
DEPARTMENT OF RESEARCH & EVALUATION
PLAN OF WORK, 2016–2017



October 2016

DRE Publication Number 16.01

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 teaching and learning officer, and other executive-level district staff.

Following is the planned scope of work for the 2016–2017 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 2016–2017 evaluations and services to Holly Williams, the director of DRE, or to the contact person(s) named in the plan in question.

DRE ORGANIZATION CHART

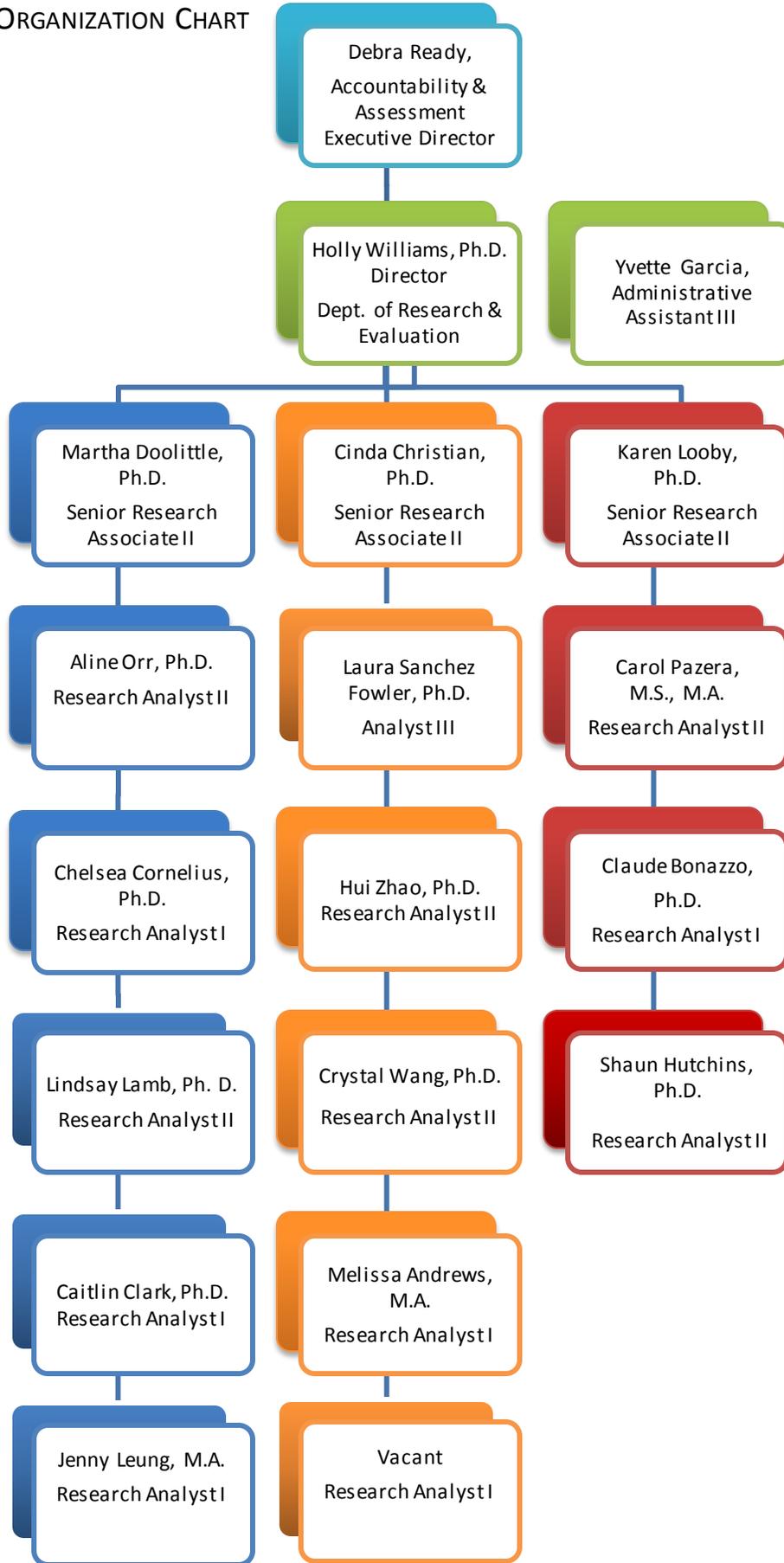


Table of Contents

About the Department of Research and Evaluation	1
Preface.....	2
DRE Organization Chart.....	3
Ad Hoc DRE Reports, 2016–2017.....	6
After School Programs, 2016–2017.....	9
AISD Equity Project, 2016–2017	13
Austin Partners In Education (APIE), 2016-2017.....	15
Bilingual Education, English as a Second Language, and Title III, Part A, Programs, 2016–2017.....	18
Career and Technical Education Programs, 2016–2017.....	24
Civil Rights Data Collection, 2016–2017.....	28
Coordination of External Research and Evaluation in AISD, 2016–2017.....	29
Creative Learning Initiative, 2016–2017.....	32
District-Wide Surveys of Students, Parents, and Staff, 2016–2017	38
eCST Data Connection Pilot Project, 2016–2017.....	43
Educator Excellence Innovation Program (EEIP), 2016-2017	44
FAFSA Completion Program, 2016–2017	48
High School Office Support, 2016–2017.....	50
Human Resources (HR) Exit Survey, 2016–2017.....	53
Kellogg Foundation: Austin Families as Partners, 2016–2017.....	56
Leadership Pipeline, 2016–2017.....	60
Micromessaging, 2016–2017	62
Office of Teaching and Learning Support, 2016–2017.....	65
Postsecondary Outcomes, 2016–2017.....	67
Professional Pathways Support, 2016–2017.....	70
Social and Emotional Learning, 2016–2017.....	73
State Compensatory Education and High School Accelerated Instruction, 2016–2017.....	79
Summary of District-Wide Advanced Placement (AP), SAT and ACT Test Results, 2016–2017	82

Title I, Part A and Part D, Programs, 2016–201784

Title II, Part A, Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders, 2016–201791

AD HOC DRE REPORTS, 2016–2017

Evaluation Director: Holly Williams, Ph.D.

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

Evaluation Staff: all 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

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. What are the characteristics of teachers who stay in AISD, as compared with the characteristics of those who leave?
2. What are the characteristics of AISD dropouts, compared with the characteristics of their peers who do not drop out?
3. What is the state of equity within and across schools in AISD?
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 include the following:

- To provide focused information, data summaries, 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 the district's ongoing efforts to monitor and address equity concerns
- 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. DRE staff also will assist staff in the Office of Innovation and Development with preparation of data for grant applications and will prepare reports related to equity in the district.

DATA ANALYSES

Summary data will be prepared for results indicators in district reports.

TIME LINE

- July 2016: DRE staff will provide ongoing support to campus and central office administrators for ad hoc requests. DRE staff will meet with staff from the Department of Campus and District Accountability to plan for selected data that will be provided by end of the school year.
- July 2016–August 2017: DRE staff will provide ad hoc data and reports to district staff upon request.
- August 2016: DRE staff will analyze and report strategic plan indicators and measurable outcomes for Goal 3, and will analyze data for preparation of the equity report card.

- September 2016: DRE staff will conduct a preliminary data analysis for the Chamber of Commerce Report Card and will provide a copy of the equity report card to the board of trustees.
- October–December 2016: DRE staff will finalize the Chamber of Commerce Progress Report data analysis.
- June 2017: DRE staff will provide selected 2016–2017 data for the district score card and campus and district improvement plans to staff in the Department of Campus and District Accountability.

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.

AFTER SCHOOL PROGRAMS, 2016–2017

Program Managers: John Shanks, Erica Gallardo-Taft, Marisela Montoya

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Hui Zhao, Ph.D.; Melissa Andrews, M.A.

PROGRAM DESCRIPTION

The AISD Afterschool Program is composed of a compilation of activities and centers throughout the district that are federally funded by the 21st Century Community Learning Center [CCLC] grant, with a total budget of \$5,678,084. 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
- Ensure students meet or exceed standards on state assessment tests (i.e., State of Texas Assessments of Academic Readiness [STAAR] and End-of-Course [EOC] exams)
- Improve students' 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. Currently, four grants through 21st CCLC serve students at AISD. AISD, the Boys & Girls Club of the Austin Area (BGCAA), and Foundation Communities are fiscal agents of the 21st CCLC grants. AISD 21st CCLC grants totaled \$4,000,000 for the 2016–2017 academic year. In addition, BGCAA has been awarded 21st CCLC grants in the amount of \$1,393,619 and Foundation Communities has been awarded in the amount of \$284,465 to serve AISD students. Two 21st CCLC grants at AISD serve students and families at 20 campuses, one 21st CCLC grant at BGCAA serves students and families at six AISD campuses, and one 21st CCLC grant at Foundation Communities serves students and families at three AISD campuses. The 21st CCLC grant funds are used to support ACE Austin by providing academic enrichment opportunities during non-school hours for children who attend high-poverty and low-performing schools. 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.

PURPOSE OF EVALUATION FOR ACE AUSTIN

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 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, Foundation Communities, and BGCAA)
- To 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 (ECS), conducted by DRE.

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 PROGRAM

- August 2016: DRE staff will complete ACE Austin year-end data pull due to TEA August 31.
- September 2016: DRE staff will contact program facilitators and center staff to obtain descriptions of the program activities and logic models for the 2016–2017 school year. DRE staff, along with program managers, will begin planning focus groups with parents to be conducted in the fall semester, and focus groups with students to be conducted in the spring semester. DRE staff will assist program staff to create logic models for each campus.
- October 2016: DRE staff will make revisions to and finalize the Afterschool Program student and parent surveys.
- November 2016: ACE Austin program staff will provide student ID files to DRE staff for the ACE Austin fall report by November 30. DRE staff will conduct parent focus groups.
- December 2016: DRE staff will provide attendance and discipline data for the ACE Austin (Cycles 8 and 9) fall report, due to TEA December 15, to ACE Austin program staff by December 9.
- January 2017: DRE staff will provide grades data for the ACE Austin (Cycles 8 and 9) fall report, due to TEA January 16, to ACE Austin program staff by January 6. Parent focus group data will be analyzed.
- February 2017: DRE staff will conduct student focus groups.

- March 2017: DRE staff will assist the Afterschool Program staff to administer the student and parent surveys.
- April 2017: DRE staff will analyze the Afterschool Program student and parent survey data and the student focus groups data. Staff will also send templates of the final evaluation report to program directors to update.
- May 2017: ACE Austin program staff will provide student ID files to DRE staff for the ACE Austin spring report and the final evaluation reports by May 19. DRE staff will provide the data for the ACE Austin spring report, due to TEA June 5, to ACE Austin program staff by May 29. DRE staff will prepare student and parent survey summary reports. Program coordinators will provide final updates on program implementation by May 31.
- June 2017: DRE staff will prepare data for complete analyses for the four narrative reports (Cycles 8 and 9). These include two grant-level narrative reports for AISD, one grant-level report for the Foundation Communities and one grant-level report for the Boys and Girls Club.
July 2017: DRE staff will complete the final narrative reports due to TEA July 31.

SPECIAL PROJECTS

No special projects are planned at this time.

AISD EQUITY PROJECT, 2016–2017

Evaluation Director: Holly Williams, Ph.D.

Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Shaun Hutchins, Ph.D.

PROGRAM DESCRIPTION

Throughout the school year, Austin ISD staff will be exploring the status of equity across all AISD schools with the intention of improving student outcomes, reducing performance gaps, and providing greater educational opportunities for all AISD students. To identify areas of need and monitor progress towards improving student outcomes, DRE staff will synthesize student outcomes across multiple reports and continue development of School Performance Indices to support program development and district decision-making.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

The district will continue to monitor the status of equity in AISD schools. The following questions will guide the work in the 2016–2017 school year.

1. What is the state of equity within and across schools in AISD?
2. What are the barriers to equity in AISD?
3. What are recommended best practices to create equity within and across schools?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To assist with the district's ongoing efforts to monitor and address equity concerns
- To provide focused information, data summaries, and interpretations in a timely manner for use by district administrators in decision making.

FISCAL CONSIDERATIONS

This project is supported by local funds and Title I, Part A and Title II, Part A, grant funds.

SCOPE AND METHOD

DATA COLLECTION

A variety of data are required for inquiry into school equity. District data systems will be used as the primary source of student enrollment, demographic, program, attendance, behavior, and academic performance information (e.g., school enrollment, STAAR, EOC, discipline, daily school attendance, per

pupil expenditures, graduation, etc.). The data will be used to summarize student outcomes and identify relationships and trends influencing school equity. Beyond existing district data, attitudinal data may be collected by AISD staff and used to gain a better understanding of the factors influencing school equity outcomes.

DATA ANALYSES

Summary data on student outcomes and relationships and trends influencing school equity will be prepared for results indicators in district reports.

TIME LINE

- July 2016: DRE staff will summarize the quantitative results of the DAC equity self-assessment survey. DRE staff will summarize the quantitative results from all stakeholders responding to the equity self-assessment survey.
- August 2016–September 2016: DRE staff will analyze self-assessment open-ended responses from all stakeholders. DRE staff will attend the Board Oversight Equity/Excellence Committee meetings. DRE staff will prepare an outline of the final report and distribute to program staff with assigned writing sections. DRE staff will re-run the Gap Analysis report's discipline statistics to explore (a) discretionary removals, (b) home suspensions, and (c) in school suspensions. DRE staff will analyze and add program inclusion analyses (e.g., Advanced Placement, Gifted and Talented) to the Gap Analysis report. DRE staff will update the gap analysis with the additional analyses of discipline and program inclusion data. DRE staff will perform a literature review of best practices for achieving equity in school districts. DRE staff will synthesize the results of stakeholder equity self-assessment ratings, equity self-assessment open-ended responses, the gap analysis report, and the equity report card around each of the three equity goals.
- October 2016: DRE staff will prepare a draft report synthesizing the results of (a) the stakeholder equity self-assessment, the updated gap analysis report, and the equity report card around each of the three equity goals; the draft will be shared with the superintendent.
- November 2016–February 2017: DRE staff will re-run the school performance index project with updated data. DRE staff will modify the school performance index project with updated components based on principal feedback. DRE staff will update the school performance index project with new components, prior year data, and current year data.
- March 2017: DRE staff will prepare an updated and revised longitudinal equity report card.

PROGRAM SUPPORT

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.

AUSTIN PARTNERS IN EDUCATION (APIE), 2016-2017

Executive Director: Cathy Jones, Ph.D.

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Claude Bonazzo, Ph. D.

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 brings the Austin community and classrooms together, with the goal of improving academic excellence and personal success for AISD students. In 2016–2017, DRE will evaluate APIE’s Classroom Coaching Program for 8th-grade math students in five middle schools and APIE’s College Readiness Program implemented in 10 High Schools. The APIE College Readiness program will serve high school seniors who are eligible to graduate but may have been struggling to meet the more stringent college readiness standards on college admissions assessments.

PURPOSE OF THE EVALUATION

The goal of participation in APIE programs is to build students’ academic skills and develop their preparation for postsecondary enrollment. Thus, the program evaluation will describe the academic outcomes for program participants.

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. What were the academic outcomes for APIE participants, and how did these compare with those for similar non-participants?
3. Did APIE students and volunteers believe the program was effective?

DRE staff will provide information about program effectiveness to decision makers to help them make 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

DRE staff will collect qualitative and quantitative data pertaining to clearly defined performance measures to assess the program's progress toward its goals. District information systems (e.g., eCST, One Logos, and TEAMS) will provide student demographic and testing (e.g., STAAR, SAT, ACT, and TSI) data for program participants. Participating students and APIE volunteers will complete surveys regarding their experiences with the program. A focus group with 8th-grade math teachers may be conducted to describe program implementation and student needs and/or outcomes.

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. Staff will include student comparison groups in the quantitative data analyses to separate the program effects on outcomes of interest, including academic growth. Staff will analyze quantitative data (e.g., test scores and survey results) using descriptive statistics (e.g., numbers and percentages). Staff will use inferential statistics (e.g., tests of statistical significance) to make judgments of the probability that an observed difference between groups is one that happened as a result of the program, rather than by chance. Staff will analyze qualitative data using content analysis techniques to identify important details, themes, and patterns within survey responses. Staff will triangulate, or cross-examine, results from all analyses 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–September 2016: DRE staff will complete the 2015–2016 data analyses and develop a narrative report.
- September 2016: DRE staff will adjust program logic models to address any program changes. APIE staff will identify participating 8th-grade math students and provide this information to Office of Innovation and Development (OID) staff for tracking program participation and collecting academic outcomes throughout the school year. APIE staff will identify participating college-readiness students and provide this information to DRE staff. DRE and OID staff will work collaboratively to provide a demographic summary of APIE participants in both programs.

- October 2016: APIE and DRE staff will administer the pre-survey for 8th-grade math program participants.
- January 2017: DRE staff will provide a summary of first semester results for college-readiness program participants. OID staff will provide a summary of first semester results for 8th-grade math program participants. APIE staff will update program participation lists for the spring semester.
- April–May 2017: DRE and APIE staff will administer year-end program surveys to students and volunteers. A focus group with 8th-grade math teachers will be conducted.
- May–July 2017: DRE staff will analyze program survey and student outcome data.
- August–September 2017: DRE staff will create a narrative report summarizing APIE program participation and student outcomes for the 2016–2017 school year.

REQUIRED REPORTING AND DELIVERABLES

In the fall of 2017, AISD's evaluation staff will complete a narrative evaluation report describing the overall program results.

PROGRAM SUPPORT

DRE staff will meet 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 time lines that will provide relevant formative and summative data and information to program stakeholders.

SPECIAL PROJECTS

APIE staff will continue development of its new Career Conversations program in 2016–2017. DRE staff may assist in the development of a logic model if additional funding for this work becomes available.

BILINGUAL EDUCATION, ENGLISH AS A SECOND LANGUAGE, AND TITLE III, PART A, PROGRAMS, 2016–2017

Program Manager: David Kauffman, Ed.D.

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Aline Orr, Ph.D.; Chelsea Cornelius, Ph.D.

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 BE (i.e., transitional 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 prekindergarten (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. AISD offers the programs listed below.

- Transitional 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 2016-2017, DL will be implemented in pre-K through grade 5 at most elementary schools, and in selected grades at certain middle schools. 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 or Vietnamese 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 (LEP) and Immigrant Students. Federal reauthorization of NCLB to the Every Student Succeeds Act (ESSA) (2015)¹ will continue Title III, Part A, with new state rules and accountability provisions going into effect in the 2017–2018 school year. 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 2016–2017 is \$2,665,907 (\$2,245,824 LEP, \$420,083 Immigrant).

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 in some form at many elementary schools and some middle schools over the next several years, the program evaluation will focus primarily on the DL program. However, the program evaluation also will include a summary of all AISD ELLs, regardless of BE/ESL 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

¹ See <http://www.ed.gov/essa?src=rn> for more information on ESSA.

The program evaluation will focus on the following major questions during the 2016–2017 school year:

1. How did students in AISD’s DL middle school program perform on state assessments (i.e., Texas English Language Proficiency Assessment System [TELPAS] and STAAR)? How did they compare with their counterparts who did not participate in DL? How did DL middle school students perform in their Spanish instruction core classes (e.g., science, social studies, Spanish for Spanish-speakers)?
2. How many ELLs and non-ELLs were served by BE/ESL programs? How many ELL students’ parents declined BE/ESL program participation? How many ELL students were exited from BE/ESL programs, and what were their student characteristics? What were the languages spoken by ELLs? What were the characteristics of non-ELLs participating in the two-way DL program?
3. How did a cohort sample of non-ELL English-speaking two-way DL students progress in Spanish proficiency, as measured by an assessment determined by the district?
4. How did ELLs perform on state academic assessments (i.e., STAAR, EOC, TELPAS), comparing students in BE late exit, one-way and two-way DL, and ESL programs? 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, former ELL) students perform on these tests?
5. To what extent did elementary DL administrators and teachers implement the 3 DL model options with fidelity, according to a pilot AISD DL classroom observation rubric that is in development, principals’ focus group discussions, and teachers’ survey responses?
6. How was the AISD DL model implemented at selected middle schools (some implementing for the first time and others in their second year of implementation)?
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?
8. How did campus staff perceive the impact of the Title III, Part A, funded instructional specialists at elementary and secondary schools? How did the specialists spend their time assisting schools?
9. 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?

10. How did staff perceive the ELL elementary summer school program? How were elementary ELLs' academic achievement in 2016-2017 impacted by whether or not they attended 2016 summer school?
11. Who were the AISD immigrant and refugee students enrolled in AISD? How did AISD support immigrant and refugee students and families?

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 and from federal Title III, Part A, funds.

SCOPE AND METHOD

DATA COLLECTION

ELL students' demographic, program participation, language acquisition, and achievement data will be accessed through the district's information systems. BE/ESL teachers' professional development activity data and feedback will be collected from the district's Human Capital Platform (HCP) system, from program staff, and from administered surveys. Campus DL program fidelity will be measured with the help of ELL program staff, especially with the implementation of 3 DL model options in 2016–2017. DRE and ELL program staff will continue to modify and test a classroom observation rubric to assess the level of DL model implementation. Staff surveys also will contribute to the measurement of program implementation and fidelity. Staff surveys or focus groups will be used to gather information from instructional specialists. A staff survey will be used to examine staffs' impressions of the ELL elementary summer school program. DRE staff will gather program staffs' input to understand how AISD supports immigrant and refugee students and families. DRE staff will gather and summarize program descriptions and financial expenditures from program staff for local and state reporting.

DATA ANALYSES

Descriptive statistics will be used to summarize the characteristics of ELLs and non-ELLs in 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. In addition, descriptive statistics will be used to summarize the characteristics of immigrant and refugee students. Summary statistics of languages represented at AISD will be used to show trends regarding numbers of students served for each home language and to infer types of ELL programs needed. Data concerning the participation of BE/ESL teachers, administrators, and other staff in professional development opportunities will be summarized. Results from the development and use of the DL classroom and campus measurement tools will be summarized and used with other data in DL implementation analyses. Staff surveys will be conducted at selected schools, qualitative analyses of those data will be performed, and reports will be written.

TIME LINE

- July–August 2016: DRE staff will analyze results and produce narrative reports for district decision makers on the DL program for the 2015–2016 school year. DRE staff will work with program staff to complete and submit the TEA NCLB Title III, Part A, compliance report for 2015–2016, due August 1. DRE staff will work with program staff to develop daily and follow-up surveys for teachers who attended NBTI in August 2016. DRE staff will work with program staff to develop and implement data collection methods for tracking instructional specialists' activities during 2016–2017.
- August–December 2016: DRE staff will summarize the 2015–2016 district-level demographic and academic performance data for ELLs and provide a summary report to program staff. DRE staff will conduct a longitudinal academic performance analysis on ELLs by program over several years. DRE staff will continue to work with ELL Department staff on development and use of a pilot DL classroom observation rubric at schools with DL classrooms. Revisions to the rubric will be made, as needed, through the end of the fall semester. The follow-up NBTI survey will be administered to those who attended. DRE staff will examine the scope of services AISD provides to immigrant and refugee families. Beginning of year academic data will be collected for elementary ELLs who attended 2016 summer school as well as a similar comparison group of ELLs who did not attend summer school.
- January–April 2017: 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. DRE staff will continue to collect information on a pilot DL class observation rubric to assess the implementation of the three AISD DL model options at DL schools. DRE staff will work with ELL Department staff to develop an ELL summer school staff survey.
- May–July 2017: In May, campus staff will have an opportunity to answer questions about DL programs as part of the district's ECS. DRE staff will incorporate spring staff survey results into annual reports. DRE staff will analyze all academic achievement and language acquisition

performance data for ELLs. 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, due August 1. DRE staff will work with program staff to prepare and administer an electronic ELL elementary summer school staff survey at the end of June. Evaluation planning will begin for the 2017–2018 school year.

- August–October 2017: DRE staff will produce multiple research briefs, such as analyses of DL program implementation and summaries of all BE/ESL students served, ELL parent denials, and recently exited (i.e., monitored) students and their academic performance results on assessments.

REQUIRED REPORTING

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

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 may be of interest:

- How do students who exit from BE/ESL programs perform academically over the long term while in AISD? How do students (ELLs and non-ELLs) who were no longer in DL in 2016–2017 perform academically over the long term while in AISD?
- How do ELLs who attend DL pre-K compare with ELLs who do not attend pre-K with respect to their attainment of English proficiency?
- What were the 2016–2017 academic outcomes of a cohort of ELLs who had attended International High School two years prior?
- How do ELLs, as compared with non-ELLs, respond to the district’s student climate survey? How do elementary ELLs’ personal development skills ratings on report cards differ from that of non-ELLs?

CAREER AND TECHNICAL EDUCATION PROGRAMS, 2016–2017

Program Director: Annette Gregory

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Carol Pazera, M.S., M.A., Claude Bonazzo, Ph.D.

PROGRAM DESCRIPTION

The district expects all AISD secondary students 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. The 2016-2017 contracted budget for CTE is \$1,023,574. Within the CTE programs, students will

- explore a wide range of career options related to their interests and aptitudes;
- graduate with a jump start on college and career, with opportunities for postsecondary credit, industry certifications, and internships;
- 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 to become contributing members of the community. Therefore, DRE staff will evaluate the program by describing students' participation in CTE programs and their academic and postsecondary outcomes. The district will use elements of the evaluation to monitor the CTE Department's performance (e.g., the number of students earning industry certifications).

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. What feedback did CTE students have for improving CTE career pathways and postsecondary transitions?
2. Over the past 3 years, how did CTE enrollment change, and how did it compare between student groups?

3. How has CTE increased offerings in science, technology, engineering, and math (STEM)? What percentage of students who participated in Gateway, a pre-engineering program in middle schools, enroll in Project Lead the Way, the pre-engineering program in high schools?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To provide information about program effectiveness to help 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. As appropriate, DRE staff will examine the outcomes of the program in relationship to program allocations and expenditures.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect both qualitative and quantitative data 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. 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 provide data regarding students' participation in industry certification exams. CTE students will complete a survey to provide feedback on program quality and postsecondary plans. The district's parent survey will gauge parents' knowledge of CTE program offerings at local high schools. National Student Clearinghouse (NSC) and Texas Workforce Commission (TWC) data will provide information concerning the numbers of students enrolling in postsecondary education and entering the workforce after high school graduation.

DATA ANALYSES

DRE staff will use a mixed-methods approach to provide the evaluation information pertaining to CTE programs. They will analyze quantitative data (e.g., course enrollment) using descriptive (e.g., numbers and percentages) and inferential statistics. They will analyze qualitative data (e.g., open-ended survey responses) using content analysis techniques to identify important details, themes, and patterns.

TIME LINE

- July–August 2016: DRE staff will prepare a comparison of High School Exit Survey responses, based on students' CTE participation. Staff will prepare a set of student certification reports

and a summary of results from the ECS. Staff will analyze data on the employment outcomes of students who earned industry certifications.

- August 2016: DRE staff will create and submit to CTE program staff a summary of district- and campus-level student outcomes for the 2015–2016 school year for strategic plan reporting and the completion of the Title I, Part C, Carl D. Perkins Performance Effectiveness Report. Staff will assist with the evaluation of the professional development event and request TWC data.
- August–October 2016: DRE staff will produce a report on the employment outcomes of graduates who obtained industry certifications.
- September 2016: DRE staff will report on CTE course enrollment for each campus prior to the PEIMS October snapshot.
- October–November 2016: DRE staff will prepare for the student survey to be administered in December.
- December 2016: DRE staff will administer a survey to students in advanced CTE courses.
- January–February 2017: DRE staff will analyze and report on student survey results and prepare for the spring program evaluation site visit.
- March 2017: DRE staff will assist in the program evaluation site visit, administer a survey to site visit participants, and prepare questions for the ECS.
- April 2017: DRE staff will report on the results of both the program evaluation site visit and the reviewer survey.
- May–June 2017: DRE staff will conduct an analysis of CTE enrollment over a 3-year period and collect student certification results. DRE staff will analyze enrollment from middle to high school pre-engineering programs (Gateway to Project Lead the Way).
- June 2017: DRE staff will summarize student certification results and the CTE program participation of certification earners to prepare a submission to TEA for certification exam cost reimbursement. DRE staff will develop a preliminary report on student certifications and prepare data to be submitted to the NSC.

REQUIRED REPORTING AND DELIVERABLES

DRE staff will assist CTE staff in completing and submitting reports required by the 2016–2017 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 outcomes. Refer to the section on Postsecondary Enrollment Follow Up in this plan for details. Time permitting, DRE staff will address additional research questions related to both overall CTE enrollment and enrollment of female and minority students in STEM courses.

CIVIL RIGHTS DATA COLLECTION, 2016–2017

Evaluation Staff: Holly Williams, Ph.D., Cinda Christian, Ph.D.

PROGRAM DESCRIPTION

Since 1968, the U.S. Department of Education (ED) has conducted the Civil Rights Data Collection (CRDC) to collect data on key education and civil rights issues in our nation's public schools. The collection was formerly administered as the Elementary and Secondary School Survey (E&S Survey).

DATA COLLECTION

The CRDC collects a variety of information including, student enrollment and educational programs and services, most of which is disaggregated by race/ethnicity, sex, limited English proficiency and disability. The CRDC is a longstanding and important aspect of the ED Office for Civil Rights (OCR) overall strategy for administering and enforcing the civil rights statutes for which it is responsible. Information collected by the CRDC is also used by other ED offices as well as policymakers and researchers outside of ED.

While AISD has been a part of the CRDC for many years, in February 2014, OCR received OMB approval to require every public school and school district in the country to respond to both the 2013-14 CRDC and the 2015-16 CRDC. In December 2015, a revised version of the original 2015-16 CRDC received OMB re-approval. The revised 2015-16 CRDC reflects minor changes OCR made to a few data elements to address comments received and questions raised by local educational agencies (LEA) during the administration of the 2013-14 CRDC. The revised 2015-16 CRDC is nearly identical to the original. The 2015-16 CRDC includes most of the items that were included in the 2013-14 CRDC. Items that were considered optional for the 2013-14 CRDC are now mandatory for the 2015-16 CRDC. Data collection will begin in Fall 2016 and will be completed in Spring 2017.

COORDINATION OF EXTERNAL RESEARCH AND EVALUATION IN AISD, 2016–2017

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Coordinator: Laura Sanchez Fowler, Ph.D.

PROGRAM DESCRIPTION

AISD regularly receives numerous requests to conduct research or evaluation from external parties (e.g., graduate students, professors, service providers, and educational research organizations) for the purpose of general education research, theses and dissertations, program evaluations, and partners' grant compliance reporting. These requests may include any combination of the following: surveys, focus groups, or observations of students, teachers, administrators, or other district staff members; or requests for data sets from central records. 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 (<http://www.austinisd.org/dre/research>).

The procedures for submitting proposals for research or evaluation are described as follows. 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 during the intake process. The coordinator then convenes a committee to review and score 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) proposal status (i.e., accepted, declined withdrawn), (b) school-level involvement (i.e., elementary, middle, and/or high schools), (c) topic of proposed projects, and (d) information about the

external parties conducting research and evaluation in AISD (e.g., organization affiliation, role of researcher at the affiliated organization).

The coordinator 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 between 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 2017–2018 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 and at each stage of review and processing.

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 2017–2018 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 time lines and data availability.

- August–October 2016: The coordinator will receive and process research applications for the spring semester of the 2016–2017 school year.
- January–May 2017: The coordinator will receive and process research applications for the fall semester of the 2017–2018 school year.
- June–August 2017: The coordinator will analyze data from the external research database and complete the external research summary report for the 2016–2017 school year.

REQUIRED REPORTING

The coordinator will provide a written report to the director of DRE at the end of August 2017. The report will provide an overview of the number and type of research projects conducted during the 2016–2017 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 2017–2018 school year.

PROGRAM SUPPORT

The coordinator will offer workshops for graduate students and faculty in the College of Education and the Department of Human Development and Family Sciences at the University of Texas (UT) at Austin and in other departments or universities, as requested. The objectives of these workshops will be (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 institutions (e.g., UT and AISD) to ensure that collaborative research projects are of high quality and of benefit to both the researchers and the district.

CREATIVE LEARNING INITIATIVE, 2016–2017

Program Director: Greg Goodman

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Crystal Wang, Ph.D. and Melissa Andrews, M.A.

PROGRAM DESCRIPTION

In 2011, the John F. Kennedy Center for the Performing Arts chose Austin, TX, as the seventh partner city for Any Given Child, a partnership to create a long-range arts education plan for students in kindergarten through grade 8. The city joined existing partnerships in Sacramento, CA; Springfield, MO; Portland, OR; Las Vegas, NV; Tulsa, OK; and Sarasota, FL. The Austin Creative Learning Initiative (CLI) continues the work started under Any Given Child and extends the program through the secondary grades. CLI is jointly managed locally by AISD and MINDPOP, an arts partnership representing 50 arts and cultural agencies, dedicated to expanding creative learning in Austin.

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 a 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 opportunities 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 nine campuses in the McCallum vertical team in 2012–2013. Using a staged implementation model, the second, third, and fourth vertical teams were added in 2013–2014 (11 campuses at Travis), 2014–2015 (12 campuses at Crockett), and 2015–2016 (eight campuses at Eastside Memorial), and a fifth vertical team will be added in 2016–2017 (11 campuses at LBJ), totaling 55 campuses. The goal is to accomplish district-wide implementation by 2021–2022.

PURPOSE OF EVALUATION

The primary purpose of the CLI evaluation is to assess the effectiveness of the initiative in achieving the program goals. We will measure the level of implementation of program activities and explore the relationship between these program activities and the desired outcomes.

EVALUATION QUESTIONS

The program evaluation will focus on the following major questions:

1. In what stage of arts richness is each campus (i.e., what is the level of its implementation of each of the nine components of an arts-rich campus)?
2. What impact did implementation of creative teaching and access to arts (i.e., arts richness) have on student outcomes (e.g., engagement, attendance, academic achievement, and creativity)?
3. What are the best practices regarding implementation of CLI components? Of these, what are the components of the CLI program that are making the biggest impact on student success?

EVALUATION OBJECTIVES

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

- To reflect the district's progress toward the goal of arts richness
- To improve implementation practice
- To fully understand the ways that creative teaching strategies are implemented at campuses across the district
- To describe the relationship between the program components and student outcomes, such as engagement and achievement

FISCAL CONSIDERATIONS

As appropriate, the outcomes of programs and services will be examined in relation to their allocations and expenditures. Evaluation services for CLI are locally funded. One fully funded (1.0 FTE) research analyst and a partially funded (0.5 full-time equivalent [FTE]) research analyst in the 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. Content assessments will be administered twice a year to assess changes in teachers'

pedagogical content knowledge in creative teaching strategies over time. CBAM will be administered annually to assess how well creative teaching is being adopted by teachers and to track changes in their adoption of creative teaching over time. Observation protocols will be integrated into coach tracking tools, and observations will be recorded throughout the year to assess teachers' implementation of creative teaching in their classroom and students' reactions to the creative teaching strategies. The campus arts inventory and Innovation Configuration Mapping (ICM) rubrics will be administered at all AISD elementary and secondary school campuses in the spring to gauge the implementation of creative teaching and students' access to creative learning opportunities in and out of school time. To examine school- and student-level outcomes, a variety of extant data sources will be used. Data sources include the ECS; campus climate surveys; parent surveys; and students' academic, attendance, and discipline data.

DATA ANALYSES

Data analysis will include data summaries of all Creative Learning Professional Development Workshop surveys across all CLI program participants. ICM rubric results will be examined to determine the level of arts richness in all AISD schools. CBAM data will be analyzed to measure changes in adoption of creative teaching 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 by campus. Finally, students' outcome data will be examined in relation to program participation and implementation, and will be described in an annual report. Appropriate statistical designs and tests (e.g., 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 2016: 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. DRE staff will administer a visual arts content assessment prior to the 2016 August workshop (Eastside vertical team campuses only).
- September 2016: DRE staff will administer the CLI Fall 2016 Professional Development Workshop Survey to those who completed professional development in August. DRE staff will work with CLI coaches and district committees (as available) to develop coaching/creative learning specialists' observation protocol/tracking tools that incorporate creative teaching.
- October 2016: DRE staff will provide coaches/creative learning specialists with observation protocol/tracking tools.

- November 2016: DRE staff will administer CLI's Fall 2016 Professional Development Survey to those who completed professional development in October and November. DRE staff will review and revise CLI-related questions incorporated into the AISD parent survey, as necessary.
- December 2016: DRE staff will analyze results from CLI's Fall 2016 Professional Development Workshop Survey, draft the report brief, and present it to the leadership team. DRE staff will assist with providing tracking data for House Bill 5 compliance related to fine arts.
- January 2017: DRE staff will finalize and publish CLI's August 2016 professional development workshop report brief. DRE staff will draft the report brief for CLI's November 2016 Professional Development Survey and present it to the leadership team, then make necessary revisions, finalize, and publish it. DRE staff will administer the Coaching Survey and conduct a focus group with the coaches regarding best practices of CLI implementation.
- February 2017: DRE staff will administer CLI's Spring 2016 Professional Development Survey to those who completed professional development in January. DRE staff will analyze Coaching Survey data and draft the report brief. DRE staff will work with the leadership team and committees to revise the elementary and secondary school arts inventories, and the ICM rubrics.
- March 2017: DRE staff will finalize and publish the Coaching Survey report brief. They will review and revise CLI-related questions incorporated into the AISD coordinated survey, as necessary. DRE staff will work with CLI program staff to document and summarize evidence of inclusion of available neighborhood creative learning opportunities in communications (e.g., blogs, newsletters, meetings).
- April 2017: DRE staff will pull data for NEA grants. DRE staff will provide campus leadership and facilitators with elementary and secondary school arts inventory and ICM rubrics for campus data collection. DRE staff will update the report template for the annual report. DRE staff will undertake preliminary analysis to examine the relationship between CLI and teacher-, school-, and student-level outcomes (e.g., relationships between the level of participation in professional development activities, implementation of creative teaching, and student outcomes, such as attendance, achievement and behavior). These analyses will be included in the annual report.
- May 2017: DRE staff will assist, as needed, with data for the May 9, 2017, *Annual Performance Report*, due to Department of Education (mid-term report). DRE staff will administer the post-CBAM questionnaire (early May). CLI campus leadership and facilitators will provide arts inventory and ICM data to DRE staff. DRE staff will administer the post-assessment of visual arts content (Eastside vertical team campuses only).

- June 2017: The CLI coach will provide coach observation data of individual teachers to DRE staff. DRE staff will summarize data for pre- and post-CBAM questionnaires from all teachers and principals to measure changes in implementation of creative teaching over time. A research brief will be completed and presented to the leadership team. Summary profiles will be produced at the initiative level, campus level, and individual level. DRE staff and the CLI coordinator will lead coding teams (of CLI coaches and content experts) to score pre- and post-content assessment data (Eastside vertical team campuses only). DRE staff will summarize pre- and post-content assessment data to assess changes in teachers' pedagogical content knowledge at the vertical team level, campus level, and implementation level over time. Results will be documented in DOE annual report.
- July 2017: DRE staff will summarize findings from the coach's observation data, summarize elementary and secondary arts inventory data and elementary and secondary ICM rubrics, and score each campus on arts richness. All these data will be included in the annual report. In addition, campus-level results for the following will be provided to MINDPOP by July 25 for consultation with campus leaders: frequency of creative teaching use, implementation competency (from coach ratings), number of arts partners (from Arts Inventory), level of sequential fine arts (from Arts Inventory), ICM results, and CBAM results.
- August 2017: DRE staff will pull data for Kennedy Center, due August 1, 2017. DRE staff will pull data for the campus improvement plan (CIP). DRE staff will complete final analysis of CLI implementation, participation, and CBAM data with associated outcomes (e.g., ECS data; campus climate survey; and students' academic, attendance, and discipline data).
- September 2017: DRE staff will write the final annual program evaluation report. DRE staff will present the final annual program evaluation report to the leadership team for review, then finalize and publish it.
- November 2017: DRE staff will complete the *Ad Hoc Report*, including pre- and post-content assessment analyses, due to the Department of Education November 17, 2017

REQUIRED REPORTING

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

SPECIAL PROJECTS

Campbell Elementary School is undergoing a full program transformation. DRE staff will explore changes in arts richness and student outcomes as a result of programmatic changes in a brief report focused on Campbell Elementary.

DISTRICT-WIDE SURVEYS OF STUDENTS, PARENTS, AND STAFF, 2016–2017

Evaluation Supervisors: Cinda Christian, Ph.D.; Martha Doolittle, Ph.D.; Karen Looby, Ph.D.

Evaluation Staff: Shaun Hutchins, Ph.D.; Lindsay Lamb, Ph.D.; Aline Orr, Ph.D.; Chelsea Cornelius, Ph.D.; Claude Bonazzo, Ph.D.; Jenny Leung, M.A., and TBD

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 Parent Survey, TELL AISD Teaching and Learning Conditions Survey, AISD High School Exit Survey, AISD Student Substance Use and Safety Survey (done on alternating years), and AISD Central Office Work Environment Survey (done on alternating years). 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. In addition, the ECS is conducted in the spring to collect data relevant to programs with funded evaluations and a limited number of additional district initiatives. 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 annual scorecard, strategic plan, and improvement plan. Some parent and student survey items are used to support other grant program evaluations and also help provide school-level data for the state-required House Bill 5 (HB5) indicators (<http://www.tea.state.tx.us/index4.aspx?id=25769811926>). Examples include data to monitor AISD's 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 Student Substance Use and Safety Survey provide self-report data about students' knowledge, attitudes, and behavior related to substance use and abuse, and about students' perceptions of safety on campuses. Student Substance Use and Safety Survey 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 parents perceive that staff at their child’s school showed them courtesy and respect? To what extent did school staff provide school-related information to parents?
5. What substance use and safety issues were prevalent at secondary campuses?
6. Did students’ responses to the Student Climate Survey vary based on ethnicity or gender?

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, to provide data for the annual district score card and the campus- and district-level improvement plans, and to help meet state reporting requirements (i.e., HB 5)
- 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’ perceptions of self-reported school climate to inform and assist with the ongoing evaluation of social and emotional learning
- 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
- To track high school senior’s perspectives, attitudes, and experiences on high school campuses to inform district- and campus-level high school and postsecondary enrollment 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. On alternating school years, central

office staff will complete the online Central Office Work Environment Survey, which assesses the work environment of staff who are not employed on school campuses. This survey will be conducted in 2017–2018.

The Parent Survey will be administered in English, Spanish, and Vietnamese (and other languages upon request) during the early spring. Both paper and online versions of the survey will be made available. Campus and district communications will ensure parents of all AISD students are made aware of the survey. Principal-appointed campus contact persons will coordinate the survey distribution and collection of paper survey forms at the campus level.

The Student Climate Survey will be distributed in February and March to all students in grades 3 through 11. School administrators will be encouraged to use the online version of the Student Climate Survey. Teachers will administer the survey to their students. If completing the survey online, students will return them to principal-appointed campus contact persons, who will then return the surveys in person to DRE.

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 Student Substance Use and Safety Survey will be administered online anonymously in March and April (English and Spanish). A principal-appointed campus contact person will ensure that teachers in randomly selected classrooms in grades 6 through 12 administer the survey to students who have not been opted out by their parents.

The ECS 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. Year-to-year changes in survey results will be reported. 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. ECS results will be returned to the requesting evaluator or program manager.

TIME LINE

- August–September 2016: DRE staff will request campus survey contacts be identified by principals.

- September–October 2016: DRE staff will begin revising all surveys and identify any items in need of alteration, and then will submit all suggested changes to key program managers and to the chief human capital officer for approval.
- October–December 2016: DRE staff will determine the AISD Parent Survey project time line, and will finalize and obtain translations of the AISD Parent Survey from the district Translation office staff by December. DRE will submit an order for preparation and delivery of scannable 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 2016: DRE staff will translate any revisions to the TELL AISD Survey and Student Climate Survey and will prepare paper forms and modify the online surveys, as necessary. In addition, DRE staff will solicit bids to prepare and process a notification mail-out to all parents of students in the classrooms randomly selected to participate in the Student Substance Use and Safety Survey.
- December 2016: DRE staff will prepare and distribute contact packets and paper TELL AISD Surveys to campus contacts for distribution in January, obtain online Student Climate Survey participation counts, and order Student Climate Survey paper copies. DRE will also finalize contracts for the Student Substance Use and Safety Survey notification process, deposit necessary funds in the USPS account for the mail-out, and program the online Student Substance Use and Safety Survey for distribution and update the instructions and materials to be sent to campuses at the time of administration.
- January 2017: DRE staff will email the online TELL AISD Survey to staff. They will program the online Student Climate Survey, distribute Student Climate Survey contact packets, conduct AISD Student Substance Use and Safety Survey sampling, and mail parent notification letters. Campus staff will receive notification about the AISD Parent Survey. DRE staff will ensure Parent Survey forms are delivered to schools for distribution, and collaborate with AISD communications staff to ensure that web announcements and links to the Parent Surveys are posted on the AISD website.
- February 2017: DRE staff will enter data for any paper TELL AISD Surveys, analyze TELL AISD data, deliver Student Climate Surveys to campuses for administration (if conducting survey on paper), 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 Student Substance Use and Safety Survey and contact packets to campuses for March administration. Staff also will begin preparing items for the ECS.
- March 2017: DRE staff will analyze data for the TELL AISD Survey, complete administration of the Student Climate Survey at all campuses, and administer the Student Substance Use and Safety Survey at middle and high school campuses. Campuses will return the paper Parent Surveys to DRE. DRE staff will determine staff sampling for the ECS.

- April 2017: 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 follow up with Student Substance Use and Safety Survey coordinators at campuses that did not complete their administration of the survey. Staff also will distribute ECS notifications by email and distribute campus and district TELL AISD Survey reports. Final collection of Parent Surveys will be completed and analysis of results will begin.
- May–June 2017: 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, and send reminder emails about the ECS to non-respondents. Parent Survey results will be summarized and campus reports will be prepared. Parent survey results required by the state’s House Bill 5 will be submitted to the AISD Department of Campus and District Accountability. In addition, all survey results required for district and campus improvement plans, the strategic plan, and the district score card will be submitted to AISD Department of Campus and District Accountability.
- June–August 2017: DRE staff will analyze and distribute results from the AISD High School Exit Survey, ECS, Parent Survey, and Student Substance Use and Safety Survey.

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.

ECST DATA CONNECTION PILOT PROJECT, 2016–2017

Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: TBD

PROGRAM DESCRIPTION

The eCST Data Connection Pilot Project consists of a cross-functional team of AISD personnel from the Office of Innovation and Development, the Department of Information Management Support Services, and DRE, in conjunction with representatives from partner organization Michael and Susan Dell Foundation (MSDF). This team came together with the purpose of aligning and integrating existing AISD systems and processes of data collection and sharing to allow a single, web-based access point for both district staff and community service providers to view service and outcome information of students. This alignment will both provide a single source for information through the district's tool called the electronic Child Study Team (eCST), and reduce the current duplication of processes for service providers and the district. The Data Interoperability Project emphasizes efficiencies between current protocols across entities. In 2015–2016, piloting of processes began with the Andy Roddick Foundation's coordination of services at Pecan Springs Elementary and four pilot service providers: Communities in Schools, Breakthrough Austin, Foundation Communities' afterschool program, and SafePlace's Expect Respect program. In 2016–2017, more than 30 service providers will be included in the rollout. DRE is funded for 0.25 FTE through a grant from MSDF and provides a match for this donation with an additional 0.25 FTE support for the project.

TIME LINE

- Ongoing: DRE staff will provide ongoing support to design and implement processes associated with the Data Interoperability Project. For example, they provide consultation regarding finalization of legal agreements between parties (such as Memorandums of Understanding, Data Sharing Agreements, and consent documents) and regarding data elements and system functionality.
- August 2016–June 2017: DRE staff will assist with the consent scanning procedure to onboard new service providers and create rosters for service groups.

PROGRAM SUPPORT

DRE staff will provide ongoing support to the Data Interoperability Project team. This may include attending meetings; providing progress updates; and participating in consultation or information sharing sessions with staff, partners, stakeholders, and other groups.

SPECIAL PROJECTS

No special projects are planned at this time.

EDUCATOR EXCELLENCE INNOVATION PROGRAM (EEIP), 2016-2017

Program Director: Joann Taylor

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Shaun Hutchins, 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 operate at six Title I schools in 2016–2017. 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 2016–2017, 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 in the third year?
2. What has been the impact of the frequent formative feedback on teachers' appraisal scores?

3. What challenges were associated with incorporating Professional Action Research Teams (PARTs) into PLCs?
4. How well did the one-to-one mentoring working for 3rd-year teachers, and what can be done to improve it?
5. What program changes are recommended for the coming school year?

EVALUATION OBJECTIVES

Evaluation objectives 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 2016: DRE staff will work with the program managers to determine staff's eligibility and verify rosters for EEIP schools. DRE staff will develop and launch an online observation form for the peer observers to share their feedback with teachers.
- October 2016: DRE staff will support program management with TEA compliance reporting.

- November 2016: DRE staff will work with the program managers to develop and refine the program logic model
- January 2017: DRE staff will administer the TELL AISD Teaching and Learning Conditions Survey.
- February 2017: DRE staff will prepare for the ECS.
- March 2017: DRE staff will extract and verify novice teachers' mentoring rosters and program MICAT and PICAT. DRE staff will revise MICAT and PICAT surveys in Qualtrics for program management, principals, teachers, and mentors/peer observers.
- April 2017: DRE staff will conduct the ECS and MICAT and PICAT.
- May 2017: DRE staff will analyze the MICAT and PICAT results and prepare individual reports for all mentors.
- June-August 2017: DRE staff will analyze program participant data and will publish the 2016 TELL survey results. DRE staff will assist with stipend data and will complete a research brief summarizing stakeholders' experiences in Year 3.

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

Two special projects are planned as time permits for EEIP in 2016–2017.

- Formative study of the implementation of PARTs.
 - August–September 2016: DRE staff will work with program staff to design a formative study of the implementation of PARTs.
 - November 2016: DRE staff will conduct a focus group with PLC leads regarding the PARTs implementation.
 - December 2016: DRE staff will share feedback from the focus group with PLC leads about PARTs to program staff.
 - February 2017: DRE staff will conduct a focus group with PLC leads regarding the PARTs implementation.
 - March 2017: DRE staff will share feedback from the focus group with PLC leads about PARTs to program staff.

- Third year mentoring study
 - August 2016: DRE staff will work with program staff to design a survey study of the third year mentoring model of EEIP.
 - September 2016: DRE staff will administer the third year mentoring survey to CBMs and past/present teachers working with a CBM.
 - October 2016: DRE staff will share the survey data from the third year mentoring survey with program staff.

FAFSA COMPLETION PROGRAM, 2016–2017

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Carol Pazera, M.S., M.A.; Claude Bonazzo, 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 United States Department of Education (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 2016–2017 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

Evaluation objectives include the following:

- 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

THECB 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. AISD staff will follow strict security guidelines consistent with the expectations of FERPA in analyzing and reporting on FAFSA data retrieved from Apply Texas.

DATA ANALYSES

FAFSA completion results will be summarized using basic descriptive statistics. A district-level summary report will be prepared. The FAFSA data may be included within multiple program evaluations in the district.

TIME LINE

- October 2016: DRE staff will obtain final FAFSA completion data for the Class of 2016, summarize results, and generate a summary report.
- October 2016–June 2017: 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 SCHOOL OFFICE SUPPORT, 2016–2017

Project Directors: Craig Shapiro

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Carol Pazera, M.S., M.A.; Claude Bonazzo, Ph.D.

PROJECT DESCRIPTION

AISD expects all students will graduate ready for college, career, and life in a globally competitive economy and is committed to providing all students with 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 advanced course enrollment and earned credit data; FAFSA completion data; college application data; AP, SAT, ACT, and TSI assessment data; High School Exit Survey data; and postsecondary enrollment data. Detailed descriptions of related data collection, analyses, 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 2016–2017 school year. Key data sources may include results from relevant DRE program evaluation reports (e.g., CTE or APIE), college readiness summary reports, 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.

To ensure the consistency of reporting across all schools and reduce the burden on campus staff to produce data summaries, DRE staff may produce district- and campus-level data summaries for a variety of purposes. For example, DRE staff will provide data summaries related to student participation in college readiness courses and assessments, participation in CTE courses and attainment of certifications and/or licensures, and postsecondary enrollment to support campus planning and monitor the district's strategic plan. DRE staff also will support the development of the district's High School Data Dashboard system, as needed.

DRE staff will support the district's partnership with the Austin Chamber of Commerce. DRE staff will facilitate district use 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. DRE staff also will participate in regional Direct to College (DTC) Initiative work groups facilitated by the Austin Chamber of Commerce. The DTC work group meets regularly 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 external researchers. For example, DRE staff may serve as a district liaison to the University of Texas Ray Marshall Center's (RMC) 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. Additionally, DRE staff may respond to ad hoc data requests to support external research requests pertaining to college and career preparation activities and postsecondary outcomes.

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.

TIME LINE

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

SPECIAL PROJECTS

Early College High Schools (ECHS) are innovative high schools allowing students least likely to attend college an opportunity to earn a high school diploma and 60 college credit hours. In 2016–2017, LBJ, Reagan, and Travis High Schools will offer ECHS programs and partner with Austin Community College and Huston-Tillotson University; DRE staff will examine outcomes for ECHS participants.

The following overarching questions have been articulated to guide the evaluation of the program:

1. Were ECHS participants more likely than a matched comparison group of students to have better academic outcomes in high school (e.g., STAAR EOC assessments, GPA, attendance, dual credits earned)?
2. Were former ECHS participants more likely than a matched comparison group of students to enroll in a postsecondary institution?
3. Were ECHS participants more likely than a matched comparison group of students to complete college preparation steps in high school (e.g., college applications, FAFSA submission)?
4. Were ECHS participants satisfied with the program, and did they believe the program was effective?

HUMAN RESOURCES (HR) EXIT SURVEY, 2016–2017

Program Director: Fernando Medina, Ed.D.

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Shaun Hutchins, Ph.D.

PROGRAM DESCRIPTION

The goals of the HR Exit Survey are to understand which staff leave the district and the main reasons for ending their employment relationship with the district. The HR Exit Survey is completed by central- and campus-based professional and administrative staff as a voluntary part of the resignation process from AISD. To help meet the program goals, DRE staff will support data analysis and reporting of the exit survey, in addition to ongoing revision and development to the instrument and process.

PURPOSE OF EVALUATION

To accomplish the evaluation objectives for 2016–2017, DRE staff will oversee administration of the HR Exit Survey, analyze annual responses, and report on three leaver groups: campus-based administrators, campus-based non-teaching professionals, and teachers. To help ensure the HR Exit Survey continues to meet the needs of district decision makers, DRE staff will explore the possibility of a mandatory cloud-based exit survey checkpoint within the overall AISD resignation process. To that end, DRE staff will also explore the technological needs required to move the exit survey to Qualtrics as part of an overall AISD cloud-based resignation process.

EVALUATION QUESTIONS

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

1. What did district leavers identify as their reasons for leaving the district?
2. What were the primary reasons district leavers identified for leaving the district?
3. What were the future career plans of district leavers?
4. How did district leavers perceive their new positions, compared with their prior AISD positions?
5. What were the technological barriers associated with moving the HR Exit Survey to the cloud and making it a mandatory part of the resignation process (e.g., interfacing with Qualtrics, identifying respondents, pulling in staff records, bounding resignation dates)?
6. How should the HR Exit Survey be refined to better meet the needs of program staff?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To collect and analyze data on the reasons for staff turnover

- To collect and analyze data on what district leavers planned to do after ending employment with the district
- To collect and analyze data on which professional characteristics differentiated the prior AISD position from the new position
- To explore the efficacy of the current instrument as part of the district's overall resignation process

FISCAL CONSIDERATIONS

The planned work will be funded by Title II, Part A federal funds and local funds.

SCOPE AND METHOD

DATA COLLECTION

An August 1, 2016, snapshot of the HR Exit Survey data table and staff records data table will be created to support re-analyses of the static data set used in the evaluation briefs. HR Exit Survey data will be cleaned and transposed for each individual item block separately for each staff group reported on (i.e., campus-based administrators, campus-based non-teaching professionals, and teachers).

DATA ANALYSES

Data analyses will be performed separately on each of the four survey questions targeting (a) all reasons for leaving the district, (b) the primary reason for leaving the district, (c) future career plans, and (d) comparisons between future and prior positions. Data analysis procedures will include the count and percentage of responses to each response option within each survey question. Data analyses also will include summarizing the qualitative data collected from the open-ended responses.

TIME LINE

- July–August 2016: DRE staff will work with MIS on final survey revisions. DRE staff will work with MIS on the variables needed in the DRE data table view of the HR Exit Survey. DRE staff will program SAS EG to disaggregate survey data by question (four blocks). DRE staff will create a project in triplicate for campus administrators, campus non-teaching professionals, and teachers. DRE staff will create August 1, 2016, snapshots of the HR Exit Survey data table and STAFF_DPE tables. DRE staff will create duplicate live and static SAS projects to support ad hoc requests on the static data set and/or updates using the live data set. DRE staff will analyze leaver data for campus admin, campus non-teaching professionals, and teachers. DRE staff will prepare HR Exit Survey reports for campus administrators, campus non-teaching professionals, and teachers.
- September–November 2016: DRE staff will create a mock-up of the current version of the HR Exit Survey in Qualtrics. DRE staff will explore, with program staff, desired revisions to the

survey flow if housed in Qualtrics. DRE staff will revise the Qualtrics mock-up, given proposed survey revisions. DRE staff will explore revisions to the HR Exit Survey questions with program staff. DRE will explore technological challenges related to interfacing Qualtrics with the AISD cloud to include a mandatory HR Exit Survey as part of the resignation process. DRE staff will explore Qualtrics's capability to interface with DPE tables. DRE staff will explore the possibility of a new year boundary for the interaction of updated staffing records (e.g., September 1 to August 31 instead of August 1 to July 31), given the known record update timeline.

- December 2016: DRE staff will present a draft plan of work for moving the HR Exit Survey (housed in Qualtrics) to the AISD cloud as part of a mandatory step in the resignation process. DRE staff will get approval to move forward with the transition of the HR Exit Survey from MIS to Qualtrics and the AISD cloud.
- January–June 2017: DRE staff will work with MIS staff and Qualtrics staff to implement a Qualtrics-housed HR Exit Survey as part of the AISD resignation process in the cloud. DRE staff will work with MIS staff and Qualtrics staff to test and debug the new HR Exit Survey process.
- July 2017: DRE staff will prepare data table snapshots and analyses of the 2016–2017 HR Exit Survey data. DRE staff will prepare for the revised survey launch at the beginning of the upcoming annual cycle.

REQUIRED REPORTING

Three evaluation briefs will be published by September 1, following analysis of the 2016–2017 HR Exit Survey data. One brief will be prepared for each of the following staff groups: campus-based administrators, campus-based non-teaching professionals, and teachers.

PROGRAM SUPPORT

DRE staff will assist with the following program support activities:

- HR Exit Survey data analysis and report preparation
- Infrequent ad hoc data requests pertaining to the static snapshot data or updates of the year-end analyses, using the live tables
- Ongoing revision and development of the instrument and process

SPECIAL PROJECTS

No special projects are scheduled at this time.

KELLOGG FOUNDATION: AUSTIN FAMILIES AS PARTNERS, 2016–2017

Grant Project Manager: Megan Elkins

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Chelsea Cornelius, Ph.D.; Jenny Leung, M.A.

PROGRAM DESCRIPTION

Over a 3-year grant period, funded by the W. K. Kellogg Foundation, AISD will build upon lessons learned during a 9-month planning initiative at five schools to expand parent engagement and community involvement. The project's ultimate goal is to build and enhance family and school leadership capacity to effectively partner in supporting students' success. The project has two overall objectives :

- To ensure deeper capacity building and targeted strategies at the five original planning grant schools
- To expand the parent, staff, and community engagement process at up to 10 other AISD schools

Grounded in the guiding principles of authentic engagement and building trusting partnerships, school groups called *think tanks* (with school, parent and community members) will lead the engagement and leadership development process at the participating schools.

Grant funds will be set aside for some of the following activities:

- Parent academies will be offered to provide parents with capacity-building opportunities to increase their knowledge and skills in leadership, school processes, and other topics.
- Promotoras, or parent peer mentors, will be identified and trained to be leaders at their schools to organize, engage, and train other parents.
- Staff and parent meetings (both one-to-one meetings as well as group conversation circles) will be held to ensure opportunities for sharing goals and concerns. With the goal of parent and community engagement, school think tanks will meet regularly and formulate specific school objectives aligned with key activities.
- Project coordination and evaluation support will be provided through staff hired to support the multi-year project, including meeting strategic project activity and grant reporting time lines.
- Project management and parent engagement process resources will be developed, documented, and shared in AISD and the community to guide staff and parents in lessons learned from the grant project.

PURPOSE OF EVALUATION

The project's evaluation activities by staff in the AISD DRE include assisting project staff with the development and refinement of the project logic model; updating the project evaluation plan annually to ensure grant project needs are met for continuous improvement and reporting; providing updates at grant management meetings and participating in various grant-sponsored events; providing guidance to project staff on developing and using data and evaluation tools; collecting and analyzing data; using district-, campus-, and project-based sources of information; consulting with individuals outside AISD who are working with the grant; and developing and writing reports (ad hoc, interim, and annual), as needed throughout the grant cycle.

EVALUATION QUESTIONS

Evaluation activities will focus on the following questions:

1. Did the project continue to strengthen family engagement at the five schools that participated in the planning-year grant? Did the project successfully start the family engagement process at up to 10 additional schools over the 3-year period?
2. Who were the students, families, and staff served by the AISD Families as Partners grant? Did the participating schools meet their target goals for participation?
3. What type of and how many project-related parent and staff engagement events occurred annually? Did the participating schools meet their target goals for events (including promotoras-led events at the five original schools, and school-based think tank meetings at all participating schools)?
4. What were the most common hopes and concerns of parents and staff who participated in project-related events? What were the schools' intervention strategies developed as a result of these findings?
5. What were the project's think tank members' self-perceptions about lessons learned in the process of building parent and community engagement and leadership?
6. How did participating schools' Parent Survey results change over time with regard to questions about their perception of parent-staff-school engagement? Did the schools reach their target goal of 95% of parents agreeing to survey items about parent engagement?
7. How did participating schools' Teacher Survey results change over time with regard to annual questions about their perceptions of staff-parent-school support and engagement?
8. What were the long-term academic achievement, attendance, and socio-emotional benefits for students whose parents participated in project activities, as compared with those who did not participate? Did the participating schools meet their targeted goals for these student outcomes?
9. What lessons were learned from this project that can be summarized in a knowledge product and shared with the community and other interested groups?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To document how project monies are being used in accordance with the grant's goals and objectives
- To inform grantors, grant project management staff, district decision makers, and participating school staff and parents about formative and summative evaluation outcomes for continuous project improvement

FISCAL CONSIDERATIONS

Use of grant project funds will be summarized for each year and type of expenditure/activity. 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 project's activities and to provide evidence of whether the project had an impact on students, staff, and parents. Data will be collected from the following sources:

- District information systems (e.g., student, staff, school, assessment, student report cards, financial)
- AISD project activity records, including data from parent support staff, promotoras, and project management staff
- AISD staff and parent survey summary files

These data will be summarized to describe project participants' demographics; services provided to students, families, and staff; student academic performance (e.g., state academic tests passing rates); socio-emotional ratings of students by teachers; use of grant funds; parent and staff participation in project activities; parent and staff perceptions gained from survey results or other qualitative data gathering tools used in the project.

DATA ANALYSES

Summary statistics of key indicators for the project will be prepared, as required, for reporting. For instance, on an annual basis, frequencies and percentages will be calculated for students' demographic, academic performance, and socio-emotional rating summaries, comparing students whose parents participated in grant activities with those whose parents who did not. Summative analyses will be performed on data from parent involvement activities, parent and teacher survey responses, and project expenditures. If appropriate, a cost per person served will be calculated. When appropriate, data will be examined for progress over time (e.g., the percentages of students who met passing standards on state-mandated academic achievement assessments, and percentages of schools' parents who agreed that their

school engaged them in their child’s education). Qualitative data summarized by the think tanks at schools participating in the grant will be reviewed and shared with project and district decision makers .

TIME LINE

- February–July 2016: DRE staff will help develop and refine the project logic model. Annually, the logic model will be reviewed with grant management staff to ensure identified goals, objectives, outputs, and outcomes are aligned. DRE staff will work with grant management staff to annually revise and update the project evaluation plan to ensure appropriate measures and reporting cycles match grant activities and requirements.
- August 2016–August 2019: DRE staff will attend all required grant project meetings and certain grant events, as needed. A more specific time line of evaluation activities will be developed to guide the project. DRE staff will provide guidance to project staff on developing and using data gathering and evaluation strategies and tools. Annually, DRE staff will provide summaries of data analyses for the following indicators: participating school and student demographics (biannually or annually); student academic outcomes (state assessments) for those students whose parents participated in project activities, as compared with those whose parents did not participate (July or August); school Parent Survey results (July); school Teacher Survey results (June); teachers’ socio-emotional ratings for students at participating schools (July); and think tank members’ survey responses (timing to be determined). On a quarterly basis, or on a different interim reporting schedule as determined by project requirements, DRE staff will assist in providing summaries of documented parent and staff participation in grant project activities. DRE staff will obtain a summary of the project’s annual expenditures from grant management staff.

REQUIRED REPORTING

DRE staff will help the project manager to complete any required grant reports .

PROGRAM SUPPORT

Ongoing DRE support for the project will be provided to district and campus staff in several ways. Guidance will be provided to staff on evaluation planning, data collection strategies, professional development opportunity evaluation, survey development and administration, data analysis, and reports. DRE staff will support the project’s reporting requirements. DRE staff will attend required project meetings. DRE staff also will provide support by responding to ad hoc requests for summaries of information, upon approval by the director of DRE. DRE staff will work with the consultant hired to produce a knowledge product during the first year of the grant.

SPECIAL PROJECTS

No special projects are planned at this time.

LEADERSHIP PIPELINE, 2016–2017

Evaluation Director: Fernando Medina, Ed.D.; Dora Fabelo, Ph.D.; Kimiko Krekel

Supervisors: Karen Looby, Ph.D.

Evaluation Staff: Shaun Hutchins, Ph.D.

PROGRAM DESCRIPTION

The federal Title II, Part A, Preparing, Training, and Recruiting High-Quality Teachers and Principals grant provides funding to increase students' academic achievement by improving principal quality and increasing the number of highly qualified principals and assistant principals in schools. The AISD Human Capital Services is in the process of creating a rigorous and scalable leadership pipeline that focuses on recruiting, hiring, training, and retaining highly qualified principals and assistant principals.

PURPOSE OF EVALUATION

As the district builds its leadership pipeline in 2016–2017, DRE staff will support development and planning efforts for its evaluation in 2017–2018 and beyond.

EVALUATION QUESTIONS

The following questions will guide the evaluation planning for the program in the 2017–2018 school year:

1. What program objectives and supporting activities are planned for implementation?
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 theory of change and program logic model
- To create a comprehensive evaluation plan for the 2017–2018 school year

FISCAL CONSIDERATIONS

This project is supported by local and Title II, Part A funds. Ongoing fiscal concerns will be considered in the program evaluation planning process and may include cost-effectiveness analyses of the leadership pipeline.

SCOPE AND METHOD

DATA COLLECTION

Data collection for 2017–2018 will be determined during the development of the program logic model and evaluation plan in 2016–2017.

DATA ANALYSES

Data analyses for 2017–2018 will be determined during the development of the program logic model and evaluation plan in 2016–2017.

TIME LINE

- August 2016: DRE staff will meet with staff in the district’s Office of Human Capital to determine support needs and articulate scope of work.
- September–October 2016: DRE staff will conduct a review of current district leadership development programs and begin identifying components of the Leadership Pipeline program and expected outcomes.
- November 2016–February 2017: DRE staff will work with program staff to create a theory of change and logic model documents.
- April 2017: DRE staff will complete drafts of the theory of change and logic model documents.
- May 2017: DRE staff will create a program evaluation plan for the 2017–2018 school year.

PROGRAM SUPPORT

DRE staff will provide ongoing support to central office administrators through participation in planning meetings and timely responses to ad hoc requests.

SPECIAL PROJECTS

No special projects are planned for 2016–2017.

MICROMESSAGING, 2016–2017

Program Manager: Charlie Gutierrez; Annette Gregory; Danielle Perico

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Lindsay Lamb, Ph.D.; Jenny Leung, M.A.

PROGRAM DESCRIPTION

AISD received a grant from the National Alliance for Partnerships in Equity (NAPE) to promote a high-quality, research-based, educator/professional development program to address gender- and culturally-based implicit biases that occur in the classroom and that are manifested through *micromessages*.² Micromessages, which include looks, gestures, tone of voice, and the framing of feedback, subtly yet powerfully shape school culture, classrooms, and the individuals within them. The program began in the 2014–2015 school year at four pilot middle schools, expanded in 2015–2016 to include a cohort of three more middle schools, and will be implemented in 2016–2017 with a third cohort of two middle schools and one high school. In AISD, the goal is to see if teacher professional development activities in micromessaging have a positive influence in terms of increasing the proportion of historically underserved students who enroll in and are retained in science, technology, engineering, and math (STEM) courses and pursue high school career and technology endorsements.

PURPOSE OF EVALUATION

Although NAPE is providing the majority of evaluation support for this multi-year grant in the form of teacher surveys and other measures, AISD evaluation staff have been asked to provide additional support through student data gathering and analysis to measure the program's long-term impact on student enrollment and retention in STEM courses and on high school career endorsements.

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. How many students of micromessaging program teachers enrolled in advanced STEM courses and selected and pursued STEM-related high school career endorsements? How did these students differ from students whose teachers did not participate in micromessaging?
2. Did more historically underserved students enroll in advanced STEM courses and high school STEM career endorsements if they had a teacher who was trained in micromessaging than if they had a teacher who was not trained in micromessaging?

² See <http://www.napequity.org/professional-development/teacher-training/>

3. What were students' perceptions about taking advanced STEM courses and selecting STEM-related high school career endorsements? Did students whose teachers participated in micromessaging have different perceptions than did students whose teachers did not participate in micromessaging?

EVALUATION OBJECTIVES

DRE staff will provide a summary analysis of program participants to program managers to help them with critical decision making and program improvement. Evaluation objectives include:

- To analyze the influence of micromessaging on students' proclivity to enroll in advanced STEM courses and pursue high school career endorsements, over time and by cohort
- To develop survey items to assess students' desire to enroll in STEM courses and endorse a STEM high school career path, and student's perceptions of individuals in STEM-related fields
- To analyze the influence of micromessaging on students' enjoyment of STEM courses

FISCAL CONSIDERATIONS

The micromessaging grant evaluation support provided by AISD DRE staff is partially funded by the following departments: AISD Career and Technology, Mathematics, and Science.

SCOPE AND METHOD

DATA COLLECTION

AISD student district records on demographics, enrollment, course participation, and high school career endorsements will be gathered and analyzed. AISD program records for teachers who participated in micromessaging training over the past 3 years will be gathered from program staff. Student Climate Survey, and Staff Climate TELL (Teaching, Empowering, Leading, and Learning) Survey data will be gathered and analyzed.

DATA ANALYSES

Descriptive statistics will be summarized on micromessaging students' demographics, enrollment, course participation, and high school career endorsements. Descriptive statistics of students' and teachers' survey responses also will be summarized. Comparisons will be made with similar students whose teachers did not participate in micromessaging.

TIME LINE

- July–August 2016: DRE staff will obtain from the program staff the lists of teachers and other staff who have participated in micromessaging professional development trainings since the 2014–2015 school year.
- November–December 2016: DRE will obtain from the program managers the list of 2016–2017 cohort of participating teachers. DRE will develop survey items designed to monitor middle school students’ desire to take advanced STEM courses, enjoyment in these classes, and characteristics of individuals who work in STEM-related fields. DRE will add these items to the existing AISD Student Climate Survey.
- January 2017: DRE staff will establish a longitudinal cohort analysis of students whose teachers participated in micromessaging. A comparison group of students whose teachers did not participate in micromessaging also will be established. Cohort analyses of students from 2014–2015 and 2015–2016 will discover whether they are still enrolled in the district in 2016–2017; whether they are enrolled in advanced STEM courses (e.g., computer programming, engineering, advanced placement [AP] science, AP math), and if they are in high school, whether they have a high school STEM-related career endorsement.
- February–April 2017: DRE will work with program staff to ensure the new STEM course survey items only go to students in middle schools.
- May–July 2017: DRE will provide a year-end report including student and teacher level survey data as well as a summary of students’ course choices and high school endorsement plans.

REQUIRED REPORTING

In addition to providing the program manager with timely reports, DRE staff will communicate with program managers from NAPE to share results on an as-needed bases.

SPECIAL PROJECTS

No special projects are planned at this time. Any ad hoc requests must be approved by the DRE director.

OFFICE OF TEACHING AND LEARNING SUPPORT, 2016–2017

Project Director: Edmund Oropez, Ed.D.

Program Managers: Sonia Dominguez, Asha Dane’el

Evaluation Supervisor: Karen Looby, Ph.D.

PROJECT DESCRIPTION

During the 2016–2017 academic year, DRE will assist the Office of Teaching and Learning by providing evaluation planning and preparation support for key issues identified by the chief schools officer and his staff. Issues identified for evaluation support include (a) an evaluation of Edgenuity, an online learning platform; (b) an evaluation of the district’s My Brother’s Keeper (MBK) Success Mentor initiative for students who are chronically absent; and (c) other requests in response to briefings of the chief officer of Teaching and Learning by DRE supervisors of ongoing research and evaluation findings.

PURPOSE OF EVALUATION

DRE will provide evaluation support for the Office of Teaching and Learning to ensure all AISD students have access to quality education that enables them to achieve their potential and fully participate in current and future social, economic, and educational opportunities in our city, state, and nation (*AISD Strategic Plan, 2015–2020*).

EVALUATION QUESTIONS

The Edgenuity program evaluation will focus on the following questions:

1. What courses did Edgenuity program participants take, how many of them earned credit for the course in which they enrolled, and how long did it take them to earn the credit?
2. Related to the course taken in Edgenuity (e.g., English language arts [ELA] and/or math), what were the State of Texas Assessment of Academic Readiness (STAAR) end-of-course (EOC) and college readiness outcomes for Edgenuity program participants?
3. How many teachers participated in Edgenuity training and what were their perceptions of the program?

The MBK program evaluation will focus on these major questions:

1. What were the demographics of MBK program participants in each of the three mentoring models offered across MBK school sites (e.g., internal, external, and peer)?
2. Did MBK program participants improve their attendance and their disciplinary and academic outcomes, and how did their outcomes compare across mentoring models with those of a matched comparison group?

3. Did MBK program participants (e.g., students and mentors) believe the program was effective?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To assist the Office of Teaching and Learning in ensuring that all students will perform at or above grade level
- To assist the Office of Teaching and Learning in eliminating achievement gaps among all student groups

FISCAL CONSIDERATIONS

Evaluation services provided by DRE staff are locally funded. A senior research associate in the DRE will allocate a 0.25 FTE for the work planned in the 2016–2017 school year.

SCOPE AND METHOD

DATA COLLECTION AND ANALYSIS

DRE staff will collect qualitative and quantitative data pertaining to clearly defined performance measures to assess the program's progress toward its goals. District information systems will provide students' demographic, course enrollment/credit, testing (e.g., STAAR, EOC), and attendance data for program participants. Participating students and mentors will complete surveys regarding their experiences with the program. Program managers will provide program implementation data.

ADDITIONAL PROGRAM SUPPORT

Throughout the school year, DRE staff may respond to additional data and information needs of the Office of Teaching and Learning. Ad hoc requests typically require data collection, analysis, and reporting within a relatively short time period to provide current information for decision-making purposes. 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 Teaching and Learning staff will determine data support needs, data availability, and reporting time lines.

SPECIAL PROJECTS

No special projects are scheduled at this time.

POSTSECONDARY OUTCOMES, 2016–2017

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Claude Bonazzo, Ph.D.

PROGRAM DESCRIPTION

AISD expects 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 may 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

- September–December 2016: Using district data and postsecondary outcomes data from the NSC and TWC, DRE staff will conduct analyses related to research questions listed in the Special Projects portion of this evaluation plan and will publish related reports.
- January 2017: DRE staff will submit the final file for district graduates in 2016 to the NSC to determine how many AISD graduates enrolled in a postsecondary institution in the fall semester after high school graduation (i.e., direct to college enrollment [DTC]).
- June 2017: DRE staff will request all postsecondary enrollment data from the NSC for 2016–2017. Staff will obtain graduates' employment history from the TWC.
- July 2017: DRE staff will generate district and campus summary reports to describe the postsecondary outcomes for the Class of 2016.
- August–September 2017: DRE staff will publish the district narrative report of postsecondary outcomes for the Class of 2016, including industry certifications, enrollment in higher education, and/or employment.

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 may 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

DRE staff will explore possible differences in and influences on postsecondary enrollment and persistence for different student groups. The selection and prioritization of these additional research topics will be determined by district stakeholders during the 2016–2017 school year. These research topics may include:

- What were postsecondary enrollment rates for the following student groups: dual enrolled, early college high school, articulated credit, and AVID?
- Did students who indicated they intended to transfer from a 2-year to a 4-year institution actually transfer to a 4-year institution?
- What were the middle school level predictors/college readiness indicators of postsecondary enrollment?
- What were the relationships between indicators predictive of postsecondary enrollment and how can they be combined to create a College Readiness Indicator System (extending beyond academic proficiency to include the concepts of academic persistence and college knowledge) that can be used to effectively support students for postsecondary success?

PROFESSIONAL PATHWAYS SUPPORT, 2016–2017

Program Director: Joann Taylor

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Shaun Hutchins, Ph.D.

PROGRAM DESCRIPTION

Professional Pathways for Teachers (PPFT) is a collaboration between AISD, Education Austin, and American Federation of Teachers to design a human capital system that blends appraisal, compensation, leadership pathways, and professional development activities.

PURPOSE OF EVALUATION SUPPORT

DRE staff will support the program director with data support and ongoing ad hoc data requests. DRE staff will answer several key questions about the implementation and efficacy of PPFT elements.

EVALUATION QUESTIONS

1. How are teachers' appraisal scores distributed?
 - a. Districtwide
 - b. Standard vs. Enhanced campuses
 - c. By campus
2. What are the differences between teachers' observation scores by administrators within the same school or across schools? (Partnership development with the Southwest Regional Educational Laboratory is underway for Spring 2017 to provide technical support for the statistical analysis of inter-rater reliability on PPFT.)
3. What is the impact of the PPFT system on:
 - a. Teacher retention
 - i. On same campus
 - ii. Within the district
 - b. Student achievement
4. Based on number of years in the PPFT appraisal system, what is the upward movement of final scores?
5. What are teacher perceptions of PPFT?
 - a. Support and resources
 - b. Compensation
 - c. Appraisal feedback

EVALUATION OBJECTIVE

Evaluation objectives include the following:

- To collect and analyze data from PPfT
- To provide and validate data to support PPfT

SCOPE AND METHOD

DATA COLLECTION

DRE staff will use existing district human resources data and students' performance data to address the evaluation questions, data support needs, and ad hoc requests. DRE staff will determine the appropriate data and best method to answer the evaluation questions.

DATA ANALYSES

Data analysis procedures will include extraction of human resources data, student assessment data, student-teacher rosters, and students' attendance data necessary for value-added modeling, in addition to appraisal scoring and eligibility rosters. Descriptive and comparative analyses will be performed to examine distributions of teacher appraisal data, teacher retention, and student achievement outcomes.

TIME LINE

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

- June–July 2016: DRE staff will prepare student-teacher link files, ACT, SAT, PSAT, STAAR, and AP files and submit to EVAAS.
- July–August 2016: DRE staff will interact with SAS EVAAS staff to confirm record counts in each file uploaded to SAS EVAAS. DRE staff will review and custom labels to be used in the EVAAS web reports. DRE staff will prepare a roster of principals and CAC staff for SAS EVAAS web report log in authorizations. DRE staff will provide administrative access to district and school users in the EVAAS web reporting system and email all users their account information. DRE staff will prepare a roster of active teachers by school.
- September–December 2016: DRE staff will prepare a school-wide value-added support plan to include an in-depth model explanation, value-added FAQ sheet, DRE website modifications, etc.
- February–March 2017: Calculate teacher retention data from the 2015–2016 to the 2016–2017 school year.
- January–June 2017: DRE will prepare an updated roster of active teachers by school and provide support on an ongoing ad hoc need.
- April–May: DRE staff will prepare for the ECS to capture teacher perceptions of PPfT.
- June–August 2017: Descriptive analyses of observation scores, overall appraisal scores, and final ratings. DRE staff will examine baseline scores from year one of PPfT for the purpose of monitoring change overtime.

- June–August 2017: Calculate baseline student achievement using 2016–2017 STAAR data.

SPECIAL PROJECTS

Given the availability of additional funding, DRE staff will work with Educator Quality staff to identify specific evaluation questions and evaluation methods. Example topics may include exploration of: (a) how teachers' appraisal scores were distributed, (b) differences between teachers' appraisal scores by administrators within the same school or across schools, and (c) what was the impact of PPfT.

Additionally, partnership development with the Southwest Regional Educational Laboratory (REL) is underway for spring 2017 to provide technical support for the statistical analysis of inter-rater reliability on PPfT.

SOCIAL AND EMOTIONAL LEARNING, 2016–2017

Program Staff: Pete Price, Caroline Chase

Evaluation Supervisor: Martha Doolittle, Ph.D.

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

PROGRAM DESCRIPTION

Social and emotional learning (SEL) is the capacity to recognize and manage emotions, develop concern and care for others, foster positive relationships, navigate responsible decision making, and navigate difficult situations ethically and constructively. 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's SEL Department met the goal of district-wide implementation in 2015–2016. In 2016–2017, SEL will develop a plan guiding the program through 2020 to take SEL from "what we do" to "who we are."

The following areas of focus will help guide the development of SEL's 2020 plan: (a) further develop SEL model campuses, which will serve as learning labs to highlight best practices; (b) develop parents and community members as leaders in SEL; (c) develop instruments to assess the SEL skills of staff and district leaders; (d) create user-friendly methods for presenting SEL-related outcome data; and (e) further integrate SEL into existing district- and campus-level initiatives and policies.

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 work with SEL program staff, the chief officer of Teaching and Learning, the executive director of SEL and Multi-tiered Systems to update the logic model to effectively evaluate SEL as the program builds out the SEL 2020 strategic plan. In addition, DRE staff will collect survey data, refine the SEL specialist log and implementation rubric, collaborate on the development of a data dashboard incorporating SEL indicators into eCST, collaborate on the development of an elementary school reliable integrated trend score (RITS), provide data and analyses to support program staff and external evaluators in their ongoing evaluation of SEL, serve on the district committee to develop the SEL 2020 plan, mentor other participants in CASEL's Collaborating District

Initiative (CDI), participate in the national conversation regarding the development of SEL assessment measures for students and staff, serve as a district liaison to other districts in the CDI and other districts implementing SEL, and present relevant research results at national conferences.

EVALUATION QUESTIONS

The program evaluation will focus on the following major questions:

1. Which SEL coaching strategies were most effective? That is, which (if any) SEL coaching activities most related to outcomes of interest (e.g., discipline referrals, attendance rates, chronic absenteeism, student achievement, school climate ratings, campus implementation ratings, elementary student personal development report card ratings, SEL skill ratings)?
2. What was the relationship between school-level SEL implementation and:
 - Campus achievement (STAAR/EOC)
 - Student climate
 - CDI SEL skill ratings
 - Discipline rates
 - Students' RITS scores
 - Attendance rates and chronic absenteeism
 - Teachers' ratings of SEL skills (3rd-grade students only)
 - Elementary student personal development report card ratings
 - Elementary school teachers' ratings of their students' Social Skills Improvement System (SSIS)
 - Staff perceptions of SEL
3. How can we develop ways to evaluate practices of SEL parent specialists?
4. Were program outcomes at model SEL schools different from program outcomes at similar non-model SEL schools?
5. How can we develop ways to determine what SEL professional development opportunities are most effective?

EVALUATION OBJECTIVES

The proposed evaluation will examine the impact of SEL efforts at the district and campus levels, and the priorities identified as part of the SEL 2020 plan. Toward this end, the evaluation objectives include the following:

- To support program staff in the development of SEL logic models to guide the SEL 2020 strategic plan

- To participate in the district traveling team with the chief officer of Teaching and Learning and the director of SEL and Multi-tiered Systems
- To provide mentorship and guidance to visitors from CDI partners who request evaluation support
- To participate in district-wide conversations about ways to strengthen and support SEL alignment in the district's policies and practices (e.g., hiring, teacher evaluation, principal evaluation, student code of conduct, grading policies)
- To participate in the national conversation regarding the development of SEL assessment measures of students and staff
- To measure and evaluate the work of the SEL specialists and SEL parent specialists by refining logic models, the implementation rubric, and the activity log
- To support program staff in refining instruments and reporting mechanisms for SEL specialists to efficiently document the implementation and fidelity of SEL in AISD's eCST student data systems
- To support program staff in refining the SEL campus-implementation rubric
- To conduct a survey of SEL program staff to determine which SEL approaches used on each campus worked, and to begin working on a framework of approaches as they relate to SEL competencies
- To work with program staff to pilot an evaluation form to measure the impact of SEL professional development activities
- To conduct and report campus- and district-level Student Climate Survey and CDI SEL Skills Survey results and provide feedback to campuses for their own continuous improvement monitoring
- To collaborate on the development of a school-level data dashboard in eCST that includes SEL indicators
- To provide summative data regarding school- and student-level outcomes to the program manager, as needed
- To collaborate on the development of a measurement of SEL skills for adults

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 (e.g., NoVo Foundation, Buena

Vista Foundation, Michael L. Klein Foundation, St. David's Foundation, RGK Foundation, Tapestry Foundation, and Title II, Part A). Two FTEs in DRE are funded for this grant period.

SCOPE AND METHOD

DATA COLLECTION

Survey data include but are not limited to the Student Climate Survey, TELL Staff Climate Survey, CDI SEL Skills Survey, and the ECS. Additionally, the district's attendance, discipline, professional development activities, and elementary school personal development skills report card data will be gathered using extant data sources. DRE staff will work with SEL specialists to refine the SEL activity log and implementation rubric and ensure fidelity in ratings of the activity log implementation rubric. DRE staff will also work with the SEL specialists on refining the logic model to define their work. DRE staff will attend meetings with external collaborators (e.g., CASEL, NAPE, Kellogg, Christi Center), as needed.

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 predict elementary school students' RITS scores and the relationships among multiple measures. Analyses will control for level of program implementation as appropriate.

TIME LINE

- July–August 2016: DRE staff will collaborate with Learning Support Services (LSS) staff on the development of elementary school RITS. DRE staff will gather data necessary for various grant reporting, refine the SEL specialist and parent specialist activity log and have them enter this data in eCST, and begin working with specialists to refine the SEL implementation rubric. DRE staff will publish campus and district SEL skills reports. DRE staff will begin building a campus- and student-level data file to be used in ongoing SEL evaluation and help develop training for the SEL specialists on the new activity log and implementation rubric.
- August–September 2016: DRE staff will meet with district SEL program staff and the chief officer of Teaching and Learning and the director of SEL and Multi-tiered Systems on the development of the SEL 2020 program plan and logic model, begin development of an adult SEL skills survey, begin building master school- and student-level files for analyses.
- October–November 2016: DRE will work with SEL specialists to collect an inventory of SEL approaches used on each campus, and analyze responses to SEL-related items from the 2015–2016 Employee Coordinated and TELL Surveys and produce a report. DRE staff will refine items on the Student Climate Survey and SEL Skills Survey. DRE staff will publish a report analyzing

campus-level outcomes from 2010–2011 through 2015–2016. DRE staff will begin analyses necessary for the mid-year funders report. DRE staff also will begin analyzing data for the student-level SEL report. DRE staff will prepare a draft of the student-level outcomes report. DRE staff will prepare the counselor survey tool for the Christi Center grant.

- December 2016: DRE staff will complete a draft of the mid-year report due to funders and the ECS and TELL survey report.
- January 2017: DRE staff will deliver the mid-year report due to funders describing status of milestones, project successes and challenges, and financial expenditures (4 page maximum). DRE staff will analyze mid-year data for the SEL specialists' activity log and meet with specialists to calibrate ratings if necessary.
- February 2017: DRE staff will coordinate the administration of the Student Climate Survey and SEL Skills Survey.
- April–May 2017: DRE staff will provide the SEL program manager with data for various grant requirements. DRE staff will analyze results from Student Climate and SEL Skills Surveys and prepare data for campus reports.
- June 2017: DRE staff will analyze 2016–2017 data from the SEL specialists' activity log and revised implementation rubric, analyze the effectiveness of SEL professional development activities using data from the district's electronic professional development system (HCP) and piloted SEL professional development evaluation form, and analyze data from eCST for the Christi Center grant and a submit report to the Christi Center.
- July 2017: DRE staff will provide the program manager with a report summarizing existing outcome data for SEL (e.g., student discipline, attendance, climate data, and report card data) as it relates to the SEL specialist activity log data and the implementation rubric. DRE staff will prepare a year-end report due to funders describing the status of milestones, project successes and challenges, and financial expenditures (8 page maximum).
- August 2017: DRE staff will prepare campus SEL reports and continue analyzing student-level SEL data. DRE will publish a personal development skill ratings report and suggest teacher training for elementary school report card ratings.

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. Data will also be

provided to include in the annual St. David’s Foundation grant reports, and other grants on an as needed basis.

SPECIAL PROJECTS

The DRE evaluators will meet with staff from CASEL, American Institutes for Research, Tapestry Foundation, and NoVo Foundation, as necessary, to facilitate national evaluation efforts. DRE staff will travel to other CDI sites to share knowledge of SEL in AISD. DRE staff will explore opportunities to present findings at relevant conferences and/or to submit findings to professional publications. DRE staff will provide information and support to AISD and external SEL advisory bodies, as needed, and will support external researchers with NAPE, Christi Center, and Kellogg interventions (for more information, see other evaluation plans elsewhere in this document).

STATE COMPENSATORY EDUCATION AND HIGH SCHOOL ACCELERATED INSTRUCTION, 2016–2017

Grant Manager: Nancy Phillips

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: TBD

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 \$36,000,000. 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 STAAR performance. Data will be summarized to display the performance of students who previously failed EOC exams.

TIME LINE

- September 2016: Staff will obtain a list of programs to be funded by SCE.
- June–August 2017: Staff will analyze STAAR results.
- September 2017: 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 ADVANCED PLACEMENT (AP), SAT AND ACT TEST RESULTS, 2016–2017

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Carol Pazera, M.S., M.A., Claude Bonazzo, Ph.D.

PROJECT DESCRIPTION

Traditionally, educators at both the high school and college levels have considered AP, SAT, and ACT exam results to be significant indicators of postsecondary readiness. Annually, DRE staff summarize AP, 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 between all student groups will be eliminated.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To summarize AP, 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 AP, SAT, and ACT exam results may be used in the cost-effectiveness analysis 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 AP, 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

AP, 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 2016: The district's System-wide Testing Department will obtain AP, 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

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

SPECIAL PROJECTS

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

TITLE I, PART A AND PART D, PROGRAMS, 2016–2017

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

Evaluation Supervisors: Martha Doolittle, Ph.D.; Karen Looby, Ph.D.; Cinda Christian, Ph.D.

Evaluation Staff: Chelsea Cornelius, Ph.D.; Shaun Hutchins, Ph.D.; Hui Zhao, Ph.D.; Claude Bonazzo, Ph.D.; Jenny Leung, M.A.

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 the Every Student Succeeds Act (ESSA). The five major national and state goals include:

- 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:

- 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.

Federal reauthorization of ESSA (2015)³ continues Title I, with new state rules and accountability provisions going into effect in the 2017–2018 school year. As stated in the legislation (<https://www.gpo.gov/fdsys/pkg/BILLS-114s1177enr/pdf/BILLS-114s1177enr.pdf>), the purpose of Title I is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. 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.

³ See <http://www.ed.gov/essa?src=rn> for more information on ESSA.

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 \$25,626,178, plus an estimated roll-forward amount from the prior year (provided by TEA) to allocate Title I, Part A, funds to 77 school-wide and one targeted assistance schools 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:

- To support parent involvement
- To provide services to homeless students
- To ensure 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 \$291,973, 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:

- To provide opportunities for students to acquire the knowledge and skills outlined in the state content standards
- To 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:

- To provide students with the services needed to make a successful transition from institutionalization to further schooling or employment
- To prevent at-risk students from dropping out of school

- To 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; homeless student data summary; district and school summaries of student and staff demographics; school and district accountability performance analysis; and parent involvement data 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 and its Title I schoolwide campuses 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 statewide assessments?
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 standard ratings in the accountability system? How did priority schools use their funds to improve student achievement, and did student achievement improve at those schools?
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. How was parent involvement and family engagement supported at Title I schools and at the district level?
7. What was the impact on students of Title I, Part A funded summer school activities and other extended learning opportunities?

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 can be used to provide supplemental support to eligible students attending participating 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 participating facilities for delinquent youth. Efforts will be made to examine the percentage of Title I funds used to support schools directly. At the school level, DRE staff will use Title I schools' explanation of expenditures documentation as the basis for summarizing campus goals and objectives, how campuses planned to use their funds, and whether campuses met their expected outcomes. 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., grant application, state accountability ratings, and Public Education Grant [PEG] lists)
- PEIMS records
- Title I, Part A funded extended learning (e.g., tutoring, summer school) information
- Records kept by homeless liaison staff
- Family engagement and parent involvement records of parent support staff
- State and Federal Accountability records of Title I schools' explanation of expenditures, and all 2016-2017 summary of Title I, Part A allocations and expenditures
- AISD coordinated staff, parent, and student survey summary files (see a description of staff, student, 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, students' academic performance (e.g., state academic tests passing rates, graduation rates), use of Title I funds, state accountability ratings, quality of schools' teaching staff, completed staff professional development opportunities, and parent involvement and family engagement support.

DATA ANALYSES

Summary statistics of key indicators for the Title I, Part A and Part D, 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 as it relates to district and campus initiatives supported with these funds. Similar analyses will be applied to summarize data about teachers' qualifications and completed professional development opportunities, parent and family involvement and support activities, and Title I, Part A, allocations and expenditures. If possible, 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, Part A, 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 and family engagement activities across the district will be gathered and summarized for required reporting.

TIME LINE

- August–December 2016: 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. DRE will work with other AISD staff to ensure that the district's 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, as needed. DRE staff will review data collection procedures for parent involvement and family engagement activities reported by campus-based parent support specialists. DRE staff will summarize school-based parent involvement data and provide reports, as needed, to district staff. DRE staff will prepare and order parent survey materials and communicate to campus staff about the survey (see district-wide survey evaluation plan elsewhere in this document). DRE staff will work with staff from

State and Federal Accountability to obtain Title I campuses' explanation of expenditures documents for analysis.

- January–April 2017: DRE staff will analyze and summarize PEIMS submission 1 data. The parent survey will be administered at all AISD schools. DRE staff will monitor school-based parent involvement and family engagement data collection processes and provide reports of parent involvement data, as needed, to district staff. DRE staff will deliver updated annual evaluation forms to private nonprofit schools and facilities for neglected or delinquent youth.
- April–July 2017: DRE staff will analyze and report parent survey results (see the district survey evaluation plan elsewhere in this document). DRE staff will collect annual state-required data from participating private nonprofit schools, facilities for neglected youth, and facilities for delinquent youth. DRE staff will conduct STAAR and EOC analyses and will summarize PEIMS submission 3 student data. DRE staff will collect information with the assistance of Project HELP staff on services provided to AISD homeless students. 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, Saturdays school, summer school). DRE staff will summarize school-based parent involvement and family engagement data and provide reports, as needed, to district staff. DRE staff will obtain financial expenditure data from State and Federal Accountability staff to conduct an analysis of use of funds as they relate to student outcomes.
- July–August 2017: DRE staff and Department of State and 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 help complete these reports. DRE staff will assist in the submission of required compliance reports to TEA. DRE staff will prepare and submit all other reports, as needed, for 2016-2017. DRE staff will collaborate with grant staff to develop the 2017–2018 evaluation plan.

REQUIRED REPORTING

Annually, DRE staff assist in the completion of several TEA compliance reports, including 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 that relate to Title I 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 act in an advisory capacity on various committees or for special projects upon request. 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 and family engagement; meetings with Title I schools' staff; 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 Title I.

SPECIAL PROJECTS

DRE staff will provide evaluation support for special projects on equity in the district and student enrollment trends. The enrollment study will examine district data for predictors of changes in school enrollment across a sample of years. The schools exemplifying the best enrollment trends will be highlighted and explored as exemplar cases, with an environment scan. DRE staff will assist with ad hoc requests and external research requests. More information can be found in the Equity evaluation plan.

TITLE II, PART A, PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, OR OTHER SCHOOL LEADERS, 2016–2017

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

Evaluation Supervisor: Karen Looby, Ph.D.; Martha Doolittle, Ph.D.

Evaluation Staff: Chelsea Cornelius, Ph.D.; Shaun Hutchins, Ph.D.; Jenny Leung, M.A.

PROGRAM DESCRIPTION

The federal Title II, Part A, Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders 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 2015–2020:

- 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 2016–2017 Title II, Part A, planning amount allocation is \$2,478,412, 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 have an impact on educators and students. Thus, the following key evaluation questions will be addressed:

1. What were the professional development opportunity needs of teachers, principals, and assistant principals?
2. How did teachers new to AISD perceive the orientation training they received? How did the training facilitators perceive the new teachers' orientation?
3. To what degree did the Title II, Part A, funds enable teachers, principals, and assistant principals to obtain needed professional development opportunities?
4. How did teachers perceive the campus working environment?
5. How did Title II, Part A funded staff support campus staff?

Title II, Part A, evaluation funding also will be used to support the district's SEL initiative, the administration of the TELL AISD Staff Working Conditions Survey and the ECS, and the Teacher Leaver Follow-Up Study, all of which are explained in other evaluation plans elsewhere in this document.

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 Title II, Part A, grant regulations
- 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 AISD staff, as well as staff from private nonprofit schools who participated 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 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 needs assessment, as specified in the grant, using teacher appraisal data. 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 fall survey of participants of the Teacher Induction Program (TIP). Results of the TIP Survey will be shared with Educator Quality staff in charge of the program to help identify areas for program improvement.

DRE staff also will conduct the ECS during the spring semester to gather staff's responses about district and campus programs being evaluated.

DRE staff will prepare and administer the district's TELL Working Conditions Survey in January or February.

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; the number of staff who participated in Title II, Part A, funded trainings; and the number of teachers and paraprofessionals who participated in training to become highly qualified (if applicable). 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.

DATA ANALYSES

Descriptive statistics will be used to summarize the items from the needs assessment, the TIP Survey, the ECS, and the TELL Working Conditions 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, HCP records, and other district sources) will be summarized for the TEA compliance report due in early August.

TIME LINE

- July–August 2016: 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 prepare the TIP Survey, and will

help with the preparation of data for the 2015–2016 TEA Title II, Part A, compliance report due by August 1.

- September 2016: 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 HCP, and provide recommendations for recording relevant data not captured in the HCP. DRE staff will administer the TIP Survey.
- October–November 2016: DRE staff will analyze teacher appraisal data for the annual Title II needs assessment. DRE staff will analyze TIP Survey data and prepare a summary report of the results. DRE staff will prepare the online TELL Survey.
- December 2016: DRE staff will prepare a summary report of the results of the fall professional development needs assessment. Results will be distributed to district staff.
- January–June 2017: 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. DRE staff will administer the TELL Survey to teachers, analyze results, and prepare published reports for campuses and the district. DRE staff will prepare and administer the ECS.
- June–July 2017: 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. DRE staff will distribute ECS data to the appropriate program stakeholders.
- August 2017: 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 compliance 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 Title II, Part A. Staff also will work with professional development activity staff to use the results of the professional development activity needs assessment, TIP Survey, ECS, and TELL Survey.

SPECIAL PROJECTS

DRE staff will support the district’s SEL initiative, the Department of Human Resources’ staff exit survey, and the leadership pipeline study. For support details, see these evaluation plans elsewhere in this document.

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