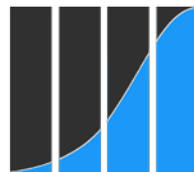

DEPARTMENT OF RESEARCH & EVALUATION

PLAN OF WORK, 2014–2015



Department of
Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

August, 2014

DRE Publication Number 14.01

ABOUT THE DEPARTMENT OF RESEARCH AND EVALUATION

The Department of Research and Evaluation (DRE, formerly known as the Department of Program Evaluation [DPE]) was established in 1972 to support program decision making and strategic planning in Austin Independent School District (AISD). The department is housed in the Office of Accountability and is charged with evaluating federal, state, and foundation grant-funded programs, as well as locally funded programs in AISD. DRE staff continuously strive to integrate best and innovative evaluation practices with educational and institutional knowledge. DRE works with program staff throughout the district to design and conduct formative and summative program evaluations. DRE's methods for evaluating programs vary depending on the research question, program design, and reporting requirements. The evaluations report objectively about program implementation and outcomes, and serve to inform program staff, planners, and other decision makers in the district.

In addition to evaluation activities, DRE staff coordinate research requests from external agencies (e.g., universities and governmental organizations) and routinely handle internal and external information requests. DRE staff conduct annual surveys of district students, parents, and staff that are used to evaluate district programs, to inform campus and district improvement efforts, as well as to monitor the district's strategic plan. DRE reports can be accessed via the DRE website at <http://www.austinisd.org/dre>

PREFACE

Each year, DRE staff develop a plan of work to describe the scope of work for the coming year. The plans that make up this document identify programs to be evaluated and services to be provided by DRE staff and provide the blueprints for evaluation that staff will follow throughout the year. Evaluation plans are developed through an interactive process involving evaluation and program staff, the chief performance officer, and other executive-level district staff.

Following is the planned scope of work for the 2014–2015 school year, with annotations for each major project within that scope. The annotations for each planned evaluation and service included in this document are presented in the following format:

1. A heading, which gives the name(s) of the program or project, the program manager, and the evaluation staff who will be responsible for the work
2. A brief program description, which provides general information about the program; its goals and objectives; and other information pertinent to understanding its importance to the district (e.g., the strategic plan's key action steps supported by the program)
3. A Purpose of Evaluation section, which includes the question(s) to be addressed by the evaluation, and the evaluation objectives
4. A Fiscal Considerations section, which describes any cost-effectiveness or cost-benefit measures to be included in the evaluation
5. A Scope and Method section, which delineates the breadth of the evaluation or service (e.g., the methods by which relevant data will be collected and analyzed) and a time line for the year
6. A Required Reporting section, which describes mandatory reporting requirements according to funding agencies and other entities
7. A Program Support section, which describes ongoing support that will be provided to the program staff over the course of the year
8. A Special Projects section, if a special project is planned

Readers of this document are encouraged to direct their comments and questions about the 2014–2015 evaluations and services to Holly Williams, the director of DRE, or to the contact person(s) named in the plan in question.

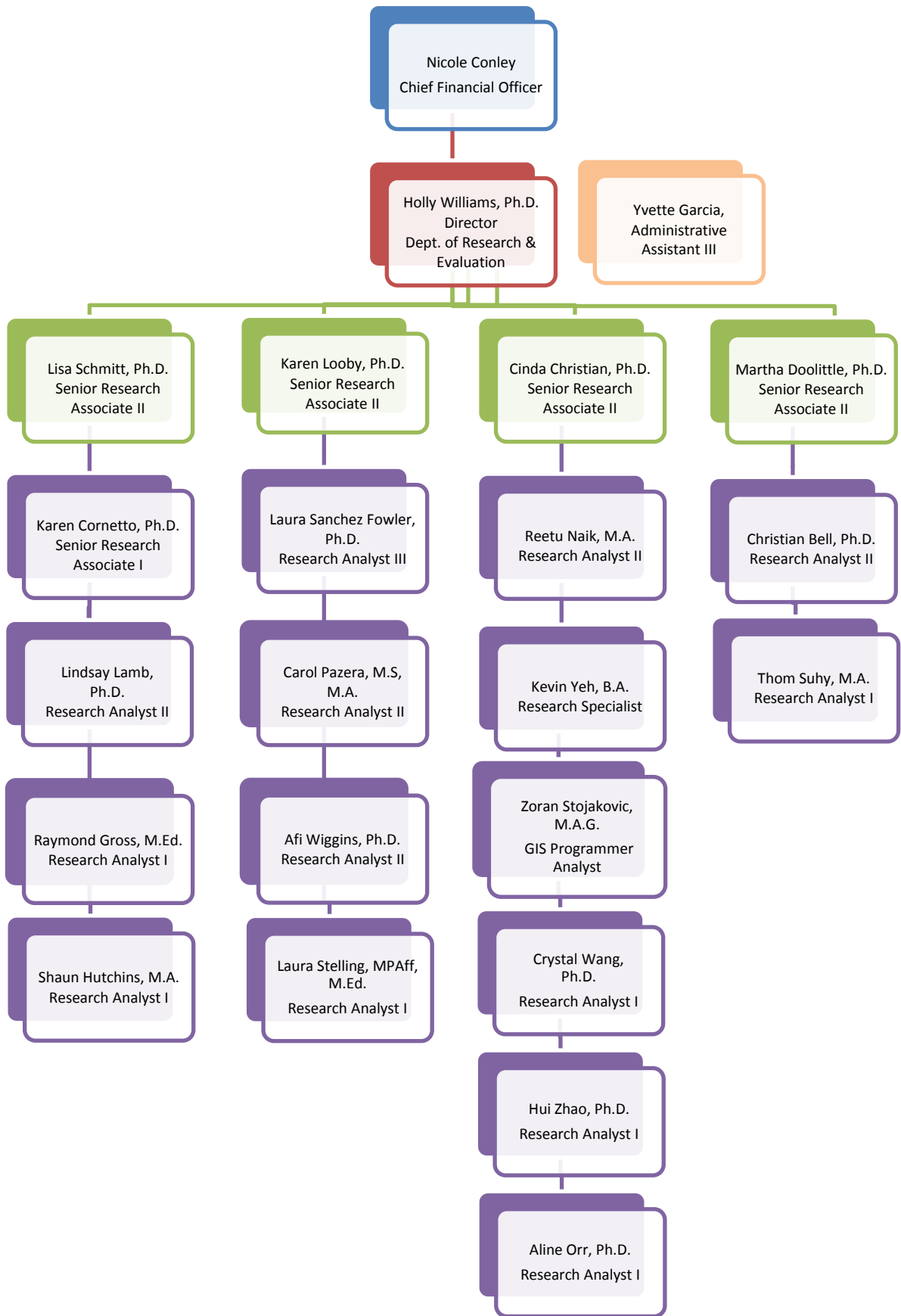


Table of Contents

About the Department of Research and Evaluation.....	1
Preface.....	2
DRE Organization Chart.....	3
Ad Hoc DRE Reports, 2014–2015.....	6
Afterschool Programs, 2014–2015.....	9
AISD Reach, 2014–2015.....	16
AISD Teacher Leaver Study, 2014–2015.....	21
AmeriCorps Program, 2014–2015.....	24
Any Given Child Creative Learning Initiative, 2014–2015.....	26
Austin Partners In Education (APIE), 2014–2015.....	32
Bilingual Education, English as a Second Language, and Dual Language Programs, 2014–2015.....	36
Career and Technical Education Programs, 2014–2015.....	42
Coordination of External Research and Evaluation in AISD, 2014–2015.....	46
District-Wide Surveys of Students, Parents, and Staff, 2014–2015.....	49
Educator Excellence Innovation Program (EEIP), 2014–2015.....	54
FAFSA Completion Program, 2014–2015.....	57
High Dosage Tutoring Program, 2014–2015.....	59
High School Office Support, 2014–2015.....	62
Leadership Development and Professional Pathways Support, 2014–2015.....	65
NAEP TUDA Reporting, 2014–2015.....	67
Office of Academics Support, 2014–2015.....	70
Postsecondary Enrollment Follow Up and Determinants of Postsecondary Enrollment/Persistence Studies, 2014–2015.....	72
Prekindergarten Program, 2014–2015.....	75
Single-Sex Schools, 2014–2015.....	79
Social and Emotional Learning, 2014–2015.....	82

State Compensatory Education and High School Accelerated Instruction, 2014–2015 86

Summary of District-Wide SAT and ACT Test Results, 2014–2015 89

Texas Literacy Initiative, 2014–2015 91

Title I, Part A and Part D Programs, 2014–2015 94

Title II, Part A Teacher and Principal Training and Recruitment Fund, 2014–2015 101

References 106

AD HOC DRE REPORTS, 2014–2015

Evaluation Supervisors: Cinda Christian, Ph.D.; Martha Doolittle, Ph.D.; Karen Looby, Ph.D.; Lisa Schmitt, Ph.D.; Holly Williams, Ph.D.

Evaluation Staff: DRE staff

PROGRAM DESCRIPTION

Throughout the school year, DRE staff respond to the urgent data and information needs of the superintendent and his or her cabinet. Requests typically require data collection, analysis, and reporting within a relatively short time period to provide current information for decision-making purposes. DRE staff also are involved in ongoing data collection efforts to assist in monitoring the strategic plan and the district improvement plan. These efforts include the following:

- Conducting district-wide surveys of students, staff, teachers, and parent stakeholder groups
- Collecting, analyzing, and reporting data regarding students' academic achievement, including district benchmark assessment results and additional ad hoc requests for achievement data
- Collecting, analyzing, and reporting data to monitor the district's 5-year strategic plan
- Collecting, analyzing, and reporting data necessary for grant applications
- Completing campus-, school-, and district-level fact sheets
- Creating geographic information system (GIS) maps of student-level, campus-level, and community-level outcomes and characteristics

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

Due to the ad hoc nature of these requests, evaluation questions are difficult to anticipate. However, the following are examples of key evaluation questions that have been addressed in the past:

1. Are there state assessment items on which English language learners (ELLs) perform similarly or differently than do their non-ELL peers?
2. What are the characteristics of AISD dropouts, compared with the characteristics of their peers who do not drop out?
3. What were common themes and actionable items to address based on the student IdeaJam?
4. What best predicts students' attendance and mobility in AISD?
5. What are the academic and socio-emotional needs of students in East Austin feeder patterns?

6. Based on parents' survey responses and students' residential addresses, do geographic differences exist with respect to the level of support for proposed district programs?

EVALUATION OBJECTIVES

Evaluation objectives will include the following:

- To provide focused information, data summaries, maps, and interpretations in a timely manner for use by district administrators in decision making
- To assist in monitoring the district's strategic plan through provision of data required for the *Strategic Plan Scorecard* and through the development of custom automated reports from the data warehouse
- To assist with grant applications and reporting, as needed

FISCAL CONSIDERATIONS

When possible, ad hoc reports will provide information regarding budgetary considerations. DRE staff will continue to support the implementation of performance-based budgeting and efforts to garner additional grant funding for the district.

Funding for ad hoc requests is a mixture of local and grant funds.

SCOPE AND METHOD

DATA COLLECTION

Although many special projects are ad hoc in nature, some specific data collection and reporting activities are planned. These include the development and administration of the AISD Parent Survey, Staff Climate Survey, Teacher Survey, Central Office Work Environment Survey, Student Climate Survey, and Substance Use and Safety Survey (see the district-wide survey evaluation plan for more information). In addition, DRE staff will be involved in the analysis and preparation of data for monitoring the strategic plan. DRE staff also will assist in the collection and analysis of data for the annual Chamber of Commerce Report Card.

DATA ANALYSES

Summary data will be prepared for results indicators.

TIME LINE

- August 2014–July 2015: DRE staff will provide ongoing support to campus and central office administrators for ad hoc requests.
- August 2014: DRE staff will analyze and report strategic plan indicators and measurable outcomes for Goal 3.

- September 2014: DRE staff will conduct a preliminary data analysis for the Chamber of Commerce Report Card.
- October–November 2014: DRE staff will finalize the Chamber of Commerce Progress Report data analysis.

PROGRAM SUPPORT

DRE staff will provide ongoing support to campus and central office administrators through timely responses to ad hoc requests for district data analyses. In addition, ongoing support will be provided for assistance with data collection methodology, survey development, and survey data interpretation.

SPECIAL PROJECTS

DRE staff will continue to assist with the development of valuable and timely reports, with the goal of alignment between these reports and strategic plan monitoring.

AFTERSCHOOL PROGRAMS, 2014–2015

Program Managers: John Shanks, Guadalupe Ochoa, Erica Gallardo Taft, Lee Vallery-Rusu, Corrina Noriega

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Reetu Naik, M.A.; Hui Zhao, Ph.D., Aline Orr, Ph.D.

PROGRAM DESCRIPTION

The AISD Afterschool Program is composed of a compilation of activities and centers throughout the district that are funded by a combination of federal (21st Century Community Learning Centers [CCLC]), city (Prime Time), and county (Travis County Collaborative Afterschool Partnership) grants, with a total budget of \$8,635,926. A broad array of community partners is brought together to enhance instruction and leverage resources to benefit students. Most afterschool activities are aligned with Texas Essential Knowledge and Skills (TEKS) and are distributed to maximize impact at Title I campuses. The vision for the AISD Afterschool Program is youth making a positive difference through learning, working, thriving, connecting, leading, and contributing. AISD afterschool programs include but are not limited to the following types of activities: academic assistance, enrichment, family and parental support services, and college and workforce readiness. Academic assistance activities support all educational areas, as needed, to promote students' achievement and success in their school experiences; these programs are designed to create exciting intrinsic motivation to sustain constant student participation. Enrichment activities provide positive social, cultural, recreational, and interpersonal skills; health and wellness opportunities; and experiences to enrich and expand students' understanding of life and involvement in community. Family and parental support services and activities help to increase the participation of parents in the students' educational experience. College and workforce readiness activities promote workforce awareness, job and/or college readiness, skills training, preparation for the workforce, and assistance in the attainment of employment and/or funding for college.

Across activities and centers, the AISD Afterschool Program focuses on the following common primary objectives:

- Increase regular school day attendance
- Decrease discipline referrals
- Increase academic achievement through support and enrichment activities
 - Students will meet or exceed standards on state assessment tests (i.e., State of Texas Assessments of Academic Readiness [STAAR] and End-of-Course [EOC] exams)
 - Students will demonstrate improved grades

AFTERSCHOOL CENTERS ON EDUCATION

The Afterschool Centers on Education (ACE) Austin is the component of the AISD Afterschool Program that is federally funded by a 21st CCLC grant. This grant is authorized under Title IV, Part B of the

Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB, P.L. 107–110), and administered through the Texas Education Agency (TEA). AISD has had 21st CCLC grant funding since the 2003–2004 school year and has applied for and received several additional grants to expand the services to more schools since then. AISD 21st CCLC grants totaled \$4,182,630 for the 2014–2015 academic year. In addition, the Boys and Girls Club of America (BGCA) has been awarded 21st CCLC grants in the amount of \$2,851,232 to serve AISD students. The 21st CCLC grant funds are used to support ACE Austin by providing academic enrichment opportunities during nonschool hours for children who attend high-poverty and low-performing schools. Currently, four grants through 21st CCLC serve students at AISD. AISD and BGCA are fiscal agents of the 21st CCLC grants. Two 21st CCLC grants at AISD serve students and families at 20 campuses, and two 21st CCLC grants at BGCA serve students and families at 13 AISD campuses. The opportunity to participate is open to all students at these campuses, and approximately 10,000 students are expected to participate, based on previous rates.

TRAVIS COUNTY COLLABORATIVE AFTERSCHOOL PARTNERSHIP

The Travis County Commissioner’s Court approved \$544,800 funding to AISD for 2014–2015 from Travis County for the Travis County Collaborative Afterschool Partnership (TCCAP). The Travis County Health and Human Services Department and the AISD Department of School, Family, and Community Education administer TCCAP-funded afterschool program activities. TCCAP was introduced in the district during the 2004–2005 school year at Pearce and Webb Middle Schools. In 2008–2009, Garcia and Ann Richards Middle Schools were included, and in 2014–2015, Paredes Middle School was included. In 2014–2015, approximately 1,125 students attending the five middle school campuses will be served.

This model provides comprehensive social services during the school day and afterschool programming during the hours following the regular school day. The TCCAP grant philosophy is based on the idea that “children who receive at least four of the Five Promises are much more likely to succeed academically, socially and civically than are those who experience only one or zero of the Five Promises. They are more likely to avoid violence, contribute to their communities and achieve high grades in school” (America’s Promise Alliance, 2008). TCCAP funding provides opportunities for students in each of the Five Promise areas. The Five Promises are:

- Caring adults
- Safe places
- A healthy start
- Effective education
- Opportunities to help others

PRIME TIME AFTERSCHOOL PROGRAM

The goal of the Prime Time grant is to develop a community of leaders centered on community schools by involving teachers, parents, students, and others in the provision of free afterschool classes and activities. Parents and community members who become active partners in the educational process are better prepared to reinforce positive educational values than are those who are not active. These classes and activities reinforce students' academic skills, while providing a safe, supervised, and structured environment. Prime Time, which has been a program in the district for 12 years, will serve approximately 4,000 students with \$800,764 in grant funding in 2014–2015. To enable students to participate in activities to which they would not have access outside of this program, the program targets schools with predominantly low-income students.

THE VOLUNTEERS IN COMMUNITIES TUTORING OUR RESPONSIBLE YOUTH AFTERSCHOOL PROGRAM

In partnership with the City of Austin Public Library, AISD provides tutoring to academically at-risk, low-income elementary and secondary youth and children in Austin, as well as to parents of young children at risk of being unprepared for school entry through the Volunteers In Communities Tutoring Our Responsible Youth (VICTORY) program. Specifically, VICTORY serves students who reside in the neighborhoods surrounding the program's seven participating City of Austin branch libraries: Carver Branch Library (78702), Cepeda Branch Library (78702), Daniel E. Ruiz Branch Library (78741), Little Walnut Creek Branch Library (78758), Twin Oaks Branch Library (78704), University Hills Branch Library (78723), and Southeast Branch Library (78744). VICTORY has been a program in the district for more than 20 years and will serve approximately 466 students with approximately \$256,500 in grant funding from the City of Austin.

PURPOSE OF EVALUATION FOR ACE AUSTIN AND TCCAP AFTERSCHOOL PROGRAMS

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. What was the level of participation in afterschool programs?
2. What was the relationship between participation in specific afterschool programs and student outcomes, such as attendance, academic achievement, and behavior?
3. What attitudes were associated with participation in the afterschool program?
4. Was the grant program implemented, as stated in the grant application?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To assist the ACE Austin and TCCAP Afterschool Program staff in pulling data from district archival records for state and county compliance report submissions

- To summarize annual program survey results for program administrators and district stakeholders
- To provide evaluation grant-level and center-level final narrative reports to each ACE Austin funding partner (i.e., AISD and BGCA of Austin) and provide data for the TCCAP performance measures report to the program coordinator (reports will include program descriptions, participation information, and outcomes related to each program’s goals, as required by grantor)
- Make recommendations for program implementation

FISCAL CONSIDERATIONS

DRE staff will describe how the funding sources are used to facilitate program implementation and provide resources for students and their families. Because the programs are primarily grant funded, their impact on district budgeting and program sustainability will be addressed. When available and appropriate, students’ outcome data (e.g., school attendance, academic achievement, and behavior) will be examined in relation to cost-effectiveness.

SCOPE AND METHOD

DATA COLLECTION

Information regarding students’ demographics, school attendance, course grades, standardized test scores, discipline referrals, and year-to-year grade-level promotion or graduation will be gathered from AISD administrative records. Information regarding program participation and attendance will be gathered by program staff from the Texas Education Agency Secure Environment (TEASE) program database. Annual student and parent surveys will be coordinated by AISD Afterschool Program staff, with the technical assistance of DRE staff. Teachers will be surveyed through the AISD Employee Coordinated Survey, conducted by DRE. In addition, information from the Youth Program Quality assessment, conducted by the Central Texas Afterschool Network and Texas State University, will be incorporated.

DATA ANALYSES

Participation will be summarized across all AISD Afterschool Program participants and for each individual program or funding source. Students’ outcome data (e.g., school attendance, academic achievement, and behavior) will be examined in relation to program participation.

TIME LINE FOR ACE AUSTIN AND TCCAP AFTERSCHOOL PROGRAMS

- August 2014: DRE staff will complete the cycle 7 and cycle 8 center-level and grant-level evaluation reports due to TEA by August 29.
- September 2014: DRE staff will contact program facilitators and center staff to obtain descriptions of the program activities and logic models for the 2014–2015 school year. DRE staff,

along with program managers, will begin planning focus groups with parents, teachers, and site coordinators, to be conducted in February.

- October 2014: DRE staff will provide data for the TCCAP Q3 performance measures report, due October 15.
- November 2014: ACE Austin program staff will provide student ID files to DRE staff for the ACE Austin fall report by November 24. DRE staff will finalize the student and parent surveys.
- December 2014: DRE staff will provide attendance and discipline data for the ACE Austin (cycles 7 and 8) fall report, due to TEA December 15, to ACE Austin program staff by December 8. DRE staff will contact the site coordinators to obtain information related to the fall interim report for the final center-level narrative reports.
- January 2015: DRE staff will provide grades data for the ACE Austin (cycles 7 and 8) fall report, due to TEA January 15, to ACE Austin program staff by January 9. DRE staff will complete the TCCAP Q4 report due January 15.
- February 2015: DRE staff will conduct parent, teacher and site coordinator focus groups.
- March 2015: Afterschool program staff will administer the afterschool program student and parent surveys.
- April 2015: The afterschool program student and parent survey data will be analyzed. DRE staff will complete the TCCAP Q1 performance measures report, due April 15.
- May 2015: ACE Austin program staff will provide student ID files to DRE staff for the ACE Austin spring report by May 22. DRE staff will provide the data for the ACE Austin spring report, due to TEA June 4, and to ACE Austin program staff by May 26. DRE staff will summarize the Afterschool Program Student Survey results. Program coordinators will provide final updates to program and implementation information by May 31. DRE staff will contact site coordinators to obtain information related to the Spring interim report for the final center-level narrative reports.
- June 2015: ACE program staff will provide DRE staff with program participation data files, required for the final narrative reports, by June 5. DRE staff will prepare data for complete analyses for the four narrative reports (cycle 7, & 8) and 33 center-level reports. These include two grant-level narrative reports each for AISD and BGCA, and 20 center-level narrative reports for AISD and 13 center-level narrative reports for BGCA.
- July 2015: DRE staff will complete the final narrative reports (4 grantee reports and 33 center-level reports for a total of 37 reports), due to TEA July 31. DRE staff will complete the TCCAP Q2 performance measures report, due July 15.

PURPOSE OF EVALUATION FOR PRIME TIME AND VICTORY PROGRAMS

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To assist the Prime Time and VICTORY Afterschool Program staff in pulling data from district archival records for city compliance report submissions.

SCOPE AND METHOD

DATA COLLECTION

Information regarding students' demographics, school attendance, course grades, and standardized test scores will be gathered from AISD administrative records. Information regarding program participation will be gathered from the program coordinators.

TIME LINE FOR PRIME TIME AND VICTORY AFTERSCHOOL PROGRAMS

- October 2014: The Prime Time and VICTORY program coordinator will provide DRE staff with program participants' files for the fall report by October 1. DRE staff will prepare data for the Prime Time and VICTORY fall report, due to the City of Austin on October 15, by October 10.
- January 2015: The Prime Time and VICTORY program coordinator will provide DRE staff with program participants' files for the fall reports by December 19. DRE staff will prepare data for the Prime Time and VICTORY report, due to the City of Austin on January 15, by January 10.
- March 2015: The Prime Time and VICTORY program coordinator will provide DRE staff with program participants' files for the mid-spring reports by March 31.
- April 2015: DRE staff will prepare data for the Prime Time and VICTORY mid-spring report, due to the City of Austin on April 15, by April 10.
- June 2015: The Prime Time and VICTORY program coordinator will provide DRE staff with program participants' files for the spring report by July 1.
- July 2015: DRE staff will prepare data for the Prime Time and VICTORY spring report, due to the City of Austin on July 15, by July 10.

REQUIRED REPORTING FOR ALL AISD AFTERSCHOOL PROGRAMS

DRE staff will assist with required reporting to federal, state, and county funding agencies by compiling necessary district archival data. These reports will include semiannual submissions to TEA for ACE Austin programs, and quarterly reports to the city of Austin for Prime Time and VICTORY programs. In addition to required reporting, DRE staff will complete evaluation final reports summarizing the implementation and outcomes for afterschool programs funded by ACE Austin to each funding agency, as well as a summary outcome report for TCCAP-funded programs.

SPECIAL PROJECTS

No special projects are planned at this time.

AISD REACH, 2014–2015

Program Director: Joann Taylor

Evaluation Supervisor: Lisa Schmitt, Ph.D.

Evaluation Staff: Karen Cornetto, Ph.D.; Raymond Gross, M.Ed.; Shaun Hutchins, M.A.

PROGRAM DESCRIPTION

In 2006, the board of trustees approved a four-penny increase to the district’s Maintenance and Operations tax rate, which included dedicating one penny of this increase (\$4.3 million) annually to “strategic compensation.” AISD REACH, a strategic compensation program, began in nine schools in 2007–2008 and has expanded each year to include a total of 38 schools in 2014–2015. AISD REACH provides incentives to campus educators and principals for

- student growth, by awarding stipends to individuals whose students met approved student learning objectives (SLOs), to teams of staff whose students met approved SLOs, and to all eligible staff at schools where students met at least three of four approved campus goals;
- professional growth, by awarding participants who effectively engaged with a group of colleagues in study and reflection for an area of need, and who implement strategies to improve practice and student achievement (called professional development units, or PDUs); and
- support and incentives for teachers, including intensive novice teacher mentoring for teachers in their 1st through 3rd year of the profession, peer observation and feedback for teachers and stipends based on peer observation scores, and stipends for teachers and principals, based on their years at the same campus.

The program also provides leadership pathways for educators who assume additional responsibilities and receive stipends to support the SLO or PDU processes for their campus.

In addition to the annual \$4.3 million appropriation of local funding, the AISD REACH program is supported in 2014–2015 with approximately \$21.3 million of federal Teacher Incentive Fund (TIF) monies.

The AISD Office of Strategic Compensation and the AISD REACH program directly support the strategic plan’s Strategy 3 (i.e., “Ensure that every classroom has a high-quality, effective educator, supported by high-quality, effective administrators and support staff.”) The results of the evaluation of AISD REACH will inform all of the key action steps for Strategy 3.

PURPOSE OF EVALUATION

To accomplish the evaluation objectives for 2014–2015, DRE staff will document the program changes over time and describe the progress of the program toward meeting key goals: rewards for educators, teacher retention, and student achievement. Several indicators of success in these key areas

will be examined to determine whether AISD REACH demonstrated evidence of accomplishing its primary objectives. Results of statistical analyses will be provided to document the areas in which REACH participants did and did not improve over time. In addition, data will be collected to meet the requirements of the TIF grant.

EVALUATION QUESTIONS

Evaluation questions will include but not be limited to the following:

1. To what extent was assessment type (e.g., performance based versus multiple choice) related to meeting SLO targets?
2. How did peer observers' classroom observation scores align with administrators' observation scores, and how did both align with students' performance?
3. How did teachers view the role of the peer observation process in improving their instruction?
4. Compared with beginning teachers at non-REACH schools, were AISD REACH beginning teachers:
 - a. more satisfied with their jobs,
 - b. less likely to experience job-related burnout,
 - c. more likely to return to their schools, and
 - d. more likely to be effective teachers?
5. To what extent did engaging in a systematic coaching cycle improve outcomes for beginning teachers and their students?

EVALUATION OBJECTIVES

Evaluation objectives will include the following:

- To collect and analyze data from all stakeholders, including program participants and program staff, to determine whether the program is accomplishing its objectives
- To provide ongoing formative feedback for program staff and stakeholders (e.g., the Strategic Compensation Steering Committee, AISD board of trustees, and the District Advisory Council)

FISCAL CONSIDERATIONS

The current evaluation will examine the influence of program elements, within the context of policy implications, for teachers' recruitment and retention strategies in AISD and their relative cost to the district. Should the program result in improvements in teachers' retention and students' performance, cost-benefit analyses will examine the cost per percentage point of improvement. In addition, evaluation results will be used to garner additional grant funding to support future program expansion. The

evaluation is supported by a combination of grant funds and local funds from the Office of Educator Quality.

SCOPE AND METHOD

DATA COLLECTION

Perceptions of the impact of the program on staff's and students' performance will be collected from participants throughout the school year in the form of surveys and focus groups. District human resources data and students' performance data will be used to evaluate the relationships among program elements and activities, educators' recruitment and retention, and students' performance.

DATA ANALYSES

Data analysis procedures will include summaries of survey responses and focus group results. Correlations, propensity score matching analyses, and other appropriate analyses will be performed to examine the possible relationships between and among factors.

TIME LINE

- July 2014: DRE staff will extract data from AISD systems to provide to SAS Educational Value-Added Assessment System (EVAAS) for value-added computations, and will work with SAS to ensure accuracy of computations; staff will clean and verify 2013–2014 data for PDUs, SLOs, and peer observation results, and assist with stipend lists; staff will begin compiling the master file for all REACH data from 2013–2014.
- August 2014: DRE staff will continue compiling the 2013–2014 master file; staff will begin analyses of 2013–2014 SLO, classroom observation, and EVAAS results.
- September 2014: DRE staff will complete a research brief containing results of the SLO assessment analyses; staff will begin to analyze results from the 2013–2014 mentoring program, including analysis of mentor time logs, survey results from both beginning teachers and mentors, and peer observation data.
- October 2014: DRE staff will prepare STAAR results from 2013–2014 for longitudinal analyses; staff will continue to analyze results from the 2013–2014 mentoring program; staff will assist with preparation of data for retention stipends.
- November 2014: DRE staff will extract preliminary retention results and continue compiling the master database for all REACH data from 2013–2014; staff will prepare results from the 2013–2014 REACH data; staff will finalize analysis of results from the 2013–2014 mentoring program.

- December 2014: DRE staff will publish a mentoring program research brief and will present results of the mentoring brief at the December mentor forum; staff will program the Teaching, Empowering, Leading and Learning (TELL) AISD staff survey.
- January 2015: DRE staff will administer the TELL AISD staff survey; staff will begin analyses of the staff retention data; staff will assist with the data preparation for retention stipends; staff will assist with the TIF Annual Performance Report.
- February 2015: DRE staff will continue to analyze the final retention data and prepare for the Employee Coordinated Survey.
- March 2015: DRE staff will extract and verify novice teachers' mentoring rosters and program the Mentor Innovation Configuration Assessment Tool (MICAT); staff will schedule end-of-year focus groups.
- April 2015: Staff will conduct focus groups with experienced teachers at REACH and Educator Excellence Innovation Program (EEIP) schools and will conduct the Employee Coordinated Survey and MICAT.
- May 2015: DRE staff will analyze the MICAT results and prepare individual reports for all mentors; staff will continue to conduct focus groups with staff at schools in REACH and EEIP schools; staff will sample teachers for the annual SLO audit; staff will begin work on the peer and administrator observation research brief.
- June 2015: DRE staff will publish the 2014 Employee Coordinated Survey and 2014 TELL survey results; staff will assist with verification of 2014–2015 data for each program element; staff will assist with data preparation for stipends; staff will assist with the TIF Annual Performance Report (APR).
- July 2015: DRE staff will assist with the stipend data; staff will complete a research brief for peer and administrator observation.

REQUIRED REPORTING

A series of evaluation reports will be published as data become available, and will identify successes, challenges, and recommendations. Data will be submitted to the United States Department of Education (USDE) for the TIF grant.

PROGRAM SUPPORT

DRE staff will assist with the following program support activities:

- Sampling for SLO audits
- Attendance and presentations at stakeholder meetings
- Teacher roster verification, file extraction and merging
- MICAT administration
- Data extraction and upload to SAS EVAAS

- Ad hoc data requests pertaining to the formative evaluation
- Collaboration with external service providers, as needed

SPECIAL PROJECTS

No special projects are planned at this time.

AISD TEACHER LEAVER STUDY, 2014–2015

Supervisors: Lisa Schmitt, Ph.D.; Karen Cornetto, Ph.D.

Evaluators: Raymond Gross, M.Ed.; Zoran Stojakovic, M.A.G.; Shaun Hutchins, M.A.

DESCRIPTION OF NEED

AISD has committed to making retention of excellent teachers a priority through the support of programs such as the AISD REACH strategic compensation program, and by providing teachers with locally funded salary increases in spite of budgetary constraints. In addition, the retention of high-quality teachers is an AISD board priority for 2014–2015: “Priority 4. Research and develop professional pathways to recruit, develop, evaluate, compensate, and retain high quality teachers in AISD” (http://www.austinisd.org/sites/default/files/dept/strategic_plan/docs/2014-15_Priorities.pdf). A study of teacher leavers will contribute to the overall understanding of these processes in AISD.

PURPOSE OF RESEARCH PROJECT

The AISD Teacher Leaver study will describe geographic and demographic patterns of teacher attrition and mobility, and track teachers who leave AISD for area districts and/or other careers. In addition, this study will examine the causes of teacher attrition in AISD that leavers identify, and compare the effectiveness of teachers who stay with teachers who leave similar schools. Results of statistical analyses will be provided, with a particular focus on the policy implications of the research findings.

RESEARCH QUESTIONS

Research questions include but are not limited to the following:

1. What were the characteristics of teachers who have left AISD schools since 2007 and what were the characteristics of the schools they left?
2. What were the most common, actionable reasons teachers gave for leaving their schools?
3. To what extent did teachers who left AISD schools move to area districts?
4. How did the effectiveness of teacher leavers compare with the effectiveness of teachers who stayed?

FISCAL CONSIDERATIONS

To the extent possible, this study will examine financial contextual factors that contributed to or resulted from teacher attrition in AISD. Examples may include examining teacher salaries in AISD compared with salaries in surrounding districts, induction and support costs for teachers who replaced leavers; and the financial impact (if any) of specific measures designed to retain teachers (e.g., AISD REACH

retention stipends, hard-to-staff stipends). This study will be supported by grant funds (i.e., Title II, Part A) and local funds.

SCOPE AND METHOD

DATA COLLECTION

Existing district data (e.g., PEIMS, AISD human resource records, TELL AISD Teaching and Learning Conditions survey data, local salary data) will be used to analyze the demographic and geographic patterns of teacher attrition. In addition, DRE has a data-sharing agreement with Texas Workforce Commission (TWC) to obtain workforce data for AISD teacher leavers from 2007–2008 through 2013–2014. Finally, a large-scale survey will be conducted of all teacher leavers in the same timeframe to collect data about the reasons for leaving and the future career plans of leavers.

DATA ANALYSES

Data analysis procedures will include summaries of survey responses and data displays of descriptive information. Appropriate statistical analyses will be performed to examine the possible relationships between and among factors outlined in the research questions. In addition, GIS mapping will be used to display the geographic patterns of teacher attrition.

TIME LINE

- August–October 2014: DRE staff will analyze demographic, working conditions, and geographic data on teacher leavers.
- September–October 2014: When data from the TWC become available, DRE staff will analyze these data; staff will develop the Teacher Leaver Survey.
- November–December 2014: DRE staff will publish the first research brief, which will focus on the demographic, working conditions, and geographic data; staff will administer the Teacher Leaver Survey.
- January 2015: DRE staff will begin analysis of the Teacher Leaver Survey data and local salary data, and will continue analysis of the TWC and demographic data.
- February–March 2015: DRE staff will continue analyses of the survey results, local salary data, and TWC and demographic data.
- April 2015: DRE staff will publish a second research brief, which will focus on the Teacher Leaver Survey results and local salary data.
- May 2015: DRE staff will conduct the final analyses and compile the findings.
- June 2015: Staff will publish a third research brief, which will focus on a summary of the research results.

REPORTING

A series of research briefs (i.e., focused around the research questions outlined here and/or any ad hoc requests) will be published as data become available.

AMERICORPS PROGRAM, 2014–2015

Program Directors: Raul Alvarez and Jacob Reach

Evaluation Supervisor: Karen Looby, Ph.D.

PROGRAM DESCRIPTION

AmeriCorps engages more than 80,000 Americans in intensive service each year at nonprofits, schools, public agencies, and community and faith-based groups across the country. In AISD, AmeriCorps directly addresses the academic, social, emotional, and health needs of students attending Reagan and Travis High Schools and their families. Twenty AmeriCorps staff participate in community service projects and serve as tutors in the district's High Dosage Tutoring (HDT) Program, dropout prevention specialists, and Family Resource Center (FRC) specialists.

PURPOSE OF EVALUATION

In 2014–2015, DRE staff will assist in the development of a program logic model and create a comprehensive evaluation plan for the 2015–2016 school year. The logic model will provide a graphical depiction of the relationships between the program objectives, resources, activities, outputs, and outcomes of the programming planned for the schools. The logic model will be used in planning, implementation, evaluation, and communications. The logic model will be used to explain the program, monitor operations, and articulate results. It will be helpful to determine when and what to evaluate so evaluation resources are used effectively and efficiently.

EVALUATION QUESTIONS

The following questions have been articulated to guide evaluation planning for the program in the 2015–2016 school year:

1. What program objectives and supporting activities are planned for implementation in 2015–2016?
2. How will proposed activities and associated outputs be monitored?
3. What are the expected short- and long-term outcomes and how will they be measured?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To assist in the development of a program logic model and create a comprehensive evaluation plan for the 2015–2016 school year

FISCAL CONSIDERATIONS

Fiscal considerations will be considered in the program evaluation planning process and possible cost-effectiveness analyses of the AmeriCorps program.

SCOPE AND METHOD

DATA COLLECTION

The data collection will be determined during the development of the program logic model and evaluation plan.

DATA ANALYSES

The data analyses will be determined during the development of the program logic model and evaluation plan.

TIME LINE

Logic modeling and evaluation planning activities will be ongoing, based on the program's support needs and reporting time lines.

REQUIRED REPORTING

No required reporting is needed at this time. A logic model and evaluation plan will be completed for program staff, district stakeholders, and grant officer use by the end of the school year.

SPECIAL PROJECTS

No special projects are planned at this time.

ANY GIVEN CHILD CREATIVE LEARNING INITIATIVE, 2014–2015

Program Director: Greg Goodman

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Crystal Wang, Ph.D.

PROGRAM DESCRIPTION

In 2011, the John F. Kennedy Center for the Performing Arts chose Austin, Texas, as the seventh partner city for Any Given Child (AGC), a partnership to create a long-range arts education plan for students in kindergarten (K) through grade 8. The city joins existing partnerships in Sacramento, California; Springfield, Missouri; Portland, Oregon; Las Vegas, Nevada; Tulsa, Oklahoma; and Sarasota, Florida. The Austin AGC Creative Learning Initiative (CLI) program is being jointly managed locally by AISD and MINDPOP, an arts partnership representing 50 arts and cultural agencies, dedicated to expanding creative learning in Austin.

AGC CLI seeks to bring access, balance, and equity to each child's arts education, using an affordable model that combines the resources of the school district, local arts groups, and the Kennedy Center. With the assistance of expert consultation services provided by Kennedy Center staff and other professionals, community leaders developed a long-range plan for arts education in Austin that is tailor made for the school district and community. The following goals were developed:

1. To create arts-rich schools for all students
2. To create a community network that supports and sustains the arts-rich life of every child
3. To develop leaders and systems that support and sustain quality creative learning for the development of the whole child
4. To demonstrate measurable impacts on students, families, schools, and our community

The first phase of the program began with an inventory of existing arts education resources and needs assessment by Kennedy Center staff and consultants. Based on this information, a plan was created to focus on increasing arts education opportunities for K–12 students. The goal of this second phase is to provide a tapestry of arts education, strategically weaving together existing arts resources within the schools with those available from community providers and the Kennedy Center in order to reach every child. Pilot implementation of intensive professional development activities for teachers and campus instructional leaders on the topic of arts integration began in the Spring of 2011–2012 at four campuses, and was expanded to the remaining 11 campuses in the vertical team in 2012–2013. Using a staged implementation model, a second vertical team was added in 2013–2014 (24 total campuses) and a third vertical team is planned for 2014–2015 (36 total campuses). The goal is to accomplish district-wide implementation by 2021–2022.

PURPOSE OF EVALUATION

The primary purpose of the AGC CLI evaluation is to develop sustainable and replicable program tracking systems and measures to assist the program coordinator in the collection of process and fidelity data from multiple community arts providers, and to evaluate the effectiveness of the initiative in having an impact on students, families, and the community.

EVALUATION QUESTIONS

The program evaluation will focus on the following major questions:

1. How did the Creative Learning Professional Development Workshops affect teachers' capacity and implementation of high-quality arts-based instruction in their classroom?
2. How did extra professional development support from coaches and specialists affect teachers' capacity and implementation of high-quality arts-based instruction in their classroom?
3. At what stage of the arts-based instruction innovation was each teacher of each participating campus? How did the teacher's stage in the arts-based instruction innovation relate to the overall implementation at the campus and district level?
4. What resources were available to scaffold each individual and each campus as a team into the next level of implementation of the arts-based instruction?
5. How did community arts partnerships increase students' access to fine arts instruction and creative learning opportunities during and outside school time?
6. How did implementation of arts-based instruction and access to arts affect student, family, staff, and community outcomes?

EVALUATION OBJECTIVES

The proposed evaluation will examine the impact of AGC efforts at the district and campus levels, and the implications of efforts to expand current practice to all district vertical teams. Toward this end, the evaluation objectives include the following:

- To document the coaching and professional development activities provided by the CLI team
- To create instrumentation and reporting mechanisms to efficiently document coaching provided by the CLI team
- To create tracking tools and an observation protocol to measure teachers' implementation of arts-based instruction in their classroom
- To conduct Innovation Configuration Mapping (ICM) scoring rubrics to track, understand, and measure the level of arts richness in schools

- To implement Concerns-Based Adoption Model (CBAM) measure to monitor teachers' and principals' stage of adoption of arts-based instruction in their classroom/school
- To administer a campus arts inventory at elementary and middle schools to gauge implementation of arts-based instruction and students' access to creative learning opportunities during and outside school time
- To provide ongoing formative data regarding program implementation
- To provide summative data regarding school- and student-level outcomes in relation to program implementation
- To document the changes in policies, practices, and climate at the school- and district-level that reflect an increased focus on arts-based instruction

FISCAL CONSIDERATIONS

As appropriate, the outcomes of programs and services will be examined in relationship to their allocations and expenditures.

Evaluation services for CLI are locally funded. One fully funded evaluation analyst and one half-funded senior research associate (i.e., 1.5 total full-time equivalents [FTEs]) in DRE are funded for this program year.

SCOPE AND METHOD

DATA COLLECTION

Data collection regarding professional development activities will happen on an ongoing basis, as delivered, throughout the school year. ICM rubrics will be conducted annually to monitor and understand program implementation. CBAM will be administered twice annually to assess how well the arts-based instruction is being adopted and implemented by teachers and principals and to track changes in their adoption of arts-based instruction over time. The Campus Arts Inventory will be administered at all AISD elementary and middle school campuses in the spring to gauge the implementation of arts-based instruction and students' access to creative learning opportunities during and outside school time. An observation protocol and tracking tools will be developed and administered at a pilot group of campuses to assess teachers' implementation of arts-based instruction in their classroom. To examine school- and student-level outcomes, a variety of extant data sources will be used. Data sources include the Employee Coordinated Survey; campus climate surveys; parent surveys; and student academic, attendance, and discipline data.

DATA ANALYSES

Data analysis will include data summaries of all Creative Learning Professional Development Workshop surveys across all AGC CLI program participants and for each individual campus. ICM rubrics

results will be examined to determine the level of arts richness in schools. CBAM data will be analyzed to measure changes in implementation of arts-based instruction over time across all program participants; in addition, summary profiles will be provided to coaches for each campus and individual for the purpose of program development and implementation. Campus Arts Inventory data will be summarized for each campus. Finally, students' outcome data will be examined in relation to program participation and implementation and will be published in an annual report. Appropriate statistical designs and tests (e.g., hierarchical linear modeling, regression, *t*-test, chi-square) will be employed to discern meaningful patterns of implementation, relationships between inputs and outcomes, and changes over time.

TIME LINE

In addition to participating in ongoing regularly scheduled meetings with the leadership team and steering committee for the purposes of evaluation, collaboration, and provision of continuous feedback, DRE staff will perform the following evaluation activities:

- August 2014: DRE staff will work with the leadership team and committees to finalize the annual work plan and make updates to the logic model, as necessary. Staff will undertake revisions for the August 2014 Creative Learning Professional Development Workshop survey. Staff will participate in the CBAM training provided by SEDL.
- September 2014: DRE staff will administer the August 2014 Creative Learning Professional Development Workshop survey. Staff will undertake revisions for ICM rubrics. Staff will work with district committees and REACH evaluation team to develop coaching/creative learning specialists' observation protocol/tracking tools that incorporate arts-based instruction. October 2014: DRE staff will provide coaches/creative learning specialists with observation protocol/tracking tools. Staff will analyze results from the August 2014 Creative Learning Professional Development Workshop survey. Staff will draft the report brief for the August 2014 Creative Learning Professional Development Workshop survey results and present it to the leadership team. Staff will undertake revisions of the November 2014 Creative Learning Professional Development Workshop survey. Staff will administer the CBAM questionnaire (mid month).
- November 2014: DRE staff will administer the November 2014 Creative Learning Professional Development Workshop survey. Staff will finalize and publish the November 2014 Creative Learning Professional Development Workshop report brief. Staff will develop CLI-related questions to be incorporated into the AISD Parent Survey.

- December 2014: DRE staff will begin analysis of the November 2014 Creative Learning Professional Development Workshop survey results. Staff will assist with providing tracking data for House Bill 5 compliance related to fine arts.
- January 2015: DRE staff will finish analysis of the November 2014 Creative Learning Professional Development Workshop survey results. Staff will draft the report brief for the November 2014 Creative Learning Professional Development Workshop survey and present it to the leadership team. Staff will undertake revisions of the coaching survey. Staff will administer the coaching survey. Staff will finalize and publish the November 2014 Creative Learning Professional Development Workshop report brief. Staff will work with the leadership team to make revisions to the elementary and middle school arts inventories.
- February 2015: DRE staff will analyze the coaching survey results. Staff will draft the coaching survey report brief. Staff will administer the elementary and middle school arts inventories. Staff will work with the leadership team and committees to revise the ICM rubrics.
- March 2015: DRE staff will finalize and publish the coaching survey report brief. Staff will provide campus leadership and facilitators with ICM rubrics for campus data collection. Staff will summarize the elementary and middle school arts inventories. Staff will draft the elementary and middle school arts inventory report brief. Staff will work with AGC program staff to document and summarize evidence of inclusion of available neighborhood creative learning opportunities in communications (e.g., blogs, newsletters, meetings).
- April 2015: DRE staff will finalize and publish the elementary and middle school arts inventory report brief. Staff will update the report template for the annual report. Staff will undertake the preliminary analysis to examine the relationship between the CLI and teacher-, school-, and student-level outcomes (e.g., relationships between the level of participation in professional development activities; implementation of arts-based instruction; and student outcomes, such as attendance, achievement, and behavior). These analyses will be included in the annual report. Staff will administer the CBAM questionnaire (end of the month). CLI coaches/creative learning specialists will provide observation data to DRE staff.
- May 2015: DRE staff will summarize and report findings from the observation data. AGC CLI campus leadership and facilitators will provide ICM data to DRE staff. Staff will analyze ICM data, which will be included in the annual report.

- June 2015: DRE staff will summarize data for pre- and post-CBAM questionnaires from all teachers and principals to measure changes in implementation of arts-based instruction over time. Summary profiles will be produced at the initiative level, campus level, and individual level. Staff will complete final analysis of AGC CLI implementation, participation, and CBAM data with associated outcomes (e.g., Employee Coordinated Survey data; campus climate survey; and student academic, attendance, and discipline data).
- July 2015: DRE staff will write the final annual program evaluation report.
- August 2015: DRE staff will present the final annual program evaluation report to the leadership team for review. Staff will finalize and publish the final annual program evaluation report.

REQUIRED REPORTING

The evaluator will provide a series of interim reports and updates regarding progress monitoring, and an annual report summarizing annual progress and outcomes.

SPECIAL PROJECTS

No special projects are planned at this time.

AUSTIN PARTNERS IN EDUCATION (APIE), 2014–2015

Executive Director: Cathy Jones, Ph.D.

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Carol Pazera, M.S., M.A., Laura Stelling, M.P.Aff., M.Ed.

PROGRAM DESCRIPTION

Austin Partners in Education (APIE) is an independent, nonprofit organization created through a partnership between AISD and the Austin Chamber of Commerce. By leveraging community resources, APIE helps the Austin community and classrooms work together to ensure academic excellence and personal success for students in AISD. Because APIE is external to the district, program funding amounts have not been determined. In 2014–2015, APIE will facilitate multiple student support programs within AISD at different schools. The following APIE programs will be evaluated by the DRE:

- APIE’s College Readiness (CR) program provides information about college readiness standards and provides tutoring for high school students who are not currently passing the more stringent college readiness standards on state or college admissions assessments.
- APIE’s Elementary School Reading program is designed to help 2nd-grade students increase their reading fluency and comprehension skills during weekly sessions facilitated by volunteers who model enjoyment of reading and provide support and encouragement to the students.
- APIE’s Middle School Math program is designed to help 8th-grade math students build their math skills and academic independence during weekly study group sessions facilitated by volunteers who share their enjoyment of math and real-world experiences.
- APIE’s Middle School Reading program is designed to help 6th-grade students increase their reading fluency and comprehension skills during weekly sessions facilitated by volunteers who model enjoyment of reading and engage students in building critical reading skills.
- APIE’s Step-Up program provides tutoring in math and reading three days a week to middle school students who need extra support to succeed in these areas. Volunteers facilitate small groups, using a curriculum designed to meet specific needs.

PURPOSE OF THE EVALUATION

As a result of their participation in APIE programs, it is expected that students build their academic skills and develop their enjoyment of learning. Thus, the program evaluation is conducted to describe the academic outcomes for the students and the indirect influences on their learning.

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

- Did the program implement structures and employ strategies to meet articulated performance goals?
- What were the academic outcomes for APIE participants, and how did these compare with those for similar non-participants?
- Were there changes in middle and high school students' academic self-confidence as a result of their participation in APIE programs?
- Did APIE participation improve middle and high school students' engagement?
- Did APIE students, teachers, and volunteers believe the program was effective?

DRE staff will provide information about program effectiveness to decision makers to help them facilitate decisions about program implementation and improvement.

FISCAL CONSIDERATIONS

In the evaluation process, program resources and funding contributions will be determined and implications may be examined.

SCOPE AND METHOD

DATA COLLECTION

Both qualitative and quantitative data pertaining to clearly defined performance measures will be collected to assess the program's progress toward its goals. District information systems will provide student demographic; course enrollment; and testing (e.g., DRA, STAAR, EOC, SAT, ACT, and TSI) data for program participants. Teachers, volunteers, and students will complete surveys regarding their experiences with the program.

DATA ANALYSES

To determine precise outcomes for APIE programs and to isolate the influences of other programs, DRE staff will use a mixed-methods approach. Selected student comparison groups will be included in the quantitative data analyses to separate the program effects on outcomes of interest, including academic growth. Quantitative data (e.g., test scores and survey results) will be analyzed using descriptive statistics (e.g., numbers and percentages). Inferential statistics (e.g., tests of statistical significance) will be used to make judgments of the probability that an observed difference between groups is one that might have happened as a result of the program, rather than by chance. Qualitative data will be analyzed using content analysis techniques to identify important details, themes, and

patterns within survey responses. Results from all analyses will be triangulated, or cross-examined, to determine the consistency of results and provide a more detailed and balanced picture of the programs.

TIME LINE

- Ongoing: DRE staff will meet with APIE staff, as needed, to discuss program evaluation needs and to facilitate evaluation activities. APIE will schedule appropriate program staff to attend meetings to ensure that their input is received.
- July–August 2014: DRE staff will complete the 2013–2014 data analyses (e.g., summaries of survey and assessment results, comparison group analysis, survey validation) and develop a narrative report.
- August–October 2014: APIE staff will identify students for participation in APIE’s College Readiness program. DRE staff will help identify participating APIE classes and provide a demographic summary of APIE participants. APIE and DRE staff will administer a pre-survey to students. The 2013–2014 APIE evaluation report will be completed and submitted to APIE staff.
- October–November 2014: APIE and DRE staff will prepare and administer pre-surveys to middle and high school students. APIE and DRE staff will explore options for revising the end-of-year survey for 2nd-grade students.
- November–December 2014: DRE staff will provide a summary of pre-survey results.
- January–February 2015: DRE and APIE staff will work collaboratively to update participating APIE classrooms.
- May 2015: DRE and APIE staff will administer year-end program surveys to students, teachers, and volunteers.
- May–July 2015: DRE staff will analyze program survey and student outcome data.
- August–September 2015: DRE staff will create a narrative report summarizing APIE program participation and student outcomes for the 2014–2015 school year and develop an evaluation plan for 2015–2016 APIE programs.

REQUIRED REPORTING AND DELIVERABLES

In the summer of 2015, AISD’s evaluation staff will complete a narrative evaluation report describing the overall program results.

PROGRAM SUPPORT

DRE staff will meet weekly, or as needed, with APIE program coordinators to develop evaluation plans, help identify participating classes, and facilitate data collection activities for the program

evaluations. DRE staff will work with APIE staff to develop reporting timelines that will provide relevant formative and summative data and information to program stakeholders.

SPECIAL PROJECTS

No special projects are planned at this time.

BILINGUAL EDUCATION, ENGLISH AS A SECOND LANGUAGE, AND DUAL LANGUAGE PROGRAMS, 2014–2015

Program Manager: Olivia Hernandez, M.Ed.

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Christian Bell, Ph.D.; Thom Suhy, M. A.

OVERVIEW

The Texas Education Code (Chapter 89.1265) requires school districts to evaluate bilingual education (BE), including dual language (DL), and English as a second language (ESL) programs to determine the impact on students' achievement and to report to the local school board annually. The district's director of BE and ESL programs sets additional research and evaluation priorities regarding students' achievement, professional development opportunities, and parent and community engagement, for the purpose of continuous program improvement.

PROGRAM DESCRIPTION

Texas law requires that, upon entry to a school district, students for whom a home language survey has indicated a language other than English must be assessed to determine their level of English proficiency. Students identified as limited English proficient (LEP), also known as English language learners (ELLs), have access to the BE (i.e., late exit or DL) and ESL programs in AISD. Bilingual education (BE) is a program of instruction in the native language and English, offered in pre-kindergarten (pre-K) through 5th grade (or 6th grade on elementary campuses with a 6th grade) and provided to students in any language classification for which 20 or more ELLs are enrolled in the same grade level.

- Late-exit BE is a program of instruction in the native language (i.e., Spanish, Vietnamese, or Korean) and English, offered in pre-K through 6th grade. Literacy and core content skills initially are developed in the dominant language, although English is taught daily across the core content areas and the amount of English increases gradually across grade levels. Students are expected to achieve grade-level academic competency and English proficiency by the end of 5th or 6th grade.
- DL is a type of BE program with a highly prescribed method of core content instruction in English and a second language (e.g., Spanish or Vietnamese) that emphasizes both bilingualism and biculturalism. In 2014–2015, DL will be implemented in 63 AISD schools at pre-K, kindergarten, 1st grade, 2nd grade, and 3rd grade, and at 4th and 5th grades for 11 pilot sites. In AISD, one-way DL classrooms serve only native Spanish or Vietnamese speakers, and two-way classrooms serve both native English speakers and native Spanish speakers. In future years, additional grade levels will be added to DL as the program expands.
- ESL is a program of specialized instruction in English, provided to elementary school students whose parents declined BE but approved ESL instruction, to elementary school

students for whom BE instruction in their native language is not available in the district, and to all secondary school ELLs. In the ESL program, students are immersed in an English learning environment. However, core content instruction is provided through the use of second-language methodologies, including content-based and pull-out sessions.

NCLB of 2001 includes the Title III, Part A grant Language Instruction for Limited English Proficient and Immigrant Students. The grant provides funds to school districts through TEA to assist in the teaching of English to ELLs at all grade levels so these students can successfully learn English and meet the challenging academic standards required of all students. These supplemental funds may be used to (a) support specialized student instruction, (b) provide professional development opportunities to staff, (c) acquire instructional supplies and materials, (d) provide community and family coordination and outreach for ELLs and their families, and (e) support other relevant programmatic efforts. The estimated Title III, Part A planning amount for 2014–2015 is \$2,387,966.

The school district must provide ongoing assessment and evaluation of ELLs' academic progress in acquiring English language proficiency in reading, writing, listening, and speaking, and in meeting the state academic standards as measured by the state-mandated tests. In addition to federal Title III, Part A funds, state and local funds help support the instructional services provided to ELLs.

BE/ESL programs play an integral role in meeting the goals of the district's strategic plan, particularly Goal 2 (i.e., to eliminate achievement gaps among all student groups).

PURPOSE OF EVALUATION

In response to AISD's initiative to adopt a DL model (expected to be phased in at all elementary schools by 2015–2016 and in the planning stage at the middle school level), the program evaluation will focus primarily on the DL program. However, in 2014–2015, not all elementary schools will have DL at all grade levels, and secondary schools will not have a DL model yet; thus, the program evaluation also will include a summary of ELLs who are not in the DL program. Because the district also uses Title III, Part A and local funds to provide professional development opportunities for staff, acquire instructional materials, and provide parent and community outreach, a summary of those efforts also will be examined.

EVALUATION QUESTIONS

The program evaluation will focus on the following major questions during the 2014–2015 school year:

1. Was the AISD DL model clearly articulated to campus staff? How did staff perceive the district's new DL guidelines? To what extent did campus staff in DL schools implement the guidelines?

2. To what extent did DL administrators and teachers implement the DL model with fidelity, according to the Gómez and Gómez observations (<http://www.dlti.us/>)? What challenges and successes were reported by teachers and administrators during implementation?
3. How many students were served by BE/ESL programs? How many students' parents declined BE program participation or all BE/ESL program participation? How many students were exited from BE/ESL programs, and what were their student characteristics?
4. How did a cohort sample of DL students who had been in the DL program since its inception progress in English and Spanish academic performance, as measured by the Language Assessment Scales (LAS) Links reading and writing?
5. How did ELL students perform on state academic assessments (i.e., STAAR, EOC, Tejas Lee, Texas English Language Proficiency Assessment System [TELPAS]), comparing students in BE and ESL programs, students in one-way and two-way DL programs, and students in DL pilot and non-pilot schools? How did AISD ELLs perform on state assessments over time? How did AISD ELLs perform on state academic assessments compared with ELLs statewide? How did AISD ELLs whose parents refused BE/ESL program service perform on these tests? How did exited (i.e., monitored) students perform on these tests, and at what grade levels and schools were they exited, and in what test language have they been tested?
6. How well did the New Bilingual Teacher Institute (NBTI) support bilingual teachers who were new to the district? What were new bilingual teachers' professional development support needs during the school year?
7. How were Title III, Part A funds used to (a) support specialized student instruction, (b) provide professional development opportunities to staff, (c) acquire instructional supplies and materials, and (d) provide community and family coordination and outreach for ELLs and their families? How were these funds aligned with district and ELL department goals?
8. How did secondary school staff at pilot schools perceive the training they received in the district's new sheltered instruction coaching model? To what degree did staff implement the model's sheltered instructional practices?
9. How did middle school staff at pilot schools perceive the Guided Linguistic Acquisition Development (GLAD) (<http://www.projectglad.com>) model for professional development activities? To what degree did staff implement the model's recommended practices?
10. How did staff perceive the ELL elementary summer school program? How did parents perceive the ELL elementary summer school program?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To provide information about program effectiveness to district leaders to help them make decisions about program implementation and improvement
- To assist program staff in meeting the documentation and evaluation requirements of the state as well as of TEA's NCLB Consolidated Compliance Report for Title III, Part A

FISCAL CONSIDERATIONS

As funding information is available, DRE staff will summarize all program funding contributions for Title III, Part A as part of the required TEA compliance report. The evaluation of BE/ESL programs is supported with funds from the AISD Department of English Language Learners.

SCOPE AND METHOD

DATA COLLECTION

ELL students' demographic, program participation, language acquisition, and achievement data are available in the district's information systems and PEIMS records. BE/ESL teachers' professional development activity data will be collected from the district's Human Capital Platform system and from program staff. Gómez and Gómez ratings of campus DL program fidelity will be obtained from program staff. DRE and ELL program staff will develop a classroom and campus measurement tool and rubric to assess the level of DL implementation. Staff surveys conducted at selected schools also will contribute to the measurement of program implementation and fidelity, and will provide schools' staff feedback on professional development opportunities received. Program descriptions and financial expenditures will be gathered from program staff and summarized for local and state reporting. If feasible, staff and parent surveys will be used to find out their impressions of the ELL elementary summer school program.

DATA ANALYSES

Descriptive statistics will be used to summarize the characteristics of students participating in AISD's BE/ESL programs. Summary statistics will be used to document the annual academic achievement of AISD ELLs and to document their progress in becoming proficient in English. Data concerning the participation of BE/ESL teachers, administrators, and other staff in professional development opportunities will be summarized. Results from the development of the DL classroom and campus measurement tools will be summarized and used with other data in DL implementation analyses. Staff surveys and parent surveys at selected schools will be conducted, if resources allow, and qualitative analyses and reports of those data will be performed.

TIME LINE

- July–August 2014: DRE staff will work with program staff to complete and submit the TEA NCLB Title III, Part A compliance report for 2013–2014. DRE staff will work with program staff to develop a follow up staff survey for teachers who attended NBTI in August 2014.

- August–October 2014: DRE staff will summarize the 2013–2014 ELLs’ district-level demographic and academic performance data and provide a summary report to program staff. The follow up NBTI survey will be administered to those who attended. In addition, DRE staff will work with program staff to develop survey questions and data collection plans for the pilot schools implementing the sheltered instruction model and the GLAD model.
- August–December 2014: Special project analyses will be conducted through the end of the fall semester. DRE staff will administer surveys to samples of campus staff about the GLAD model. Survey results will be summarized and reported to program staff. In December, the Gómez and Gómez DL schools’ ratings will be obtained from ELL department staff.
- January–April 2015: DRE staff will work with ELL program staff to develop survey questions for a sample of DL campus staff regarding DL program implementation and guidelines. Additional survey questions will be developed for staff at pilot schools implementing the sheltered instruction model. DRE staff will work with DL program staff to develop a DL class and school observation rubric that can be used to assess the degree of AISD DL program fidelity implemented at a sample of DL schools.
- May–July 2015: In April or May, campus staff will be sent questions about DL programs or the sheltered instruction model as part of the district’s employee coordinated survey. DRE staff will write reports summarizing all spring staff survey results. DRE staff will gather and summarize data to be submitted as part of TEA’s annual NCLB Consolidated Compliance Report for Title III, Part A on August 1, 2015. DRE staff will work with program staff to prepare and administer an electronic ELL elementary summer school staff survey at the end of June 2015, if requested. A parent survey is planned for ELL elementary summer school and will be administered, possibly through the district’s automated phone system. Evaluation planning will begin for the 2015–2016 school year.
- August–October 2015: DRE staff will produce research briefs, which will include analyses of BE/ESL students served, ELL parent denials, and recently exited (i.e., monitored) students and their academic performance results on assessments (e.g., LAS Links, TELPAS, Texas Primary Reading Inventory (TPRI) and Tejas LEE, STAAR, and EOC.

REQUIRED REPORTING

DRE staff, in collaboration with State and Federal Accountability and ELL departments’ staff, will complete the TEA Title III, Part A report prior to the August 2015 submission deadline. DRE staff will write research briefs, as needed, to comply with the annual state BE/ESL program reporting requirements in Summer and Fall 2015.

PROGRAM SUPPORT

DRE staff will provide ongoing support to ELL department staff in the following ways as requested: attendance at BE/ESL program staff meetings or advisory meetings; provision of summary data

about ELLs and about staff professional development opportunities, as defined in this evaluation plan; and guidance about research, evaluation, and data topics (e.g., surveys, program data analysis, and data summaries).

SPECIAL PROJECTS

All ad hoc requests and special projects will be reviewed and subject to approval by the DRE director. The following are possible special projects requested by the ELL department director:

- September 2014: DRE staff will assist the ELL department director and staff with establishing a cost analysis and time and effort analysis for the year that will focus on staff funded locally or federally who serve school staff and students. These data will be analyzed and summarized by June or July 2015.
- October–December 2014: DRE staff also will work with ELL department staff to develop GIS data maps of AISD DL campuses for each middle school zone, using STAAR reading results, as well as other BE-related data maps (see ad hoc evaluation plan located elsewhere in this document).
- January–May 2015: Depending on available resources, DRE staff, with the help of program staff, will investigate the following question: How did a 2013–2014 cohort of ELL students who were new to U.S. schools and participating in the district’s International High School perform academically when transitioning to regular high schools in 2014–2015? DRE staff also will work with program staff to plan for Year 2 of the secondary schools’ pilot projects in sheltered instruction and GLAD models. DRE staff will collaborate with ELL department staff to study the composition of ELL and non-ELL students in DL schools’ DL classrooms, analyze DL classroom observation results from a sample of DL schools, and (using the district staff survey) obtain feedback from staff regarding the instructional time in English and Spanish being provided in one-way, two-way, and other types of classrooms.
- May– July 2015: DRE staff will use data from staff time and effort analyses for percentages of time staff spent at schools serving staff and students. These data will be examined in relation to ELL students served at those schools, professional development provided to staff, and characteristics (i.e., years of experience, number and type of certifications) of teachers served. A summary of these analyses will be made available to the ELL department director by July 2015. In a study of long-term ELLs, DRE staff will determine the elementary BE/ESL program status and other student characteristics of 8th- and 9th-grade ELLs who failed STAAR reading or EOC English I and STAAR math or EOC Algebra I in 2013–2014. Related to the development of DL implementation measures, DRE staff will finalize these classroom and campus assessment tools for use in the 2015-2016 school year.

CAREER AND TECHNICAL EDUCATION PROGRAMS, 2014–2015

Program Director: Annette Gregory

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Carol Pazera, M.S., M.A., Afi Wiggins, Ph.D., Laura Stelling, M.P.Aff., M.Ed.

PROGRAM DESCRIPTION

All AISD secondary students are expected to demonstrate preparedness for postsecondary education and to understand the knowledge, work habits, attitudes, leadership ability, and teamwork skills required by employers for success in the global 21st century workplace. In June 2003, AISD's board of trustees selected Austin Community College (ACC) to manage the development and implementation of the Career and Technical Education (CTE) programs and redesign. In 2014–2015, the contracted budget for CTE is \$736,161.00. Within the CTE programs, students will

- explore and experience a wide range of career options in relation to their interests and aptitudes;
- graduate with a jump start on college and career, including consideration of postsecondary credit, industry certification, and internship opportunities;
- demonstrate and understand the skills and knowledge to successfully enroll in postsecondary education; and
- demonstrate and understand the skills and knowledge required to transition into the workforce and to be successful in a variety of jobs and careers.

PURPOSE OF THE EVALUATION

It is expected that CTE programs will provide opportunities for students to acquire the 21st century academic and technical skills needed for entry into the global workforce and/or postsecondary education in order to become contributing members of the community. Therefore, the program evaluation will be conducted to describe students' participation in CTE programs and their academic and postsecondary outcomes. Elements of the CTE evaluation will be used to monitor the district's strategic plan (e.g., the percentage of students taking coherent sequences of CTE courses, the number of students eligible for credit articulated with a postsecondary institution, and the number of those earning industry certifications).

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. What were the postsecondary education and employment outcomes of CTE students who have taken a sequence of CTE courses, compared with the outcomes of non-CTE sequence takers with similar demographic characteristics?

2. How did the postsecondary employment and education outcomes, including quarterly earnings, of graduates with industry certifications or licenses compare with the outcomes of graduates with similar demographics who did not earn an industry certification?
3. Were the employed graduates who earned industry certifications working in an industry related to their certification?
4. Has CTE program implementation achieved program standards?
5. How cost-effective was the CTE program?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To provide information about program effectiveness to decision makers to help them facilitate decisions about program implementation and improvement
- To provide the data necessary to complete federal and state reports

FISCAL CONSIDERATIONS

CTE evaluation is grant funded; thus, DRE will identify program funding sources and conduct a cost-effectiveness analysis to determine the cost to the district of having CTE students meet the state-defined college and career readiness standard.

SCOPE AND METHOD

DATA COLLECTION

Both qualitative and quantitative data will be collected to measure the program's progress toward its goals. District information systems will provide students' CTE status, demographic, course enrollment, course grade, and testing data for program participants. District surveys, such as the AISD High School Exit Survey, will provide information to assess students' college and career preparation and expectations for postsecondary education, as well as administrators' and teachers' perceptions of the quality of support they receive from the CTE administration. CTE teachers will complete surveys evaluating their professional development activities and needs. They also will be asked to provide data regarding students' participation in industry certification exams. For some certifications, exam data from vendors will be collected. The district's parent survey will be used to gauge parents' knowledge of CTE program offerings at local high schools. National Student Clearinghouse (NSC) and TWC data will provide information concerning the numbers and percentages of students enrolling in postsecondary education and entering the workforce after high school graduation.

DATA ANALYSES

A mixed-methods approach will be used to provide the evaluation information pertaining to CTE programs. Quantitative data (e.g., course enrollment and standardized test scores) will be analyzed using descriptive (e.g., numbers and percentages) and inferential statistics. Qualitative data (e.g., open-ended survey responses) will be analyzed using content analysis techniques to identify important details, themes, and patterns within open-ended survey responses. Results from all analyses will be triangulated, or cross-examined, to determine the consistency of results and provide a detailed and balanced picture of the programs.

TIME LINE

- July–August 2014: DRE staff will prepare data to be submitted to the NSC, prepare a summary of High School Exit Survey questions relevant to CTE, and prepare and submit a data request to the TWC. Staff will prepare a student certification report and a summary of results from the Employee Coordinated Survey. Staff will summarize data on students eligible for articulated credit.
- August 2014: DRE staff will create and submit to CTE program staff a summary of district- and campus-level student outcomes for the 2013–2014 school year for strategic plan reporting and the completion of the Title I, Part C, Carl D. Perkins Performance Effectiveness Report. Staff will prepare and conduct a professional development workshop on best practices in developing industry partnerships and will assist with the evaluation of the professional development event.
- August–October 2014: DRE staff will conduct analyses and produce a report on college readiness and cost-effectiveness. Staff will clean and analyze employment data for 2013 graduates and create a template in which to record campus and CTE department-level business and industry partnerships.
- September 2014: DRE staff will report on CTE course enrollment for each campus prior to the PEIMS October snapshot and prepare for the program evaluation site visit in November.
- October–November 2014: DRE staff will develop questions for the district’s parent survey regarding secondary parents’ knowledge of CTE programs at their local high school. Staff will prepare for and conduct a program evaluation site visit.
- December 2014: DRE staff will update the research section of the CTE needs assessment document and administer a survey to site visit participants. Staff will report on the results of both the site visit and the reviewer survey.
- January–February 2015: DRE staff will prepare for the spring program evaluation site visit. Staff will conduct an analysis of postsecondary education and employment outcomes of 2012 and 2013 CTE graduates.

- March 2015: DRE staff will assist in the program evaluation site visit and prepare questions for the Employee Coordinated Survey. Staff will develop a satisfaction survey for CTE advisory committee members.
- April 2015: DRE staff will administer a survey to site visit participants and report on the results of both the site visit and the reviewer survey. CTE will conduct an analysis and report on the employment outcomes of 2013 graduates who obtained industry certifications.
- May 2015: DRE staff will collect and summarize student certification results. These results, as well as certification funding and course completion data, will be used to prepare a submission to TEA for certification exam cost reimbursement.
- June 2015: DRE staff will prepare a summary of results from the Employee Coordinated Survey, prepare data to be submitted to the NSC, and develop a preliminary report on student certifications.

REQUIRED REPORTING AND DELIVERABLES

DRE staff will assist CTE staff in completing and submitting reports required by the 2014–2015 Title I, Part C, Carl D. Perkins Grant, and information required by the district’s board of trustees. A series of district narrative evaluation reports will provide an in-depth summary of program implementation and outcomes for participants.

PROGRAM SUPPORT

DRE staff will meet with program staff to develop evaluation plans, facilitate data collection activities, and develop reporting time lines that will allow them to provide formative and summative information to program stakeholders in a timely manner.

SPECIAL PROJECTS

DRE staff will include analysis of CTE variables in the study of postsecondary persistence. Refer to the section on Postsecondary Enrollment Follow Up and Determinants of Postsecondary Enrollment/Persistence Studies in this plan for details.

COORDINATION OF EXTERNAL RESEARCH AND EVALUATION IN AISD, 2014–2015

Supervisor: Cinda Christian, Ph.D.

Coordinator: Kevin Yeh, B.A.

PROGRAM DESCRIPTION

A formal application and data collection process facilitates research and evaluation conducted by parties external to AISD and allows the coordinator of external research to monitor these projects. The process includes established guidelines that (a) protect staff and students from unnecessary or overly burdensome data collection, (b) ensure compliance with current laws concerning privacy and research, and (c) contribute to the quality of research conducted in AISD. Proposal forms and instructions; information regarding the external research process including the external research policy, important dates, and a process flow chart; and criteria by which proposals are judged are posted on the AISD web page at <http://www.austinisd.org/dre/research>.

The procedures for submitting proposals for research or evaluation are described here. External researchers submit electronic proposals to the coordinator of external research and evaluation, along with a processing fee. The coordinator reviews proposals to be sure they are complete. The coordinator then convenes a review committee, which reviews and scores the proposal based on a rubric that includes the following criteria: time and resources; value to the campuses, the district, and the field of education; relationship to the strategic plan, district improvement plan, or other key initiatives; level of data extraction; design of the study; and accompanying documents. Proposals that receive favorable feedback and approval for implementation from reviewers typically have high value to AISD, use small and easily accessed samples, and use little or no class time to collect data. After the application has been accepted, the coordinator assists the researcher in selecting schools and contacting principals for approval to implement the project. Finally, results of the research are collected by the coordinator, who disseminates the results to individuals and campuses likely to benefit from knowledge of the research findings.

The coordinator maintains a database of all proposals. Information generated from the database includes (a) the percentage of proposals accepted; (b) the number of research projects involving elementary, middle, and high schools; (c) the percentage of projects that study different topic areas; and (d) the number and types of external parties conducting research and evaluation in AISD. External parties include but are not limited to graduate students, professors, and educational research organizations.

The coordinator also drafts and processes data-sharing agreements and fulfills external requests for data from AISD databases. The coordinator takes reasonable care to ensure that data are released with active parental consent or are in a form that makes individual students unidentifiable, as required by the Family Educational Rights and Privacy Act of 1974 (FERPA). Under most circumstances, the coordinator bills external researchers for programming time.

PURPOSE OF EVALUATION

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To identify trends among external research topics to ensure that research efforts are equitably distributed among grade levels, subject areas, and research methodologies
- To highlight any research projects that were particularly successful or beneficial to the district
- To note any persistent problems that may need to be addressed through modifications to the research application and review process
- To make recommendations about research priorities for the 2015–2016 school year

SCOPE AND METHOD

DATA COLLECTION

Information concerning research projects will be compiled in the external research database. This database is updated continuously upon the receipt of each new proposal.

DATA ANALYSES

Data analysis procedures will include calculating the frequencies of the number of external research projects across different grade levels, subject areas, methodologies, and types of external parties, and examining the percentage of proposals accepted. The coordinator will use these data to develop recommendations for the 2015–2016 school year.

TIME LINE

- Ongoing: The coordinator will provide ongoing support to external researchers, including processing data-sharing agreements and data requests throughout the school year, based on project timelines and data availability.
- August–October 2014: The coordinator will receive and process research applications for the spring semester of the 2014–2015 school year.
- January–May 2015: The coordinator will receive and process research applications for the fall semester of the 2015–2016 school year.
- June–August 2015: The coordinator will analyze data from the external research database and complete the external research summary report for the 2014–2015 school year.

REQUIRED REPORTING

The coordinator will provide a written report to the director of DRE at the end of August 2015. The report will provide an overview of the number and type of research projects conducted during the

2014–2015 school year. The report will (a) discuss noteworthy trends among research topics, (b) highlight any research projects that were particularly successful or beneficial to the district, and (c) note any persistent problems that may need to be addressed through modifications to the research application and review process. Each of these sources of information will be used to develop recommendations for the improvement of the external research review process and the development of research priorities for the 2015–2016 school year.

PROGRAM SUPPORT

In previous years, the coordinator(s) have offered workshops for graduate students and faculty in the College of Education at the University of Texas (UT) at Austin. The objectives of this workshop included the following: (a) to offer students and faculty an overview of the research application process requirements so they can take them into consideration during the planning stages of their research and (b) to enhance the dialogue between the two institutions (i.e., UT and AISD) to ensure that collaborative research projects are of high quality and of benefit to both the researchers and the district.

Due to an increase in the number of internal district initiatives requiring evaluation support, a university workshop will be offered only upon request.

DISTRICT-WIDE SURVEYS OF STUDENTS, PARENTS, AND STAFF, 2014–2015

Supervisors: Cinda Christian, Ph.D.; Karen Cornetto, Ph.D.; Martha Doolittle, Ph.D.; Karen Looby, Ph.D.; Lisa Schmitt, Ph.D.

Evaluation Staff: Christian Bell, Ph.D., Raymond Gross, M. Ed.; Lindsay Lamb, Ph.D.; Reetu Naik, M.A.; Carol Pazera, M.S., M.A.; Laura Stelling, M.P.Aff., M.Ed.; Afi Wiggins, Ph.D.; Thom Suhy, M.A.

PROGRAM DESCRIPTION

DRE develops, administers, and reports about district-wide surveys of students, parents, and staff. These surveys include the annual AISD Student Climate Survey, AISD Student Substance Use and Safety Survey (SSUSS), AISD Parent Survey, TELL AISD Teaching and Learning Conditions Survey, AISD High School Exit Survey, and AISD Central Office Work Environment Survey. In addition, the Employee Coordinated Survey is conducted in the spring to collect data relevant to programs with funded evaluations and a limited number of additional district initiatives. These surveys are used to inform district staff regarding perceptions of the school environment and customer service on each campus, and to examine the work environment of central office departments. Results from these surveys are used to monitor the district's treatment of staff and of stakeholders; the Whole Child, Every Child initiative; and the district's improvement plan. Some survey items are used to help provide school-level data for the state-required House Bill 5 (HB 5) indicators (<http://www.tea.state.tx.us/index4.aspx?id=25769811926>). In addition, district-wide survey data are used for a variety of program evaluations in AISD and are used to assist in the monitoring of the strategic plan. Examples include data to monitor key action Step 2.1 (i.e., "use multiple and appropriate methods of communication and engagement to reach all stakeholders and every part of the community to gain meaningful input, participation, partnerships, and shared responsibilities for student success") and Goal 3 (additional measures, such as measures of students' self-confidence and attitudes toward school, work, and success). Results from the SSUSS provide self-report data about students' knowledge, attitudes, and behavior related to substance use and abuse, and about students' perceptions of aggression and violence on campuses. SSUSS results are used to inform and assist with district- and campus-level substance use and violence prevention and intervention planning.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

District-wide surveys address a variety of evaluation questions for multiple district program evaluations and ongoing research projects. Thus, evaluation questions will include but not be limited to the following:

1. Did school climate improve over time?
2. Which climate factors were most related to student achievement and teacher retention?

3. How did exiting seniors rate and describe their high school experiences, and to what extent were their responses related to postsecondary enrollment and persistence?
4. To what extent did schools support parental involvement? To what extent did school staff provide school-related information to parents?
5. What substance use and safety issues were prevalent at secondary campuses?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To identify factors associated with positive school and work climate in AISD, for use in campus and district improvement planning
- To gather students', parents', and staffs' opinions and information, to support the evaluation of programs and help meet state reporting requirements
- To obtain information about various programs and policies of interest
- To gain efficiency in obtaining such information by replacing multiple, separate data collections with a single, coordinated data collection that minimizes the paperwork burden on teachers and other staff
- To track students' knowledge, attitudes, and self-reported behavior related to substance use and aggressive behavior on campuses in order to inform and assist with district- and campus-level substance use and violence prevention and intervention planning

FISCAL CONSIDERATIONS

When possible, survey data will be used to provide information regarding the quality of program implementation and the status of climate-related outcomes for the purpose of performance-based budgeting and cost-effectiveness analyses. District-wide surveys are supported with a mixture of local and grant funds.

SCOPE AND METHOD

DATA COLLECTION

The TELL AISD Survey will be administered in January via an online survey. Paper surveys will be available for some classified staff (e.g., custodial staff). Principal-appointed campus contact persons will coordinate the online survey, to be taken during a staff meeting, and will administer the paper survey, as needed, to classified employees. Surveys remain completely confidential, with only campus name and major job classification as identifying information used for reporting. In addition, central office staff will complete the annual online Central Office Work Environment Survey, which assesses the work environment of staff who are not employed on school campuses. A paper survey will be administered to staff without access to computers.

The Parent Survey will be administered in English, Spanish, and Vietnamese during the spring. Other language versions may be made available upon request. Both paper and online versions of the survey will be made available. Campus and district communications will ensure parents of all students are made aware of the survey.

The Student Climate Survey will be distributed in March and April to teachers of all students in grades 3 through 11. Teachers will administer the survey to their students and return them to principal-appointed campus contact persons, who will then return surveys in person to DRE. Magnet surveys will be maintained separately to allow for disaggregation of results for magnet and comprehensive schools. School administrators will be encouraged to use the online version of the student climate survey.

The High School Exit Survey will be administered online to all seniors during April and May. Designated campus facilitators will ensure that all seniors participate in the survey.

The SSUSS will be administered in March and April via anonymous scan forms (English and Spanish). The surveys will be distributed by principal-appointed campus contact persons to teachers in randomly selected classrooms in grades 6 through 12. Teachers will administer the surveys and return them to the campus contact persons, who will then return surveys in person to DRE.

The Employee Coordinated Survey will be administered online in April and May to groups of employees, based on their job type and participation in evaluated programs. Surveys will be completely confidential.

DATA ANALYSES

Results of the district-wide surveys will be summarized using basic descriptive statistics. Reports will be prepared for survey data at the campus and district levels and will include average item responses or percentages of respondents selecting various response options. In addition, effect size calculations will be examined, where possible, to identify meaningful longitudinal changes in survey results. Results of open-ended questions on the High School Exit Survey will be categorized according to common themes. Survey data from some instruments will be compiled to identify thematic subscales comprising items from multiple instruments. Employee Coordinated Survey results will be returned to the requesting evaluator or program manager.

TIME LINE

- August 2014: DRE staff will distribute campus survey contact requests to principals.
- October 2014: DRE staff will revise TELL AISD and Central Office Work Environment Survey items and identify any items in need of alteration, and then will submit all suggested changes to the chief financial officer for approval.

- October–December 2014: DRE staff will determine the AISD Parent Survey items and time line, and will finalize and translate the AISD Parent Survey by December. DRE will submit an order for preparation and delivery of scannable Parent Survey forms. Staff will determine the process to optimize communication about the AISD Parent Survey to parents by using the support of district and campus personnel.
- November 2014: DRE staff will translate any revisions to the TELL AISD Survey and Central Office Work Environment Survey, and will prepare paper forms and modify the online surveys, as necessary.
- December 2014: DRE staff will prepare and distribute contact packets and paper TELL AISD Surveys to campus contacts for distribution in January.
- January 2015: DRE staff will email the online TELL AISD Survey to staff and will email the AISD Central Office Work Environment Survey to central office staff. They will finalize and translate AISD Student Climate Survey items, order surveys, conduct AISD SSUSS sampling, and mail parent notification letters. Campus staff will receive notification about the Parent Surveys.
- February 2015: DRE staff will enter data for paper TELL AISD Surveys, analyze TELL AISD data, analyze Central Office Work Environment Survey results, deliver Student Climate Surveys and contact packets to campuses for March administration, finalize High School Exit Survey items and put them online, develop paper surveys, inform high school staff about the process for survey administration, and distribute SSUSS and contact packets to campuses for March administration. Staff also will solicit items for the Employee Coordinated Survey from evaluation and program staff. Staff will ensure Parent Survey forms are delivered to schools for distribution, and web links to the Parent Surveys will be posted on the AISD website.
- March 2015: DRE staff will analyze data for the TELL AISD Survey and Central Office Work Environment Survey, administer the Student Climate Survey at all campuses and the SSUSS at middle and high school campuses. Campuses will return the Parent Surveys to DRE.
- April 2015: DRE staff will begin administering the High School Exit Survey. They will send weekly High School Exit Survey response statistics to principals and campus survey facilitators, prepare and distribute reports, prepare and scan the AISD Student Climate Surveys, and complete administration of the SSUSS. Staff also will distribute Employee Coordinated Survey notifications by email and distribute campus and district TELL AISD and Central Office Work Environment Survey reports. Final collection of Parent Surveys will be completed.
- May–June 2015: DRE staff will continue administering the High School Exit Survey. They will send weekly High School Exit Survey response statistics to principals and campus survey facilitators, distribute AISD Student Climate Survey reports, send reminder emails about the

Employee Coordinated Survey to non-respondents, and scan the SSUSS. Parent Survey results will be summarized and campus reports will be prepared.

- June–August 2015: DRE staff will prepare and distribute the AISD High School Exit Survey reports, and analyze and distribute results from the Employee Coordinated Survey, Parent Survey, and SSUSS.

REQUIRED REPORTING

DRE will provide campus and district reports for each of the surveys. Survey data will be provided for the following required monitoring reports or data submissions: *Strategic Plan Scorecard*; *Annual Report to the Public*; *Whole Child, Every Child*; state-required House Bill 5 data submission; and the superintendent's evaluation. All district and campus survey reports will be posted on AISD's external website. Survey data also will be used for the evaluation of multiple district- and campus-level programs.

SPECIAL PROJECTS

DRE staff will assist with the administration and reporting of the biannual Cultural Proficiency Inclusiveness Survey of staff. DRE staff may conduct an analysis of responses to the High School Exit Survey to follow up on a previous report that compared the responses of Hispanic seniors with those of non-Hispanic seniors. Previous differences between responses helped inform efforts to improve postsecondary education access for Hispanic students.

EDUCATOR EXCELLENCE INNOVATION PROGRAM (EEIP), 2014–2015

Program Director: Joann Taylor

Evaluation Supervisor: Karen Cornetto, Ph.D.

PROGRAM DESCRIPTION

The goals of EEIP are to enhance educator quality through support for novice teachers, enhanced leadership pathways, support for specific campus-based professional development opportunities, a focus on student data, and strategic compensation. EEIP will begin at six Title I schools in 2014-2015. EEIP will provide:

- Full-release mentors at campuses of highest need to build the skills of novice teachers necessary to succeed with the campus's student population through training, building leadership skills, and professional collaboration opportunities
- Targeted peer observation and trained administrative evaluations that will serve as the basis for specific professional development opportunities, which will be implemented in on-campus professional learning communities (PLCs)
- Mechanisms for reviewing performance expectations, evaluation results, and student data during PLC time, so that teachers can improve practice, increase students' performance, and collaborate pedagogically with peers
- A compensation plan to retain effective teachers that includes stipends for novice teacher mentoring, one-to-one mentoring, assessment facilitation, and peer observation at hard-to-staff campuses

PURPOSE OF EVALUATION

To accomplish the evaluation objectives for 2014–2015, DRE staff will document the program implementation and describe the progress of the program toward meeting key goals: rewards for educators, teacher retention, and student achievement. Several indicators of success in these key areas will be examined to determine whether EEIP demonstrated evidence of accomplishing its primary objectives. Results of statistical analyses will be provided to document the areas in which participants did and did not improve over time. In addition, data will be collected to meet the requirements of the EEIP state grant.

EVALUATION QUESTIONS

Evaluation questions will include but be not limited to the following:

1. What challenges were associated with the program's implementation?

2. How did teachers' experiences with SLOs as part of their appraisal compare with experiences of teachers who completed SLOs in the context of strategic compensation (i.e., AISD REACH)?
3. How did PLC leads influence teachers' experiences of collaboration, data use, and sense of connection to their schools?
4. To what extent were peer observers used by principals to support teachers, and how did participants perceive the value of peer observation?
5. What program changes are recommended for the coming school year?

EVALUATION OBJECTIVES

Evaluation objectives will include the following:

- To collect and analyze data from program participants and program staff to determine whether the program is accomplishing its objectives
- To provide formative feedback for program staff

FISCAL CONSIDERATIONS

The current evaluation will examine the influence of program elements, within the context of policy implications, for teachers' recruitment and retention strategies in AISD and their relative cost to the district. Should the program result in improvements in teachers' retention and students' performance, cost-benefit analyses will examine the cost per percentage point of improvement. EEIP is supported by a \$1 million EEIP state grant.

SCOPE AND METHOD

DATA COLLECTION

Perceptions of the impact of the program on staff's and students' performance will be collected from participants throughout the school year in the form of surveys. District human resources data and students' performance data will be used to evaluate the relationships among program elements and activities, educators' recruitment and retention, and students' performance.

DATA ANALYSES

Data analysis procedures will include summaries of survey responses regarding topics such as program knowledge and satisfaction, data use, PLCs, reflective practice, teacher self-efficacy, school climate, attachment to school and the profession, and job satisfaction.

TIME LINE

- August–September 2014: DRE staff will work with the program managers to determine staff's eligibility and verify rosters for EEIP schools.

- November 2014: DRE staff will conduct a professional development opportunity needs assessment survey. Staff will analyze the assessment survey results for EEIP schools.
- December 2014: DRE staff will complete a research brief summarizing the needs assessment results.
- January 2015: DRE staff will administer the TELL AISD teaching and learning conditions survey.
- February 2015: DRE staff will prepare for the Employee Coordinated Survey.
- March 2015: DRE staff will extract and verify novice teachers' mentoring rosters and program MICAT.
- April 2015: DRE staff will conduct the Employee Coordinated Survey and MICAT. Staff will conduct focus group at AISD REACH and EEIP schools.
- May 2015: DRE staff will analyze the MICAT results and prepare individual reports for all mentors. Staff will continue to conduct focus group at AISD REACH and EEIP schools.
- June 2015: DRE staff will analyze program participant data and will publish the 2014 TELL survey results.
- July 2014: DRE staff will assist with stipend data and will complete a research brief summarizing stakeholders' experiences in Year 1.

REQUIRED REPORTING

Evaluation briefs will be published as data become available, and will identify successes, challenges, and recommendations. Data will be submitted to TEA for the EEIP state grant.

PROGRAM SUPPORT

DRE staff will assist with the following program support activities:

- Teacher roster verification, file extraction, and merging
- Infrequent ad hoc data requests pertaining to the formative evaluation

SPECIAL PROJECTS

No special projects are planned at this time.

FAFSA COMPLETION PROGRAM, 2014–2015

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Afi Wiggins, Ph.D.

PROGRAM DESCRIPTION

The Free Application for Federal Student Aid (FAFSA) is an application that can be completed annually by current and anticipating college students and their parents to determine their eligibility for federal student financial aid and to defray the personal costs of enrolling in postsecondary education. The office of Federal Student Aid (FSA) offers financial aid in the forms of federal grants, loans, and work-study funds. Aid is allocated on a first-come, first-served basis until funds are exhausted.

In 2010, AISD was one of the original 20 school districts selected by the USDE FSA program to receive access to its student FAFSA completion data through the federal FAFSA Pilot Project. In subsequent years, the Texas Higher Education Coordinating Board (THECB) also provided AISD with students' FAFSA completion data. Using the real-time submission data, AISD Project ADVANCE staff and school counselors provided targeted support to help seniors complete the FAFSA.

PURPOSE OF EVALUATION

It is expected that staff's use of real-time FAFSA completion data will result in an increase in the number of students who receive financial aid for postsecondary enrollment and postsecondary enrollment rates. Thus, the evaluation will examine FAFSA completion results and postsecondary enrollment rates.

EVALUATION QUESTIONS

The following overarching questions have been articulated to guide the evaluation of the program in the 2014–2015 school year:

1. Did the number of FAFSA completions for AISD seniors increase among all student groups?
2. What percentage of seniors who completed the FAFSA enrolled in a postsecondary institution?

EVALUATION OBJECTIVES

- To summarize FAFSA completion results to assist district decision makers in monitoring the district's progress toward its goals and in facilitating program improvement

FISCAL CONSIDERATIONS

The summary of FAFSA completion results may be used in the cost-effectiveness analyses of college readiness programs in the district. This project is locally funded.

SCOPE AND METHOD

DATA COLLECTION

Following strict security guidelines consistent with the expectations of FERPA, AISD staff submit students' directory information (e.g., name, date of birth, zip code) to FSA to access students' FAFSA submission and completion status information. THECB also provides FAFSA completion data back to the district via the Apply Texas Counselors' Suite, based on the high school of enrollment indicated by the student.

FSA and THECB use slightly different algorithms to match students' records. Although the data sets are comparable, some students are found in only one data set or the other. Completion data from FSA and THECB are merged to build a more complete set of results.

DATA ANALYSES

FAFSA completion results will be summarized using basic descriptive statistics. Summary reports will be prepared at the campus and district levels. The FAFSA data may be included within multiple program evaluations in the district.

TIME LINE

- October 2014: DRE staff will obtain final FAFSA completion data for the Class of 2014, summarize results, and generate a summary report.
- January–June 2015: DRE staff will provide campus staff with regular updates of real-time FAFSA completion records for student and family support purposes.

REQUIRED REPORTING

A summary report including district- and campus-level results will be provided to campus and district stakeholders and federal program officers. The FAFSA data may be used for strategic plan monitoring, campus improvement plan (CIP) development, program implementation, and the evaluation of multiple district- and campus-level programs. The FAFSA summary report will be provided on the external website of AISD's DRE.

SPECIAL PROJECTS

FAFSA completion data may be used in special projects described in the evaluation plan for postsecondary enrollment outcomes.

HIGH DOSAGE TUTORING PROGRAM, 2014–2015

Program Director: Raul Alvarez

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Laura Stelling, M.P.Aff., M.Ed.

PROGRAM DESCRIPTION

PROGRAM DESCRIPTION

AISD's High Dosage Tutoring (HDT) Program seeks to increase the academic success levels of 9th-grade students attending Eastside Memorial High School. Tutoring will focus on students who are taking Algebra I. Tutors will work with students in a small group instructional setting (i.e., generally, a 1:2 or 1:3 tutor-student ratio). HDT will be funded through a variety of district resources, including the federal Title I grant program. AISD will be entering the fourth year of this initiative in 2014–2015.

PURPOSE OF EVALUATION

The program evaluation will be conducted to describe students' outcomes as they participate in HDT. The evaluation will provide information about program effectiveness to decision makers to help them facilitate decisions about program implementation and improvement.

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. Did the program implement structures and employ strategies to meet articulated performance goals?
2. How many Algebra I students who did not meet the state passing standard on their 8th-grade STAAR math test met the state passing standard on the Algebra I EOC exam at the end of the school year?
3. What were the overall academic outcomes for the Algebra I HDT participants, and how did these compare with those for a matched comparison group?
4. Did students, tutors, and teachers perceive HDT as beneficial for students?

FISCAL CONSIDERATIONS

DRE staff will identify program funding sources and describe how the sources are used to facilitate program implementation.

SCOPE AND METHOD

DATA COLLECTION

Both qualitative and quantitative data will be collected to measure the program's progress toward its goals. District information systems will provide demographic, attendance, course enrollment, course grade, and testing data for program participants. Program surveys will provide information to describe students', tutors', and teachers' perceptions of the program and its effectiveness. STAAR will be used to determine testing outcomes for program participants and a matched comparison group. The test results will be analyzed to describe changes in math proficiency from one academic school year to the next and compare HDT participant passing rates with rates for a matched comparison group. During the spring semester, student focus groups may be conducted to provide in-depth information about students' program participation experiences.

DATA ANALYSES

A mixed-methods approach will be used in this evaluation. Quantitative data (e.g., assessment and survey data) will be analyzed using descriptive (e.g., actual numbers and percentages) and inferential statistics. Qualitative data (e.g., open-ended survey responses and focus group interviews) will be analyzed using content analysis techniques to identify important details, themes, and patterns within the data. Results from all analyses will be triangulated, or cross-examined, to determine the consistency of results and provide a detailed and balanced picture of the program.

TIME LINE

- August–December 2014: DRE staff will identify HDT participants and summarize their baseline academic performance.
- January–February 2014: DRE staff will update program surveys to meet current-year information needs. Staff will conduct student focus groups to gather program implementation and outcomes information.
- March–May 2015: DRE staff will administer student, tutor, and teacher surveys and summarize results.
- May–August 2015: DRE staff will summarize results of DRE and STAAR assessments and report results to program staff. DRE staff will create and submit to program staff a comprehensive evaluation report summarizing student outcomes for the 2014–2015 school year.

REQUIRED REPORTING

DRE staff will assist program staff in completing and submitting reports and information required by the district's board of trustees. A district narrative evaluation report will provide an in-depth summary of program implementation and outcomes for participants.

PROGRAM SUPPORT

DRE staff will meet with program staff to develop evaluation plans, facilitate data collection activities, and develop reporting time lines that will allow them to provide formative and summative information to program stakeholders in a timely manner.

HIGH SCHOOL OFFICE SUPPORT, 2014–2015

Project Directors: Edmund Oropez and Kathy Ryan

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Afi Wiggins, Ph.D.

PROJECT DESCRIPTION

AISD expects that all students will graduate ready for college, career, and life in a globally competitive economy. Thus, the district is committed to providing all students with high-quality college and career preparation. To enable district progress toward helping all students advance to postsecondary educational institutions, AISD's DRE staff will provide support for staff in the Office of High schools and for high school principals.

PURPOSE OF EVALUATION SUPPORT

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To improve high school students' preparation for college, career, and life
- To improve the district's postsecondary enrollment rates

SCOPE AND METHOD

DATA COLLECTION AND ANALYSIS

DRE staff will collect a variety of data, summarize student outcomes annually, and report on trends across time. Data include FAFSA completion data, SAT and ACT assessment data, Senior High School Exit Survey data, and postsecondary enrollment data. Detailed descriptions of the related data collection, analysis, and reporting activities for these data sources may be found in other sections within this evaluation plan.

PROGRAM SUPPORT

DRE staff may attend AISD principals' meetings, as necessary, to present interactive data-use sessions for principals from all high school campuses throughout the 2014–2015 school year. Key data sources may include results from relevant DRE program evaluation reports (e.g., CTE or APIE), High School Exit Survey results, postsecondary enrollment summary and research reports, and the FAFSA completion summary report. Although the data presented are distributed and maintained online, many staff do not have the opportunity to review them thoroughly and discuss with their colleagues the implications for campus practices. Thus, the presentations will afford principals with an opportunity to begin creating collaborative strategies. In the sessions, principals may discuss trends common across data sources,

identify successes and challenges, and share resources to address students' needs. They will be expected to use this information about college and career preparation to inform their campus practices.

DRE staff may assist in the production of campus-level data summaries for all indicators on the district strategic plan and principal evaluations. DRE staff also may assist in providing campus-level data summaries for the Newsweek Best High Schools Survey conducted annually. This process would ensure the consistency of reporting across all schools and reduce the burden on campus staff to produce these data summaries.

DRE staff will assist in the facilitation of the Chamber-sponsored Counselor's Portal. DRE staff will monitor system uploads and downloads (e.g., student demographic, FAFSA, and Apply Texas data); conduct data validation activities; provide support for district users; and serve as a development advisor to Chamber staff and the contracted vendor.

In support of AISD high schools, DRE staff will support the district's partnership with the Austin Chamber of Commerce. DRE staff will continue to participate in the College Readiness and Enrollment Support Taskforce (CREST) facilitated by the Austin Chamber of Commerce. This taskforce meets monthly to identify effective college preparation practices and to collaborate on area-wide college preparation efforts with other school districts, higher education institutions, and community partners to ensure the future economic success of the region.

DRE staff will facilitate data-sharing processes and other collaborative efforts with the University of Texas Ray Marshall Center (RMC), contracted by the Austin Chamber of Commerce to conduct the Central Texas Student Futures Project. The project documents and analyzes the progress of Central Texas high school students as they move on to colleges and careers. RMC relies heavily on the provision of AISD student data to inform policy and program alignment for Central Texas independent school districts in preparing students for the demands of adulthood and success in the workplace.

DRE staff will support the implementation and evaluation of the Summer Melt Project, a summer transition program designed to improve the rate at which college-intending graduates from AISD and other participating districts transition into postsecondary education in the fall after high school graduation. DRE support activities will include data pulls, uploads and downloads, validation, and review.

TIMELINE

Support activities are ongoing, based on support needs, data availability, and reporting time lines.

SPECIAL PROJECTS

Supporting research projects pertaining to postsecondary enrollment outcomes for students are detailed in the postsecondary enrollment evaluation plan. Additional requests may be considered and approved through the ad hoc request process.

LEADERSHIP DEVELOPMENT AND PROFESSIONAL PATHWAYS SUPPORT, 2014–2015

Program Director: Joann Taylor

Evaluation Supervisor: Lisa Schmitt, Ph.D.

Evaluation Staff: Karen Cornetto, Ph.D.; Raymond Gross, M.Ed.

PROGRAM DESCRIPTION

The Department of Educator Quality supports teacher and administrator leadership development in AISD through a variety of programs, including induction and continued support for new administrators, new administrator institutes, and a principal coaching program that pairs effective and successful former principals with novice principals in the district and provides professional learning opportunities that are differentiated for specific audiences. Learning opportunities include instructional rounds; seminars; professional development sessions; webinars; on-site job-embedded support; and professional pathways for teachers and administrators (e.g., a pilot teacher appraisal program at 18 schools).

PURPOSE OF EVALUATION SUPPORT

DRE staff will support the program director to answer several key questions about the implementation and efficacy of several leadership and professional pathways elements.

EVALUATION QUESTIONS

1. How did feedback from administrators differ for teachers when administrators did or did not receive additional training on the observation rubric and observational feedback? Did teachers whose appraisers had been through the training get different or better feedback than did those whose appraisers had not been through the training?
2. What additional professional development opportunities and/or resources did teachers and administrators feel they need to help them grow professionally? What did administrators need to provide effective feedback to teachers?
3. How did new and aspiring principals in the coaching programs feel about the support they received? What additional support would be helpful?
4. What were teachers' perceptions of the pilot teacher appraisal training and components? Did they think the components were weighted fairly? Did they feel the components for which they were held accountable reflected the most important components of their job?

EVALUATION OBJECTIVES

Evaluation objectives will include the following:

- To collect and analyze data from program participants and program staff to determine whether the program is accomplishing its objectives
- To provide formative feedback for program staff

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect survey data from program participants and use existing district human resources data and students' performance data to address the evaluation questions.

DATA ANALYSES

Data analysis procedures will include summaries of survey responses regarding topics that address the evaluation questions.

TIME LINE

Support activities are ongoing, based on support needs and data availability.

SPECIAL PROJECTS

No special projects are planned at this time.

NAEP TUDA REPORTING, 2014–2015

Evaluation Supervisor: Lisa Schmitt, Ph.D.

PROGRAM DESCRIPTION

Beginning in 2005, AISD has participated in the National Assessment of Educational Progress (NAEP) Trial Urban District Assessment (TUDA). Participation in TUDA makes it possible to compare AISD's 4th- and 8th-grade students' performance with that of similar peers in other participating districts nationwide. The National Center for Educational Statistics (NCES) administers NAEP to a representative sample of U.S. students every 2 years. As part of TUDA, a representative sample of AISD students is selected to participate in NAEP.

As a TUDA district, AISD participates in data-release workshops, WebEx seminars, and research projects; in return, NCES provides AISD with district-level longitudinal data. In 2014–2015, portions of the results from the 2013 NAEP may be released. DRE staff will travel (if applicable) to the prerelease workshops to examine and report AISD's 4th- and 8th-grade students' performance on the NAEP.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

Following each NAEP TUDA data release, DRE staff will use the data garnered from the prerelease workshop to answer the following questions regarding AISD students' performance on NAEP:

1. Did AISD's 4th- and 8th-grade students improve significantly over time?
2. How did AISD's 4th- and 8th-grade students rank compared with their peers in other TUDA districts, other large cities, and the nation?
3. Did AISD's 4th- and 8th-grade student groups (e.g., groups based on ethnicity, gender, ELL status, special education status, and economic disadvantage status) improve significantly over time?
4. How did AISD's 4th- and 8th-grade student groups compare with their peers in other TUDA districts, other large cities, and the nation?
5. Did the achievement gap in AISD improve compared with previous years?
6. How did the achievement gap in AISD compare with that in other TUDA districts, other large cities, and the nation?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To produce data displays highlighting AISD’s 4th- and 8th-grade students’ performance on NAEP, as it compares with that of students from other TUDA districts, large cities, and the nation
- To produce a press release highlighting AISD’s 4th- and 8th-grade students’ performance on NAEP
- To respond to media requests concerning the released NAEP subject-area data

FISCAL CONSIDERATIONS

Funding for travel and participation in the NAEP data-release workshops, additional research requests, and WebEx sessions is provided by the NCES.

SCOPE AND METHOD

DATA COLLECTION

Student performance data are made available to TUDA districts a few weeks prior to the national NAEP TUDA data release. The data often are released during a 3-day prerelease workshop held in the Washington D.C. area; however, data also have been released via an online prerelease WebEx workshop. During these prerelease workshops, the embargoed data become available for attendees to review only during authorized times. Copies of the embargoed Nation’s Report Card also are made available, along with embargoed district-level snapshot reports. Additionally, several charts and graphs are created for each district. Although many charts and graphs are created, DRE staff will conduct several tests of significance and prepare additional data displays during the prerelease workshop.

DATA ANALYSES

Using the NAEP Data Explorer (NDE; an online data analysis tool created by NCES that accounts for the family-wise error associated with running simultaneous t-tests and that is the only way to compute significance testing using NAEP data), tests of significance between student groups (e.g., ethnicity, economic disadvantage) and jurisdictions (e.g., nation, large city) will be conducted. These data will be added to longitudinal charts and graphs, and will aid in writing the press release.

TIME LINE

- Ongoing: Participate in NAEP WebEx presentations, when applicable
- Fall 2014: DRE staff will examine sample data for NAEP, as needed.
- Spring 2015: DRE staff will participate in prerelease workshop, as necessary, to analyze the most recent NAEP data release and meet with the public relations firm Hager Sharp to discuss AISD’s response to the data.

REQUIRED REPORTING

DRE staff will provide the district with a press release and accompanying data displays summarizing the results for 4th- and 8th-grade students' performance on each NAEP subject area test released during 2014–2015. Data will be used by various departments to examine AISD's 4th- and 8th-grade students' performance on NAEP relative to that of their peers in the nation, large cities, and other TUDA districts.

SPECIAL PROJECTS

No special projects are planned at this time.

OFFICE OF ACADEMICS SUPPORT, 2014–2015

Project Director: Pauline Dow, Ed. D.

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Laura Sanchez Fowler, Ph.D.

PROJECT DESCRIPTION

During the 2014-2015 academic year, the Department of Research and Evaluation (DRE) will assist the Office of Academics by providing evaluation planning and preparation support for key issues identified by the Chief Academic Officer and her staff. Issues identified for evaluation support are: (1) data summaries for feedback sessions from the Literacy Action Plan focus groups; (2) participation on the Broad Based Technology Committee to conduct surveys of stakeholders in the district and to provide data summaries and research reviews as appropriate; (3) participation on the District Special Education Inclusion Framework Taskforce to provide research and data as needed.

PURPOSE OF EVALUATION SUPPORT

DRE will provide evaluation support throughout the early planning and beginning implementation period in ways determined mutually by Office of Academics and DRE. Possible DRE involvement may include collaboratively developing program logic models as plans are made by the Office of Academics, and identifying key data sources and evaluative concepts that lend themselves to studying the outcomes of the each identified initiative.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To assist the Office of Academics in ensuring that all students will perform at or above grade level.
- To assist the Office of Academics the elimination achievement gaps among all student groups.

SCOPE AND METHOD

For the 2014-2015 school year, the Office of Academics has proposed several evaluation projects to be completed by DRE staff. These projects include:

1. Data summaries for feedback sessions from the Literacy Action Plan focus groups (30% FTE);

2. Participation on the Broad Based Technology Committee to conduct surveys of stakeholders in the district and to provide data summaries and research reviews as appropriate (30% FTE);
3. Participation on the District Special Education Inclusion Framework Taskforce to provide research and data as needed (15% FTE).

DATA COLLECTION AND ANALYSIS

DRE staff will provide program support through (a) participation in planning meetings; (b) using discussion points and stakeholder-participant decision points to identify appropriate data sources for future evaluative efforts; (c) designing logic models to elucidate program goals, objectives, strategies, and anticipated outcomes/outputs; and (d) preparing evaluation plans (to include data sources and data collection timelines) for co-implementation with each major initiative.

ADDITIONAL PROGRAM SUPPORT

Throughout the school year, DRE staff may respond to the urgent data and information needs of the curriculum office. Ad hoc requests typically require data collection, analysis, and reporting within a relatively short time period to provide current information for decision-making purposes. A .25 FTE will be allocated to ad hoc requests. These requests will be reviewed and subject to approval by the DRE director, based on the scope of requested work and projects that are in progress at the time of the request.

TIME LINE

Most support activities are ongoing throughout the year. From August through October, DRE and Office of Academics staff will determine data support needs, data availability, and reporting time lines.

SPECIAL PROJECTS

No special projects are planned at this time. Ad hoc requests and special projects may be considered and approved through the ad hoc request process.

POSTSECONDARY ENROLLMENT FOLLOW UP AND DETERMINANTS OF POSTSECONDARY ENROLLMENT/PERSISTENCE STUDIES, 2014–2015

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Afi Wiggins, Ph.D.

PROGRAM DESCRIPTION

AISD expects that all students will graduate ready for college, career, and life in a globally competitive economy. Thus, the district is committed to providing all students with high-quality college and career preparation. To describe the district's progress toward helping all students advance to postsecondary educational institutions, DRE will continue to report the rates at which AISD high school graduates enroll in postsecondary educational institutions, enter the workforce during the fall or spring semester after their high school graduation, or both. Additionally, DRE will continue to explore determinants of postsecondary enrollment and persistence.

PURPOSE OF EVALUATION

The district supports multiple college and career readiness programs. Postsecondary outcomes are examined to determine whether those efforts have assisted students to become enrolled in a postsecondary institution, profitably employed, or both, and whether the gaps between student groups enrolling in postsecondary institutions have been reduced. Determining the influences on postsecondary enrollment for student groups will help district- and campus-level staff to better support their students. DRE staff will provide information to district decision makers and program managers to aid in the examination of the district's ongoing efforts to help students advance to postsecondary educational institutions and to be successful in the workplace.

FISCAL CONSIDERATIONS

The findings from the study will be used to determine what types of interventions or programs effectively address student needs and to make related funding decisions.

SCOPE AND METHOD

DATA COLLECTION

A variety of data are required for inquiry into students' postsecondary outcomes. The NSC will be used as the primary source of postsecondary enrollment information. The TWC data will be used to summarize employment trends for the senior cohort. Beyond postsecondary outcome data, the wide range of student- and campus-level academic and attitudinal data collected by AISD will be used to gain a better understanding of the factors governing postsecondary outcomes. These sources may include the annual AISD High School Exit Survey, administered annually to seniors; campus-level climate data obtained from the AISD School Climate Survey; federal financial aid indicators provided through a USDE

pilot program; and student-level academic achievement, disciplinary, and attendance data extracted from district data systems.

DATA ANALYSES

Diverse methodological approaches will be used. First, the postsecondary enrollment and employment rates for AISD students will be determined through a multi-step process. Students will be classified into separate groups, based on their initial postsecondary enrollment and employment history. Simple descriptive statistics will be used to summarize the information for relevant student subgroups, to identify gaps in enrollment and employment outcomes. Second, this descriptive analysis will frame methodologically sophisticated investigations of the determinants of postsecondary enrollment and persistence. Multi-level modeling will be used to account for the nested structure of the enrollment data, in conjunction with estimation procedures suitable for the categorical, non-continuous nature of the outcome variables, to assess the student-level indicators associated with transitions to and retention in postsecondary institutions.

TIME LINE

- August–September 2014: DRE staff will publish the summary report of postsecondary outcomes for the Class of 2013. Staff also will conduct analyses pertaining to determinants of postsecondary enrollment and generate a corresponding district narrative report.
- Fall 2014: DRE staff will obtain graduates' employment history from the TWC.
- April 2015: DRE staff will request postsecondary enrollment data from the NSC. Staff will obtain employment history from the TWC and will obtain postsecondary enrollment data from the NSC for AISD graduates.
- May–June 2015: DRE staff will generate a district narrative report to describe the postsecondary enrollment and employment rates for the Class of 2013.

REQUIRED REPORTING

DRE staff will provide district with narrative reports summarizing the postsecondary outcomes for AISD graduates. Data will be used by the superintendent and various departments to examine postsecondary outcomes relative to those of prior graduating classes, and to state and national enrollment rates.

PROGRAM SUPPORT

DRE staff will provide professional development opportunities for program staff, district and campus administrators, guidance counselors, and campus staff to assist them in using the information for program improvement.

SPECIAL PROJECTS

Additional analyses will be conducted to explore outcomes for selected groups of students and to consider related factors. DRE staff will explore possible differences in and influences on postsecondary enrollment and persistence for CTE concentrators and non-CTE concentrators. Additional research topics also may include:

- Family influences on enrollment: What factors influence Hispanic parents' support for their children's postsecondary education?
- Influences on persistence: What factors influence the likelihood that AISD students will persist in a postsecondary institution beyond their first year of enrollment?
- First-generation college students: Over the past 5 years, how have the postsecondary persistence rates for first-generation college students changed? Did these rates vary by demographics and/or school type?
- College knowledge: Where do students obtain their information about college (e.g., selecting, applying, and paying), and to what extent does college knowledge influence postsecondary enrollment and persistence?
- Intent and follow-through: How do students who indicate they intend to attend college but fail to do so vary from those who do attend?
- Remediation: What are promising practices for reducing the number of students who must take remediation courses when they attend college?
- Financial aid: How do financial concerns and socioeconomic status affect FAFSA application and postsecondary enrollment outcomes?

The selection and prioritization of these additional research topics will be determined by district stakeholders during the 2014–2015 school year.

PREKINDERGARTEN PROGRAM, 2014–2015

Program Manager: Jacquie Porter

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Christian Bell, Ph.D.

PROGRAM DESCRIPTION

The state and district goal of the AISD pre-K program is to prepare students for the rigors of kindergarten and beyond. Half-day pre-K programs are mandated and funded by the state of Texas in school districts with 15 or more 4-year-olds who meet at least one of the following eligibility requirements:

- Qualify for free or reduced-price lunch (economically disadvantaged)
- Are ELLs
- Are homeless
- Have a parent who is an active-duty military member or a military member who was injured or killed in service
- Have ever been in foster care

In 2014–2015, AISD will offer a full-day pre-K program, supported through use of local, state, and federal funds, and will again offer tuition-supported pre-K. Tuition-supported pre-K will be offered at elementary schools that have the capacity to enroll more students than usually enrolled through the state-mandated pre-K program. Eligible students will be served in AISD elementary schools, Lucy Read Prekindergarten Demonstration School, Anita Uphaus Early Childhood Center, Dobie Prekindergarten Center, and Webb Primary Center. AISD’s Early Childhood Department also collaborates with Austin Head Start provider, Child Inc., to provide dual enrollment for families who qualify for both Head Start and pre-K. In 2014–2015, there will be 21 Head Start classrooms in AISD.

Lucy Read, which opened in 2006–2007, serves pre-K students in the attendance zones for Cook, McBee, and Wooldridge Elementary Schools to ease overcrowding in those schools. Uphaus Early Childhood Center, which opened in 2012–2013 in South Austin, serves pre-K and kindergarten students in the Linder Elementary School attendance zone to ease overcrowding for that campus. To ease overcrowding in North Central Austin, the Dobie and Webb centers also opened in 2012–2013. Oak Springs and Zavala will serve as sites for a half-day program for three year olds.

The AISD pre-K program supports many of the goals of the district’s strategic plan, particularly those centered on closing the achievement gaps between different ethnic and economic student groups, because the program primarily serves students who are ELLs, economically disadvantaged, or both.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

Key evaluation questions will include:

1. How did participation in the AISD pre-K program affect students' academic performance, as measured by the Peabody Picture Vocabulary Test-IV (PPVT-IV) and Test de Vocabulario en Imagenes Peabody (TVIP) (<http://www.pearsonclinical.com/language.html>), the Circle Phonological Awareness Language and Literacy System) (CPALLS) assessment (<http://www.childrenslearninginstitute.org>), and the GOLD assessment (see <http://shop.teachingstrategies.com/page/73190-gold-assessment-toolkit.cfm>)?
2. How did the academic performance of pre-K students enrolled in Head Start classrooms compare with that of pre-K students who were not enrolled in Head Start classrooms, as measured by the CPALLS and PPVT-IV assessments?
3. How was the CLASS system (<http://www.teachstone.com/the-class-system/>) used with pre-K teachers in Head Start classrooms?
4. How did 3-year-olds enrolled at Oak Springs and Zavala perform on the GOLD assessment?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To provide information for decision makers about program effectiveness to facilitate decisions about program modification
- To share data with community organizations that collaborate with the AISD pre-K program

FISCAL CONSIDERATIONS

During the evaluation process, program resources, funding contributions, and expenditures will be determined and summarized. If data are available, DRE staff will calculate an overall cost-per-student estimate that will be used to compare with costs from the previous years of implementation. The evaluation of the pre-K program is funded through Title I.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect both qualitative and quantitative data to measure program effectiveness. District information systems will provide pre-K students' demographic, attendance, and enrollment data.

Program effectiveness for pre-K in the area of language arts will be determined on the basis of students' average gains during the year on the CPALLS and GOLD assessments, and data will be gathered from district data systems in Fall 2014 and Spring 2015. The PPVT-IV and TVIP measure students' knowledge of receptive (hearing) vocabulary. To measure achievement gains in language arts for pre-K students enrolled in Head Start classrooms, the PPVT-IV and the TVIP will be administered in Fall 2014 and

Spring 2015. Non-ELL and ESL pre-K students will be tested in English, and bilingual Spanish students will be tested in Spanish.

Program effectiveness for the half-day program for 3-years-olds will be determined on the basis of students' average gains during the year on the GOLD assessment, and data will be gathered from district data systems in Fall 2014 and Spring 2015. DRE staff will conduct interviews with teachers at 3-year-old classrooms to gain input on the effectiveness of the program after the first year. DRE staff will coordinate and administer a survey to parents of students enrolled in the 3-year-old half-day program to gain input on their experiences with the program after the first year

DATA ANALYSES

Formative and summative data analyses will be used to evaluate the pre-K program. Analysis of CPALLS and GOLD will be conducted to measure gains from beginning of year to end of year. PPVT-IV and TVIP test scores will be analyzed to measure average gains from pretest to posttest.

TIME LINE

- July 2014: DRE staff will conduct a cross-walk of the CPALLS and GOLD assessments to determine components of each assessment that are appropriate for comparison.
- August–December 2014: Staff will analyze CPALLS data for pre-K students. The results will be reported to the director of early childhood programs by December. Staff will coordinate and administer the PPVT-IV and TVIP pretests to pre-K students enrolled at Dobie Pre-K, Read, Uphaus, and Widen. Staff will report the results to teachers, administrators, and the director of early childhood programs by November.
- February 2015: DRE staff will coordinate with school staff in the administration of a survey to parents of students enrolled in the 3-year-old half-day program.
- March–May 2015: DRE staff will administer the PPVT-IV and TVIP posttests to students who were tested in the fall. Staff will work with the early childhood director to develop questions for pre-K teachers who will receive the employee coordinated survey in April or May. Staff will develop questions and conduct interviews with the teachers of students enrolled in the half-day program for 3-year-olds and write a report for publication.
- May–June 2015: DRE staff will report pretest, posttest, and gain scores on the PPVT-IV and TVIP to teachers. Staff will summarize academic outcomes for pre-K students who were tested and write a report for publication. Staff will analyze CPALLS data for pre-K students not enrolled in Head Start, as well as CPALLS and GOLD data for students enrolled in Head Start classrooms. The results will be reported to the director of early childhood programs. Staff will report the results of the survey given to the parents of 3-year-olds enrolled in the half-day program.

REQUIRED REPORTING

DRE staff will prepare report briefs, as needed, during the school year for district administrators that describe the pre-K program during the current year and its longitudinal effectiveness.

PROGRAM SUPPORT

The early childhood program director, teachers, and administrators will receive formative and summative reports related to the pre-K program. Students' scores on the PPVT-IV and TVIP will be reported to principals and teachers in the testing sample. In addition, the evaluators will process ad hoc data requests received from the director of early childhood programs, as needed, and approved by the director of research and evaluation.

SPECIAL PROJECTS

Per the request of the chief academic officer, DRE staff will begin developing a longitudinal study of pre-K students and teachers. DRE staff will also begin creating a longitudinal study of the 3-year-old students attending Oak Springs and Zavala.

SINGLE-SEX SCHOOLS, 2014–2015

Program Directors: Sterlin McGruder and Ivette Savina

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluator: Laura T. Sanchez Fowler, Ph.D.

PROGRAM DESCRIPTION

The attendance area for Garcia and Pearce Middle Schools will be combined to facilitate the design of two single-sex middle schools, one male and one female. The Gus Garcia Young Men's Leadership Academy will educate scholars in an academic environment where they will learn to be leaders and provide community service, be empathetic toward others, develop a strong sense of community, and graduate from a 4-year college or university and/or pursue a career. The Bertha Sadler Means Young Women's Leadership Academy will educate students in a cooperative learning environment that promotes scholarship, leadership, character education, and community service, leading toward a successful transition to the Early College High School to pursue success in college, career, and life.

PURPOSE OF EVALUATION

In the 2014–2015 school year, DRE and school staff will plan the evaluation of the AISD boys' and girls' schools to take place in 2015–2016 and beyond. The initial activity will be implemented through a .25 FTE evaluator and will center on the development of a logic model for each school, development of an initial data collection plan, and development of a quasi-experimental design to study the impact on students of the new school program after 1 year. These activities will lay the foundation of a Context, Input, Process, Product (CIPP) program evaluation.

The focus of 2014–2015 will be to initiate context and input evaluations, while planning for process and product/outcome evaluation components in subsequent years. The 2014–2015 context evaluation will monitor and record data on the program's environment, including related programs, area resources, area needs and problems, and political dynamics. Throughout the school year, context evaluation reporting will provide updates to program staff and district/campus leadership on program-related needs, assets, and problems, along with an assessment of the program's goals and priorities. Information will be organized around a logic model that will provide a graphical depiction of the relationships between the program objectives, resources, activities, outputs, and outcomes of the programming planned for the schools. The logic model will be used in program planning, implementation and monitoring, evaluation, and communications. It portrays the chain of reasoning that links investments to results. A simple, clear graphic representation helps school leaders communicate the course of implementation. Determining when and what to evaluate will allow evaluation resources to be used effectively and efficiently and help program staff and evaluators focus on appropriate process and product measures.

The input evaluation will begin during the upcoming school year. It will identify procedural designs and educational strategies within single-sex schools that can most likely achieve the desired results for students in their first year in the program. The input evaluation will strive to identify and assess current systems capabilities, and to search out and examine potentially relevant approaches. For the new single-sex schools, this process will entail documentation and discussion of evidence-based practices and programs in each school that are in place to improve the quality of education provided to enrolled students. The input evaluation also will include baseline data summaries for students attending both schools.

After the context and input evaluation portions have been implemented, resulting data and information sources will enable the selection of a quasi-experimental design for future comparison of outcomes from these new schools and those already in place. The study design will be one component of the process and product evaluation activities that will occur in Year 2 of implementation with a .5 FTE of evaluation staff.

EVALUATION QUESTIONS

The following questions have been articulated to guide evaluation planning for the program in the 2014–2015 school year:

1. What program objectives and supporting activities are planned for implementation in 2015–2016?
2. How will proposed activities and associated outputs be monitored?
3. What are the expected short- and long-term outcomes and how will they be measured?

EVALUATION OBJECTIVES

- To assist in the development of a program logic model and create a comprehensive evaluation plan for the 2015–2016 school year

FISCAL CONSIDERATIONS

Fiscal considerations will be considered in the program evaluation planning process and may include cost-effectiveness analyses of the single-sex schools. Data sources that are universal to all district campuses will be used prior to creation of new data sources to reduce fiscal responsibilities.

SCOPE AND METHOD

DATA COLLECTION

The first year implementation data to be summarized will be determined by DRE and district/school administrators and may include demographics, testing results, attendance rates, discipline

referrals, and district survey responses. The initial data summaries will be presented in a brief report to be used for district and program decision making.

DATA ANALYSES

Data analyses will be determined during the development of the program logic model and evaluation plan.

TIME LINE

- August 2014. DRE staff will meet with district and campus leadership to initiate planning and to introduce logic modeling and its uses across planning, developing, implementing, and evaluating. Staff will identify data sources and establish a time line for context and input evaluations, using a backward planning process from the end-of-year report date estimation.
- September–November 2014. DRE staff will conduct the logic modeling process with each school administrative team and other stakeholders identified by district or campus leadership.
- December 2014–January 2015. DRE staff will determine each program logic model and key extant data sources to be used for first year analysis. DRE staff and district/school administrators will determine the first year implementation data to be summarized, which may include demographics, testing results, attendance rates, discipline referrals, and district survey responses.
- March 2015. DRE staff will create items for the annual Employee Coordinated Survey and submit them for inclusion on the spring survey; participants from each campus will be identified.
- April–June 2015. DRE staff will undertake year-end data collection at each campus. Staff will compare and summarize data from the baseline and end of Year 1, and will describe the comparison outcomes and the findings of the context evaluation and input evaluation in a final year report.
- June–July 2015. DRE staff will determine the Year 2 quasi-experimental research design and data sources and the formal Year 2 evaluation plan, with significant collaboration by campus principals and other relevant stakeholders identified from the Year 1 context and input evaluations.

REQUIRED REPORTING

No reporting is required at this time. A logic model and evaluation plan will be completed for program staff, district stakeholders, and grant officer use by the end of the school year.

SPECIAL PROJECTS

No special projects are planned at this time.

SOCIAL AND EMOTIONAL LEARNING, 2014–2015

Coordinator: Sherrie Raven

Evaluation Supervisor: Lisa Schmitt, Ph.D.

Evaluation Staff: Lindsay M. Lamb, Ph.D.

PROGRAM DESCRIPTION

Social and emotional learning (SEL) is the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others. Direct instruction in SEL provides students with skills that enable them to succeed in college, career, and life by being responsible citizens and decision makers. SEL supports positive school culture and climate, allowing students to practice life skills throughout their school experience.

AISD is working with the Collaborative for Academic, Social, and Emotional Learning (CASEL) toward the goal of implementing a model of SEL that is based on the tenets of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. With partial support from NoVo Foundation, Buena Vista Foundation, Michael L. Klein Foundation, St. David's Foundation, RGK Foundation, and Tapestry Foundation, AISD strives to implement SEL at all district schools by the 2015–2016 school year. The Crockett and Austin vertical teams began implementation during the 2011–2012 school year; the Eastside Memorial, McCallum, and Travis vertical teams joined in 2012–2013; in 2013–2014, the Akins vertical team and some elementary schools in the LBJ vertical team joined; and in 2014–2015 the Reagan, Bowie, and remaining LBJ vertical team will join. Moving forward, two additional vertical teams will be selected for implementation each year.

SEL programming includes four components: explicit SEL instruction, integration of SEL content into academic instruction, integration of SEL instructional methods, and facilitation of positive classroom and school culture and climate. At the elementary and middle school levels, Second Step lessons are being used as the primary direct instruction component. Lessons are taught weekly and reinforced in all areas of the school. High schools are using School Connect as their resource. The AISD Athletics Department is implementing a character education program at the middle and high school levels in collaboration with SEL. In addition, SEL coaches are working to integrate SEL skills in exemplar lessons across academic subjects.

PURPOSE OF EVALUATION

The primary purpose of the SEL evaluation is to support the program with decision making and to monitor the effectiveness of the SEL program in AISD. To that end, staff from DRE will create a logic model to aid in planning an effective evaluation of SEL, and will work with the SEL Think Tank to provide support in developing the strategic plan for SEL. In addition, DRE staff will work with SEL to collect survey data,

conduct focus groups with students and staff, and provide data analyses to support program staff and external evaluators in their ongoing evaluation of SEL.

EVALUATION QUESTIONS

The program evaluation will focus on the following major questions:

1. What was the relationship between school-level SEL implementation and campus academic achievement (e.g., STAAR/EOC)? Did campus achievement improve from pre- to post-SEL implementation?
2. What was the relationship between school-level SEL implementation and campus climate (e.g., student ratings of behavioral environment and academic self-confidence, staff ratings of managing student behavior, student ratings of bullying on the substance use and safety survey)? Did these ratings improve from pre- to post-SEL implementation? Did district ratings of campus climate improve from pre- to post-SEL implementation?
3. What were the relationships between school-level SEL implementation and student outcomes (e.g., social and emotional competence, attendance, discipline, counselor referrals, and student achievement on STAAR/EOC)?
4. Were the effects of SEL (e.g., reduction in disciplinary actions, increase in counselor referrals, improvement in attendance rates and student achievement, improvement in school climate ratings) more pronounced at schools with greater fidelity of program implementation or at schools with less fidelity program implementation?
5. Which program implementation ratings were most related to student outcomes (e.g., social and emotional competence, attendance, discipline, counselor referrals, or student achievement on STAAR/EOC)?
6. Which aspects of the SEL parent training sessions did participants believe were most beneficial?

EVALUATION OBJECTIVES

The proposed evaluation will examine the impact of SEL efforts at the district and campus levels, and the effectiveness of these efforts to expand current practice to all district vertical teams. Toward this end, the evaluation objectives include the following:

- To develop a logic model to guide the ongoing evaluation of SEL
- To create instruments and reporting mechanisms for SEL coaches to efficiently document implementation and fidelity of SEL

- To monitor ongoing professional development activities for teachers and administrators using professional development activity follow-up surveys
- To conduct teacher surveys regarding their implementation of Second Step curriculum lessons
- To implement a parent survey for administration at the end of parent training sessions
- To provide summative data regarding school- and student-level outcomes to the program manager, as needed

FISCAL CONSIDERATIONS

As appropriate, the outcomes of programs and services will be examined in relationship to their allocations and expenditures.

Evaluation services for SEL are grant funded. One FTE in DRE is funded for this grant period.

SCOPE AND METHOD

DATA COLLECTION

Data collection regarding survey data include but are not limited to the Student Climate Survey, TELL, SSUSS, and the Employee Coordinated Survey. Additionally, the district's attendance, discipline, professional development activity and report card data will be gathered using extant data sources. Focus groups will be conducted with students, teachers, and SEL coaches, as needed. DRE staff will attend and watch recordings of REACH PDU presentations to gather information regarding implementation and success of focused SEL activities.

DATA ANALYSES

Appropriate statistical significance tests (e.g., *t* test, chi-square, ANOVA) or measures of effect size (e.g., Cohen's *d*) will be used (i.e., when samples of students are surveyed or when data are available for all students in the population, respectively) to discern meaningful changes over time. Correlation and regression analyses will be used to examine the relationships among multiple measures. Analyses will control for level of program implementation, as appropriate. Focus groups will be analyzed to identify themes.

TIME LINE

- July 2014: DRE staff will finalize the logic model and evaluation plan for SEL. Staff will gather data to create a graphic that will display changes in disciplinary referrals among SEL schools over time by vertical teams.

- August 2014: DRE staff will analyze relationships among student climate, discipline, and report card SEL competencies and implementation, and will prepare a draft report by August 15th. Staff will prepare a summative performance improvement plan.
- September 2014: DRE staff will publish an initial report on student climate, discipline, counselor referrals, and implementation. Staff will develop a parent survey for use at SEL parent training sessions.
- October 2014: DRE staff will work with program staff to develop tools for program monitoring. Staff will align Student Climate Survey with American Institutes for Research (AIR) SEL items, and analyze the relationship between campus SEL and campus achievement.
- January 2015: DRE staff will administer the TELL survey.
- February 2015: DRE staff will administer the Student Climate Survey.
- April–May 2015: DRE staff will conduct focus groups with students, teachers, and SEL coaches.
- June 2015: DRE staff will provide the program manager with a report summarizing the results from the focus groups.
- July 2015: DRE staff will provide the program manager with a report summarizing existing outcome data for SEL (e.g., discipline, attendance, counselor referrals, climate data, and report card data).

REQUIRED REPORTING

In addition to assisting the program manager with data needed for key performance indicator (KPI) and other district reporting, the evaluators will provide data specified in the formal data-sharing agreement to AIR for the purpose of the national evaluation of the NoVo-funded CASEL initiative.

SPECIAL PROJECTS

The DRE evaluators will meet with CASEL, AIR staff, and NoVo, as necessary, to facilitate national evaluation efforts.

STATE COMPENSATORY EDUCATION AND HIGH SCHOOL ACCELERATED INSTRUCTION, 2014–2015

Grant Manager: Nancy Phillips

Evaluation Staff: Lisa Schmitt, Ph.D.

PROGRAM DESCRIPTION

State Compensatory Education (SCE) funds are a portion of local funds that are required to be allocated in accordance with state regulations to assist students at risk of academic failure. The amount of local funds school districts are required to allocate toward SCE programming is based on a percentage of the regular formulae for state-provided funding for students who are educationally disadvantaged. This amount, proportional to AISD's total budget, has increased each year as the population of educationally disadvantaged students has increased. The actual required amount of the allocation will not be determined accurately until the October snapshot date, but is currently estimated to be approximately \$36,700,000. Districts must use appropriated SCE funds to support mandated accelerated instruction (AI) for high school students who have failed to perform satisfactorily on required EOC algebra I, biology, English I and II, or U.S. history exams. Districts must evaluate the effectiveness of the AI and SCE programs toward the accomplishment of these goals.

SCE is a supplemental program with two aims: (a) to reduce the dropout rate and (b) to improve the academic performance of students identified as being at risk of dropping out of school (Subchapter B, Chapter 39 of the Texas Education Code, 1995, amended in 2007). SCE funds supplement a broad range of programs in AISD, previously including the Alternative Learning Center; Alternative Center for Elementary Students (ACES); Garza Independent High School; International High School; Leadership Academy; DELTA (Diversified Education through Leadership, Technology, and Academics); and the Virtual Schools Program. Other recipients of SCE funds have included a bilingual program that provides academic assistance to immigrant students, as well as programs for elementary- and secondary-level tutorial assistance and summer school.

Some SCE funds have been used to target services to students during the vulnerable period of transition into secondary school (i.e., secondary transition funds and 9th-grade initiatives) and students at immediate risk of dropping out of school (e.g., child care program, Truancy Master). Additionally, learning support services (e.g., elementary counselors, school-to-community liaison services, and homebound pregnancy-related services) have been supplemented by SCE.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

1. What services and programs were provided to students at risk of dropping out of school?

2. What services and programs were provided to students who failed to perform satisfactorily on EOC exams?
3. Did the disparity between students at risk of dropping out of school and other students in the district decrease in terms of dropout rates and academic achievement?
4. Did the performance of students who previously failed EOC exams improve on subsequent exams?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To list each of the programs funded by SCE, including AI programs
- To describe the effectiveness of the SCE program as a whole, based on state-mandated performance indicators
- To describe the effectiveness of the AI program, based on EOC exam performance of targeted students
- To facilitate decision making about SCE and AI by providing information to program managers and decision makers about program effectiveness
- To meet reporting requirements established by TEA

FISCAL CONSIDERATIONS

Where possible, the fiscal impact of SCE services and programming, including AI, will be addressed. However, due to the breadth of activities and staff funded with SCE dollars, and the lack of student participation tracking, to even summarize the number of students served would be quite challenging, if not impossible. As a result, evaluation of effectiveness, and therefore fiscal impact, will be limited, at best.

SCOPE AND METHOD

DATA COLLECTION

Information regarding students' demographics, EOC exam performance, and at-risk status will be gathered from AISD administrative records. Graduation, dropout, and school continuation rates will be computed from longitudinal completion cohort final student status rosters. These records will be used to evaluate program effectiveness, based on the state-mandated performance indicators. Additional program and student information to describe the student populations served will be collected from AISD administrative records and program facilitators.

DATA ANALYSES

Data will be summarized to display changes in disparity between all students and at-risk students with respect to high school completion rates and TAKS/STAAR performance. Data will be summarized to display performance of students who previously failed EOC exams.

TIME LINE

- September 2014: Staff will obtain a list of programs to be funded by SCE.
- June–August 2015: Staff will analyze STAAR results.
- September 2015: Staff will analyze dropout data and write a narrative report.

REQUIRED REPORTING

A narrative report including a brief overview of the at-risk population in AISD, a list of program components, and analyses of outcomes based on state-mandated performance indicators will be prepared and published. This report will be filed with TEA.

SPECIAL PROJECTS

No special projects are planned at this time.

SUMMARY OF DISTRICT-WIDE SAT AND ACT TEST RESULTS, 2014–2015

Evaluation Supervisor: Karen Looby, Ph.D.

PROJECT DESCRIPTION

Traditionally, educators at both the high school and college levels have considered college entrance SAT and ACT exam results the most significant indicators of postsecondary readiness. Annually, DPE staff summarize SAT and ACT test results to monitor the district's progress toward its goal of ensuring that (a) all students will graduate ready for college, career, and life in a globally competitive economy and (b) achievement gaps among all student groups will be eliminated.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

The annual summary of SAT and ACT exam results will be developed to answer the following questions:

1. What were the district- and campus-level trends in students' SAT and ACT score averages across multiple school years?
2. How did district students' performance on SAT and ACT exams compare with state and national students' performance?
3. Were differences found between student groups (e.g., by ethnicity, LEP, economic disadvantage, and special education status) with respect to SAT and ACT exam results?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To summarize SAT and ACT exam results to assist district decision makers in monitoring the district's progress toward its goals and in facilitating program improvement

FISCAL CONSIDERATIONS

The summary of SAT and ACT exam results may be used in the cost-effectiveness analyses of college readiness programs in the district. This project is locally funded.

SCOPE AND METHOD

DATA COLLECTION

The district's System-wide Testing Department will obtain SAT and ACT exam data from the College Board and ACT. The data will be uploaded into the district's student information system and made available to DPE staff for analyses.

DATA ANALYSES

SAT and ACT exam results will be summarized using basic descriptive statistics. Summary reports will be prepared at the campus and district levels. The SAT and ACT data may be included within multiple program evaluations in the district.

TIME LINE

- August–September 2014: The district's System-wide Testing Department will obtain SAT and ACT exam data from the College Board and ACT. The data will be uploaded into the district's student information system. DRE staff will analyze the data, develop a report, and publish the information on their website.

REQUIRED REPORTING

Campus and district reports will be provided for each of the exams. The exam data will be provided for district monitoring reports. SAT and ACT data will be used for the development of CIPs and the evaluation of multiple district- and campus-level programs. District and campus summary reports will be provided on DRE's external website.

SPECIAL PROJECTS

SAT and ACT data may be used in special projects described in the evaluation plan for postsecondary enrollment outcomes.

TEXAS LITERACY INITIATIVE, 2014–2015

Program Manager: Amber Burks-Cole

Evaluation Supervisors: Martha Doolittle, Ph.D.

Evaluation Staff: Christian Bell, Ph.D.

PROGRAM DESCRIPTION

The purpose of the Texas Literacy Initiative (TLI) grant is to improve school readiness and success in the areas of language and literacy for disadvantaged students in AISD, including associated early childhood education (ECE) providers. AISD will use the Literacy Lines model to implement the Texas State Literacy Plan. A Literacy Line is a vertical collaborative among feeder-pattern campuses within the district, partnering eligible educational organizations (e.g., pre-K, elementary, middle, and high schools), or both, and their associated ECE providers. These providers may include, among others, Early Head Start, Head Start, public or private or nonprofit licensed child care providers, and public pre-K programs. Literacy Lines will provide instructional and programming alignment for language, pre-literacy, and literacy development to ease the transition for children across their entire learning careers. The objectives of the Texas Literacy Initiative grant are to

- increase the oral language and pre-literacy skills of participating preschool children,
- increase the performance of participating students in kindergarten through grade 2 on early reading assessments,
- increase the percentage of participating students who meet or exceed proficiency on the state language arts assessments in grades 3 through 12,
- increase staff's use of data and data analyses to inform instructional decision making, and
- increase the implementation of effective literacy instruction through Literacy Lines.

The TEA grant in the amount of \$4.25 million for the 2014–2015 year will focus on schools in the Literacy Lines for the Johnson (LBJ), Lanier, and Travis High Schools' vertical teams. The grant is split to fund 16% for ages 0 to 4; 42% for kindergarten through grade 5; and 42% for middle and high schools, with equitable distributions between middle and high.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

Key evaluation questions to be investigated will include:

1. How did the academic performance of students on reading or writing assessments (i.e., CPALLS, TPRI/Tejas Lee, STAAR, and EOC) in the Literacy Lines for TLI vertical team schools

- compare with their prior year performance? What did students' academic performance look like when disaggregated by various student demographic, school, and grade-level groups?
2. What was the rate of teachers' participation in professional development opportunities related to TLI? What were staffs' professional development and support needs?
 3. What were staff perceptions of TLI's impact, and how can best practices be continued?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To provide information for decision makers about student literacy and other performance indicators to facilitate decisions about program modification
- To meet mandatory reporting obligations for the TLI grant

FISCAL CONSIDERATIONS

DRE staff will work with grant and finance staff to report summary fiscal data for the TLI grant, if requested.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will examine quantitative data to measure the pre-reading ability of AISD students in pre-K or younger in the area of language arts. Progress will be determined on the basis of pre-K students' average gains during the year on the CPALLS measure (<http://www.childrenslearninginstitute.org/our-programs/program-overview/TX-school-ready/progress-monitoring/default.html>). The CPALLS will be administered by teachers in Fall 2014, Winter 2015, and Spring 2015 to students in pre-K classrooms in the vertical teams Literacy Lines. DRE staff also will examine TPRI and Tejas Lee (<https://www.tpri.org/faqs/tpri-and-tejaslee.html>) early reading assessment data for students in kindergarten and grades 1 and 2 at the beginning, middle, and end of the year. DRE staff will access other available reading and writing assessment data for grades 3 through 12 such as state assessments and district-based assessments. In addition, DRE staff will summarize selected data from district information systems, such as students' demographic characteristics and reading and writing performance data. DRE staff will create and administer TLI staff surveys to collect information on staffs' professional development and resource needs. DRE staff will conduct focus groups at a sample of TLI schools to gain input from teachers and coaches about the impact of TLI.

DATA ANALYSES

Periodic summative data analyses will be used to provide reports to TLI grant program staff and administrators. Student performance summary reports will contain data disaggregated by students' demographic groups as well as by TLI vertical teams. When appropriate, campus-level reports will be

provided for schools within the Literacy Lines. Campus staff survey data and focus group results will be analyzed, summarized, and reported to grant staff.

TIME LINE

- July–November 2014: DRE staff will provide reports summarizing results of TLI schools' CPALLS, TPRI and Tejas Lee, and STAAR and EOC reading and writing performance, and available staff survey results, as requested. DRE staff will work with TLI grant staff to create and review data-informed plans for each TLI grade band to connect goals, resources, activities, and measurable outcomes.
- December 2014–May 2015: DRE staff will provide middle and end-of-year summary reports for schools in the TLI vertical teams on various student measures, when available. As time allows, focus groups of a sample of TLI campus staff will be conducted, and results will be summarized in a report for TLI grant staff. DRE staff will attend TLI meetings and work with TLI grant staff on a regular basis to plan, monitor, and collect relevant grant-activity information.
- May–June 2015: DRE staff will help grant staff complete the end-of-year data and report submission to TEA to meet grant requirements.

REQUIRED REPORTING

DRE staff will help in the preparation of data and report submissions required by TEA.

PROGRAM SUPPORT

The TLI program manager and team members will receive formative and summative data reports related to the TLI program. The TLI grant management team will receive guidance and support for data collection, analysis, and evaluation.

SPECIAL PROJECTS

No special projects are planned at this time. Ad hoc requests will have to be approved by the director of DRE.

TITLE I, PART A AND PART D PROGRAMS, 2014–2015

Grant Managers: Nancy Phillips, Ed.D.; Mary Thomas, Ed.D.

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Christian Bell, Ph.D.

PROGRAM DESCRIPTION

Title I is a compensatory education program supported by funds from the USDE through the Elementary and Secondary Education Act, reauthorized most recently by NCLB. With the reauthorization came five major national and state goals:

- By 2014–2015, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and math.
- All LEP students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and math.
- 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.

These goals are tied to all four of the district’s strategic plan goals for 2010–2015:

- All students will perform at or above grade level.
- Achievement gaps among all student groups will be eliminated.
- All students will graduate ready for college, career, and life in a globally competitive economy.
- All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.

As stated in the legislation (<http://www.ed.gov/legislation/ESEA02/pg1.html>), the purpose of Title I is to 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, which flow from USDE through TEA to school districts, help those districts serve schools with high concentrations of low-income students. In addition, funds are provided to serve students who are placed in local facilities for neglected youth. Title I, Part D (Subpart 2) funds, which also flow from the federal to the state and then to the local level, help school districts serve students who are placed in local facilities for delinquent youth.

Title I funding for a school district is based on census data for the percentage of low-income students, ages 5 through 17, living in the district’s attendance area. Similarly, Title I funding for a school is determined by the percentage of low-income students living in the school’s attendance area. For district

purposes, a child is considered low income if he or she is eligible for free or reduced-price meals. Schools are ranked annually on the basis of the projected percentage of low-income children residing in the schools' attendance areas. Districts must serve schools with 75% or more low-income students residing in their attendance areas; remaining schools with less than 75% low-income students residing in their attendance areas are served in rank order, as funding allows.

A school's Title I program can be considered school wide if 40% or more of the children residing in the school's attendance area are low income. The alternative to school-wide assistance is targeted assistance, which requires that only certain eligible students on a campus be served. All students in school-wide programs are considered eligible for Title I assistance. School-wide status provides considerable flexibility in the school's ability to use funds to improve its entire educational program.

At this time, AISD will use a Title I, Part A grant planning amount of \$26,610,352, plus some estimated roll-forward amount from the prior year (provided by TEA) to allocate Title I, Part A funds to 77 schools (65 school-wide and 12 targeted assistance) and to a variety of district-wide support services. Prior to determining allocations for AISD schools, some Title I funds will be set aside for the following required services:

- Supporting parent involvement
- Providing services to homeless students
- Ensuring equitable services at participating private nonprofit schools and facilities for neglected youth within the district's attendance zone that have students who are eligible for Title I funded services

The Title I, Part D (Subpart 2) planning amount is \$407,225, which will be used to support instructional programs serving students at several local facilities for delinquent youth within the district's attendance zone. The purpose of Title I, Part D (Subpart 2) funds is similar to that of Title I, Part A funds with respect to the following:

- Provide opportunities for students to acquire the knowledge and skills outlined in the state content standards
- Support students in their efforts to meet the state performance standards developed for all children

In addition, Title I, Part D (Subpart 2) funds are to be used to:

- Provide students with services needed to make a successful transition from institutionalization to further schooling or employment
- Prevent at-risk students from dropping out of school
- Provide former dropout students and neglected or delinquent youth with a support system to ensure they continue their education

PURPOSE OF EVALUATION

Title I funds partially support a variety of district evaluation efforts in DRE, including but not limited to the following: coordination of external research, including responses to external research data requests; ad hoc data analysis and reporting support for district staff; staff professional development opportunity analysis; staff, student, and parent surveys; pre-K program; homeless student support; school and district accountability performance; and parent involvement and support. Some of these evaluation activities are described in this plan, and some are explained in evaluation plans elsewhere in this document.

EVALUATION QUESTIONS

Evaluation activities will be focused primarily on the following questions:

1. Did the district meet federal and state requirements of the Title I, Part A and Part D grants for the appropriate use of funds to serve students, staff, and parents, as outlined in grant regulations?
2. Who were the students served by Title I, Part A and Part D funds?
3. Did the district use Title I, Part A funds in ways that promote students' academic progress overall and that closed the achievement gap among student groups, as measured by STAAR, EOC, and other academic indicators?
4. Did Title I schools make progress in meeting state and federal accountability standards? Was progress observable in year-to-year changes in school ratings? Compared with previous years, did more Title I schools attain met standard ratings in the accountability system?
5. Did schools that received services from Title I, Part D funds enable their students to be successful academically, according to the grant statute, as defined by students successfully transitioning back to their regular school, accruing course credits, being promoted, and meeting graduation requirements?
6. What professional development opportunities were supported by Title I during the school year, and how many staff participated?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To document how Title I monies are being used in accordance with federal law, thereby providing summary data for numbers of students served, students' progress on the state's academic achievement standards, teachers' qualification levels and completed professional development opportunities, and parent involvement levels
- To analyze accountability ratings relative to schools' Title I status and progress toward Title I goals

FISCAL CONSIDERATIONS

At this time, Title I, Part A funds are entitlement funds used to support public schools with a Title I designation and to provide supplemental services to students across the district. In addition, these funds are used to provide supplemental support to eligible students attending private nonprofit schools and facilities for neglected youth. Funds also are used to support parent involvement and teacher quality. Title I, Part D funds are used to provide services and support to eligible students at facilities for delinquent youth. Efforts will be made to examine the percentage of Title I funds used to support schools directly. However, it may be difficult to distinguish at the school level how Title I funds are used differently from other funds, especially when all funds are allowed to be used to serve all students in school-wide programs and improve the overall campus program. If appropriate, a cost per person served will be calculated. The evaluation is grant funded.

SCOPE AND METHOD

DATA COLLECTION

Qualitative and quantitative data will be collected and summarized to describe the Title I program's characteristics and to provide evidence of the program's impact on students, staff, and parents. Data will be collected from the following sources:

- District information systems (e.g., student, school, assessment, financial, human resources, and professional development opportunities)
- TEA documentation (e.g., accountability ratings, and Public Education Grant [PEG] lists)
- PEIMS records
- AISD program and staff records of activities, including extended learning (e.g., tutoring, summer school) information, and records of parent support staff and homeless liaison staff
- AISD coordinated staff and parent survey summary files (see a description of staff and parent survey evaluation plans elsewhere in this document)
- Title I summary forms submitted by staff at private nonprofit schools, facilities for neglected youth, and facilities for delinquent youth

These data will be summarized to describe Title I students' demographics; services provided to students; student academic performance (e.g., state academic tests, course credits earned, and progress toward graduation); use of Title I funds; accountability ratings; quality of schools' teaching staff; completed staff professional development opportunities; and parent involvement and support.

DATA ANALYSES

Summary statistics of key indicators for the Title I programs will be prepared, as required, for local and state reporting. For instance, frequencies and percentages will be calculated for students' demographic and academic performance summaries. Progress toward closing the achievement gap

among students at Title I and non-Title I schools will be examined. Similar analyses will be applied to summarize data about teacher qualifications and completed professional development opportunities, parent involvement activities, and Title I allocations and expenditures. If appropriate, a cost per person served will be calculated. When appropriate, data will be examined for progress over time, such as the percentages of students who met passing standards on state-mandated academic achievement assessments. Analysis by student groups (e.g., low income, ethnicity, special education, ELL) also will shed light on whether Title I funds are making a difference for these students' academic success. Qualitative data will supplement the quantitative data provided to district decision makers. Documentation and data to support parent involvement activities across the district will be gathered and summarized.

TIME LINE

- August–December 2014: DRE staff will provide draft evaluation forms and procedures to participating private nonprofit schools, facilities for neglected youth, and facilities for delinquent youth. Staff will obtain all Title I budget information, finalize all staff and parent surveys and data collection tools, and establish an evaluation time line. They will work to ensure that the districts' student and staff data systems are tracking needed information. DRE staff will analyze accountability ratings for schools when they become available. Staff will attend Title I meetings when they occur. Staff will help establish data collection for parent involvement activities reported by campus-based parent support specialists.
- January 2015: DRE staff will analyze and summarize PEIMS submission 1 data. DRE staff will notify staff at campuses about the parent survey. DRE staff will monitor school-based parent involvement data collection processes.
- February–April 2015: DRE staff will coordinate the distribution, administration, and collection of parent surveys, and then analyze and report results (see the district survey evaluation plan elsewhere in this document). DRE staff will continue to monitor school-based parent involvement data collection processes.
- April–July 2015: DRE staff will collect data from participating private nonprofit schools, facilities for neglected youth, and facilities for delinquent youth. Staff will collect and summarize campus and district parent survey data, creating reports for publication. DRE staff will conduct STAAR and EOC analyses and will summarize PEIMS homeless student data. DRE staff will collect and summarize teacher data (e.g., certification, educational degree, completed professional development opportunities) and will analyze district staff survey data as they become available. DRE staff will collect data about extended learning opportunities for students (e.g., before- and afterschool tutoring, Saturday school, summer

school). DRE staff will summarize school-based parent involvement data and provide reports to district staff and City of Austin agency representatives as required¹.

- July–August 2015: DRE staff and State-Federal Accountability staff will verify all data required by TEA for annual compliance reports that are due to TEA August 1, and DRE staff will complete these reports. DRE staff will complete analyses of PEIMS submission 3 student data. DRE staff will begin planning evaluation activities for 2015–2016.
- August 2015: DRE staff will assist in the submission of required compliance reports to TEA. DRE staff will prepare and submit all other reports for 2014–2015.

REQUIRED REPORTING

Annually, DRE staff assist in the completion of three TEA compliance reports: Title I, Part A; Title I, Part D (Subpart 2); and a homeless student report. All these reports are due to TEA the first week in August. Narrative summary reports about various district Title I program activities will be written for district decision makers and others upon request.

PROGRAM SUPPORT

Ongoing DRE support for Title I will be provided to district and campus staff in several ways. In some cases, guidance will be provided to staff or other individuals working with the district on evaluation planning, data collection strategies, professional development opportunity evaluation, survey development and administration, data analysis, and reports. DRE staff will support the evaluation and data collection for the district's parent support specialists. DRE staff will act in an advisory capacity on various committees or for special projects. Evaluation staff will attend Title I meetings about various topics (e.g., annual yearly progress; homelessness; high-quality teachers and professional development opportunities; parent involvement; quarterly meetings with Title I schools; and consultations with private nonprofit schools, facilities for neglected youth, and facilities for delinquent youth). Evaluation staff also will provide support by responding to ad hoc requests for summaries of information about Title I topics, upon approval by the director of DRE. Finally, evaluation staff will be responsible for keeping current on local, state, and federal legislation topics and on compliance related to NCLB in general and Title I in particular.

SPECIAL PROJECTS

DRE staff will provide evaluation support for the following:

- Serve on district committees, as requested, to support TEA annual yearly progress (AYP)/performance-based monitoring and analysis system (PBMAS) meetings and reporting

¹ These data will be summarized and reported for a City of Austin grant in collaboration with AISD to support parent involvement.

- Ad hoc project using GIS mapping to analyze student mobility (see ad hoc reports evaluation plan elsewhere in this document)
- If needed, electronic Title I staff survey questions will be administered as part of the district's employee coordinated survey and results will be reported to State/Federal Accountability department staff

TITLE II, PART A TEACHER AND PRINCIPAL TRAINING AND RECRUITMENT FUND, 2014–2015

Grant Managers: Nancy Phillips, Ed.D.; Mary Thomas, Ed.D.

Evaluation Supervisor: Karen Cornetto, Ph.D.

Evaluation Staff: Raymond Gross, M. Ed., Shaun Hutchings, M.A.

PROGRAM DESCRIPTION

The NCLB Title II, Part A Teacher and Principal Training and Recruitment grant provides funding to increase students' achievement through strategies such as improving teachers' and principals' quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. The program emphasizes improving instruction and students' performance in core academic subjects and focuses on training, recruiting, and retaining highly qualified teachers and principals.

These goals are tied specifically to Strategy 3 of the district's strategic plan (i.e., "Ensure that every classroom has a high-quality, effective educator, supported by high-quality, effective administrators and support staff"). This strategy should lead to accomplishment of all other district strategic plan goals for 2010–2015:

- All students will perform at or above grade level.
- Achievement gaps among all student groups will be eliminated.
- All students will graduate ready for college, career, and life in a globally competitive economy.
- All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.

Program activities are aligned with curriculum content standards and student assessments, as designated by TEA, and include a needs assessment based on teacher input and analyses of district- and campus-level student achievement data. The program also supports strategies to boost the academic achievement of students who are economically disadvantaged or have diverse learning styles. In addition, Title II, Part A funds are used to provide professional development opportunities for staff from local private and nonprofit schools and from facilities for neglected or delinquent youth who participate in the grant program. AISD's 2014–2015 Title II, Part A planning amount allocation is \$2,852,551, with some roll-forward amount from the prior school year.

PURPOSE OF EVALUATION

The purpose of the Title II, Part A evaluation is to gather and summarize information to satisfy local, state, and federal evaluation and reporting requirements for the grant, and to provide key district decision makers with critical information to support program planning and improvement.

EVALUATION QUESTIONS

Title II, Part A funds will be aimed primarily at professional development opportunities for teachers, principals, and assistant principals; and efforts to attract and keep highly qualified teachers and campus administrators. District staff are focused on understanding the extent to which professional development offerings impact educators and students. Thus, the following key evaluation questions will be addressed:

1. What were the professional development opportunity needs among teachers, principals, and assistant principals?
2. To what degree did the Title II, Part A funds enable teachers, principals, and assistant principals to obtain needed professional development opportunities?

Title II, Part A evaluation funding also will be used to support the administration of the TELL AISD Staff Working Conditions Survey, the Employee Coordinated Survey (the details of which can be found in the *District-wide Survey Evaluation Plan*), and the Teacher Leaver Follow-Up Study.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To assist with a needs assessment for professional development activities that would inform the district's improvement plan and guide professional development activity planning, as specified in the Title II, Part A grant regulations (P.L. 107-110)
- To gather information regarding Title II, Part A funded professional development activities tracked through the district's professional development activity data system, and documentation submitted by staff who participate in funded professional development activities
- To provide descriptions of program activities and expenditures, as required by TEA
- To provide data to facilitate decisions about how to improve the quality of professional development activities that are funded by Title II, Part A

FISCAL CONSIDERATIONS

When possible, a financial cost-effectiveness analysis will be done to gauge the impact of the use of Title II, Part A funds on students and staff. If appropriate, a cost per person served will be calculated. The district's data systems may or may not currently be designed for such a detailed analysis. The evaluation is grant funded.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will conduct a survey during the fall semester to be used for the needs assessment, as specified in P.L. 107-110. Teachers, principals, and assistant principals will be surveyed in the fall to assess their professional development opportunity needs in relationship to instructional practices and instructional leadership. Results of the needs assessment will be shared with the federal grant program coordinator and the director of professional development activities so they can advise district staff and inform program improvement.

In addition, DRE staff will collaborate with staff from the Department of Educator Quality to conduct a survey of participants of the Teacher Induction Program (TIP) and a survey of participants in AISD's Student Teaching Program. Results of the AISD Student Teaching Program Survey and the TIP Survey will be shared with Educator Quality staff in charge of the program to help identify areas for program improvement.

Finally, DRE staff will work with the Department of State and Federal Accountability and the Office of Human Resources to document Title II, Part A program expenditures and activities according to TEA guidelines, including the number of teachers in AISD who benefitted from recruitment and retention activities, and the number of teachers and paraprofessionals who participated in training to become highly qualified. Data will be gathered from staff at facilities for neglected or delinquent youth and at private schools on completed professional development activities funded by Title II, Part A. All professional development activities funded by the Title II, Part A grant will be categorized by the core subject areas addressed and the number of staff served. All data will be summarized and reported to TEA in August.

DATA ANALYSES

Descriptive statistics will be used to summarize the items from the needs assessment survey, the Professional Development Activity Impact Survey (pending data availability), and the Student Teaching Program Survey. Data from various sources (e.g., Office of Finance, Department of Human Resources, Department of State and Federal Accountability, Office of Educator Quality, private nonprofit schools, facilities for neglected or delinquent youth, Human Capital Management System (HCMS) records, and other district sources) will be summarized for the TEA compliance report.

TIME LINE

- July–August 2014: DRE staff will collaborate with the Department of State and Federal Accountability to prepare the form for professional development activity tracking to be provided to private nonprofit schools and facilities for neglected or delinquent youth. Staff

will collaborate with the Department of Educator Quality to summarize data from the TIP Survey, and will submit the 2013–2014 TEA NCLB Title II, Part A compliance report.

- September 2014: DRE staff will contact individuals whose salary is funded by Title II, Part A regarding tracking their provision of professional development support activities through the HCMS, and provide recommendations for recording relevant data not captured in the HCMS.
- October 2014: DRE staff will work with district professional development staff to develop items for the fall needs assessment survey. DRE staff will work with the Department of Educator Quality staff to finalize the survey panel, survey items, and survey format for the fall administration of the Student Teaching Program Survey.
- November 2014: DRE staff will conduct the professional development opportunity needs assessment survey from November 3 through November 17. DRE staff will conduct the fall student teacher program survey from November 17 through December 1.
- December 2014: DRE staff will prepare a summary report of the results of the fall professional development opportunity needs assessment survey and the Fall Student Teaching Program Survey. Results will be distributed to district staff by December 15.
- January–February 2015: DRE staff will work with the Department of State and Federal Accountability to update records of Title II, Part A expenditures in preparation for compliance reporting.
- March–April 2015: DRE staff will work with the Department of Educator Quality staff to finalize the survey panel for the spring administration of the Student Teaching Program Survey, and conduct the survey between April 23 and May 7.
- May 2015: DRE staff will prepare a summary report of the results from the Spring Student Teaching Program Survey and distribute the results to staff in the Department of Educator Quality by May 21.
- June–July 2015: DRE staff will work with staff in the Department of State and Federal Accountability and Department of Human Resources to obtain information needed for the TEA compliance report. DRE staff will collaborate with other district staff to prepare the TEA Title II, Part A compliance report.
- August 2015: DRE staff will assist in the submission of the required compliance report to TEA.

REQUIRED REPORTING

NCLB requires that an annual teacher and principal needs assessment be conducted in districts that receive federal funding. In addition, AISD is required to submit an annual report to TEA that indicates the number of teachers who benefitted from recruitment and retention activities; the number of teachers and paraprofessionals who participated in training to become highly qualified; the number of staff who received Title II, Part A funded training, by subject area; and the Title II, Part A expenditures used to

accomplish these activities. Annually, information summarizing staff professional development opportunity needs (based on data gathered through this project) will be reported to key district staff and to the board of trustees. Other reports on staff survey results will be produced, as needed.

PROGRAM SUPPORT

Evaluation staff will be responsible for keeping current on local, state, and federal legislation topics and on compliance related to NCLB in general and Title II, Part A in particular. Staff also will work with professional development activity staff to use the results of the professional development activity needs assessment survey, Student Teaching Program Survey, and TIP Survey.

SPECIAL PROJECTS

During the 2014–2015 school year, DRE staff will engage in the following special projects, pending staff and/or data availability.

1. DRE staff will work with district professional development activity staff to implement and summarize the results of professional development activity evaluation surveys to examine how teachers, principals, and assistant principals evaluated their experiences of professional development activities in AISD, including such issues as (Guskey, 2000):
 - a. participants' reactions
 - b. participants' learning
 - c. organization support and change
 - d. participants' use of new knowledge and skills
 - e. student learning outcomes
2. DRE staff will work with Title II funded district employees to identify and develop processes and tools to improve tracking of Title II, Part A funded professional development activities (not registered in the HCMS) and AISD staff benefitting from those activities.

REFERENCES

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

Stufflebeam, 1971

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