaluator will collect data throughout the year to answer these questions, as well as ad hoc questions put forward by School to Career staff. Ad hoc results will be reported directly to program staff. Evaluation results will be assembled in a report published at the end of the year by the Office of Program Evaluation.

**CAREER DEVELOPMENT RESOURCES (CDR)/TEXAS STATE OCCUPATIONAL
INFORMATION COORDINATING COMMITTEE (SOICC)**

Evaluation Supervisor: Cinda Christian

Evaluation Staff: Karen Alderete

PROGRAM DESCRIPTION

The Texas State Occupational Information Coordinating Committee (TSOICC) has provided data for educators regarding graduation or completion rates, job placement rates from occupationally specific programs, licensing rates, and awards of high school graduate equivalency diplomas (GED). TSOICC used the Automated Student and Adult Learner Follow-Up System along with Public Education Information Management System (PEIMS) data to collect employment and college enrollment information for students that have graduated from Texas high schools. In July 2000, the SOICC network officially ceased to continue operation. At that time, the Texas Workforce Commission reorganized and created a completely new department, Career Development Resources (CDR). CDR continues to provide college enrollment, labor market, and occupational information to educational institutions in support of program development.

EVALUATION OBJECTIVES

- To provide district decision-makers with state college enrollment and occupational information so they may create and implement program services that assist students in making informed decisions regarding their academic preparation, college, and career choices.
- To provide state college enrollment and occupational data for related district program evaluations.

SCOPE AND METHOD

Using state college enrollment and occupational data provided by CDR, OPE evaluation staff will examine the outcomes for AISD students who graduated in years 1998 through 2002. A brief comparative analysis and feedback report will be completed to acquaint program personnel and district decision-makers with the follow-up data results.

CULTURAL CONNECTIONS TO TEACHING AND LEARNING

Program Administrator: Mel Waxler
Evaluation Supervisor: Michelle Batchelder
Evaluation Staff: Denise Piñon

PROGRAM DESCRIPTION

In the Spring of 2002, the Cultural Connections Task Force (CCTF) was formed to explore ways to increase cultural competence among district staff, to refine classroom pedagogy in ways effective with culturally diverse learners, and to help narrow the achievement gap among students of diverse backgrounds. Members of the CCTF include diverse community members and Austin ISD staff from district and campus levels. During the 2002-03 school year, CCTF will participate in and plan cultural competence training for district staff as well as study and begin to implement best practices in pedagogy that is effective with culturally diverse learners.

EVALUATION OBJECTIVES

1. To assist in developing an evaluation process and related instruments associated with the cultural competence training planned for the 2002-03 school year.
2. To assist the Cultural Connection Task Force with definitions of success and related evaluation and accountability strategies and tools for refining pedagogy.

SCOPE AND METHOD

OPE staff will assist with planning the methodology for evaluating the cultural competence training scheduled for 2002-03. OPE staff will attend the two-day training in June of 2002 and meetings of the task force as appropriate. Possible activities for the evaluation of the training include the following: developing a survey of participants at trainings, tracking staff participation in trainings, and surveying a sample of students whose teachers have successfully completed training to investigate the students' perceptions of the effects of training.

OPE staff will assist the CCTF with activities related to the development and the implementation of instructional practices that are culturally competent. These activities will include: a needs assessment; a review of the literature, including best practices; development of a cultural competence plan based on the best practices review;

implementation of the plan; and evaluation of the implementation. Specific activities of OPE staff in the 2002-03 school year will include the following:

- Conducting a literature review (including best practices) in cultural competence;
- Sharing findings of this literature review with the oversight committee;
- Developing an evaluation of the cultural competence plan; and
- Assisting with the implementation of evaluation.

EMPLOYEE COORDINATED SURVEY

Evaluation Supervisor: Cinda Christian

Evaluation Staff: Behroze Irani

DESCRIPTION

In the early 1980s, the predecessor office to the Office of Program Evaluation (OPE) developed an employee survey system that permitted sampling of survey items across respondents, thus providing the means to collect information on a wide variety of district programs and activities, while minimizing the paperwork burden on teachers and other staff. The number of items any individual teacher could receive was capped at 24, for example. The survey system also permitted items to be targeted to specific respondent groups, such as special education teachers, or to a random sample of respondents. The annual survey replaced multiple, separate evaluation data collections and afforded a vehicle to other district staff to gather opinion data efficiently. Through the mid-1980s and into the early 1990s, teachers, other professionals, and administrators were surveyed annually about specific programs, as well as on a broad range of topics of general interest, such as school climate, instructional television, dropout prevention efforts, parent involvement, and teacher career goals. Surveys were administered during faculty meetings, resulting in a return rate in the high 90s.

The Employee Coordinated Survey was first administered during the 1992-1993 school year. This survey differed from previous years' employee surveys in that items were no longer sampled across staff. Instead, single-topic surveys were sent to participants targeted according to the instructions from the staff submitting survey items (e.g., all bilingual/ESL teachers or a 20% random sample of all teachers). Coordination ensured that participants received the survey for only a limited number of programs. Separate instructions and information provided by evaluation staff were inserted into individual envelopes that were mailed directly to each administrator or campus professional. There was a 78% overall return rate. Subsequent administrations of the Coordinated Survey have followed nearly the same procedures, with similar return rates.

Questions addressing customer (employee) satisfaction with central office services were included for the first time in the 1999-2000 Employee Coordinated Survey.

Items addressed departmental areas such as Human Resources, Accountability, Instructional Technology, and Maintenance and Housekeeping. Results from these survey items were used as baseline data for comparisons in future years. A summary report of the customer satisfaction items was prepared for the Deputy Superintendent for Accountability and Information Systems.

EVALUATION OBJECTIVES

1. To serve as a vehicle for OPE staff to gather opinion information to support the evaluation of programs;
2. To provide district administrators with a means to obtain information about various programs and policies of interest;
3. To provide district administration with a means to obtain information about levels of employee satisfaction with central office services; and
4. To replace multiple, separate data collections that might otherwise occur by using a single, coordinated data collection that minimizes the paperwork burden on teachers and other staff.

SCOPE AND METHOD

The 2002-2003 Employee Coordinated Survey will be administered in January and February 2003, and will follow the same procedures used in previous years. Area supervisors and district superintendents will be encouraged to participate, and the items they generate will be included in the survey. Teachers, other professionals, classified staff, and administrators will be surveyed to answer questions related to the evaluations of federal Title programs; customer service provided by central offices; and other topics and programs such as special education, gifted education, and services for students with dyslexia and learning differences. As much as possible within the limits of the system, participants will be surveyed according to instructions from the staff submitting the survey items (e.g., 20% random sample of all teachers).

As in the past, individual envelopes with the participant's name on a removable label will be sent out. In addition, an instruction sheet that includes the OPE contact person's name and phone number will be inserted into the envelope with each survey. The anticipated return rate for the survey is between 70% and 90%. For purposes of survey administration, individual participants will not be anonymous, but the

confidentiality of their responses will be protected. Only aggregate data will be reported. When the survey has been completed, the computer files linking responses to individuals will be erased.

Survey results will be analyzed and reported as follows:

- Survey results will be reported by category (e.g., the survey items related to bilingual education).
- For each survey item, number of responses will be tabulated for each response option (e.g., “strongly agree,” “agree,” etc.) by type of respondent (i.e., teachers, other professionals, administrators, and classified staff) and, by level (e.g., campus and central or elementary, middle/junior high school, and high school).
- For each survey item, the number of surveys that were sent, returned, invalid/blank, and valid will be reported.
- Aggregate results will be sent to the persons who submitted the survey items (e.g., the results of bilingual education items will be sent to the director of bilingual education).
- A complete set of results will be maintained on file in OPE, along with work papers (communications, printouts, etc.) detailing the survey process.
- A summary report of the customer satisfaction items will be prepared comparing results from the 2002-2003 survey to those of previous years, whenever possible.

ELEMENTARY COUNSELING DEMONSTRATION GRANT

Program Administrator: Mary Sondgeroth
Evaluation Supervisor: Cinda Christian
Evaluation Staff: Behroze Irani

PROGRAM DESCRIPTION

The *Getting Ahead of the Need: Comprehensive Counseling for Elementary Schools* project is designed to make available a model strategy to alter the structure for providing counseling so that all students gain the skills and competencies to be successful academically, personally, and socially. The project delivers services for violence prevention and early intervention to students in 14 high need AISD elementary schools. Implementation is based on the four components of the comprehensive developmental counseling model: guidance curriculum, individual planning, responsive services, and system support. Specifically, using *Live This! The Guidance Curriculum for All Students*, counselors provide students with weekly guidance lessons addressing personal/social skills, conflict resolution, decision making, responsible behavior, motivation to achieve, and career planning. Individual planning is facilitated through *The Individual Academic Career Planning* process, whereby developmentally appropriate educational and career exploration and planning activities are provided for students in grades 5 and 6. Responsive services for individual students and targeted groups of students focused on removing barriers to academic success and strengthening skills addressed in classroom guidance. Responsive services are also the focus of campus IMPACT teams, who coordinate comprehensive interventions aimed at specific needs. System support is comprised of professional development targeted to increase skills of counselors, teachers, and administrators in working with diverse populations of students, promoting violence prevention, developing a solution-focused learning environment, and connecting students and families to community resources.

EVALUATION OBJECTIVE

The primary purpose of the evaluation is to provide information for decision-makers on program effectiveness to facilitate decisions about program modification. In

addition, information gathered in the process of evaluation will be utilized for annual progress reports made to The United States Department of Education.

SCOPE AND METHOD

During the second year of Elementary Counseling Demonstration Grant, the goals of the evaluation are to continue longitudinal data collection and assess progress made during the first year toward meeting the grant objectives.

Specifically, in order to assess the effectiveness of the program, both academic progress and social development of the children at the fourteen target schools and at a representative sample of comparison schools will be monitored. Academic progress will be measured using TAAS/TAKS scores and retention rates. Social development will be measured using data generated from the Student Evaluation instrument developed to assess the two strands of the guidance curriculum (conflict resolution and responsible behavior), which are being given continued emphasis by target school campuses. The Student Evaluation utilizes teacher's ratings of children on established criterion for age appropriate conduct in these two areas. Teachers will also be surveyed regarding their perceptions of the impact of classroom guidance lessons on student social development. In addition student discipline data from district records will be utilized. It is expected that implementation of the program will provide children at target schools with greater access to guidance counseling services, which should be evident in their competence and progress in the areas of conflict resolution and responsible behavior, as well as academic progress, when compared to non-target school children.

As a major focus of the program is to provide counselors with the time to focus on counseling duties and minimize administrative and testing tasks, additional documentation of how counselor time is utilized will be collected for assessment regarding the impact of direct service availability on student progress. In addition, documentation of other program activities (such as professional development, IMPACT team meetings and interventions, and educational and career exploration and planning sessions) will be made.

GEAR UP AUSTIN: IMPACTING LIVES PROJECT

Program Administrator: Sari Waxler

Evaluation Staff: Karen Alderete

PROGRAM DESCRIPTION

The GEAR UP Austin Project provides intensive academic support services and information about college opportunities and financial aid for a cohort of 9th grade students. For more information about GEAR UP, refer to previous project evaluations at <http://www.austin.isd.tenet.edu/about/accountability/ope/reports.phtml#2001>

EVALUATION OBJECTIVES

- To comply with federal law requiring an annual evaluation of the GEAR UP program, and
- To provide project decision-makers with information on program effectiveness necessary to support implementation decisions.

EVALUATION QUESTIONS

- What program services work effectively towards meeting project objectives?
- What are the outcomes for GEAR UP cohort students?

SCOPE AND METHOD

The evaluation of this project uses clearly defined performance measures related to project components. Formative and summative data will be used to make project implementation decisions, assess the progress of cohort students, and to evaluate the degree to which promising practices are being adapted by schools in the district. A detailed description of data collection activities follows.

Academic Intervention: Project staff will collect student demographic data, TAAS scores, attendance rates, dropout rates, grade level retention/promotion data, numbers of students in recommended and advanced high school course plans, course enrollment data, report card grades, SAT/ACT scores, and student service contact hours. Project staff will participate in an interview concerning the academic interventions implemented. Further, cohort students may participate in focus group discussions to extend the understanding of project impact on students.

Enhanced Guidance and Counseling: Project staff will provide attendance records, descriptions of services, and documentation of student and parent outcomes provided through guidance and counseling activities. Project staff will participate in an interview addressing issues related to college and career preparation. Minutes from meetings with project partners will be used to track partner participation and quality of those services.

Professional Development: Teacher reports, budget information, participation records, course evaluations, and anecdotal information will be used to document the professional development of GEAR UP teachers and any resulting outcomes for improved teaching and learning

Parent Involvement: Sign-in sheets, activity descriptions, and meeting notes will provide information regarding GEAR UP parent support services. Parents will complete an annual survey designed to gather information about their parenting needs, child's educational needs, expectations for post-secondary education, and perceived outcomes for their children. Project staff will participate in an annual interview concerning the quality of parent services provided and outcomes for participants.

**MAKING AN IMPACT: MIDDLE SCHOOL DRUG PREVENTION AND
SCHOOL SAFETY COORDINATOR INITIATIVE**

Program Administrators: Stan Brein
Evaluation Supervisor: Cinda Christian
Evaluation Staff: Behroze Irani

PROGRAM DESCRIPTION

Making an Impact, AISD's Middle School Drug Prevention and School Safety Coordinator Initiative, provides for four Coordinators to bring in outside resources, programs, and contacts to the middle schools, and to provide other services such as participation as members of campus IMPACT teams. As a previous grant (Bridging the Gap) comes to a close, the continuation of Making an Impact insures that all middle school students in the district are served.

The availability of Middle School Drug Prevention and School Safety Coordinators enables campuses to put a greater emphasis on the provision of opportunities that benefit the parents of all students, middle school faculty, and community members through improved community-school network development. In addition to bringing outside resources, programs, and contacts to the middle schools, Coordinators will participate as members of the campus IMPACT Teams in order to help resolve system, group, and individual student issues that interfere with the learning process. Another element of the Coordinator role is to focus on services to students in the transition years (5th to 6th grade and 8th to 9th grade), years that make students especially vulnerable to pitfalls such as substance use, violence, and dropping out of school.

The goal of *Making An Impact* is to prevent and reduce both drug and alcohol use and school violence. This goal will be met by supporting four middle school coordinators in the implementation of the following four objectives:

- Participation on IMPACT teams;
- Development and implementation of programs based on campus needs assessment and research;

- Facilitation of knowledge and participation of faculty, students, parents and community members; and
- Facilitation of increased service delivery participation by community agencies and organizations.

EVALUATION OBJECTIVES

The goal of the evaluation is to provide district administrators with data and recommendations to facilitate decision-making and project improvement. In addition, the evaluator will assist in putting together the annual evaluation required of the district as a grant recipient by the Department of Education.

SCOPE AND METHOD

The *Making an Impact* project involves a combination of formative and summative evaluation. The evaluation will be conducted through a collaborative effort of a part-time evaluator, funded through this grant, and the Coordinators, themselves. While the Coordinators are responsible for individual campus needs assessments and monitoring of programs implemented at those campuses, the funded evaluator will do the following:

- Provide technical assistance to Coordinators as needed;
- Coordinate data collection across campuses;
- Act as a liaison to the district; and
- Provide access to district level data such as student discipline offense records, student dropout and retention records, demographic data, campus-specific information on students, staff, and parents/community, current district and campus drug/violence prevention resources, survey findings, and available Title IV program evaluation reports.

Program goals will be evaluated by examining the following:

- The success of the Coordinators in their role as a facilitators;
- The success of the individual programs, activities, and community connections that are brought to the campuses by the Coordinators;
- The longitudinal changes over time in AISD middle school student drug and safety issues, providing inferences about how these changes were impacted by the MSC project;

- The district student discipline records and dropout and retention rates of students in 5th through 9th grades; and
- The comparisons between needs and campus resources both before and after the implementation of the Coordinator project.

In the process of implementing the *Making an Impact* project, several tangible outputs will be produced. Documents will be produced for all necessary local, state and federal reporting. Coordinators will produce a prevention resource guide that will be widely available. Coordinators will share what they have learned with others in the community and state through their participation in conferences, resource fairs, collaborations on other grants and projects, etc. The audience for this information will include district personnel, community agency professionals, colleagues in other school districts, and representatives at the state education agency who work with Safe and Drug Free Schools and Communities programs.

OPTIONAL EXTENDED YEAR PROGRAM

Program Director: Mary Thomas
Evaluation Supervisor: Martha Doolittle
Evaluation Staff: Wanda Washington

PROGRAM DESCRIPTION

The Optional Extended Year Program (OEYP) is a supplemental state grant program, initiated in 1995 as a result of Senate Bill 1, for students in kindergarten through grade eight who are at risk of academic failure. Texas schools participating in OEYP receive funds in January of the current school year. In the Austin Independent School District (AISD), OEYP funds have been targeted at students in grades three through eight.

The primary focus of the program is to immediately reduce and ultimately eliminate student retention. OEYP grant funds can be used for academic support programs that accommodate various school-day options: extended day, extended week, and summer school. In October of each year, the Texas Education Agency (TEA) requires each district that receives OEYP funds to report basic demographic information about the students who participate in program activities, along with information on the numbers of students who are retained or promoted as a result of their participation. The data reported are for the previous school year. In addition to a student data submission for the state's public education information management system (PEIMS), TEA asks for student pre-assessment information, average number of students in OEYP classes, information about follow-up activities for students participating in a 30-day program, number of teaching and district staff participating in OEYP activities, program expenditures, and the numbers of parents directly involved in OEYP activities.

EVALUATION OBJECTIVES

1. To document AISD's OEYP student participation, activities, parent participation, and expenditures, per state requirements;
2. To review longitudinal data on student participation, attendance, promotion, and retention patterns as well as staffing; and

3. To provide program managers and district decision makers with critical information for program planning and modification.

SCOPE AND METHOD

Evaluation of OEYP activities throughout the year will provide data for the annual mandatory program performance and expenditure report to TEA. The evaluation will include the following: demographic and academic summary information on student participants in OEYP, descriptive cost analysis of OEYP activities, and feedback on program activities from staff. For instance, principal surveys and class rosters will be obtained from participating schools. The level of parent participation in OEYP-sponsored activities also will be reported in terms of numbers of parents involved by type of activities. Longitudinal analyses will examine district student records and program records on student participation in OEYP activities over the past three years and subsequent student performance on relevant academic measures (e.g., retention or promotion, TAAS/TAKS performance, graduation, etc.). Special attention will be given to students' grade level and rate of retention over time. Suggestions for program improvement will be obtained from principals, the program manager, and other school staff where applicable.

PARENT AND COMMUNITY INVOLVEMENT

Program Administrators: Fred Estrello, Mary Thomas
Evaluation Supervisor: Martha Doolittle
Evaluation Staff: Wanda Washington

PROGRAM DESCRIPTION

Parent involvement is a key element of the Austin Independent School District's (AISD) efforts to enhance students' academic and social success. The district has an adopted parent involvement policy to promote parent involvement through six strategies: communication, student learning, decision-making, volunteering, parenting, and collaboration with community. The district and each of its campuses have parent representation on advisory councils. Each campus improvement plan (as well as the district improvement plan) requires a component to address parent involvement. Those campuses that receive federal Title I funds must have parent-school compact agreements for every student describing how communication will occur, and how academic achievement will be fostered.

Several district programs, including those funded by Title I and local monies, help address these efforts. The common goal of these programs is to build partnerships that benefit students, parents, schools, and the community. One way in which AISD staffing and services are provided to support parent involvement is through parent support specialists at 61 AISD schools. The parent support specialists provide workshops for parents and community members on various topics to enhance and encourage their participation in the education of children, make home visits, provide adult literacy training, organize physical and mental wellness seminars/fairs, translate information when necessary, and network with local agencies to maximize the amount of securable social services available to parents. In addition, they serve on various committees, participate in campus decision-making activities, coordinate public relations services between the school and community, assist with special enrollments (e.g., after-school classes, summer school, and Extend-A-Care), provide support and coordination for summer school activities, and generally support parental and community involvement in the schools.

Another district resource provided to support parent involvement is the Parent Programs office and staff. During the school year, campus staff and AISD parents can take advantage of the opportunities for parent involvement that are available through the Parent Programs office, a part of AISD's Department of School Support Services, located in the Family Resource Center at Allan Elementary. The Parent Programs specialist oversees this office and provides training for the parent support specialists, coordinates parent involvement activities districtwide, facilitates Title I and Title I Migrant Parent Advisory Council (PAC) meetings, sets up staff development/workshops, publishes or makes available parenting periodicals, and provides on-site adult literacy classes for parents. A parent support specialist also works at the Family Resource Center to provide assistance to other parent support staff (at public and non-public schools) upon request, help coordinate summer school parent activities, assist the Office of Program Evaluation in distribution and collection of parent surveys, provide staff development/training to parent support specialists, assist with PAC meetings, and perform other parent involvement tasks upon request for or in collaboration with the programs specialist.

For the past two years, the district's Parental Involvement Advisory Council (PIAC), which grew out of AISD's Parent Involvement Task Force that prepared the district's parent involvement policy, has provided guidance and suggestions to district staff on ways to improve parent involvement and support. The membership of the PIAC includes parent support staff, district Partners in Education representation, the Austin Parent-Teacher Association president, district evaluation staff, district Community Education staff, as well as city and regional representatives. The parent programs specialist serves as an active resource contact-member of the PIAC working with PIAC members to advise district program staff and bring in national parent, family and community presenters.

EVALUATION OBJECTIVES

1. Evaluate the participation and quality of parents' involvement within AISD attendance zones, per federal law.
2. Gather data on school staffs' perceptions and knowledge of parent involvement, as well as the frequency of school staffs' parent involvement activities.

3. Document parent support staffs' activities and the use of other entitlement funds in parental involvement activities.
4. Document AISD's parent and community involvement, including the work of AISD School Support Services, Austin Partners in Education, and the Parent Involvement Advisory Council.

SCOPE AND METHOD

The mandatory evaluation of AISD's parent and community involvement efforts will include analysis of data such as activities conducted in the schools with various entitlement and local funds. The evaluation report will include such summary information as well as results of various AISD parent and staff surveys conducted during the year. These surveys will assess parents' and staffs' perceptions and knowledge of parent involvement as well as measure the level and types of parent participation in the schools. Specifically, a district-sponsored survey will be sent to a random sample of parents in AISD's attendance area (including both public and private schools) to assess the extent of parent involvement as defined by the AISD Board policy. This survey data will be provided as one indicator of progress toward district and campus goals of encouraging parent involvement. A staff survey will be sent to parent support specialists to document the number and type of parent involvement activities they coordinate, including specific data required for state and federal reporting. Annual summary data documenting the activities of AISD's Partners in Education and AISD's Parent Involvement Advisory Council will be obtained (through information requests, meetings, interviews) and reported in context of the progress being made toward achieving district goals of parent involvement.

PREKINDERGARTEN PROGRAM

Program Director: Anita Uphaus
Evaluation Supervisor: Martha Doolittle
Evaluation Staff: Janice Curry

PROGRAM DESCRIPTION

The Austin Independent School District (AISD) prekindergarten program is an important component of the state and district goal of having every student reading on grade level by the end of third grade. Half-day prekindergarten programs are mandated and funded by the State of Texas for all four-year-olds who are limited English proficient (LEP), low income, or homeless. Beginning in 2002-03, all AISD prekindergarten programs will be full-day. In 2002-03, all eligible students will be served on 61 of the 74 AISD elementary school campuses. AISD uses both Title I Part A funds and state Prekindergarten Expansion grant funds to support its pre-K programs. Part of the state requirements for the program includes measuring and reporting demographics as well as academic progress of the students participating in the program.

EVALUATION OBJECTIVES

1. To describe pre-K program participants and services, per state and federal reporting requirements.
2. To provide information for decision makers on program effectiveness to facilitate decisions about program modification.

SCOPE AND METHOD

Program effectiveness for pre-K in the area of language arts will be determined by gains on the English language *Peabody Picture Vocabulary Test-III* (PPVT-III) and the Spanish language *Test de Vocabulario en Imágenes Peabody* (TVIP). The PPVT-III and TVIP measure knowledge of receptive (hearing) vocabulary. To measure achievement gains for pre-K students, the PPVT-III and the TVIP will be administered in the fall and in the spring to a random sample of students in AISD pre-K classrooms. Gains will be calculated based on the pre-and posttest scores. All students are tested in English; Spanish-speaking LEP students are also tested in Spanish.

Comparisons to be reported in the evaluation will include student performance on the PPVT-III for English monolingual, Spanish-speaking LEP, and all students; and on the TVIP for Spanish-speaking students. In addition, student achievement gains on the PPVT-III and the TVIP for Title I and non-Title I schools will be reported. *T* tests will be performed to determine if differences found are statistically significant. A multi-year study of prekindergarten achievement among student participants also will be included in the evaluation.

In 2002-03, a mathematics assessment for pre-K will be piloted on five AISD elementary campuses. The assessment, written by the primary mathematics specialist, is aligned with the state *Prekindergarten Curriculum Guidelines (1999)*. These guidelines represent a voluntary and recommended set of content guidelines in nine content areas (e.g., language arts, math, science, etc.) that are aligned with the Texas Essential Knowledge and Skills (TEKS) for grades kindergarten through twelve. The academic progress of students as measured by this new mathematics assessment will be analyzed and reported.

The quantity and quality of professional development completed by pre-K teachers will be documented and reported. Of special interest will be the district's collaboration with the Charles Dana Center at the University of Texas in providing pre-K teachers with TEXTEAMS professional development. TEXTEAMS is correlated with the state *Prekindergarten Curriculum Guidelines (1999)*.

Questions to be addressed by this evaluation include the following:

- To what extent are pre-K students making language arts (receptive vocabulary) achievement gains as a result of participation in the pre-K program? (Annual and long-term analysis of progress)
- To what extent have gains in receptive vocabulary improved for schools that have moved from half-day to full-day programs in 2002-03?
- To what extent are pre-K students making mathematics achievement gains as measured by the new pre-K mathematics assessment?
- How much training do pre-K teachers complete annually? What are teachers' perceptions about the benefits of their training with regard to improved teaching? (Surveys, teacher experience, and professional development records)

- Do students who attended pre-K in AISD have better grade three TAKS reading performance than similar students in AISD who did not attend pre-K?

READING EXCELLENCE AND ACADEMIC ACHIEVEMENT (READ) FOR TEXAS

Grant Manager: Peggy Mays
Evaluation Supervisor: Martha Doolittle
Evaluation Staff: Janice Curry

PROGRAM DESCRIPTION

READ for Texas is a literacy program designed to improve the reading performance of students in grades K-3 under the authority of the *Reading Excellence Act (Public Law 105-277)*. The 2002-03 school year is a continuation of this two-year grant for the Austin Independent School District (AISD). AISD's 2002-03 grant allocation is approximately \$2 million, about half of the two-year total grant allocation. The goals of *READ for Texas* include the following:

- Improve the reading instruction practice of teachers and other instructional staff through professional development on scientifically based reading research;
- Carry out family literacy services such as parent and child interaction activities, early childhood development, adult training and parent education;
- Provide extended learning opportunities (tutorial and after school programs); and
- Provide early literacy intervention to children experience reading difficulties.

Grant staff will pursue those goals through the strategies of professional development, early reading intervention and extended learning opportunities, and family literacy. The program is operational at five AISD elementary campuses (Blackshear, Houston, Oak Springs, Sims, and Widen) and at one private school (Praise Christian Academy). Houston and Widen were chosen based on high percentages of low income students enrolled, and Blackshear, Oak Springs and Sims were chosen based on low performing status prior to the first year of the grant.

EVALUATION OBJECTIVES

1. To track teaching staff participation in professional development in a scientifically-based reading program;
2. To track the progress of students' reading achievement for those students receiving early reading intervention and extended learning opportunities; and

3. To track parent participation in literacy activities and parent involvement in promoting students' literacy as a result of the READ for Texas program.

SCOPE AND METHOD

Using data notebooks provided by campus program staff, teacher participation in professional development activities will be summarized. Perceptions about the effectiveness of the professional development activities and of the support given to teachers will be measured using surveys of program facilitators and of participating teachers, as well as student achievement results. In addition, staff will be asked to report use and perceived effectiveness of program strategies and materials in the classroom. The project coordinator will maintain inventory records of all materials purchased using grant funds.

Students' reading achievement will be evaluated using the *Developmental Reading Assessment* (DRA) results; grades K-2 students' performance will be assessed using the *Texas Primary Reading Inventory* (TPRI) or Tejas Lee results; third grade students' performance will be assessed using the reading portion of the Texas Assessment of Knowledge and Skills (TAKS).

Based on assessment scores at the beginning of the year, teachers will create an individual profile for each student that needs academic intervention in reading. Individual profiles will list the reading goals, assessment data, and the instructional intervention programs that the student will undergo. Each profile will be reevaluated at least twice during the school year based on student achievement. The evaluator will summarize data from students' plans to determine students' participation and progress. The effectiveness of instruction and intervention strategies will be assessed on the basis of student achievement on the DRA, TAKS, and other appropriate assessments.

A number of family literacy programs will be conducted at the campuses and at local community centers. These will include training in structured activities for children and family members, and literacy instruction for adults. In addition, parent participation in programs for GED attainment or English as a second language will be monitored. Teachers will be surveyed regarding the involvement of parents in their children's literacy development.

The grant staff will meet regularly, and the evaluator will attend these meetings to inform administrators of progress and request information as appropriate. Finally, grant staff will be interviewed as to their perceptions of how effective program activities were. The program coordinator will be asked to comment on communication and coordination of efforts among staff members and among campuses. The project director will be asked about logistical issues and about collaboration with other grants and external organizations.

Evaluation findings will be compiled in reports to TEA several times during the 2002-03 school year.

RESEARCH BY EXTERNAL AGENCIES OR INDIVIDUALS

Evaluation Supervisor: Michelle Batchelder

Evaluation Staff: Karin Samii-Shore

DESCRIPTION

Facilitation and supervision of research conducted by parties external to AISD are provided through a formal application and data collection process. This process provides guidelines that protect staff and students from unnecessary or burdensome data collection, ensure compliance with current laws concerning privacy and research, and contribute to the quality of research conducted in AISD. Proposal forms and questions about the external research process may be accessed through the AISD web page at www.austin.isd.tenet.edu/about/accountability/research/index.phtml.

Following are the procedures for submitting an external research proposal. First, copies of proposals are submitted to the Coordinator of External Research who then convenes a review committee. The review committee may decide to accept the proposal, reject the proposal, or accept it with revisions. Proposals that are accepted typically have high value to both the researcher and AISD, use small and easily accessed samples, and use little or no class time to collect data. Once a proposal is accepted the Coordinator then assists the researcher in selecting appropriate schools and contacting principals for permission to collect data. The Coordinator of External Research assists both researchers and principals in order to make the data collection process go as smoothly as possible. Finally, written reports of the research are collected by the Coordinator, who then disseminates the results to individuals and campuses likely to benefit from knowledge of the research findings.

The Coordinator also keeps a database of all proposals' progress, topics, samples, and contact information. Data and reports generated from the database information include: the percentage of proposals accepted; the number of research projects involving elementary, middle, and high schools; the percentage of projects that study different topic areas and populations; and the number and type of external parties conducting research in AISD. External parties include, but are not necessarily limited to, graduate students,

professors, and educational research organizations. Sixty research studies were submitted last year. Fifty-two proposals were approved.

STATE COMPENSATORY EDUCATION EVALUATION

Program Administrator: Julie Lyons
Evaluation Supervisor: Michelle Batchelder
Evaluation Staff: Denise Piñon

PROGRAM DESCRIPTION

State Compensatory Education (SCE) funds are provided to assist school districts in serving students at risk of academic failure. In AISD, these funds supplement a broad range of programs. Several of these programs, including the Alternative Learning Center, Dill Elementary School, In-School Suspension, Garza High School, and the DELTA (Diversified Education through Leadership, Technology, and Academics) program, are considered alternative education. Other supported programs and services such as Account for Learning and Communities in Schools are broad in nature, while others, such as the school year and summer reading programs, are topically focused.

School support services such as Visiting Teachers and Pregnancy Related Services are also supplemented by SCE. Additionally, some SCE funds are used to target services to students during the vulnerable period of transition into secondary school (i.e., high school transition funds and Ninth-Grade Initiatives), or for students at risk of dropping out of school (i.e., Absent Student Assistance Program). Other recipients of SCE funds include programs that provide secondary level tutorial assistance for students, summer school for bilingual students, and monies for library allocations and the weighted per-pupil allotment.

EVALUATION OBJECTIVE

Many of these programs are evaluated, either by the staff in the Office of Program Evaluation or by program staff. The 2002-2003 evaluation will identify and briefly describe each of the programs, and include a more focused evaluation of DELTA and the Visiting Teachers program. The effectiveness of the SCE program as a whole will also be described, based on state mandated performance indicators. The primary purpose of the evaluation is to facilitate decisions about program modification by providing information for program managers and decision-makers on program effectiveness.

SCOPE AND METHOD

The evaluation of DELTA and the Visiting Teacher (VT) program will focus on the effectiveness and needs of these programs. For DELTA, evaluators will continue to collect data on the courses taken by students who are part of the program and track school completion rates where possible. For the Visiting Teachers program, evaluators will collect data on the number and types of services provided. Additionally, evaluators may conduct follow up data collection involving VT clients and of the staff at clients' campuses, and/or interviews with visiting teachers. The Alternative Learning Center and Communities in Schools programs are evaluated by program staff and will only be described in the current evaluation. The Office of Program Evaluation (OPE) will provide a separate evaluation for the school year and summer reading programs. Garza Independence High School is evaluated as part of the Texas Education Agency's annual accountability review of alternative education programs.

In addition to the required SCE performance indicators (e.g., test scores and high school completion rates available from the Texas Education Agency), additional program and student information will be collected to describe the student population served and any changes to existing programs. A brief overview of the At-Risk population in AISD will be provided.

TELECOMMUNICATIONS INFRASTRUCTURE FUND GRANT (TIF-PS10)

Program Director: Jeffery Meyer
Evaluation Supervisor: Michelle Batchelder
Evaluation Staff: Karin Samii-Shore
Denise Pinon

PROGRAM DESCRIPTION

The Telecommunications Infrastructure Fund Grant (TIF-PS10) is a 12-month project that provides technology and technological training to teachers who serve disadvantaged and diverse populations. The AISD TIF-PS10 project is a collaboration among five high schools in the district. The TIF-PS10 project provides computers, video, and other technological equipment as well as professional development in the use of these technologies and content area technology integration. The content of TIF-PS10 funded professional development is in line with other district-wide initiatives such as Principles of Learning and current research on effective instruction for using technology. TIF-PS10 grant will fund the following activities:

- The purchase and installation of computers, video, and other technologies;
- Professional development in the use of video and other technologies so that more technology classes may be offered;
- Preparation in effective use of educational technology as instructional tools to increase student understanding of the core academics subjects;
- Professional development that includes instructional methodologies in line with other district initiatives (e.g., Principles of Learning) and current research on effective instruction;
- Release time with stipends or pay for substitutes so that teachers may attend professional development offered throughout the year;
- Follow up professional development to ensure that teachers implement knowledge and skills in the classroom;
- The establishment and maintenance of local professional networks to facilitate teacher collaboration about advances in technology, content, and pedagogy;

EVALUATION OBJECTIVES

- To provide information to help district decision makers improve the program by examining the quality and effectiveness of the professional development provided by the program, including links to student achievement; and
- To comply with federal law requiring an annual report about programs funded with Title II-D monies.

SCOPE AND METHOD

The evaluation will describe the professional development activities funded by TIF-PS10 and Title II, Part D, Enhancing Education Through Technology Act of 2001 as required by the Texas Education Agency (TEA). During the 2002-2003 academic year, the evaluators will gather data on the number of program participants and duration and topic area of activities. The evaluation will also assess the quality of the professional development provided by the TIF-PS10 program through participant surveys and observations. Additionally, to gather information about the impact of the program on instruction, classrooms will be observed and students and teachers will be interviewed. Changes in student achievement will be assessed through surveys of technology and assessments of core content knowledge. Participants and staff will be interviewed about their perceptions of program effectiveness and ways to improve the program. Changes in the number of technology classes offered will be ascertained by examining the number offered during the 2001-02, 2002-03, and 2003-04 school years.

TITLE I A AND D PROGRAMS

Program Director: Mary Thomas
Evaluation Supervisor: Martha Doolittle
Evaluation Staff: Janice Curry, Wanda Washington

PROGRAM DESCRIPTION

Title I is a compensatory education program supported by funds from the U.S. Department of Education (USDE) through the Elementary and Secondary Education Act of 1965, amended by the Improving America's Schools Act of 1994 (IASA) (P.L. 103-382), and reauthorized by the Leave No Child Behind Act of 2001 (NCLB) (P.L. 107-110). With the reauthorized law, five major national and state goals have been adopted:

- By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- By 2005-2006, all students will be taught by highly qualified teachers.
- All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- All students will graduate from high school.

As stated in the legislation (see <http://www.ed.gov/legislation/ESEA02/pg1.html>), the purpose of Title I is to help support schools in providing opportunities for children to acquire the knowledge and skills outlined in the state content standards and to meet the state performance standards developed for all children. Title I Part A funds help local education agencies serve schools with high concentrations of low-income students. Title I Part D funds help school districts serve students who are placed in local correctional facilities for delinquent youth.

According to the law, the level of Title I Part A funding for a school *district* (local education agency, or LEA) is based on the percentage of low-income students living in the *district* attendance area. Title I Part A funding for a *school* is determined by the percentage of low-income students living in the *school* attendance area. For district

purposes, a child is defined as low income if he or she is eligible for free or reduced-price lunch. Schools are ranked in the spring of each year on the basis of the percentage of low-income children residing in the school's attendance area. Districts must serve schools with 75% or more low-income students residing in their attendance area. Remaining schools that are below 75% low-income are served in rank order as funding allows.

A school's Title I Part A program can be schoolwide if 40% or more of the children residing in the school's attendance zone are low income. AISD chose to fund campuses with Title I monies if the percentage of low-income children was 50% or more. In 2001-02 there were 60 AISD Title I schools with schoolwide program designation. In 2002-03, six more campuses have received Title I designation. Of these, five will begin as Title I targeted assistance schools and should become schoolwide programs by January 2003. All students in a schoolwide program are considered eligible for Title I assistance. Schools with a targeted assistance program must use Title I funds only for supplementary educational services for eligible children who are failing or at risk of failing to meet state standards. Schoolwide programs have considerable flexibility in using federal education funds appropriately, subject to rules established by USDE. The goal is to provide all students with the benefits of combined funding sources.

The 2002-2003 AISD Title I Part A tentative entitlement is \$15,475,479. AISD will use this sum to provide funds to 66 schools: 50 elementary schools, eleven middle/junior high schools, and five high schools. These schools have 50% or more low-income students. Prior to allocations being determined for AISD schools, some funds are set aside on a per pupil basis for private schools and facilities for neglected youth within the district's attendance zone that have students eligible for Title I funded services.

AISD's Title I Part D tentative entitlement for 2002-03 is \$131,744 to be used to support instructional programs serving students at five facilities for delinquent youth in the AISD attendance zone. The purpose of Title I Part D is similar to Title I Part A in the following way: provide opportunities for children to acquire the knowledge and skills outlined in the state content standards and to meet the state performance standards developed for all children. In addition, Title I Part D also has the following goals:

- to provide children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
- to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education. (NCLB, 2001; <http://www.ed.gov/legislation/ESEA02>)

EVALUATION OBJECTIVES

- To document programs funded with Title I (A and D) monies in accordance with federal law, thereby providing summary data on the numbers of students served, how funds were spent, student progress on the state's academic achievement standards, and teacher quality;
- To inform decision makers on Title I program effectiveness to facilitate decisions about program modification, and to provide operational recommendations for improving program delivery.

SCOPE AND METHOD

Accountability and Title I Part A

Improved student achievement is a major goal of the Title I program. The state accountability system criteria are used to assess student performance at all campuses. The Texas Education Agency (TEA) determines four levels of performance: *Exemplary*, *Recognized*, *Acceptable*, and *Low Performing*. In past years, according to the 2002 TEA Accountability Manual, the minimum requirements for a campus to receive an *Acceptable* rating from TEA in 2002-03 were as follows:

- At least 55% of all students (including each student group, i.e., African American, Hispanic, White, and economically disadvantaged) at a campus must pass each section of the state's student academic assessment (formerly TAAS, Texas Assessment of Academic Skills), including reading, mathematics, and writing. In addition, at least 50% of students must pass the state's academic assessment in social studies. "Passing" is defined as 70% of the items correct.
- The annual dropout rate must be 5.0% or less for a secondary campus and for each student group at the campus.

Because the state is changing to a new, more challenging state academic testing system this year, TEA has decided to carry over accountability ratings for 2002 to 2003. However, performance on the new state tests, Texas Assessment of Knowledge and Skills, will be monitored, and academic improvement (adequate yearly progress) is still the goal for all schools and will be used in determining future accountability ratings. At this point in time, the State Board of Education and the Texas Education Agency are still deciding on passing rates for the TAKS. In any case, AISD's TAKS data will be examined at the district level for all students, disaggregated by ethnicity, English proficiency status, and economic status. Only the students who are enrolled in the district as of October 2002 and who remain in the district to take the TAKS in spring 2003 are included for accountability purposes.

Senate Bill 4 passed by the 76th Texas Legislature in 1999 places even more importance on state academic tests for accountability. In 2003, students will be required to pass the new TAKS reading at grade 3 to be promoted to grade 4. Promotion to grade 6 will depend on students passing TAKS reading and mathematics in 2005. Also of concern will be the students in grade 9 who will be taking the exit-level TAKS in 2003, a requirement for graduation.

Therefore, in the 2002-03 Title I evaluation, student academic test performance will be examined over time to monitor AISD's Title I schools. To address the impact of Title I Part A funds on student achievement, several analyses will be reported in this evaluation. TAKS passing rates will be reported for Title I schools and for the district overall. In addition, a comparative analysis of achievement data will be presented using TAAS and TAKS passing rates. Changes in Title I status for a school will be taken into consideration in the analysis. Other academic data to be examined in the Title I evaluation include AISD results of the state's academic tests for students in special education, the SDAA (State-Developed Alternative Assessment). The SDAA is based on the state TEKS (Texas Essential Knowledge and Skills), and assesses special education students' academic progress in reading, mathematics, and writing. The SDAA is expected to become part of the state's accountability system in 2003.

Homeless Students

Homeless students are served in AISD with Title I Part A funds. Homeless students are identified according to federal definition: students who lack fixed, regular, and adequate nighttime residences, or who reside in a supervised shelter or institution or in a place not intended for human residence. This includes students who are “doubled up” at a friend’s home because their families do not or cannot provide a safe residence.

In AISD, a homeless liaison and support team, Project HELP, are active in helping schools to identify and serve homeless students. For example, Project HELP ensures that an information packet is distributed to all AISD schools, helping school staff to identify homeless students (for federal reporting purposes) and to refer them to support services provided in the area. Title I funds are used to provide academic support, school materials, transportation and other services to homeless students. Additionally, at one school, determined by survey to serve the greatest number of homeless students in the district, Title I funds are used to pay for the salary of a counselor for those students. All AISD schools must report the number of homeless students served and the services provided. This information is required as part of an annual report to TEA.

Private Schools

Some private schools in the AISD attendance area apply for and receive Title I Part A funds. These schools offer school supplies and instructional and support services to economically and academically disadvantaged students in prekindergarten through grade 8. Schools return a survey detailing their use of Title I funds as well as the number of students served, disaggregated by gender, ethnicity, grade level, and types of instructional and support services provided. Information on numbers of students served is included in the annual report due to TEA in August. Because private schools do not report through PEIMS, each school is required to provide evidence of academic growth of students served using tests given in fall 2002 and spring 2003. These data will be obtained through surveys to those schools. Finally, private schools will be invited to participate in a parent involvement survey being given to all AISD campuses. Results will be reported back to participating campuses (see parent involvement section in this agenda). At this time, nine private schools will be participating in the Title I Part A program.

Facilities for Neglected Youth and Facilities for Delinquent Youth

Three facilities for neglected youth are allocated funds from Title I Part A. Five facilities for delinquent youth will be allocated funds from Title I Part D. Information gathered from these facilities on students served is part of the required annual report that AISD provides to TEA. Typical academic measures, such as TAKS or norm-referenced test data, are not gathered from these facilities by AISD because of inflexible court appearance dates, or removals of some youth from this school district to another district or a different setting. Therefore, the focus of evaluation activities for the facilities for neglected or delinquent youth is to collect data such as program descriptions (including goals and objectives), demographics on student served (e.g., grade level, gender, ethnicity), instructional and support services provided to students, academic performance outcomes (e.g., numbers of graduates, numbers of students who return to regular classroom), and program expenditures. These data will be included in the report to TEA.

Teacher and Paraprofessional Quality

Part of the new federal NCLB legislation for Title I includes a major goal of ensuring that all children are taught by well-trained and highly qualified teachers and paraprofessionals. Therefore, the district's progress toward having experienced teachers and instructional paraprofessionals on every campus by 2005-06 will continue to be monitored. The evaluation will examine the following data for instructional teachers and paraprofessionals at every campus: years of teaching experience, highest academic degree obtained, certification (and field/specialty), curriculum area of instruction, and level of professional development received annually. These data will be obtained in coordination with district staff development and grant program managers as well as evaluation staff responsible for Title II (see separate agenda elsewhere in this report).

Parent Involvement

Parent involvement is a core requirement for the Title I Part A program as well as many other Title programs. In fact, a minimum of one percent of a district's Title I entitlement must be reserved by the district (when the allocation is over \$500,000) to support parent involvement activities. Further, parents must be involved in planning and decision making on how funds are to be used at the district and campus levels. A written parent involvement policy must be available, updated and communicated to parents at the

district and campus levels. A school-parent compact, required at every campus receiving Title I funds, must be developed by parents and school staff, must define responsibilities of school and parents in improving student performance, and must describe how ongoing communication will occur between parents and school staff. Data to verify parent involvement at AISD campuses as well as documentation of parent support staff activities will be collected during the year. The Parent Involvement program agenda in this report provides more details on the evaluation of this Title I component.

TITLE II IMPROVING TEACHER QUALITY PROGRAM

Program Director: Mary Thomas
Evaluation Supervisor: Michelle Batchelder
Evaluation Staff: Karin Samii-Shore & Denise Piñon

PROGRAM DESCRIPTION

Title II, Part A, Improving Teacher Quality State Grant of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the No Child Left Behind Act of 2001 (NCLB; Public Law 107-110) provides funds for improving teacher and principal quality in order to increase student achievement in core academic subjects. The program focuses on implementing research-based practices to train, recruit, and retain highly qualified teachers and principals. Program activities will align with curriculum content standards and student assessments designated by the Texas Education Agency (TEA). It will also support strategies to eliminate the achievement gap that separates students who are economically disadvantaged and who have culturally diverse backgrounds from other students. In addition, program activities will be shared with local private schools.

EVALUATION OBJECTIVES

- To provide descriptions of Title II activities and expenditures as required by TEA;
- To provide information for decision makers on the effectiveness of the program including links between teacher and principal qualifications and student achievement; and
- To facilitate decisions about how to improve the program including hiring of, professional development of, and retention of qualified staff.

SCOPE AND METHOD

Because this program is new, the TEA reporting requirements have not been delineated. At a minimum OPE staff will meet the TEA requirements. In addition, OPE staff will conduct a needs assessment to determine professional development and hiring practices that will improve the instructional skills of teachers and the leadership skills of principals. Other evaluation activities may include a count of the number of teachers who are certified in the areas in which they teach, a comparison of those numbers for the 2002-03 school year to the numbers for the previous school year, and a comparison of

student achievement by teacher and principal qualifications depending on TEA requirements. The evaluation may also include an examination of the rate of teacher and principal turn over by qualifications, a comparison of the rate for the 2002-03 school year to the numbers for the previous school year, a count of the number of teachers and principals who attend professional development funded by Title II (e.g., New Teacher Academy, *Instructional Coaches*, Leadership Academy), and documentation of the class sizes for 9th grades across the district.

TITLE IV SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES PROGRAM

Program Administrator: Stan Brein
Evaluation Supervisor: Cinda Christian
Evaluation Staff: Kim Johnson Oswald
C. Barton Huskey

PROGRAM DESCRIPTION

Since the 1987-88 school year, the Austin Independent School District (AISD) has received funding through the federal Title IV Safe and Drug-Free Schools and Communities (SDFSC) Act. This funding originated in 1986 under Public Law 99-570 as the Drug-Free Schools program and was subsequently amended as the Safe and Drug-Free Schools and Communities program through the *Improving America's Schools Act of 1994* (Public Law 103-382). The grant encourages the creation of safe, disciplined, and drug-free learning environments that help all children meet challenging academic standards. The grant allows for the support of school-based programs to help prevent youth violence and alcohol/drug use. The SDFSC grant monies are intended to supplement, but not supplant, local school districts' efforts toward prevention of substance abuse and toward the promotion of a safe, violence-free school environment.

The U.S. Department of Education originally adopted the Principles of Effectiveness in 1998 to improve accountability among grant recipients in the use of Title IV funds. The Principles provide a framework to help grant recipients design, implement, and evaluate programs and activities that are effective. The Principles were revised for 2002 to include an emphasis on parent involvement and student risk and protective factors. Briefly, the six Principles are as follows:

1. **Needs Assessment:** A grant recipient shall base its programs on a thorough assessment of objective data about the drug and violence problems in the schools and communities served.
2. **Measurable Goals and Objectives:** A grant recipient shall, with the assistance of a local or regional advisory council, establish a set of measurable goals and objectives, and design its programs to meet those goals and objectives.
3. **Research-based Programs:** A grant recipient shall design and implement its programs for youth based on research or evaluation that provides evidence that

the programs used prevent or reduce drug use, violence, or disruptive behavior among youth.

4. **Risk and Protective Factors** A grant recipient shall analyze the prevalence of "risk factors, protective factors, buffers, assets, or other variables," identified through scientifically based research.
5. **Parent Involvement** A grant recipient shall develop programs and services in consultation with and input from parents.
6. **Evaluation:** A grant recipient shall evaluate its programs periodically to assess its progress toward achieving its goals and objectives, and use its evaluation results to refine, improve, and strengthen its program, and to refine its goals and objectives as appropriate.

In the past five years, the district SDFSC staff have taken steps to develop and implement a comprehensive, integrated drug and violence prevention program with curriculum that included adaptations of proven or promising research-based programs and practices. Along with meeting federal guidelines for Title IV, this effort is in accordance with local directives to mutually align: (1) the school district's comprehensive improvement plans with its SDFSC program plan; (2) all campus improvement plans with their respective SDFSC program plans; and, (3) evaluation with program planning for improvement.

However, funding of the Title IV grant has changed, with decreases occurring in regular state and local allocations (based on number of students) for the past three years. This funding change has led to severe reductions in program services previously provided through the regular grant allocation to AISD. For 2002-03, the AISD Title IV tentative entitlement is approximately \$500,000. Funds are used to support district-level programs and initiatives that serve students and parents. Funds are also set aside for private schools and facilities for neglected or delinquent youth that are located within AISD's attendance zones. Finally, some funds are set aside for grant administration, coordination, school support, and evaluation. According to requirements established by the Texas Education Agency, the evaluation of the 2002-03 SDFSC program must include monitoring of the extent of the drug and violence problems at both the district and campus level. In addition, the participation levels of students, staff and parents in the district's Title IV

funded activities will be assessed. Efforts will be made to assess the effectiveness (i.e., cost effectiveness, impact on reducing student substance use and violence) of AISD's SDFSC-funded drug and violence prevention programs.

EVALUATION OBJECTIVE

To provide information for decision-makers on needs assessment, measurable goals and outcomes, and program effectiveness to facilitate decisions about program modification. This is in accordance with federal law requiring an annual evaluation of programs funded with Title IV monies (P.L. 103-382, §4177 (b)(1)(A) and §4117 (b), and as required under TEC §29.081, and ensuring the Principles of Effectiveness (1998, revised 2002). In addition, state legislation requires school districts provide information annually on the number and rate of violence incidents as well as a description of the violence prevention and intervention efforts being made (Texas Senate Bill 1724).

SCOPE AND METHOD

District Incident Data

Per the Texas Education Agency's (TEA) Title IV SDFSC grant evaluation requirements, data must be gathered on a yearly basis to track the number and type of student discipline and arrest incidents that occur on campuses. These data consist of any type of student discipline referral, suspension, expulsion or arrest related to drugs, alcohol, tobacco, violence (e.g., assaults, gang violence), weapons, or vandalism. This information is collected from campuses through the district's student discipline database. All discipline data are submitted to TEA through PEIMS 425 Discipline Records. This information will be used at the campus and district levels to track progress toward reduction of student discipline offenses related to grant objectives and to assess program effectiveness.

Coordinated Staff Survey

The Office of Program Evaluation conducts an annual random survey of district employees. A sample of campus staff will be asked about their opinions of the presence of alcohol and drugs on campuses and safety concerns. In addition, questions will be included on staff familiarity with and training in SDFSC-relevant curricula or topics.

Student Drug and Safety Survey

The evaluation will conduct a random survey of secondary students to assess student substance use and perceptions of the safety of their campuses.

District Program Analysis

AISD offers three programs district-wide – PAL, ROPES, INVEST/Positive Families. PAL is a peer-mentoring program in which older students are matched with younger students at their own schools or in other schools within the same vertical team. The ROPES program couples physical challenges with workshops focused on improving peer relationships, standing up to social pressures, and developing leadership. INVEST/Positive Families are school-based curricula for secondary students (and their families) who have been referred to the Alternative Learning Center for the first time drug offences or persistent misbehavior. The evaluation will collect discipline and recidivism data on program participants as part of a longitudinal study of the programs' effectiveness.

Campus Programs/School Support Community Specialists

Individual campuses may offer programs aimed at their own specific needs. The School Support Community Specialist (SSCS) assists these campuses to analyze drug, violence and other discipline data; examine internal campus goals; and identify research-based programs that can meet these needs. Each participating campus will be required to submit a proposal outlining planned drug and violence prevention activities and detailing how the campus plan adheres to the Principles of Effectiveness. Each proposal must include an explanation of how the campus Title IV program will address identified campus needs, advance the Title IV grant goals and objectives, and be integrated into campus improvement plans. The evaluation will assist the SSCS staff to compile external data needed for this endeavor and examine the match between campus needs and the programs selected.

TITLE V-INNOVATIVE EDUCATION PROGRAM STRATEGIES (FORMULA GRANT)

Program Director: Stanley Brein
Evaluation Supervisor: Cinda Christian
Evaluation Staff: Barton Huskey

PROGRAM DESCRIPTION

Title V provides federal funds to states through the *Elementary and Secondary Education Act* as amended [P.L. 107-110]. States receive Title V funds based on their school-age population and then allocate at least 85% of these funds to local districts based on enrollment. Title V can support programs or services in the following targeted assistance areas: school reform activities that are consistent with the *Goals 2000: Educate America Act*; state and local efforts to accomplish the National Education Goals; state and local agencies implementing promising educational reform programs; innovation and educational improvement including support for library services and instructional and media materials; and meeting the special educational needs of at-risk and high-cost students. Local education agencies are encouraged to maximize the effectiveness of Title V funds by coordinating with other federal and state programs to provide an integrated, coherent delivery of services to increase student achievement. In 2002-2003, AISD will use Title V funds to finance staff positions in several programs at AISD campuses, and to fund activities and materials at private schools in the district area. Positions and programs funded by Title V are described below.

Advancement by Individual Determination (AVID)

Advancement Via Individual Determination (AVID) is a program designed to help underachieving students with academic potential prepare for entrance into colleges and universities. Program participants are primarily from low income and ethnic minority backgrounds. Title V money will be used to fund 40% of four high school positions and 60% of four middle school positions in the AVID program. The AVID program is evaluated separately.

Reading Recovery®

Reading Recovery® is a supplementary reading program for grade 1 students who are identified for possible participation based on beginning-of-the-year teacher rankings

of students in their classrooms. Students in the bottom one-third of the rankings are selected for Reading Recovery® services through additional teacher assessment. The goal of the program is for students to exit the program and return to their classroom at the average reading level of the class. The grant will partially fund one teacher-leader position in the Reading Recovery® program, and will also cover some minor expenses associated with administration of the program. The effectiveness of those positions will be evaluated using staff surveys. The Reading Recovery® program staff conduct their own evaluation under the auspices of Ohio State University.

Private Schools and Neglected or Delinquent Facilities

By law, Title V funds are available through AISD to private, nonprofit schools and neglected or delinquent facilities within AISD boundaries. Private, nonprofit schools and neglected or delinquent facilities are contacted in the spring to determine if they would like to participate in Title V programs during the upcoming school year. Funds are allocated to approved applicants on a per-pupil basis for purchase of items selected by schools or facilities. The evaluator will administer a survey to staff at participating private schools and neglected or delinquent facilities, and will summarize the supplies purchased and the staff's perception of the effectiveness of the grant.

Visiting Teachers

As part of the Department of School Support for AISD, the mission of the visiting teacher program is to support campuses in achieving success for all students by connecting district and community resources and providing direct and indirect services to students, parents, and staff. The district has 18 visiting teacher positions this year, 2.3 of which are funded with Title V money. Visiting teachers are being evaluated this year as part of the State Compensatory Education evaluation.

Partners in Education Volunteer and Mentor Coordinator

The Partners in Education Program provides mentors to needy students throughout the district. The mentors are volunteers, working on their own time or with the support of the companies that employ them. Title V funds 30% of the salary of a coordinator who recruits, trains, and tracks the activities of mentors.

EVALUATION OBJECTIVE

To provide information for decision makers on the students served by Title V funds, the services provided with the funds, and the perceived effectiveness of those services.

SCOPE AND METHOD

The evaluator will collect information from private schools and facilities for neglected or delinquent students including number and grade level of students served, and administrators' perceptions of the effectiveness of positions funded through Title V. Additionally, the evaluator will conduct surveys of all campus staff funded through Title V, with the exception of the AVID staff and visiting teachers, who will be evaluated separately. Information regarding expenditures will be collected from district budget reports. Findings will be summarized in a report to TEA and in a feedback report.

AUSTIN INDEPENDENT SCHOOL DISTRICT

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