
DEPARTMENT OF RESEARCH AND EVALUATION
PLAN OF WORK, 2017–2018



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ABOUT THE DEPARTMENT OF RESEARCH AND EVALUATION

The Department of Research and Evaluation (DRE) was established in 1972 to support program decision making and strategic planning in the 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 carrying out 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, district leadership, and other stakeholders 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 and 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>

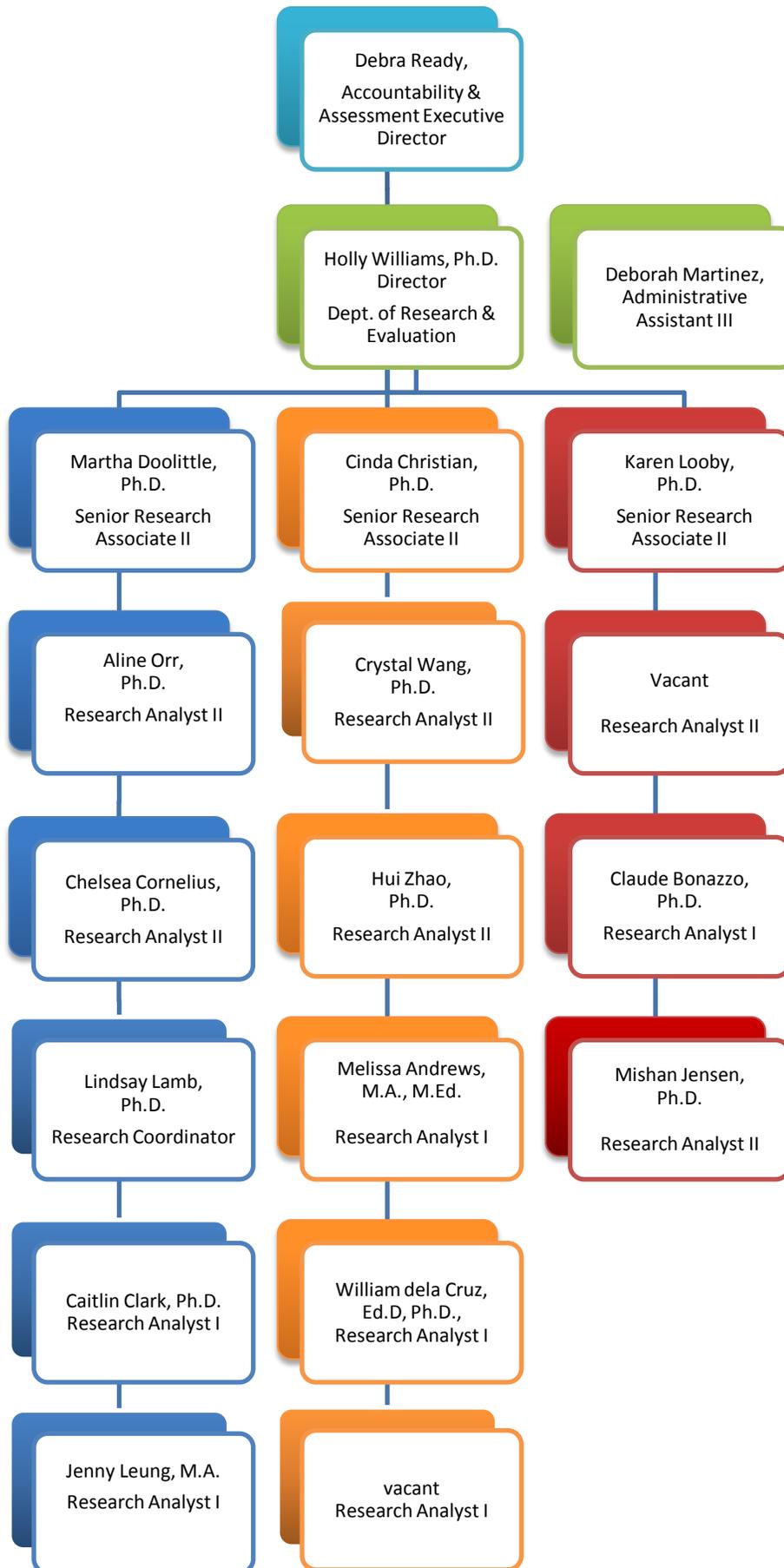
PREFACE

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 2017–2018 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 2017–2018 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

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AD HOC DRE REPORTS, 2017–2018

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 district strategic and improvement plans. 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 some 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 student dropouts, compared with the characteristics of their peers who do not drop out?
3. What best predicts students' attendance and mobility in AISD?
4. What are the academic and socio-emotional needs of students in East Austin feeder patterns?

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 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, and Student Climate Survey. In addition, DRE staff will be involved in the following:

- Analysis and preparation of data for monitoring campuses’ and district’s strategic plan scorecards, campus improvement plan (CIP), and House Bill 5
- Collection and analysis of data for the annual Chamber of Commerce Report Card
- Assistance to staff in the Office of Innovation and Development (OID) with grant applications
- Data collection, summarization, and reporting for the Coordinated School Health Program

DATA ANALYSES

Summary data will be prepared for use in district reports.

TIME LINE

- July 2017: DRE staff will communicate 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 for monitoring the district’s Strategic Plan Scorecard.
- July–August 2017: DRE staff will analyze and report strategic plan indicators and measurable outcomes for Goal 3.
- July 2017–August 2018: DRE staff will provide ongoing support to campus and central office administrators for ad hoc requests and reports, as needed.
- September 2017: DRE staff will conduct a preliminary data analysis for the Chamber of Commerce Report Card.
- October–December 2017: DRE staff will finalize the Chamber of Commerce Progress Report data analysis.

- March–June 2018: DRE staff will collect, summarize, and report on Coordinated School Health Program data.
- June–July 2018: DRE staff will provide selected 2017–2018 data for the district scorecard 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.

AFTERSCHOOL CENTERS ON EDUCATION (ACE) PROGRAMS, 2017–2018

Program Managers: Sarah Daly, Maddie Jennings, Erica Gallardo-Taft, Marisela Montoya

Evaluation Supervisor: Cinda Christian, Ph.D.

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

PROGRAM DESCRIPTION

The ACE 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. Diverse community partners are brought together to enhance instruction and leverage resources to benefit students. Grantees includes AISD, the Boys and Girls Club of the Austin Area (BGCAA), and Foundation Communities. All grantees offer afterschool activities that are aligned with Texas Essential Knowledge and Skills (TEKS) and are distributed for maximize impact at Title I campuses. ACE programs include but are not limited to the following types of activities: academic assistance, academic enrichment, family 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 foster intrinsic motivation to sustain students' 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 their community. Family and parental support services and activities help to increase parents' participation in the students' educational experiences. College and workforce readiness activities promote workforce awareness, skills training, and assistance in the attainment of employment and/or funding for college. Across activities and centers, the ACE program focuses on the following common primary objectives, as defined by the Texas Education Agency (TEA):

- Improve academic performance
- Improve school day attendance
- Improve positive behavior
- Increase grade promotion rates
- Increase graduation rates

AFTERSCHOOL CENTERS ON EDUCATION

ACE Austin is the component of the AISD Afterschool Program that is federally funded through the 21st CCLC grants. This grant is authorized under Title IV, Part B, of the 2015 Every Student Succeeds Act (Public Law 114-95) and administered through the TEA. Various AISD schools have had programs funded through 21st CCLC since the 2003–2004 school year and have applied for and received several additional grants to expand the services to more schools since then. Currently, four 21st CCLC grants serve students at AISD. AISD, BGCAA, and Foundation Communities are fiscal agents of the 21st CCLC grants. AISD 21st CCLC has two grants, totaling \$3,946,000 for the 2017–2018 academic year and serving 20

schools. BGCAA has been awarded a 21st CCLC grant in the amount of \$1,393,619 and serves six schools, and Foundation Communities has been awarded a grant in the amount of \$275,931 to serve three schools. The opportunity to participate is open to all students at these campuses, and approximately 5,000 students are expected to participate, based on previous rates.

PURPOSE OF EVALUATION FOR ACE

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. What were the characteristics of program participants and their 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 were students' and parents' perceptions of the afterschool programs?
4. Was the program implemented as stated in the grant application?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To assist the ACE program staff in pulling data from district archival records for state compliance report submissions
- To summarize annual program survey results at the center- and program-levels for program administrators and district stakeholders
- To provide grant-level evaluation reports to each ACE funding partner (i.e., AISD, Foundation Communities, and BGCAA)
- To provide data and information to support program staff with the strategic decision making necessary to build a high-quality afterschool program

FISCAL CONSIDERATIONS

When available and appropriate, student outcome data (e.g., school attendance, academic achievement, and behavior) will be examined in relation to cost-effectiveness. Three partially funded research analysts (two at 0.5 FTE, and one at 0.2 FTE) are funded for this program year.

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 TEA TX21st Student Tracking System. Annual student and parent surveys will be coordinated by DRE staff, with campus-level support from AISD Afterschool Program staff. Teachers will be surveyed through the AISD Employee Coordinated Survey (ECS), conducted by DRE. Qualitative data will be collected via observations and interviews, as needed.

DATA ANALYSES

Participation will be summarized across each ACE program in narrative form and interactive reports. Students' outcome data (e.g., school attendance, academic achievement, and behavior) will be examined in relation to program participation and program quality, where such data are available.

TIME LINE

- August 2017: DRE staff will work with program leaders to support the needs assessment with survey and outcome data from 2016–2017. DRE staff will complete the 2016–2017 ACE year-end data pull due to TEA August 31.
- September 2017: DRE staff will contact program facilitators and center staff to obtain descriptions of the program activities and logic models for the 2017–2018 school year. DRE staff will assist program staff in creating logic models, as needed.
- October 2017: DRE staff will revise and finalize the student, parent, and employee coordinated surveys. DRE staff will assist program staff to create electronic record of parent consent information. DRE staff and program facilitators will inventory current methods of assessing program quality and align on a pilot tool/method for internal evaluation.
- November 2017: ACE program staff will provide student ID files to DRE staff for the ACE fall report by November 30. DRE staff and program staff will pilot an implementation tool alongside program facilitators, and refine and finalize a method for assessing program quality.
- December 2017: DRE staff will provide attendance and discipline data for the fall report, which is due to TEA December 15, to program staff by December 8.
- January 2018: DRE staff will provide grades data for the fall report, which is due to TEA January 16, to program staff by January 6.
- March 2018: DRE staff will assist the program staff to administer the student and parent surveys.
- April 2017: DRE staff will analyze the student and parent survey data. DRE staff will send templates of the final evaluation reports to program directors to update.
- May 2018: ACE program staff will provide student ID files to DRE staff for the ACE spring report and the final evaluation reports by May 19. DRE staff will provide the data for the ACE

spring report, which is due to TEA June 5, to ACE program staff by May 29. DRE staff will prepare student and parent survey interactive reports.

- June 2018: DRE staff will prepare data for complete analyses for the four narrative reports. These include two grant-level narrative reports for AISD (Cycle 8 and Cycle 9), one grant-level report for the Foundation Communities, and one grant-level report for the Boys and Girls Club.
- July 2018: DRE staff will complete the final narrative reports, which are due to TEA July 31, and share interactive reports with program staff, as appropriate.

SPECIAL PROJECTS

DRE staff will focus on co-creating and piloting a method for monitoring implementation quality that can eventually be used across programs and over time. This process might include historical, longitudinal analysis of extant data used by programs internally, interviews, focus groups, or case studies to determine a valid and realistic method of measuring program quality.

AISD EQUITY PROJECT, 2017–2018

Evaluation Director: Holly Williams, Ph.D.

Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Mishan Jensen, Ph.D.

PROGRAM DESCRIPTION

Throughout the school year, AISD staff will be establishing greater 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 toward improving student outcomes, DRE staff will summarize student outcomes across multiple sources and update 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 question will guide work in the 2017–2018 school year:

1. What was the state of equity within and across schools in AISD?

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 is 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, State of Texas Assessments of Academic Readiness [STAAR], end-of-course

[EOC], discipline, daily school attendance, per pupil expenditures, graduation). The data will be used to summarize student outcomes and identify relationships and trends influencing school equity.

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

- February 2018: DRE staff will summarize student outcome data and update the school performance indices.
- March 2018: 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), 2017–2018

Executive Director: Cathy Jones, Ph.D.

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Claude Bonazzo, Ph.D.

PROGRAM DESCRIPTION

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 2017–2018, 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. Did APIE students experience changes in academic self-confidence and/or engagement?
3. What were the academic outcomes for APIE participants, and how did these compare with those for similar non-participants (e.g., STAAR and TSI assessments)?
4. Did APIE students and volunteers believe the program was effective?
5. Did APIE math students develop awareness and knowledge pertaining to future career opportunities?
6. What were the postsecondary outcomes for APIE college readiness students?

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., the Electronic Child Study Team [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 about the probability that an observed difference between groups happened because 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 their input is received.
- July–September 2017: DRE staff will complete the 2016–2017 data analyses and develop a narrative report.
- September 2017: 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 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 2017: APIE and DRE staff will administer the pre-survey for 8th-grade math program participants.
- January 2018: 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 2018: 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 2018: DRE staff will analyze program survey and student outcome data.
- August–September 2018: 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 2018, 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 for providing relevant formative and summative data and information to program stakeholders.

SPECIAL PROJECTS

APIE staff will continue development of its new Career Conversations program in 2017–2018. DRE staff may assist in the development of a logic model if additional funding for this work becomes available.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS, 2017–2018

Program Director: Tammy Caesar

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Carol Pazera, M.S., M.A., Claude Bonazzo, Ph.D., Mishan Jensen, 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, and teamwork skills required by employers for success in the global 21st century workplace. In August 2017, AISD will take over management of the development and implementation of the CTE programs, responsibilities managed since June 2003 by Austin Community College (ACC) under contract with the district. The 2017–2018 budget for CTE is \$23,164,439. This figure includes both federal Carl D. Perkins grant and state funding. Within the CTE programs, students will

- explore a wide range of career options related to their interests and aptitudes;
- graduate with a jumpstart 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 examples of innovative structures and practices in CTE occurred in other school districts?
2. Did CTE students' feedback regarding the role of CTE in their postsecondary plans, the benefits of CTE, and suggestions for improving CTE career pathways differ by student group?

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. The district's parent survey will gauge parents' knowledge of CTE program offerings at local high schools. A CTE student survey conducted in 2016–2017 will be used to analyze feedback for each student group. 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 2017: 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.

- August 2017: DRE staff will create and submit to CTE program staff a summary of district- and campus-level student outcomes for the 2016–2017 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.
- 3. August–October 2017: DRE staff will produce a report for each career pathway on CTE student input for program quality improvements, and a report on how CTE has increased offerings in science, technology, engineering and math (STEM). This will include the percentage of Gateway participants who enrolled in Project Lead the Way.
- September 2017: DRE staff will report on CTE course enrollment for each campus prior to the PEIMS October snapshot.
- September 2017–February 2018: DRE staff will assist with the planning and preparation for the program evaluation site visit to Ann Richards School for Young Women Leaders. DRE staff will research innovative CTE practices.
- March 2018: DRE staff will assist in the program evaluation site visit, prepare questions for the ECS, and report on innovative CTE practices.
- April 2018: DRE staff will report on the results of both the program evaluation site visit and the reviewer survey.
- May–June 2018: DRE staff will analyze students' feedback on the CTE student survey for each student group.
- June 2018: 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 2017–2018 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. DRE staff will work with CTE and district data systems staff to continue to refine the process for reporting student certifications.

SPECIAL PROJECTS

DRE staff will include analysis of CTE variables in the study of postsecondary outcomes. If CTE is awarded a grant for teacher recruitment and retention, DRE staff will administer an evaluation survey to participants, and analyze and report on results. Time permitting, DRE staff will address additional research questions related to both overall CTE enrollment and enrollment of minority students as CTE concentrators.

COORDINATION OF EXTERNAL RESEARCH AND EVALUATION IN AISD, 2017–2018

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Hui Zhao, Ph.D., TBD

PROGRAM DESCRIPTION

AISD regularly receives numerous requests from external parties (e.g., graduate students, professors, service providers, and educational research organizations) to conduct research or evaluation 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; observations of students, teachers, administrators, and other district staff members; and 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 external research staff 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 as follows. External researchers submit electronic proposals to the external research staff, 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 external research staff, who disseminate the results to individuals and campuses likely to benefit from knowledge of the research findings.

The external research staff maintains a database of all proposals. Information generated from the database includes (a) proposal status (i.e., accepted, declined, withdrawn), (b) schools invited to participate in the project, (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 external research staff draft and process data-sharing agreements and fulfill external requests for data from AISD databases. The external research staff take 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 in external research topics
- To ensure that research efforts are equitably distributed across campuses, and 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 following 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 campuses, 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 following school year.

TIME LINE

- Ongoing: The external research staff 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 2017: The coordinator will receive and process research applications for the spring semester of the 2017–2018 school year.
- January–May 2018: The coordinator will receive and process research applications for the fall semester of the 2018–2019 school year.
- September 2018: The coordinator will analyze data from the external research database and complete the external research summary report for the 2017–2018 school year.

REQUIRED REPORTING

The coordinator will provide a written report to the director of DRE at the end of September 2018. The report will provide an overview of the number and types of research projects conducted during the prior school year. The report will (a) discuss noteworthy trends in 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 following 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 (CLI), 2017–2018

Program Director: John Green-Otero

Evaluation Supervisor: Cinda Christian, Ph.D.

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

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. Austin joined existing partnerships in Sacramento, CA; Springfield, MO; Portland, OR; Las Vegas, NV; Tulsa, OK; and Sarasota, FL. The Austin CLI continues the work started under Any Given Child and extends the program through the secondary grades. CLI is a city-wide collaboration between MINDPOP, the City of Austin, AISD, and more than 100 arts and cultural organizations dedicated to equitable access to creative learning and the arts for every student in Austin.

CLI seeks to bring access 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

Using a collective impact model, leaders across these sectors came together to address the disparities in access to the arts for young people within schools, across the district, and in neighborhoods throughout our city. In 2012, MINDPOP secured support from the John F. Kennedy Center for the Performing Arts to help these community leaders conduct an inventory of arts access, assess needs, develop common goals, design a strategic action plan, and commit to the shared measurement of our impact and continuous communication. The systemic approach of the CLI model provides supports at each level of the education system—from the classroom to the campus, the district, and the community, both in and out of school. The robust program model represents best practices in instructional theory, systems change, and arts education. The plan to meet the arts-rich district goals includes a staged implementation schedule that adds one vertical team each year through a competitive process

that prioritizes campus readiness and need. As of 2017–2018, the district had six vertical teams and 63 campuses. The goal is to accomplish district-wide implementation by 2023.

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 was each campus? Was the distribution of arts access equitable at both district and student levels?
2. What was the impact of creative teaching implementation and access to arts learning on student outcomes (e.g., engagement, attendance, academic achievement, and SEL skills)? Did impact vary based on student characteristics (e.g., race, English language learner [ELL] status, gender)?
3. What were the impacts of CLI professional development activities, Creative Campus Leader training, and the arts-rich components on teacher outcomes (e.g., teacher leadership, retention, job satisfaction, and skills related to creative teaching and overall instructional practices)?
4. What was the existing network of support for community arts partnerships with schools, and which factors contributed to effective arts partnerships?
5. What were the best practices regarding supporting arts richness at sustaining campuses?
6. Where applicable, what was the return on investment (ROI)?

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 the district's vertical teams. Toward this end, the evaluation objectives include the following:

- To reflect the district's progress toward the following program goals: (a) to create arts-rich schools for all students, (b) to create a community network to support and sustain arts richness, and (c) to develop leaders and systems that support and sustain quality creative learning
- 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

- To improve implementation practice

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 FTE) research analyst in the DRE are assigned 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. Observation protocols will be integrated into coach tracking tools, and observations will be recorded throughout the year to measure teachers' competency and frequency of implementation of creative teaching in their classroom as well as to track the type and amount of support teachers receive from CLI coaches. The campus arts inventory will be administered at all AISD elementary and secondary school campuses in the spring to gauge students' access to creative learning opportunities in and out of school time. To examine school-, teacher-, and student-level outcomes, a variety of extant data sources will be used. Data sources include the ECS; campus climate surveys; parent surveys; teacher outcome data; and students' academic, attendance, and discipline data.

DATA ANALYSES

Data analysis will include a summary of all Creative Learning Professional Development Workshop Survey responses across all CLI program participants. Arts Inventories will be examined according to the Creative Campus rubric to determine the level of arts richness in each AISD school. Finally, teacher and student 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 relationships between implementation and outcomes and changes over time.

TIME LINE

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

- August 2017: DRE staff will work with CLI coaches to develop coaching and observation tracking tools that serve their ongoing documentation needs and feed into the eventual analysis of program outcomes. DRE staff will support inter-rater reliability between coaches. DRE staff will administer the

CLI Fall 2017 Professional Development Workshop Survey to those who completed professional development activities.

- September 2017: DRE staff will deliver an interactive report to track all professional development activities for the year for ongoing, internal improvement.
- October 2017–April 2018: Teachers in foundational and sustaining schools will take ongoing, quick-touch surveys of frequency and strategy use from October through April.
- November 2017: DRE staff will administer CLI’s Fall 2017 Professional Development Survey to those who completed professional development activities in October and November. DRE staff will review and revise CLI-related questions incorporated into the AISD Parent Survey and ECS, as necessary.
- December 2017: DRE staff will include results from CLI’s Fall 2017 Professional Development Workshop Survey in the interactive report for the leadership team to use for ongoing improvement. DRE staff will assist with providing some of the tracking data for House Bill 5 compliance related to fine arts.
- January 2018: DRE staff will run a preliminary data review of the coach observation log. DRE staff will conduct observations with coaches regarding best practices of CLI implementation and differences in implementation strategies, based on school characteristics.
- February 2018: DRE staff will administer CLI’s Spring 2018 Professional Development Survey to those who completed professional development activities in January. DRE staff will work with the leadership team and committees to revise the elementary and secondary school arts inventories and the Creative Campus rubrics before sending the inventory out to principals.
- March 2018: DRE staff will administer a Coaching and Implementation Survey to teachers who have been at a school with CLI coaches. Data will be delivered to program leaders to inform ongoing improvement of the coaching program.
- April 2018: DRE staff will pull data for CLI-related grants. DRE staff will provide campus leadership and facilitators with elementary and secondary school arts inventory and Creative Campus rubrics for campus data collection. DRE staff will update the report template for the annual report. DRE staff will undertake preliminary analyses 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 [e.g., attendance, achievement, and behavior]).

- May 2018: DRE staff will summarize data for ongoing frequency-of-use surveys from all teachers and principals to measure changes in implementation of creative teaching over time. CLI campus leadership and facilitators will provide an arts inventory to DRE staff.
- June 2018: The CLI coaches will provide coach observation data of individual teachers to DRE staff. DRE staff will support inter-rater reliability between coaches.
- July 2018: DRE staff will summarize findings from the coaches' observation data, summarize elementary and secondary arts inventory data, and score each campus on arts richness. All these data will be included in the annual report as well as campus-level reports.
- August 2018: DRE staff will pull data for Kennedy Center, due August 1. DRE staff will pull data for the CIP. DRE staff will complete a final analysis of CLI implementation and participation with associated outcomes (e.g., ECS data; campus climate survey; teacher climate survey; and students' academic, attendance, and discipline data).
- September 2018: DRE staff will write the final annual program evaluation report. DRE staff will present this report to the leadership team for review, then finalize and publish it.

REQUIRED REPORTING

The evaluators will provide a series of interim internal progress-monitoring reports and an annual report summarizing annual progress and outcomes.

SPECIAL PROJECTS

As CLI moves toward district-wide implementation, most of AISD's campuses will soon be sustaining campuses; however, DRE's research has not yet focused on the unique needs of that stage of program implementation. An exploratory research process will analyze the challenges and best practices for sustaining campuses. This process might include an historical, longitudinal analysis of Creative Campus scores and program activities, interviews, and focus groups with campuses that stand out as either successful in or struggling to sustain their Creative Campus stage, to determine best practices and valid methods of measurement.

DRE will collaborate with CLI leadership and the fine arts leadership to develop standard and semi-standard metrics for the quality of sequential fine arts instruction (potential metrics include student- and school-level outcomes from UIL, VASE, AP/IB, dual enrollment courses; teacher credentials and performance reviews; and student/teacher ratios). This information will be used to increasingly validate the Creative Campus rubric.

A special exploratory project will be launched as preparation for analysis in 2018–2019 of Goal 3, which focuses on the role of school leaders in the support of arts richness. A variety of methods will be explored to

understand what actions by leaders make the most impact on campus and teacher outcomes, and how the program can best support leaders to achieve their shared goals.

CREDIT RECOVERY PROGRAMS, 2017–2018

Supervisors: Cinda Christian, Ph.D.

Evaluation Staff: TBD

PROGRAM DESCRIPTION

AISD offers multiple credit recovery programs, to meet the varying needs of middle and high school students across the district. The programs are, roughly, grouped into two models: Diversified Education through Leadership, Technology, and Academics (DELTA) – which serves only high school students and takes place during school hours as a scheduled class, and the Twilight programs – which serve both high school and middle school students and take place primarily in out of school time. Both provide AISD students opportunities to regain lost credits or to earn accelerated credits. The programs primarily assist students who are at risk of dropping out by offering credit recovery through online platforms, and teacher lead courses, in a computer lab. Students can enroll in either program, and some enroll in both programs. The Twilight Program provides snacks and transportation as needed. Both programs are free for students.

The DELTA program is available as a course students register for in their school day schedule at all AISD high schools. During their class, most students will work on self-paced instructional materials that meet the state of Texas Essential Knowledge and Skills (TEKS) requirements for courses they previously failed or need to take, through one of two computer platforms, Edgenuity and GradPoint. There are also a few offline courses offered for which the DELTA teacher would provide guidance and direction to the student. These are offered during the school year as well as early summer, and a student will typically stay enrolled only until they complete the courses for which they were assigned.

The Twilight program is similar in that it primarily provides credit opportunities through online curriculum, which meet the TEKS requirements, to students in need of credits at every AISD high school. Again, the credits are primarily offered through either the Edgenuity or GradPoint platforms, though Twilight also offers a limited number of teacher taught (offline) courses. However, unlike DELTA, the Twilight program is offered during out-of-school hours, and Twilight is also available at a limited number of middle schools. While the DELTA program is primarily self-paced, the Twilight program offers four distinct instructional models:

Achieve:

- Offered to middle school students needing to recover a failing grade or grading period. This is for students who are new to AISD, need to catch up or recover courses, enrolled late in the semester, or have been out of school due to extenuating circumstances.

- Utilizes both written and digital curriculum.
- The student’s teacher of record will complete a TEKS needs assessment chart to target skills
- Students work with a certified teacher before or after school. Students may complete work during the school day with the principal’s approval.

Ignite:

- Teacher led, extended-day, instructional program (i.e., not self-paced) offered to middle school students at Burnet, Martin, Mendez, and Saddler Means who need to recover or accelerate course credits.
- Courses offered include: English language arts 6-8, reading 6-8, mathematics 6-8, algebra I, geometry, science 6-8, and social studies 6-8.
- The program meets 3-times per week and is available once in the fall semester and twice in the spring semester. All sessions have start and end dates (i.e., this program does not have open- or rolling-enrollment).
- Students must attend 90% of the time to receive credit.

Jumpstart:

- Teacher led, extended-day, instructional program (i.e., not self-paced) offered to high school students who need to recover or accelerate semester course credits.
- The program meets 3-times per week and is available once in the fall semester and twice in the spring semester. All sessions have start and end dates (i.e., this program does not have open- or rolling-enrollment).
- Courses offered are determined at each campus.
- Students must attend 90% of the time to receive credit.
- This PROGRAM is described as an “early summer school” program for high school students to help students get an early start on summer credit recovery, attendance make-up, or acceleration

Twilight:

- Self-paced digital curriculum offered to high school students needing to recover or accelerate course credits.
- Twilight is an open-enrollment, extended-day instructional program offered year-round to high school students needing to recover or accelerate credits.

- Instruction is available Monday – Thursday (program times vary)
- Courses offered include algebra I & II, biology, chemistry, English I-IV, reading, geometry, integrated physics/chemistry, physics, Spanish I, U.S. history, world geography, world history, government, and economics.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

1. What are the demographic and academic characteristics of the students who participate in the DELTA and Twilight programs?
2. How many credits are earned of those that are attempted by students who participate in DELTA and Twilight programs? If they left the program (or unenrolled?) before earning credit, what was their reason for leaving?
3. Of those enrolled for this purpose, how many and what proportion of students recovered attendance hours for course credit through DELTA or Twilight?
4. What proportion of students enrolled in DELTA or Twilight maintained their enrollment in school, were promoted, or graduated (i.e., did not drop out), and how does this compare to similar students who did not enroll in these programs?
5. Do students in the credit recovery programs graduate at a different rate from the rest of student body?
6. How do students who re-earned credits from the program fare in the State of Texas Assessments of Academic Readiness (STAAR), as compared to those students who passed the class the first time?
7. Are parents aware of these programs? Do parents think the programs are helping their kids stay on track to graduate?
8. What are the campus and program staff perspectives on the programs? Are the programs being used for the designated reasons at the schools?
9. Are their different perceptions about the Edgenuity and GradPoint platforms? Are the platforms used for different purposes?
10. What are best practices regarding the programs?

EVALUATION OBJECTIVES

The primary objective of this evaluation is to provide information about student outcomes in relation to program participation to program directors and district stakeholders for the purpose of program development, improvement, and reporting.

FISCAL CONSIDERATIONS

If possible, information regarding budgetary considerations will be provided.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will be involved in the following:

- Gathering data from data systems and program managers regarding program participation.
- Development and administration of staff and parent surveys.
- Providing assistance to staff in the Office of Innovation and Development with grant applications.
- Data collection, summarization, and reporting for the Coordinated School Health Program

DATA ANALYSES

- Preparation of data for monitoring student credits earned.
- Analysis of survey data.
- Preparation of summary data for use in district reports.

TIME LINE

- September 2017: DRE staff will communicate with program staff from the Department of School, Family and Community Education to plan for selected data that will be provided by end of the school year for monitoring student participation.
- October–November 2017: DRE staff will develop parent and staff survey items. DRE staff will analyze graduation and promotion data for prior year Twilight students.
- December 2017: DRE staff will administer staff survey.
- January 2018: Summary staff survey data available to program administrators online.
- February–March 2018: DRE staff will provide ongoing support to program staff, as needed. DRE staff will administer parent survey and create online summary report for program administrators.
- April–June 2017: DRE staff will draft report outline, meet with program administrators, and begin data analysis.
- July–August 2018: Complete analysis and reporting.
- September–October: DRE and program staff review report draft. DRE staff publish report to DRE website.

PROGRAM SUPPORT

DRE staff will provide ongoing support to program administrators. In addition, ongoing support will be provided for assistance with data collection methodology, survey development, and survey data interpretation.

SPECIAL PROJECTS

No special projects are planned at this time.

DISTRICT-WIDE SURVEYS OF STUDENTS, PARENTS, AND STAFF, 2017–2018

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

Evaluation Staff: Lindsay Lamb, Ph.D.; Caitlin Clark, Ph.D.; Claude Bonazzo, Ph.D.; Jenny Leung, M.A.; Caitlin Clark, Ph.D.; William dela Cruz, Ed.D., Ph.D.; Mishan Jensen, Ph.D.; 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, Teaching, Empowering, Leading, and Learning (TELL) AISD 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 stakeholders; the Whole Child, Every Child initiative; and the district’s annual score card, strategic plan, and improvement plan. Some parent and student survey items are used to support other grant program evaluations and help provide school-level data for the state-required House Bill 5 (HB 5) indicators (<http://www.tea.state.tx.us/index4.aspx?id=25769811926>). 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).

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. Did students’ ratings of school climate differ based on student characteristics (i.e., gender, race, ethnicity, ELL status, economically disadvantaged status, and students identified as in need of special education services)?
3. Which climate factors were most related to student achievement and teacher retention?

4. How did exiting seniors rate and describe their high school experiences, and to what extent were their responses related to postsecondary enrollment and persistence?
5. 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?

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 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 high school seniors' 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 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 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 AISD 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 it 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 ECS will be administered online in April or 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. 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 2017: DRE staff will request campus survey contacts be identified by principals.
- September–October 2017: 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–November 2017: 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 November. 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. 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.

- December 2017: DRE staff will prepare and distribute contact packets and paper TELL AISD Surveys to campus contacts for distribution in January, obtain Student Climate Survey and AISD Parent Survey estimated participation counts, and order AISD Parent Survey and Student Climate Survey paper copies.
- January 2018: DRE staff will email the online TELL AISD Survey to staff. DRE staff will program the online Student Climate Survey, and distribute Student Climate Survey contact packets. 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 announcements and links to the parent surveys are posted on the AISD website.
- February 2018: DRE staff will enter data for any paper TELL AISD Surveys and analyze TELL AISD data. In addition, DRE staff will deliver Student Climate Surveys to campuses for administration (if conducting the survey on paper). DRE staff will finalize High School Exit Survey items and inform high school staff about the process for survey administration. Staff also will begin preparing items for the ECS.
- March 2018: DRE staff will analyze data for the TELL AISD Survey, and complete administration of the Student Climate Survey at all campuses. The TELL AISD Survey reports will be available online as the responses are collected. Campuses will return the paper parent surveys to DRE. DRE staff will determine staff sampling for the ECS.
- April 2018: DRE staff will begin administering the High School Exit Survey. Results will be available online as students complete the survey. Weekly High School Exit Survey response statistics may be sent to principals and campus survey facilitators. DRE staff will prepare and scan the AISD Student Climate Surveys. DRE staff also will distribute ECS notifications by email. Final collection of the parent surveys will be completed, and analysis of results will begin.
- May–June 2018: DRE staff will continue administering the High School Exit Survey, and sending weekly High School Exit Survey response statistics to principals and campus survey facilitators. DRE staff will post online AISD Student Climate Survey reports. DRE staff will send reminder emails about the ECS to non-respondents. AISD Parent Survey results will be summarized and campus reports will be prepared for posting online. AISD Parent survey

results required by the state’s House Bill 5 will be submitted to staff in 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 staff in the AISD Department of Campus and District Accountability.

- June–August 2018: DRE staff will analyze and distribute results from the ECS. Additional analyses and reports documenting differences in students’ climate survey ratings based on their demographics will be produced.

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*, 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.

ELECTRONIC CHILD STUDY TEAM (eCST) DATA CONNECTION PROJECT, 2017–2018

Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: TBD

PROGRAM DESCRIPTION

The eCST Data Connection 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 both provides a single source for information through the district's tool (i.e., the eCST), and reduces the current duplication of processes for service providers and the district. The Data Connection 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 were included in the rollout, and more continue to join. 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 Connection Project. For example, they provide consultation regarding finalization of legal agreements between parties (e.g., Memorandums of Understanding, Data Sharing Agreements, and consent documents) and regarding data elements and system functionality.
- As needed: 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 Connection 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), 2017–2018

Program Director: Trish Jarrott

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Carol Pazera, M.S., M.A.

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 continue to operate at six Title I schools in 2017–2018. 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 2017–2018, 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 not be limited to the following:

1. Was the program implemented as intended at each campus? For example, did teachers take charge of PLC time and use it for professional development activities and reflection?
2. What highlights and challenges were associated with the program's implementation in the fourth year? For example, did the program establish consistent fidelity across sites? Could campus staff use tools and build relationships to sustain portions of the mentoring program on each campus?
3. What were the benefits and challenges of peer observer support in the fourth year of program implementation?
4. Did teachers use their PLC time as an opportunity for professional development activities and reflection on their practices?
5. What were the benefits and challenges associated with one-to-one mentoring?
6. What program components are recommended for sustaining the program in 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

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 program-specific and district-administered surveys. District human resources data and student performance data will be used to evaluate the relationships between program elements and activities, educator recruitment and retention, and student 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 2017: DRE staff will work with the program managers to determine staff's eligibility and verify rosters for EEIP schools.
- October 2017: DRE staff will support program management with TEA compliance reporting.
- January 2018: DRE staff will administer the TELL AISD Teaching and Learning Conditions Survey. For more information about TELL, refer to the district surveys evaluation plan in this document.
- February 2018: DRE staff will prepare EEIP program questions to be administered through the ECS. For more information about ECS, refer to the district surveys evaluation plan in this document.
- March 2018: DRE staff will extract and verify novice teachers' mentoring rosters and program participation. DRE staff may revise MICAT and PICAT surveys for program management, principals, teachers, and mentors/peer observers.
- April 2018: DRE staff will administer the EEIP, MICAT, and PICAT surveys.
- May 2018: DRE staff will analyze the EEIP, MICAT, and PICAT survey results and prepare individual reports for all mentors and peer observers
- June–August 2018: DRE staff will analyze program participant data. DRE staff will complete a research brief summarizing stakeholders' experiences in year 4.

REQUIRED REPORTING

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

PROGRAM SUPPORT

DRE staff will assist with the following program support activities:

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

SPECIAL PROJECTS

No special projects are planned for the final year of the program.

HIGH SCHOOL OFFICE SUPPORT, 2017–2018

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; Free Application for Federal Student Aid (FAFSA) completion data; college application data; AP, SAT, ACT, and TSI assessment data; High School Exit Survey data; and postsecondary enrollment data.

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 2017–2018 school year. Key data sources may include results from relevant DRE program evaluation reports (e.g., CTE and APIE), college readiness summary reports, High School Exit Survey results, the FAFSA completion summary report, Apply Texas summary report of college applications, and district postsecondary enrollment summary and research reports. 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 will support the district's partnership with the Austin Chamber of Commerce. DRE staff will facilitate district use of the chamber-sponsored counselor's data portal, called One Logos. 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.

DRE staff will summarize student outcomes on measures of successful college and career preparation. Short narrative reports will be posted on the DRE website to describe students' academic outcomes on AP, SAT, and ACT assessments; overall college readiness of students measured by ACT, SAT,

and TSI; financial aid and college application completion; advanced course completion (e.g., AP, IB, and dual credit); postsecondary enrollment; and workforce participation.

TIME LINE

- Ongoing: Complete information requests and attend program support meetings, as needed.
- August–September 2017: 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. Please refer to the AP, SAT, and ACT evaluation plan in this document for more details. DRE staff also will obtain final advanced course completion and college readiness assessment data for the Class of 2017, summarize results, and generate summary reports.
- October 2017: DRE staff will obtain final Apply Texas and FAFSA completion data for the Class of 2017, summarize results, and generate a summary report.
- March–May 2018: DRE staff will prepare, administer, and report findings for the district’s High School Exit Survey. Please refer to the district’s survey evaluation plan in this document for more details.
- April–June 2018: DRE staff will obtain postsecondary enrollment and workforce data for the Class of 2017, summarize results, and generate a summary report. Please refer to the postsecondary enrollment evaluation plan in this document for more details.

Special Projects

Early College High Schools (ECHS) are innovative high schools that allow students least likely to attend college an opportunity to earn a high school diploma and 60 college credit hours. In 2017–2018, LBJ, Reagan, and Travis High Schools will offer ECHS programs and partner with ACC. 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?

Additionally, LBJ and Reagan High Schools will begin implementation of Career Launch in 2017–2018. This unique model includes grades 9 through 14 and delivers a 6-year, career-focused program that provides students with real-world work experience through internships in fields connected to their classroom studies. The partnership with ACC, Seton Healthcare, and Dell will focus on preparing students for careers in technology and health care. Students who successfully complete the 6-year program will graduate with a high school diploma, an associate degree, a CTE endorsement, relevant industry certifications, and practical workplace experience. DRE staff will work with program staff to determine compliance reporting needs and timelines, and prepare compliance reports for submission to the TEA.

KELLOGG FOUNDATION: AUSTIN FAMILIES AS PARTNERS (FAP), 2017–2018

Grant Project Manager: Megan Elkins

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Chelsea Cornelius, Ph.D.

PROGRAM DESCRIPTION

Over a 3-year grant period, funded by the W. K. Kellogg Foundation, AISD will build upon lessons learned during a planning initiative 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. In 2017–2018, the second year of the grant period, the FAP Program will operate in 10 elementary schools.

Grounded in the guiding principle of building trusting partnerships, school groups called *think tanks*—comprising parents, teachers, parent support specialists, and the school principal—will lead the engagement and leadership development process at the participating schools. Each school's think tank will be responsible for developing and updating a strategic action plan that addresses the hopes, dreams, and needs for the school, as well as the people and resources required to successfully implement interventions.

Continuing the Parent Leadership Academy from the planning initiative, each school will engage established parent leaders and include new parent participants following a “promotora” model. In this model, lay community members receive specialized training to share with their peers. For example, parents trained by a literacy specialist to assist teachers with small-group reading instruction may, in turn, train other parents to become volunteer classroom assistants. The promotora model helps ensure that parent engagement is strengthened from the bottom up.

Parents and staff from participating schools will attend workshops and professional development sessions aimed at equipping them with the knowledge and skills needed to be effective leaders in their schools, communities, and homes. Examples of training topics include making community connections, strategies for school connectedness, culturally inclusive customer service, social-emotional learning, conscious discipline, and literacy in the home.

PURPOSE OF EVALUATION

The purpose of the evaluation is to support the program with data-driven decision making and grant compliance. Evaluation activities by DRE staff include collaborating with program coordinators on 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; using district-, campus-, and project-based sources of data for analyses; 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. How did the project continue to strengthen family engagement at the five schools that participated in 2016–2017 (i.e., cohort 1 schools)? Did the project successfully start the family engagement process at five additional schools in 2017–2018 (i.e., cohort 2 schools)?
2. What were the most common hopes and concerns of parents and staff who participated in project-related events? What intervention strategies did the think tanks develop because of these findings? Did the schools successfully implement and achieve their interventions?
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 promotor-led events and school-based think tank meetings)?
4. How did participants' knowledge and skills change over time? Did parents experience increased self-efficacy? Did staff improve their cultural competency and communication skills?
5. How did participating schools' parent survey results change over time about questions about perceived parent-staff-school engagement? Did the schools reach their target goal of 95% of parents agreeing to survey items about parent engagement?
6. How did participating schools' teacher survey results change over time on questions about perceived level of parent-staff-school engagement? Did the schools reach their target of more teachers agreeing to items about parent engagement in 2017–2018 than agreed before the project was implemented?
7. What were the long-term academic achievement, attendance, and socio-emotional benefits for students at participating schools? Did the participating schools meet their targeted goals for these student outcomes?
8. What lessons were learned from this project that can be added to the knowledge product and shared with the community and other interested groups?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- 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

Evaluation of the FAP Program is grant funded. Use of grant project funds will be summarized for each year and category of expenditure. As appropriate, DRE staff will examine the outcomes of the project in relationship to project allocations and expenditures.

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)
- Project activity records, including data from parent support staff, promotoras, and project management staff
- AISD staff and parent survey summary files
- Project-based surveys and focus groups

These data will be summarized to describe project participants' demographics; services provided to students, families, and staff; use of grant funds; parent and staff participation in project activities; student academic performance (e.g., state academic tests passing rates); socio-emotional ratings of students by teachers; parents' and staff's 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. Formative evaluations of qualitative and quantitative data from project events (e.g., think tank meetings, exit surveys from trainings, focus groups) will be shared with program staff and district decision makers to ensure alignment between the project's activities and its goals. Summative analyses will be performed on data from parent involvement activities, parent and teacher survey responses, assessments of students' academic achievement, and socio-emotional ratings of students. When appropriate, data will be examined for progress over time (e.g., percentages of schools' parents who agreed that their school

engaged them in their child’s education, percentages of schools’ teachers who agreed that their school engaged parents and the community, percentages of students who met passing standards on state-mandated academic achievement assessments).

TIME LINE

- May–July 2017: DRE staff will refine the project logic model to ensure activities, outputs, outcomes, and intended impact are aligned. DRE staff will work with grant management staff to revise and update the project evaluation plan to ensure appropriate measures and reporting cycles match grant activities and requirements.
- August–September 2017: DRE staff will review data (e.g., project activity records, survey responses of parents and staff from 2016–2017) and publish a report that summarizes the project’s impact at participating schools in 2016–2017. DRE staff will create a needs assessment for schools participating in 2017–2018 and analyze data from the assessment after it is administered. DRE staff will participate in orientations at schools new to the project, data-entry training sessions for new project staff, and stakeholders’ meetings.
- October–November 2017: DRE staff will work with grant management staff to develop evaluation methods for new project activities (e.g., promotora compensation, establishment of welcome centers, parent volunteer work in the classroom). DRE staff will summarize survey data collected from the think tank members regarding their perceived levels of family-school engagement. DRE staff may facilitate a focus group with parent support staff regarding their use of the knowledge product.
- December 2017–January 2018: DRE staff will prepare and distribute the district-wide parent survey and teacher survey. DRE staff will attend a stakeholders’ meeting and other project-related events, as needed.
- February–March 2018: DRE staff will assist grant management staff with the preparation of the annual report due to the W. K. Kellogg Foundation in April 2018. This report will summarize project activities and outcomes, environmental challenges and opportunities, and future plans for the project.
- April–May 2018: DRE staff will provide grant management staff with relevant demographic data for their consideration of schools that will join the project in 2018–2019. DRE staff will summarize survey data collected from the think tanks regarding perceived levels of family-school engagement. DRE may collect qualitative data from parents and/or staff to assist project management staff in the revision of the knowledge product.
- May–July 2018: DRE staff will begin summarizing data from project-related events and surveys for inclusion in a report to be published in September 2018. DRE staff will refine the

project logic model and evaluation plan, with a specific focus on sustainability goals as the project moves into the final year of the grant period.

REQUIRED REPORTING

DRE staff will help the project manager to complete the annual narrative report due to the grantor, W. K. Kellogg Foundation.

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.

SPECIAL PROJECTS

No special projects are planned at this time.

MICROMESSAGING, 2017–2018

Program Managers: Charlie Gutierrez, Tammy Caesar, 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*.¹ 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 was implemented in 2016–2017 with a third cohort of two middle schools and one high school. At the start of the subsequent academic year, an abbreviated campus-wide professional development session was offered to schools with staff that participated in the program the year prior. A new cohort of teachers will be trained in 2017–2018. Additionally, the 2017–2018 school year will initiate an Equity Coaching Program and offer an optional Education Equity Coach Certification to staff previously trained by NAPE. The Equity Coaching Program will train participants to provide coaching, conduct equity classroom observations, and conduct peer observations during coaching sessions or team meetings. In AISD, the goal is to see if teacher professional development activities in micromessaging have a positive influence on students in terms of STEM academic performance, increasing the proportion of historically underserved students who enroll in and are retained in STEM courses and choose high school career and technical endorsements.

PURPOSE OF EVALUATION

Although NAPE is providing most of the 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 students' academic performance, students' enrollment and retention in STEM courses, STEM high school career endorsements, and whether students were on track to graduate.

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

¹ See <http://www.napequity.org/professional-development/teacher-training/>

1. How many students of micromessaging program teachers enrolled in advanced STEM courses? How did these students differ from students whose teachers did not participate in micromessaging?
2. Were historically underserved students (e.g., Hispanic, female, economically disadvantaged) more likely to enroll in advanced STEM courses if they had a teacher who was trained in micromessaging than if they had a teacher who was not trained in micromessaging?
3. How many students of micromessaging program teachers selected STEM-related high school career endorsements and were on track to graduate in high school? How did these students differ from students whose teachers did not participate in micromessaging?
4. Were historically underserved students more likely to select high school STEM career endorsements and to be on track to graduate if they had a teacher who was trained in micromessaging than if they had a teacher who was not trained in micromessaging?
5. What perceptions did students whose teachers participated in micromessaging have about taking advanced STEM courses and selecting STEM-related high school career endorsements? How do these perceptions differ from those of students whose teachers did not participate in micromessaging?
6. How did students whose teachers participated in micromessaging perform on the STAAR and EOC assessments? How did these students differ from students whose teachers did not participate in micromessaging?
7. Did historically underserved students perform better on STAAR and EOC if they had a teacher who was trained in micromessaging than if they had a teacher who was not trained 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 (over time, and for each cohort) the influence of micromessaging on students' proclivity to enroll in advanced STEM courses, pursue STEM high school career endorsements, and be on track to graduate in high school
- To analyze survey items to assess students' desire to enroll in STEM courses and endorse a STEM high school career path
- To analyze the influence of micromessaging on students' STAAR and EOC performance

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

AISD student district records on demographics, STAAR and EOC, course enrollment, high school career endorsements, and on track to graduate will be gathered and analyzed. AISD program records for teachers who participated in micromessaging training will be gathered. Student Climate Survey data will be analyzed.

DATA ANALYSES

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

TIME LINE

- July–August 2017: DRE staff will obtain from the program staff the lists of teachers and other staff who will participate in micromessaging professional development trainings. DRE staff will work with program staff to provide support, as needed, on action research projects for teachers who participate in micromessaging.
- September 2017: DRE will work with program staff to review student survey items. DRE will modify these items on the existing AISD Student Climate Survey if needed.
- September 2017–March 2018: 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 will discover whether they are still enrolled in the district in subsequent years; the students' STAAR or EOC performance; 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 chose a high school STEM-related career endorsement and were on track to graduate.
- April 2018: DRE will work with program staff to ensure the STEM course survey items go to students as part of the Student Climate Survey.
- May–July 2018: DRE will provide a year-end report including STAAR and EOC performance, student level survey data as well as a summary of students' course choices, high school endorsement plans, and whether students were on track to graduate.

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 basis.

SPECIAL PROJECTS

DRE staff will provide support on action research projects, as needed.

MULTILINGUAL EDUCATION PROGRAMS, 2017–2018

Program Manager: David Kauffman, Ed.D.

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Aline Orr, Ph.D.; Jenny Leung, M.A.

OVERVIEW

The Texas Education Code (Chapter 89.1265) requires school districts to evaluate bilingual education (BE), including dual language (DL) and English as a second language (ESL) programs, to determine the impact on student 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 student achievement, professional development opportunities, and parent and community engagement, for 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., DL or transitional late exit) and ESL programs in AISD. 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, with at least 50% of the instruction in the target language. In 2017–2018, DL will be implemented in pre-K through grade 5 at most elementary schools, and in selected grades at designated 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 at the secondary level 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 except those enrolled in DL. In the ESL program, students are immersed in an English learning environment. However, core content instruction is provided using second-language methodologies, including content-based and pull-out ESL sessions.

Federal reauthorization of NCLB to the Every Student Succeeds Act (ESSA) (2015)² continues 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 2017–2018 is \$2,587,267 (\$2,177,573 LEP, \$409,694 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 between all student groups).

PURPOSE OF EVALUATION

The program evaluation will include a summary of all AISD ELLs, and will evaluate outcomes of all BE/ESL programs. Because the district also uses Title III, Part A, and local funds to provide professional development opportunities for staff, acquire instructional materials, and provide parent and community outreach, a summary of those efforts also will be examined.

EVALUATION QUESTIONS

The program evaluation will focus on the following major questions during the 2017–2018 school year:

² See <http://www.ed.gov/essa?src=rn> for more information on ESSA.

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 perform relative to their counterparts who did not participate in DL?
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? Who were the AISD immigrant and refugee students enrolled in AISD? What were the languages spoken by ELLs? How many special education ELLs were identified and served by BE/ESL programs? How many ELLs were classified as gifted students? How many were enrolled in CTE?
3. How did all ELLs perform on state academic assessments (i.e., STAAR, EOC, TELPAS)? How did ELLs in each of the BIL/ESL programs perform on these same tests (disaggregating test data by program)? How did ELLs perform on STAAR over multiple years? 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?
4. How well did campuses with ELLs comply with LPAC guidelines regarding language of assessment being consistent with language of instruction?
5. How did ELLs perform on other academic measures, such as graduation rate and dropout rate?
6. How did elementary teachers and principals perceive the implementation of the DL models?
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 well did the Multilingual Institute support BE/ESL teachers and administrators who participated in training sessions during the summer of 2017? What were new BE/ESL teachers’ professional development support needs during the school year?
9. How did staff perceive the ELL elementary summer school program? How was elementary ELLs’ academic achievement in 2017–2018 influenced by whether they attended 2017 summer school?

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 ESSA 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 Multilingual Education Team (MET) and from federal Title III, Part A, funds.

SCOPE AND METHOD

DATA COLLECTION

ELLs’ 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 program staff, especially with the implementation of DL model options in 2017–2018. If feasible, DRE and program staff will continue to modify and test a classroom observation rubric to assess the level of DL model implementation in a cohort of model DL schools. If time and resources allow, DRE and program staff will conduct focus groups with campus principals. Staff surveys also will contribute to the measurement of program implementation and fidelity. A staff survey will be used to examine staffs’ impressions of the ELL elementary summer school program. 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. Results from focus groups and staff surveys will be analyzed, and reports will be written.

TIME LINE

- July–August 2017: DRE staff will begin analyzing ELLs’ participation and performance results for the 2016–2017 school year. DRE staff will work with program staff to complete and submit the TEA NCLB Title III, Part A, compliance report for 2016–2017, due August 1. DRE staff will work with program staff to develop daily and follow-up surveys for teachers who attended the Multilingual Institute in August 2017.
- August–December 2017: DRE staff will summarize the 2016–2017 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 over several years. DRE staff will continue to work with program staff on the development and use of a DL classroom observation rubric at selected schools with DL classrooms. The follow-up Multilingual Institute survey will be administered to those who attended. Beginning-of-year academic data will be collected for elementary ELLs who attended 2017 summer school as well as a similar comparison group of ELLs who did not attend summer school.
- January–April 2018: DRE staff will work with 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 DL class observation rubric to assess the implementation of the AISD DL model options at DL schools. DRE staff will work with program staff to develop an ELL summer school staff survey.
- May–July 2018: In May, campus staff will have an opportunity to answer questions about DL programs as part of the district’s ECS. Evaluation planning will begin for the 2018–2019 school year. In addition, DRE staff will:
 - Incorporate spring staff survey results into annual reports
 - Analyze all academic achievement and language acquisition performance data for ELLs
 - 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
 - Work with program staff to prepare and administer an electronic ELL elementary summer school staff survey at the end of June
- August–October 2018: 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 program 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 program staff in the following ways, as requested: attendance at 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:

- Bring in student voice to the evaluation through student data meetings or focus groups with high school students, where students have opportunities to look at and react to data about their school. What were students' cultural, social, and linguistic experiences, and what was their self-assessed cultural competency? What suggestions did they have? What concerns did they have? What was working well for them? What were their academic goals?
- How did ELLs, compared with non-ELLs, respond to the district's Student Climate Survey? How did elementary ELLs' personal development skills ratings on report cards differ from those of non-ELLs?
- What were the characteristics of ELLs and former ELLs participating in gifted and talented and CTE programs?
- How did DL middle school students perform in their Spanish instruction core classes (e.g., science, social studies, Spanish for Spanish-speakers)?
- 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?
- How did ELLs in kindergarten through grade 2 perform and progress on early reading assessments?
- What were some possible contributing factors influencing English and Spanish language acquisition among ELLs and non-ELLs?

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) TRIAL URBAN DISTRICT ASSESSMENT (TUDA) REPORTING, 2017–2018

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Chelsea Cornelius, Ph.D.

PROGRAM DESCRIPTION

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

As a TUDA district, AISD participates in data-release workshops, WebEx seminars, and research projects; in return, NCES provides AISD with district-level longitudinal data. In 2017–2018, portions of the results from the 2017 NAEP may be released. With staff from AISD System-wide Testing and Communications Departments, DRE staff will travel (if applicable) to the prerelease workshops to examine and report AISD's 4th- and 8th-grade students' performance on the NAEP.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

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

TIME LINE

- Ongoing: DRE staff will participate in NAEP WebEx presentations, when applicable.
- Fall 2017: DRE staff will participate in prerelease workshop, as necessary, to analyze the most recent NAEP data release and meet with the public relations firm Hager Sharp to discuss AISD’s response to the data. A press release and report will be produced and published.

REQUIRED REPORTING

DRE staff will work with the System-wide Testing and Communications Departments to provide the district with a press release and accompanying data displays summarizing the results for 4th- and 8th-grade students' performance on each NAEP subject area test released during 2017–2018. Data will be used by various departments to examine AISD's 4th- and 8th-grade students' performance on NAEP relative to that of their peers in the nation, large cities, and other TUDA districts.

SPECIAL PROJECTS

No special projects are planned.

OFFICE OF TEACHING AND LEARNING SUPPORT, 2017–2018

Project Director: Edmund Oropez, Ed.D.

Program Manager: Asha Dane’el

Evaluation Supervisor: Karen Looby, Ph.D.

PROJECT DESCRIPTION

During the 2017–2018 academic year, DRE will assist the Office of Teaching and Learning by providing evaluation planning and preparation support in key areas identified by the chief schools officer and his staff. Areas identified for evaluation support include (a) summary of district student enrollment trends; (b) logic model development for the district’s Literacy Plan; (c) literature review pertaining to restorative practices; and (d) response to limited ad hoc requests from the chief officer of Teaching and Learning.

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

Program evaluation support will focus on the following questions:

1. How has overall district enrollment changed from the prior school year and over the past five years?
2. What are the expected resources, objectives, activities, outputs, outcomes, and impacts of the district’s Literacy Plan?
3. How can restorative practices be implemented into the classroom, curriculum, and culture of schools to support the healthy development of all students, and what are the expected outcomes?

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 between 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 2017–2018 school year.

SCOPE AND METHOD

DATA COLLECTION AND ANALYSIS

DRE staff will collect qualitative and quantitative data to support the district’s progress toward its goals. District information systems will provide student demographic and school enrollment data. District student leaver surveys will be administered as students leave the district throughout the year. Scholarly literature sources and articles will be obtained by DRE staff to provide the foundation for a literature review of restorative practice.

ANALYSIS

DRE staff will use descriptive statistics to summarize district enrollment trends and student leaver survey results. Research literature pertaining to restorative practices will be analyzed using both inductive and deductive approaches. In the inductive analyses, the literature review will synthesize the outcomes of past scholarly studies. The deductive analyses will synthesize specified themes the district seeks to extract from the research context.

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 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 on the needs of projects 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, 2017–2018

Evaluation Supervisor: Karen Looby, Ph.D.

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

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 (e.g., dual credit, AP, and international baccalaureate coursework; filled out FAFSA; TSI preparation) 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 students' needs and to make related funding decisions.

SCOPE AND METHOD

DATA COLLECTION

Multiple types 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 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 United States Department of Education (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

- July–August 2017: DRE staff will create an online summary report describing postsecondary outcomes across multiple years.
- September–December 2017: Using district data and postsecondary outcomes data from the NSC and TWC, DRE staff will conduct analyses related to the research questions listed in the Special Projects portion of this evaluation plan and will publish related reports online.
- January 2018: DRE staff will submit the final file for district graduates in 2017 to the NSC to determine how many AISD graduates enrolled in a postsecondary institution in the fall semester after high school graduation (i.e., DTC enrollment).
- May 2018: DRE staff will request all postsecondary enrollment data from the NSC for 2017–2018. Staff will obtain graduates' employment history from the TWC.
- July 2018: DRE staff will update district and campus summary reports online to describe the postsecondary outcomes for the Class of 2017.
- August–September 2018: DRE staff will publish the district report brief describing postsecondary outcomes for the Class of 2017, including dual credit course completion, industry certifications, enrollment in higher education, and employment.

REQUIRED REPORTING

DRE staff will publish an online report summarizing the postsecondary outcomes for AISD graduates. The superintendent, department staff, and program staff will examine postsecondary

outcomes relative to expectations articulated within the district’s strategic plan for their respective decision-making purposes.

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 may 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 2017–2018 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?
- What were the middle school 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 (i.e., 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?

PREKINDERGARTEN PARTNERSHIP, 2017–2018

Program Director: Jacquie Porter

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Chelsea Cornelius, Ph.D.

PROGRAM DESCRIPTION

With the support of a grant from TEA, the Early Childhood Department (ECD) of AISD is forming partnerships with local Texas Rising Star 4-Star childcare providers. The goal of these partnerships is to increase kindergarten readiness in children in the Austin community through the expansion of high-quality, full-day pre-K, primarily for low-income families. Public pre-K programs on AISD campuses may not be the most convenient option for all families, and the collaboration between AISD and local child development centers (CDCs) helps provide alternative options for high-quality pre-K.

Per the partnerships, AISD will provide to the CDCs resources associated with the implementation of Classroom Assessment Scoring System (CLASS, a tool used for instructional coaching) and targeted professional development activities, based on needs identified by CLASS. AISD will also provide technical assistance and resources for subsets of students at CDCs (e.g., ELLs, students with special education needs).

PURPOSE OF EVALUATION

The purpose of this program evaluation is to assist AISD's ECD with analysis of performance measures and required reporting of results, as stated in the grant.

EVALUATION QUESTIONS

The program evaluation will focus on these questions:

1. What was the total number of contractual partnerships with CDCs, and what was the structure of each partnership?
2. What were the quarterly and cumulative numbers of CDC pre-K teachers who attended professional development activities during the contract?
3. What were the quarterly and cumulative numbers of CDC pre-K teachers who received technical assistance, such as coaching, mentoring, or consultation, during the contract?
4. What was the total number of children who received pre-K services through the partnerships?
5. What were the results of a kindergarten readiness assessment for students enrolled in pre-K at CDCs? How did those results compare with kindergarten readiness results for students enrolled in AISD pre-K?

6. What were the results from a to-be-determined monitoring and compliance tool provided by TEA?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To assist in the collection and analysis of data necessary for grant compliance reports
- To provide formative feedback for program staff

FISCAL CONSIDERATIONS

Evaluation of the pre-K partnerships 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 quantitative data to describe the program’s participants, activities, and outputs. District information systems will provide students’ academic information, such as pre-K enrollment status, attendance, and kindergarten readiness assessment data. DRE staff will work with ECD staff to establish program activity records to document professional development activities and technical assistance provided to staff at CDCs.

DATA ANALYSES

Descriptive statistics for key indicators will be prepared quarterly, as required for grant reporting purposes.

TIME LINE

- August 2017: DRE staff will work with ECD staff to establish a system for tracking CDC professional development and technical assistance activities.
- September 2017: DRE staff will pull beginning-of-year kindergarten readiness assessment data for AISD and CDC pre-K students.
- November 2017: DRE staff will prepare data summaries for the quarterly report to TEA.
- January 2018: DRE staff will pull middle-of-year kindergarten readiness assessment data for AISD and CDC pre-K students.
- February 2018: DRE staff will prepare data summaries for the quarterly report to TEA.
- May 2018: DRE staff will prepare data summaries for the quarterly report to TEA.
- June 2018: DRE staff will pull end-of-year kindergarten readiness assessment data for AISD and CDC pre-K students.
- August 2018: DRE staff will prepare data summaries for the quarterly report to TEA.

REQUIRED REPORTING

Reports on performance measures will be submitted to TEA on a quarterly basis.

SPECIAL PROJECTS

No special projects are planned at this time. Any ad hoc requests for additional information or research activities from program staff must be approved by the director of DRE.

PROFESSIONAL PATHWAYS SUPPORT (PPfT), 2017–2018

Program Director: Joann Taylor

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Mishan Jensen, Ph.D.

PROGRAM DESCRIPTION

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 pulls 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 were teachers' appraisal scores distributed?
 - a. District wide
 - b. Standard versus enhanced campuses
 - c. By campus
2. What were the differences between teachers' observation scores by administrators within the same school or across schools?
3. What was the impact of PPfT compensation on teacher retention
 - a. On the same campus
 - b. Within the district
4. Based on number of years in the PPfT appraisal system, were there changes in final appraisal scores?
5. What were teachers' 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 student academic performance data to address the evaluation questions, data support needs, and ad hoc requests. Data collection procedures may include extraction of human resources data, student assessment data, student-teacher rosters, and student attendance data necessary for value-added modeling, in addition to appraisal scoring and eligibility rosters.

DATA ANALYSES

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 2017: DRE staff will prepare student data files (e.g., ACT, SAT, PSAT, STAAR, and AP) and submit to EVAAS.
- August 2017: DRE staff will work with SAS EVAAS staff to confirm record counts in each file uploaded to SAS EVAAS. DRE staff will review custom labels to be used in the EVAAS web reports. DRE staff will prepare a roster of principals and CAC staff for the SAS EVAAS web report login 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 for each school.
- September–December 2017: DRE staff will facilitate distribution of EVAAS results.
- January–February 2017: DRE staff will calculate teacher retention data from the 2016–2017 to the 2017–2018 school year.
- January–June 2018: DRE will prepare an updated roster of active teachers for each school and provide support on an ongoing ad hoc basis.
- April–May 2018: DRE staff will prepare for the ECS to capture teacher perceptions of PPfT.
- June–August 2018: DRE staff will conduct descriptive analyses of observation scores, overall appraisal scores, and final ratings. DRE staff will examine baseline scores from year 1 of PPfT for the purpose of monitoring change over time.
- June–August 2018: DRE staff will calculate baseline student achievement using 2017–2018 STAAR data and develop a report brief describing PPfT outcomes for the prior school year.

SPECIAL PROJECTS

No special projects are planned for the 2017–2018 school year

SOCIAL AND EMOTIONAL LEARNING (SEL), 2017–2018

Program Staff: Pete Price, Caroline Chase

Evaluation Supervisor: Martha Doolittle, Ph.D.

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

PROGRAM DESCRIPTION

SEL in AISD provides students with a learning environment that is safe, inclusive, culturally responsive, academically engaging, and equitable. In this environment, they can develop self-awareness, engage productively with others, and acquire self-management skills that can be used throughout their lifetime when facing new challenges. According to AISD’s SEL mission statement, SEL will be effective when “all AISD students will internalize and demonstrate the social and emotional competencies needed to thrive in school and in life.”

In 2015–2016, AISD reached the goal of implementing SEL district wide. In 2016–2017, a fellowship comprising district leaders, including SEL and DRE staff, developed a strategic plan for SEL through 2020. With partial support from Buena Vista Foundation, Michael L. Klein Foundation, Tapestry Foundation, St. David’s Foundation, and RGK Foundation, AISD’s SEL Department will begin implementation of the SEL 2020 strategic plan.

The following areas of focus will help evaluate SEL’s 2020 strategic plan: (a) conduct a case study of the 10 schools piloting interventions (e.g., Trust Based Relational Intervention [TBRI], restorative practices) to address AISD’s pre-K through 2nd-grade suspension ban, (b) refine and develop effective measurements of adults’ SEL skills, (c) support the creation of student-led data summits to promote student voice and explore authentic and meaningful ways to measure students’ SEL skill acquisition, (d) analyze connections between the revised SEL implementation rubric and SEL specialists’ activity log to identify best practices of the SEL specialists.

PURPOSE OF EVALUATION

The primary purpose of the SEL evaluation is to support SEL program staff 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 academics and SEL, and the director of SEL and multi-tiered systems of support (MTSS) to support, plan, and implement SEL’s 2020 strategic plan. In addition, DRE staff will collect survey data, refine the SEL specialists’ activity log to more accurately reflect the revised implementation rubric, conduct case studies of signature SEL initiatives (e.g., schools implementing TBRI and restorative practices training to support the pre-K through 2nd-grade suspension ban, mindfulness), and refine measurements of adult SEL skill development. DRE

staff also will provide data and guidance to SEL program staff with the implementation of student-led data summits to develop authentic measures of students' SEL skill acquisition, provide data and analyses to support program staff and external evaluators in their ongoing evaluation of SEL, and serve on the district's SEL fellowship/planning committee. Additionally, staff will 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

In the 2017–2018 school year, the SEL 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, student and staff SEL skill ratings)?
2. What was the relationship between school-level SEL implementation, as measured by the SEL implementation rubric, and:
 - Campus achievement (STAAR/EOC)
 - Student climate (including SEL skill acquisition)
 - Discipline rates
 - Students' Reliable Integrated Trend Scores (RITS)
 - Attendance rates and chronic absenteeism
 - Elementary students' personal development report card ratings
 - Staff perceptions of SEL and their SEL skill ratings
3. What longitudinal student-level trends were related to participating in SEL (e.g., SEL skill acquisition, student discipline, attendance rates)?
4. What was the relationship between participating in signature programs (e.g., TBRI and restorative practices teacher training to support the pre-K through 2nd-grade suspension ban, mindfulness) and (when applicable):
 - Campus achievement (STAAR/EOC)
 - Student climate (including SEL skill acquisition)
 - Discipline rates

- Students' RITS scores
 - Attendance rates and chronic absenteeism
 - Elementary student personal development report card ratings
 - Staff perceptions of their SEL skills
5. Which existing data sources (e.g., discipline, student climate, RITS) do students believe best assess their SEL skills? How can student perceptions of their school climate, via student-run data summits, identify effective and authentic ways to assess and evaluate effective SEL skill acquisition?

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 strategic plan. Toward this end, the evaluation objectives include the following:

- To continue to support program staff in the development of the SEL 2.0 strategic plan
- To provide mentorship and guidance to other districts that 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., addressing the pre-K through 2nd-grade suspension ban, hiring, teacher evaluation, principal evaluation, student code of conduct, grading policies, community partnerships)
- To participate in the national conversation regarding the development of SEL assessments to measure students' and staff's SEL skill acquisition
- To measure and evaluate the work of the SEL specialists by refining the activity log
- To conduct and report campus- and district-level Student Climate Survey data to provide feedback to campuses for their own continuous improvement monitoring
- To provide summative data regarding school- and student-level outcomes to the program manager, as needed
- To use student voice to explore authentic and meaningful ways to evaluate SEL
- To share best practices of SEL implementation, as measured by the SEL implementation rubric, SEL activity log, and perceptions gathered during student-led data summits

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., Buena Vista Foundation,

Michael L. Klein Foundation, Tapestry Foundation, St. David's Foundation, RGK Foundation, and Title II, Part A). Two and one-half 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, the ECS, campus-level SEL implementation ratings, and data from the SEL specialists' activity log. Additionally, AISD attendance, discipline, 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 ensure fidelity in ratings of the activity log and the revised SEL implementation rubric. DRE staff will attend meetings with external collaborators (e.g., CASEL, St. David's Foundation, Facing History), 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. Analyses of qualitative data using MaxQDA software will be used to evaluate open-ended survey responses. Analyses will control for level of program implementation, as appropriate.

TIME LINE

- July–August 2017: DRE staff will gather and summarize data necessary for various grant reports. DRE staff will begin building a campus- and student-level data file to be used in ongoing SEL evaluation and analyze connections between the SEL specialists' activity log and the revised SEL implementation rubric. DRE staff will analyze and report on students' open-ended responses to the Student Climate Survey and analyze responses to the Student Climate Survey by students who identified as gender non-binary. DRE staff will work with SEL specialists and community leaders to develop student data summits. DRE staff will also refine the SEL specialists' activity log, as necessary.
- September–October 2017: DRE staff will continue working on reports related to the revised SEL implementation rubric and the SEL specialists' activity log. DRE staff will continue planning student data summits. DRE staff will analyze the SEL-related items from the ECS and refine as necessary. DRE staff will work with SEL program staff to ensure SEL skills are included on students' report cards. DRE staff will meet with district leaders to gather

information necessary to begin planning for an evaluation of interventions designed to address the ban on pre-K to grade-2 suspensions. DRE staff will also publish a report analyzing the relationship between the SEL implementation rubric and the SEL activity log.

- November–December 2017: DRE will analyze responses to SEL-related items (focused on adult SEL skills) from the 2016–2017 ECS and TELL Survey and produce a report. DRE staff will refine the adult SEL skills items and add to the TELL Survey. DRE staff will publish reports using qualitative data from the Student Climate Survey as well as a report focusing on gender non-binary students. DRE staff will refine items on the Student Climate Survey. DRE staff will publish a report analyzing campus-level outcomes from 2010–2011 through 2016–2017. Using data generated in these reports, DRE staff will continue to help secondary SEL specialists plan, gather, and organize data for the student data summit, which will be piloted at selected high schools in February.
- January–February 2018: DRE staff will coordinate the administration of the Student Climate Survey. DRE staff will analyze and report on longitudinal student-level outcomes related to SEL. In February, DRE staff will help support SEL program staff in the student data summit.
- March–April 2018: DRE staff will provide the SEL program manager with data for various grant requirements. DRE staff will analyze results from the Student Climate Survey and summarize data gathered from the student data summit. DRE staff will plan and conduct focus groups at the 10 schools piloting interventions (e.g., TBRI, restorative practices) to support the pre-K through 2nd-grade suspension ban.
- May–June 2018: DRE staff will assess data provided from the student data summit to help identify authentic ways to assess students' SEL skills. DRE staff will develop and administer questions on the ECS that will assess staff's perceptions of interventions (e.g., TBRI and restorative practices) to support the pre-K through 2nd-grade suspension ban. Focus groups will continue at the 10 schools piloting these interventions.
- July–August 2018: DRE staff will build a campus- and student-level data file to be used in subsequent analyses. Data from the ECS along with extant data sources (e.g., discipline, attendance, and students' personal development skill report card ratings) will be used to highlight best practices associated with schools piloting interventions to address the pre-K through 2nd-grade suspension ban. Data from this report will be used to help district staff develop ongoing evaluation plan associated with the pre-K through 2nd-grade suspension ban.

REQUIRED REPORTING

DRE staff will assist the program manager with data needed for district reporting and for 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, St. David's Foundation, Buena Vista Foundation, Michael L. Klein Foundation, Tapestry Foundation, and Facing History, as necessary, to facilitate national evaluation efforts. On an as-needed basis, DRE staff will travel to other districts interested in implementing SEL to share knowledge of SEL in AISD. DRE staff will explore opportunities to present findings at relevant conferences and to submit findings to professional publications. DRE staff will provide information and support to AISD and external SEL advisory bodies and administrators, as needed, and will support external researchers with NAPE micromessaging and Kellogg interventions (for more information, see other evaluation plans elsewhere in this document).

STATE COMPENSATORY EDUCATION (SCE) AND HIGH SCHOOL ACCELERATED INSTRUCTION, 2017–2018

Grant Manager: Mary Thomas, Ed.D.

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: William dela Cruz, Ed.D., Ph.D.

PROGRAM DESCRIPTION

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, changes each year as the population of educationally disadvantaged students fluctuates. 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 for high school students who have failed to perform satisfactorily on any required state EOC assessments, including algebra I, biology, English I and II, or U.S. history exams. Districts must evaluate the effectiveness of the accelerated instruction 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 (Chapter 39 of the Texas Education Code, Subchapter C, Sec 29.081, 1995, amended in 2017). SCE funds supplement a broad range of programs in AISD, previously including the Alternative Learning Center, Elementary Alternative Learning Center, Garza Independent High School, International High School, Leadership Academy, Diversified Education through Leadership, Technology, and Academics (DELTA), and the Virtual Schools Program. Other recipients of SCE funds have included a BE 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 funds.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

1. What were the characteristics of at-risk students, including reason(s) for being at risk and demographics?
2. What services and programs were provided using state compensatory education funds?
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 describe the characteristics of at-risk students, including reason(s) for being at risk and demographics
- To list each of the programs funded by SCE
- To describe the effectiveness of the SCE program as a whole, based on state-mandated performance indicators
- To describe the effectiveness of the accelerated instruction program, based on EOC exam performance of targeted students
- To facilitate decision making about SCE and accelerated instruction 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 accelerated instruction, 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, STAAR 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 2017: Staff will obtain a list of programs to be funded by SCE.
- June–August 2018: Staff will analyze STAAR results.
- September 2018: Staff will analyze state-provided 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, 2017–2018

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 DRE 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 2017: 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, 2017–2018

Grant Manager: Mary Thomas, Ed.D.

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

Evaluation Staff: Chelsea Cornelius, Ph.D.; Hui Zhao, Ph.D.; Claude Bonazzo, Ph.D.; Mishan Jensen, Ph.D.; Jenny Leung, M.A.; William dela Cruz, Ed.D., Ph.D.

PROGRAM DESCRIPTION

Title I is a compensatory education program supported by funds from the USDE through the Elementary and Secondary Education Act, reauthorized most recently by the Every Student Succeeds Act (ESSA). The five national and state goals are:

- 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 between 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

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

(Subpart 2), funds, which also flow from the federal to the state and then to the local level, help school districts serve students who are placed in local facilities for delinquent youth.

Title I, Part A, 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, Part A, 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 based on 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.

Currently, AISD will use a Title I, Part A, grant planning amount of \$23,252,013 plus an estimated roll-forward amount from the prior year (provided by TEA) to allocate Title I, Part A, funds to 76 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 \$323,697, 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 like 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: compliance report data gathering, analyses and summaries; 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; district and school summaries of student and staff demographics; school and district accountability performance analysis; parent and family engagement data and reporting support; and summer school analysis and summary. 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 promoted students' academic progress overall and that closed the achievement gap between 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 meet the state's 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 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 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, Part A and Part D, 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

Currently, 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. 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)
- Texas Student Data System 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' 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 or data submitted only 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 between 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 engagement 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 and family engagement activities across the district will be gathered and summarized for required reporting.

TIME LINE

- August–December 2017: 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 allocation information from staff in the State and Federal Accountability Department, finalize all staff and parent surveys and data collection tools, and update the 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 and family engagement activities reported by campus-based parent-support specialists. DRE staff will summarize school-based parent and family engagement 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 updates on Title I expenditures and compliance data for analysis.

- January–April 2018: DRE staff will analyze and summarize the district’s fall state submission data. The parent survey will be administered at all AISD schools. DRE staff will monitor and report on school-based parent and family engagement data, as needed, to district staff. After confirming TEA reporting requirements, DRE staff will deliver updated annual evaluation forms to private nonprofit schools and facilities for neglected or delinquent youth.
- April–July 2018: 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 summarize preliminary state submission 3 student data for the compliance report. DRE staff will collect information with the assistance of Project HELP staff on services provided to homeless students not enrolled in AISD. 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 and analyze data about extended learning opportunities for students (e.g., before- and afterschool tutoring, Saturday school, summer school). DRE staff will summarize school-based parent and family engagement data and provide reports, as needed, to district staff. DRE staff will obtain financial expenditure data summaries from State and Federal Accountability staff for required TEA compliance reports, and will conduct an analysis of the use of funds as they relate to student outcomes.
- July–September 2018: DRE staff will conduct STAAR and EOC analyses. 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 2017–2018. DRE staff will collaborate with grant staff to develop the 2018–2019 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 by August 1. 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., high-quality teachers and professional development opportunities; parent 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 assist with ad hoc requests and external research requests.

TITLE II, PART A, PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, OR OTHER SCHOOL LEADERS, 2017–2018

Grant Manager: Mary Thomas, Ed.D.

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

Evaluation Staff: Jenny Leung, M.A.; Mishan Jensen, Ph.D.

PROGRAM DESCRIPTION

The federal ESSA 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 between 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 2017–2018 Title II, Part A, planning amount allocation is \$2,250,783, 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 at 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?
6. How were Title II, Part A, funds used?

Title II, Part A, evaluation funding also will be used in part 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 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. Financial data will be obtained from staff in the State and Federal Accountability Department. 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. The 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 follow-up 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.

DRE staff will gather data from district data systems and other sources on all completed professional development opportunities that were supported in some way through Title II, Part A, funds.

DRE staff will survey staff from private nonprofit schools, facilities for neglected youth, and facilities for delinquent youth to obtain information on Title II, Part A, supported professional development opportunities they attended.

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 2017: DRE staff will collaborate with the Department of State and Federal Accountability to prepare an online form for professional development activity tracking to be provided to private nonprofit schools and facilities for neglected or delinquent youth. Staff will help with the preparation of data for the 2016–2017 TEA Title II, Part A, compliance report due by August 1.
- September 2017: DRE staff will collaborate with the Department of Educator Quality to prepare and administer a follow-up TIP Survey. 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.
- October–November 2017: 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 2017: DRE staff will prepare a summary report of the results of the fall professional development needs assessment. A report will be posted online at the district's website and shared with district staff.
- January–June 2018: 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 2018: 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 summaries to the

appropriate program stakeholders. DRE staff will work with key district staff to prepare the 2018–2019 evaluation plan.

- August 2018: DRE staff will assist in the submission of the required compliance report due to TEA by August 1.

REQUIRED REPORTING

ESSA 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.

URBAN EDUCATION LEADERSHIP PIPELINE, 2017–2018

Evaluation Directors: Fernando Medina, Ed.D.; Dru McGovern-Robinett, Ph.D.; Rosa Pena, Ph.D.

Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Mishan Jensen, Ph.D.

PROGRAM DESCRIPTION

Developing a sustainable and scalable pipeline of outstanding urban school leaders is a vital component of the AISD Strategic Plan: 2015–2020. The AISD Human Capital Services is committed to creating a rigorous and scalable leadership pipeline that focuses on recruiting, hiring, training, and retaining highly qualified principals and assistant principals. Four major areas of leadership development are in the pipeline for the 2017–2018 school year.

- The Assistant Principal Pathway Academy is designed for teachers who already have their masters and principal certification. This curriculum focuses on providing specific AISD content and preparing cohort members for campus leadership in an urban setting.
- The New Assistant Principal Induction and Support Program supports new assistant principals. Each year, they come together to prepare for their leadership on an AISD campus. Support is provided throughout the year in blended formats, such as PLCs and conference learning.
- The Principal Pathway Academy prepares selected assistant principals for the principalship in AISD. These cohort members attend sessions with district leadership to increase their knowledge of AISD initiatives and understand the significance of their role in creating an effective, agile, and responsive organization.
- The New Principal Induction and Support Program supports all principals new to AISD or new to the principalship. Their support begins with a 2-day institute in the summer to help them gain the foundational knowledge of AISD initiatives and prepare to start the year on their campus as the principal. Ongoing support is provided through the Novice Principal Coaching Program.

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

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

1. What program objectives and supporting activities were planned for implementation?
2. How can proposed activities and associated outputs be monitored?
3. What were the expected short- and long-term outcomes and how can they be measured?
4. What were the characteristics and perceptions of staff who left the district?

EVALUATION OBJECTIVES

- To assist in the development of a program logic model
- To create a comprehensive evaluation plan for the 2018–2019 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

In August 2017, a snapshot of AISD staff records will be created to support possible re-analyses of the static data set used in the evaluation reporting. Human Resources Staff Exit Survey data will be collected as resigning staff complete an online survey as a part of their Human Resources exiting process. Descriptive summaries will be performed within the online reporting tool as survey data are collected in the Human Resources exit process. Data collection for the 2018–2019 school year will be determined during the development of the program logic model and evaluation plan in 2017–2018.

DATA ANALYSES

Descriptive statistics will be used to describe responses to each survey question. Data analyses also may include a summary of qualitative data collected from the open-ended responses. Data analyses for 2018–2019 will be determined during the development of the program logic model and evaluation plan in 2017–2018.

TIME LINE

- Ongoing: DRE staff will monitor the online Human Resources Staff Exit Survey administration and reporting process, and make necessary adjustments throughout the year.
- July–August 2017: DRE staff will work with MIS staff on final survey revisions and determine the embedded variables needed for categorical analyses of the Human Resources Staff Exit Survey. DRE staff will create a snapshot of the staff data table for future analyses. DRE staff will meet

with staff in the district’s Office of Human Capital to determine support needs and articulate the scope of work.

- September–October 2017: DRE staff will conduct a review of current district leadership development programs and begin identifying and describing components of current program implementation and expected outcomes.
- November 2017–February 2018: DRE staff will work with program staff to create a logic model for each of the leadership pipeline components.
- April 2018: DRE staff will complete drafts of the logic models.
- May 2018: DRE staff will create a program evaluation plan for the 2018–2019 school year.

REQUIRED REPORTING

Brief summary reports describing Human Resources Staff Exit Survey results may be published upon staff request.

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 2017–2018.

**Austin Independent School District
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