
DEPARTMENT OF RESEARCH & EVALUATION
PLAN OF WORK, 2015–2016



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ABOUT THE DEPARTMENT OF RESEARCH AND EVALUATION

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

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

PREFACE

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

Following is the planned scope of work for the 2015–2016 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 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
3. 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)
4. A Purpose of Evaluation section, which includes the question(s) to be addressed by the evaluation, and the evaluation objectives
5. A Fiscal Considerations section, which describes any cost-effectiveness or cost-benefit measures to be included in the evaluation
6. 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
7. A Required Reporting section, which describes mandatory reporting requirements according to funding agencies and other entities
8. A Program Support section, which describes ongoing support that will be provided to the program staff over the course of the year
9. A Special Projects section, if a special project is planned

Readers of this document are encouraged to direct their comments and questions about the 2015–2016 evaluations and services to Holly Williams, the director of DRE, or to the contact person(s) named in the plan in question.



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AD HOC DRE REPORTS, 2015–2016

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

Evaluation Staff: DRE staff

PROGRAM DESCRIPTION

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

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

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

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

EVALUATION OBJECTIVES

Evaluation objectives will include the following:

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

FISCAL CONSIDERATIONS

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

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

SCOPE AND METHOD

DATA COLLECTION

Although many special projects are ad hoc in nature, some specific data collection and reporting activities are planned. These include the development and administration of the AISD Parent Survey, Staff Climate Survey, Teacher Survey, Central Office Work Environment Survey, Student Climate Survey, and Substance Use and Safety Survey (see the district-wide survey evaluation plan for more information). Staff also will support longitudinal data analyses for student performance in early childhood and prekindergarten education as well as kindergarten through grade 12 literacy performance in AISD. In addition, DRE staff will be involved in the analysis and preparation of data for monitoring the strategic plan. DRE staff also will assist in the collection and analysis of data for the annual Chamber of Commerce Report Card.

DATA ANALYSES

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

TIME LINE

- August 2015–July 2016: DRE staff will provide ongoing support to campus and central office administrators for ad hoc requests.
- August 2015: DRE staff will analyze and report strategic plan indicators and measurable outcomes for Goal 3.
- September 2015: DRE staff will conduct a preliminary data analysis for the Chamber of Commerce Report Card.
- October–December 2015: DRE staff will finalize the Chamber of Commerce Progress Report data analysis. Staff will analyze and report beginning of year pre-reading and reading performance data

for students in prekindergarten through grade 12 for district staff in early childhood and language arts departments.

- October 2015—March 2016: DRE staff will collect, analyze, and report data on parent and community engagement activities for five schools participating in the Kellogg Foundation grant. Results from this project will be used by AISD to submit another Kellogg Foundation grant to expand the efforts to more schools.
- February—June 2016: DRE staff will analyze and report end of year pre-reading and reading performance data for students in prekindergarten through grade 12 for district staff in early childhood and language arts departments. The end of year prekindergarten results will be included in a required report to the Texas Education Agency for the Texas Literacy Initiative (TLI) grant. Multi-year longitudinal prekindergarten student performance data will be analyzed and reported to the director of early childhood education. If resources allow, DRE staff will compare prekindergarten students' pre-reading performance on two different assessments (i.e, Peabody Picture Vocabulary Test, state-required CPALLS) and report these results to the director of early childhood. A longitudinal student performance analysis will be conducted of early literacy assessments as well as STAAR reading and writing results for students within the three TLI vertical teams of schools; these results will be provided to the TLI grant manager.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

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

AFTERSCHOOL PROGRAMS, 2015–2016

Program Managers: John Shanks, Erica Gallardo-Taft

Evaluation Supervisor: Cinda Christian, Ph.D.

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

PROGRAM DESCRIPTION

The AISD Afterschool Program is composed of a compilation of activities and centers throughout the district that are federally funded by the 21st Century Community Learning Center [CCLC] grant, with a total budget of \$7,033,862. A broad array of community partners is brought together to enhance instruction and leverage resources to benefit students. Most afterschool activities are aligned with Texas Essential Knowledge and Skills (TEKS) and are distributed to maximize impact at Title I campuses. The vision for the AISD Afterschool Program is youth making a positive difference through learning, working, thriving, connecting, leading, and contributing. AISD afterschool programs include but are not limited to the following types of activities: academic assistance, enrichment, family and parental support services, and college and workforce readiness. Academic assistance activities support all educational areas, as needed, to promote students' achievement and success in their school experiences; these programs are designed to create exciting intrinsic motivation to sustain constant student participation. Enrichment activities provide positive social, cultural, recreational, and interpersonal skills; health and wellness opportunities; and experiences to enrich and expand students' understanding of life and involvement in community. Family and parental support services and activities help to increase the participation of parents in the students' educational experience. College and workforce readiness activities promote workforce awareness, job and/or college readiness, skills training, preparation for the workforce, and assistance in the attainment of employment and/or funding for college.

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

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

AFTERSCHOOL CENTERS ON EDUCATION

The Afterschool Centers on Education (ACE) Austin is the component of the AISD Afterschool Program that is federally funded by a 21st CCLC grant. This grant is authorized under Title IV, Part B of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB, P.L.

107–110), and administered through the Texas Education Agency (TEA). AISD has had 21st CCLC grant funding since the 2003–2004 school year and has applied for and received several additional grants to expand the services to more schools since then. Currently, four grants through 21st CCLC serve students at AISD. AISD and the Boys & Girls Club of the Austin Area (BGCAA) are fiscal agents of the 21st CCLC grants. AISD 21st CCLC grants totaled \$4,182,630 for the 2015–2016 academic year. In addition, BGCAA has been awarded 21st CCLC grants in the amount of \$2,851,232 to serve AISD students. Two 21st CCLC grants at AISD serve students and families at 20 campuses, and two 21st CCLC grants at BGCAA serve students and families at 13 AISD campuses. The 21st CCLC grant funds are used to support ACE Austin by providing academic enrichment opportunities during non-school hours for children who attend high-poverty and low-performing schools. The opportunity to participate is open to all students at these campuses, and approximately 10,000 students are expected to participate, based on previous rates.

PURPOSE OF EVALUATION FOR ACE AUSTIN

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To assist the ACE Austin Afterschool Program staff in pulling data from district archival records for state and county compliance report submissions
- To summarize annual program survey results for program administrators and district stakeholders
- To provide evaluation grant level and center level final narrative reports to each ACE Austin funding partner (i.e., AISD and BGCAA)
- To make recommendations for program implementation

FISCAL CONSIDERATIONS

DRE staff will describe how the funding sources are used to facilitate program implementation and provide resources for students and their families. Because the programs are primarily grant funded, their impact on district budgeting and program sustainability will be addressed. When available and appropriate,

students' outcome data (e.g., school attendance, academic achievement, and behavior) will be examined in relation to cost-effectiveness.

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

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

TIME LINE FOR ACE AUSTIN PROGRAM

- August 2015: DRE staff will complete ACE Austin year-end data pull due to TEA August 31.
- September 2015: DRE staff will contact program facilitators and center staff to obtain descriptions of the program activities and logic models for the 2015–2016 school year. DRE staff, along with program managers, will begin planning focus groups with parents to be conducted in the fall semester, and focus groups with students to be conducted in the spring semester.
- October 2015: DRE staff will make revisions to and finalize the Afterschool Program student and parent surveys.
- November 2015: ACE Austin program staff will provide student ID files to DRE staff for the ACE Austin fall report by November 30. DRE staff will conduct parent focus groups.
- December 2015: DRE staff will provide attendance and discipline data for the ACE Austin (Cycles 7 and 8) fall report, due to TEA December 15, to ACE Austin program staff by December 9.
- January 2016: DRE staff will provide grades data for the ACE Austin (Cycles 7 and 8) fall report, due to TEA January 15, to ACE Austin program staff by January 8. Parent focus group data will be analyzed.
- February 2016: DRE staff will conduct student focus groups.
- March 2016: DRE staff will assist the Afterschool Program staff administer the student and parent surveys.

- April 2016: DRE staff will analyze the Afterschool Program student and parent survey data and the student focus groups data. Staff will also send templates of the final evaluation report to program directors to update.
- May 2016: ACE Austin program staff will provide student ID files to DRE staff for the ACE Austin spring report and the final evaluation reports by May 20. DRE staff will provide the data for the ACE Austin spring report, due to TEA June 3, to ACE Austin program staff by May 27. DRE staff will prepare student and parent survey summary reports. Program coordinators will provide final updates to program and implementation information by May 31.
- June 2016: DRE staff will prepare data for complete analyses for the four narrative reports (Cycles 7 and 8) and 33 center-level executive summaries. These include two grant-level narrative reports each for AISD and the Boys and Girls Club, and 20 center-level executive summaries for AISD and 13 center-level executive summaries for the Boys and Girls Club.
- July 2016: DRE staff will complete the final narrative reports (four grantee reports and 33 center executive summaries), due to TEA July 31.

SPECIAL PROJECTS

No special projects are planned at this time.

AISD TEACHER LEAVER STUDY, 2015–2016

Supervisors: Lisa Schmitt, Ph.D.

Evaluators: Shaun Hutchins, Ph.D.

DESCRIPTION OF NEED

AISD has committed to making retention of excellent teachers a priority through the support of programs such as the AISD REACH strategic compensation program, and by providing teachers with locally funded salary increases in spite of budgetary constraints. In addition, the retention of high-quality teachers is an AISD board priority for 2015–2016: “Priority 4. Research and develop professional pathways to recruit, develop, evaluate, compensate, and retain high quality teachers in AISD” (http://www.austinisd.org/sites/default/files/dept/strategic_plan/docs/2014-15_Priorities.pdf). A study of teacher leavers will contribute to the overall understanding of these processes in AISD.

PURPOSE OF RESEARCH PROJECT

The AISD Teacher Leaver study is an ongoing study that describes geographic and demographic patterns of teacher attrition and mobility, and tracks teachers who leave AISD for area districts and/or other careers. In addition, this study examines the causes of teacher attrition in AISD that leavers identify, and compares the effectiveness of teachers who stay with teachers who leave similar schools. Results of statistical analyses are provided, with a focus on the policy implications of the research findings.

RESEARCH QUESTIONS

Research questions for the current year include but are not limited to the following:

1. How did the effectiveness of teacher leavers compare with the effectiveness of teachers who stayed?
2. How did the proximity of home address to school influence teachers’ decisions to stay?
3. To what extent do the AppliTrack FIT and Teaching, Empowering, Leading and Learning (TELL) survey results relate to each other and to teacher retention?

FISCAL CONSIDERATIONS

To the extent possible, this study will examine financial contextual factors that contributed to or resulted from teacher attrition in AISD. Examples may include examining the impact (if any) of the discontinuation of the AISD REACH program. This study will be supported by grant funds (i.e., Title II, Part A).

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

Data analysis procedures will include summaries of survey responses and data displays of descriptive information. Appropriate statistical analyses will be performed to examine the possible relationships between and among factors outlined in the research questions.

TIME LINE

- August–October 2015: DRE staff will analyze demographic, working conditions, and geographic data on teacher leavers.
- September–October 2015: DRE staff will work with AISD Human Resources (HR) staff to refine the HR Exit Survey and to obtain AppliTrack FIT data.
- November–December 2015: DRE staff will publish the first research brief, which will focus on the demographic, working conditions, and geographic data.
- January 2016: DRE staff will begin analysis of the educator effectiveness results for teacher leavers.
- February–April 2016: DRE staff will continue analyses of the educator effectiveness data and will examine relationships among FIT and TELL data.
- May 2016: DRE staff will publish a second research brief, which will focus on the effectiveness and FIT results of teacher leavers versus stayers.

REPORTING

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

AMERICORPS PROGRAM, 2015–2016

Program Directors: Raul Alvarez

Evaluation Supervisor: Karen Looby, Ph.D.

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

PROGRAM DESCRIPTION

AmeriCorps engages more than 80,000 Americans in intensive service each year at nonprofits, schools, public agencies, and community and faith-based groups across the country. In AISD, AmeriCorps directly addresses the academic, social, emotional, and health needs of students attending Reagan and Travis High Schools and their families. AmeriCorps staff participate in community service projects and serve as graduation assistants and tutors.

PURPOSE OF EVALUATION

The AmeriCorps program evaluation will provide information about program effects to help AmeriCorps and AISD staff make decisions about program implementation and improvement. DRE staff will develop and present logic models that provide graphic depictions of the relationships between the program objectives, activities, outputs, and outcomes of the programs planned for the schools. Staff will use the logic models for planning, implementation, evaluation, and communication. Staff will also use the logic models to explain the program, monitor operations, and articulate results.

EVALUATION QUESTIONS

The following questions will guide evaluation planning for the program in the 2015–2016 school year:

1. What activities, structures, and strategies did staff implement to meet objectives?
2. What were the academic growth outcomes for tutoring participants, and how did these compare with those of a matched comparison group?
3. What were the attendance outcomes for Travis attendance outreach program participants, and how did these compare with those of a matched comparison group?
4. What were the college readiness outcomes for Reagan college and career center outreach program participants, and how did these compare with those of a matched comparison group?
5. What were students' and AmeriCorps members' perceptions of the programs?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To analyze program effectiveness and provide information to AISD and AmeriCorps staff to help them make decisions about program implementation and improvement
- To provide compliance documentation data to AISD and AmeriCorps staff

FISCAL CONSIDERATIONS

DRE staff will describe program funding sources and any changes to funding.

DATA COLLECTION

DRE staff will collect and analyze both qualitative and quantitative data to measure the programs' effects, strengths, and areas for improvement. District information systems will provide demographic, attendance, course enrollment (include dual credit course completion), course grade, college application, Free Application for Federal Student Aid (FAFSA) completion, college admission testing, graduation, and STAAR testing data for program participants. AmeriCorps members will use DRE staff-made data files to provide participation information. Student and AmeriCorps member surveys and focus groups will provide information about program participation experiences and perceptions of program effects.

DATA ANALYSES

DRE staff will use a mixed-methods approach. Staff will analyze quantitative assessment data using descriptive and inferential statistics. Staff will analyze qualitative data (survey responses and focus group feedback) using content analysis techniques to identify important details, themes, and patterns. Staff will cross-examine results from all analyses to determine the consistency and reliability of results and provide an accurate picture of the program.

TIMELINE

- July–August 2015: DRE staff will develop and present program logic models.
- July–August 2015: DRE staff will develop and explain the participation data collection tool (a Google doc).
- September–December 2015: DRE staff will identify participants and summarize their baseline academic performance. DRE staff will complete and submit annual AmeriCorps compliance report.
- January–February 2016: DRE staff will update program surveys to meet current-year information needs.
- March–May 2016: DRE staff will administer student and AmeriCorps member surveys and summarize results.
- May 2016: DRE staff will conduct focus groups to gather information about program participation and analyze results.

- May 2016–June 2016: DRE staff will collect and analyze quantitative student data to analyze program effectiveness.
- May–August 2016: DRE staff will summarize results of assessments and report results to program staff. DRE staff will create and submit to program staff a comprehensive evaluation report summarizing student outcomes for the 2015–2016 school year.

REQUIRED REPORTING

DRE staff will assist program staff in completing and submitting reports and information required by grant providers.

SPECIAL PROJECTS

No special projects are planned at this time.

ATHLETIC PROGRAMS, 2015–2016

Program Managers: Leal Anderson

Evaluation Supervisor: Karen Looby Ph.D.

Evaluation Staff: Karen Looby Ph.D.

PROGRAM DESCRIPTION

The Athletics Department is interested in studying the impact of a formal middle school athletics period on student performance academically and behaviorally. Presently, eight campuses have an athletic period as part of the students' schedule (i.e., Bedichek, Covington, Garcia, Webb, Fulmore, Small, Gorzycki, Bailey, Murchison, O'Henry, and Ann Richards). The campuses that do not have an athletics period are Martin, Kealing, Dobie, Burnet, Lamar, Means, Mendez, and Parades. This study will attempt to address the benefits and challenges of the athletics period configuration at the middle school level.

PURPOSE OF EVALUATION

In the 2015–2016 school year, DRE and athletics staff will evaluate the AISD athletics period at eight middle schools and compare the results with data from eight campuses that do not have an athletics period to determine if students benefit from being enrolled in a formal athletics period throughout the school year.

EVALUATION QUESTIONS

The study will seek to determine any measurable advantages to the campus or student of scheduling a formal athletics period in middle school. Specific questions are as follows:

1. Were there differences in STAAR passing rates on reading, math or writing tests; attendance rates; and disciplinary referral rates for middle schools with and without an athletics period?
2. Were there differences in STAAR passing rates, attendance rates, and disciplinary referral rates between athletes and non-athletes within each middle school campus?
3. Were there greater differences in STAAR passing rates between athletes and non-athletes within middle schools that have athletics period and middle schools that do not?

EVALUATION OBJECTIVES

- To assist administrators in tracking academic, behavioral, and attendance patterns of students attending middle schools that have a formal athletics period and schools that do not have an athletics period
- To inform and provide clarity about the feasibility of an athletics period across all middle school campuses

FISCAL CONSIDERATIONS

Fiscal considerations will be incorporated into the program evaluation planning process to determine a cost-benefit ratio. Data sources that are universal to all district campuses will be used prior to creation of new data sources to reduce fiscal responsibilities.

SCOPE AND METHOD

DATA COLLECTION

The data collected will be determined by DRE and district/school administrators and may include demographics, testing results, attendance rates, discipline referrals from the 2014-2015 school year.

DATA ANALYSES

There are presently eight campuses with and eight campuses without athletics period. A quantitative research design will be employed, such as regression or ANOVA and basic descriptive data appropriate to the data types. Data may include academic performance; disciplinary referrals; attendance rates; and district or campus survey responses. Comparisons may include campuses with and without athletic period, as well as impact on students during season compared with impact on students off-season. Cost-benefit analysis will be calculated if initial results show significant positive findings.

TIME LINE

- September–November 2015; DRE staff and district/school administrators will determine the specific data to be summarized, which may include demographics, testing results, attendance rates, discipline referrals, and district or campus survey responses. A brief review of research on the use of an athletics period will be completed.
- November–December 2015: DRE staff will analyze STAAR, attendance and disciplinary data from 2014–2015, using qualitative and quantitative methods, as appropriate to the data source.
- January 2016: DRE staff will provide a comprehensive report to the athletics director for review and decision-making.
- February–March 2016: Based on findings from the 2014–2015 report, qualitative follow-up may be conducted to further explore outcomes for middle school students.
- April–May 2016: The final report will be submitted district administrators for review, and a stakeholder conference will allow feedback to be gathered and integrated, as necessary prior to final report submission. After final approval by stakeholders, the report will be published on the DRE website.

REQUIRED REPORTING

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

SPECIAL PROJECTS

A special project may explore campus capacity for enrollment in an athletics period. This would help each middle school assist program staff in the estimation of costs for implementing an athletic period at their campus. This project may be implemented based on the availability and accessibility of information.

AUSTIN PARTNERS IN EDUCATION (APIE), 2015–2016

Executive Director: Cathy Jones, Ph.D.

Evaluation Supervisor: Karen Looby, Ph.D.

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

PROGRAM DESCRIPTION

Austin Partners in Education (APIE) is an independent, nonprofit organization created through a partnership between AISD and the Austin Chamber of Commerce. By leveraging community resources, APIE brings the Austin community and classrooms together, with the goal of improving academic excellence and personal success for AISD students. Because APIE is external to the district, program funding amounts have not been determined. In 2015–2016, APIE will facilitate multiple student support programs within AISD at different schools. The following APIE programs will be evaluated by the DRE:

- APIE’s College Readiness (CR) program provides information about college readiness standards and provides tutoring for high school students who are not currently passing the more stringent college readiness standards on state or college admissions assessments.
- APIE’s Middle School Math program is designed to help 8th-grade math students build their math skills and academic independence during weekly study group sessions facilitated by volunteers who share their enjoyment of math and real-world experiences.

PURPOSE OF THE EVALUATION

The goal of participation in APIE programs is to build students’ academic skills and develop their enjoyment of learning. Thus, the program evaluation is conducted to describe the academic outcomes for the students and the indirect influences on their learning.

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. Did the program implement structures and employ strategies to meet articulated performance goals?
2. What were the academic outcomes for APIE participants, and how did these compare with those for similar non-participants?
3. Did APIE participation improve middle students’ academic self-confidence?
4. Did APIE participation improve middle students’ engagement?
5. Did APIE students, teachers, and volunteers believe the program was effective?

DRE staff will provide information about program effectiveness to decision makers to help them 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 will provide student demographic, course enrollment, and testing (e.g., DRA, STAAR, EOC, SAT, ACT, and TSI) data for program participants. Teachers, volunteers, and students will complete surveys regarding their experiences with the program.

DATA ANALYSES

To determine precise outcomes for APIE programs and to isolate the influences of other programs, DRE staff will use a mixed-methods approach. Staff will include student comparison groups in the quantitative data analyses to separate the program effects on outcomes of interest, including academic growth. Staff will analyze quantitative data (e.g., test scores and survey results) using descriptive statistics (e.g., numbers and percentages). Staff will use inferential statistics (e.g., tests of statistical significance) to make judgments of the probability that an observed difference between groups is one that happened as a result of the program, rather than by chance. Staff will analyze qualitative data using content analysis techniques to identify important details, themes, and patterns within survey responses. Staff will triangulate, or cross-examine, results from all analyses to determine the consistency of results and provide a more detailed and balanced picture of the programs.

TIME LINE

- Ongoing: DRE staff will meet with APIE staff, as needed, to discuss program evaluation needs and to facilitate evaluation activities. APIE will schedule appropriate program staff to attend meetings to ensure that their input is received.
- July–August 2015: DRE staff will complete the 2014–2015 data analyses (e.g., summaries of survey and assessment results, comparison group analysis, survey validation) and develop a narrative report.
- August–September 2015: DRE staff will adjust logic models to address any program changes.

- August–October 2015: APIE staff will identify students for participation in APIE’s College Readiness program and provide names to DRE staff. DRE staff will help identify participating APIE classes and provide a demographic summary of APIE participants. APIE and DRE staff will administer a pre-survey to students. DRE staff will complete the 2014–2105 APIE evaluation report and submit it to APIE staff.
- October–November 2015: APIE and DRE staff will prepare and administer pre-surveys to middle and high school students.
- November–December 2015: DRE staff will provide a summary of pre-survey results.
- May 2016: DRE and APIE staff will administer year-end program surveys to students, teachers, and volunteers.
- May–July 2016: DRE staff will analyze program survey and student outcome data.
- August–September 2016: DRE staff will create a narrative report summarizing APIE program participation and student outcomes for the 2015–2016 school year and develop an evaluation plan for 2016–2017 APIE programs.

REQUIRED REPORTING AND DELIVERABLES

In the summer of 2016, 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 timelines that will provide relevant formative and summative data and information to program stakeholders.

SPECIAL PROJECTS

No special projects are planned at this time.

BILINGUAL EDUCATION, ENGLISH AS A SECOND LANGUAGE, AND DUAL LANGUAGE PROGRAMS, 2015–2016

Program Manager: Olivia Hernandez, M.Ed.

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Aline Orr, Ph.D.

OVERVIEW

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

PROGRAM DESCRIPTION

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

- Transitional late exit BE is a program of instruction in the native language (i.e., Spanish, Vietnamese, or Korean) and English, offered in pre-K through 6th grade. Literacy and core content skills initially are developed in the dominant language, although English is taught daily across the core content areas and the amount of English increases gradually across grade levels. Students are expected to achieve grade-level academic competency and English proficiency by the end of 5th or 6th grade.
- DL is a type of BE program with a highly prescribed method of core content instruction in English and a second language (e.g., Spanish or Vietnamese) that emphasizes both bilingualism and biculturalism. In 2015–2016, DL will be implemented in pre-K through grade 5, and in 6th grade for four pilot sites. In AISD, one-way DL classrooms serve only native Spanish or Vietnamese speakers, and two-way classrooms serve both native English speakers and native Spanish speakers. In future years, additional grade levels will be added to DL as the program expands.
- ESL is a program of specialized instruction in English, provided to elementary school students whose parents declined BE but approved ESL instruction, to elementary school students for

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

NCLB of 2001 includes the Title III, Part A grant Language Instruction for Limited English Proficient and Immigrant Students. The grant provides funds to school districts through TEA to assist in the teaching of English to ELLs at all grade levels so these students can successfully learn English and meet the challenging academic standards required of all students. These supplemental funds may be used to (a) support specialized student instruction, (b) provide professional development opportunities to staff, (c) acquire instructional supplies and materials, (d) provide community and family coordination and outreach for ELLs and their families, and (e) support other relevant programmatic efforts. The estimated Title III, Part A planning amount for 2015–2016 is \$2,323,064.

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

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

PURPOSE OF EVALUATION

In response to AISD's initiative to adopt a DL model in some form at all elementary schools and some middle schools over the next several years, the program evaluation will focus primarily on the DL program. However, the program evaluation also will include a summary of all AISD ELLs, regardless of BE/ESL program. Because the district also uses Title III, Part A and local funds to provide professional development opportunities for staff, acquire instructional materials, and provide parent and community outreach, a summary of those efforts also will be examined.

EVALUATION QUESTIONS

The program evaluation will focus on the following major questions during the 2015–2016 school year:

1. To what extent did DL administrators and teachers implement the DL model with fidelity, according to the Gómez and Gómez observations (<http://www.dlti.us/>), the pilot AISD DL classroom observation rubric, and teachers' survey responses?
2. What progress was made in implementing a pilot AISD-developed DL classroom observation rubric?

3. Was the AISD DL model clearly articulated to campus staff at the middle schools (because DL will be implemented for the first time at this level)?
4. How did secondary school staff at pilot schools perceive the training they received in the district's new sheltered instruction coaching model? To what degree did staff implement the model's sheltered instructional practices?
5. How many students were served by BE/ESL programs? How many students' parents declined BE/ESL program participation? How many students were exited from BE/ESL programs, and what were their student characteristics?
6. How did a cohort sample of DL students progress in English and Spanish academic performance, as measured by an assessment such as the Language Assessment Scales (LAS) Links for reading and writing?
7. How did the first cohort of DL middle school students compare with their counterparts who did not participate in DL?
8. How did ELL students perform on state academic assessments (i.e., STAAR, EOC, Tejas Lee, Texas English Language Proficiency Assessment System [TELPAS]), comparing students in BE late exit, one-way and two-way DL, and ESL programs? How did AISD ELLs perform on state academic assessments compared with ELLs statewide over time? 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?
9. 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?
10. How did middle school staff at pilot schools perceive the Guided Linguistic Acquisition Development (GLAD) (<http://www.projectglad.com>) model for professional development activities? To what degree did staff implement the model's recommended practices?
11. How well did the New Bilingual Teacher Institute (NBTI) support bilingual teachers who were new to the district? What were new bilingual teachers' professional development support needs during the school year?
12. How did staff perceive the ELL elementary summer school program?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To provide information about program effectiveness to district leaders to help them make decisions about program implementation and improvement

- To assist program staff in meeting the documentation and evaluation requirements of the state as well as of TEA’s NCLB Consolidated Compliance Report for Title III, Part A

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

ELL students’ demographic, program participation, language acquisition, and achievement data will be accessed through the district’s information systems. BE/ESL teachers’ professional development activity data and feedback will be collected from the district’s Human Capital Platform system, from program staff, and from administered surveys. Gómez and Gómez ratings of campus DL program fidelity will be obtained from ELL program staff. DRE and ELL program staff will continue to modify and test a classroom observation rubric and begin development of a campus measurement rubric to assess the level of DL implementation. Staff surveys conducted at selected schools also will contribute to the measurement of program implementation and fidelity. Program descriptions and financial expenditures will be gathered from program staff and summarized for local and state reporting. If feasible, surveys will be used to examine staffs’ impressions of the ELL elementary summer school program.

DATA ANALYSES

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

TIME LINE

- July–August 2015: DRE staff will analyze results and produce narrative reports for district decision makers on the DL program for the 2014–2015 school year. DRE staff will work with program staff to complete and submit the TEA NCLB Title III, Part A compliance report for

2014–2015, due August 3. DRE staff will work with program staff to develop daily and follow-up surveys for teachers who attended NBTI in August 2015.

- August–December 2015: DRE staff will summarize the 2014–2015 district-level demographic and academic performance data for ELLs and provide a summary report to program staff. In addition, DRE staff will work with program staff to develop staff survey questions and data collection plans for the pilot schools implementing the sheltered instruction model and the GLAD model. DRE staff will administer surveys to samples of campus staff about the GLAD model and sheltered instruction; survey results will be summarized and reported to program staff. DRE staff will continue to work with ELL department staff on development and use of the DL classroom observation rubric at schools with DL classrooms. Revisions to the rubric will be made, as needed, through the end of the fall semester. In December, the Gómez and Gómez DL schools' ratings will be obtained from ELL Department staff.
- January–April 2016: The follow up NBTI survey will be administered to those who attended. DRE staff will work with ELL program staff to develop survey questions for a sample of DL campus staff regarding DL program implementation and guidelines. If resources allow, additional survey questions will be developed for staff at pilot schools implementing the sheltered instruction model. DRE staff will continue to collect information on the pilot DL class and school observation rubric that can be used to assess the degree of AISD DL program fidelity implemented at a sample of DL schools.
- May–July 2016: In May, campus staff will have an opportunity to answer questions about DL programs or possibly the sheltered instruction model as part of the district's employee coordinated survey. DRE staff will incorporate spring staff survey results into annual reports. DRE staff will gather and summarize data to be submitted as part of TEA's annual NCLB Consolidated Compliance Report for Title III, Part A due August 1. DRE staff will work with program staff to prepare and administer an electronic ELL elementary summer school staff survey at the end of June, if requested. Evaluation planning will begin for the 2016–2017 school year.
- August–October 2016: DRE staff will produce multiple research briefs, such as analyses of DL program implementation; identification of effective DL classroom and school practices that lead to student success; 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 (e.g., LAS Links, TELPAS, Texas Primary Reading Inventory [TPRI] and Tejas LEE, STAAR, and EOC).

REQUIRED REPORTING

DRE staff, in collaboration with Department of State and Federal Accountability and ELL Department' staff, will complete the TEA Title III, Part A report prior to the August 2016 submission

deadline. DRE staff will write research briefs, as needed, to comply with the annual state BE/ESL program reporting requirements.

PROGRAM SUPPORT

DRE staff will provide ongoing support to ELL department staff in the following ways as requested: attendance at BE/ESL program staff meetings or advisory meetings; provision of summary data about ELLs and about staff professional development opportunities, as defined in this evaluation plan; and guidance about research, evaluation, and data topics (e.g., surveys, program data analysis, and data summaries).

SPECIAL PROJECTS

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

- February 2016: DRE staff will determine the elementary BE/ESL program status of 8th-grade ELLs who failed STAAR math and reading in 2014–2015 and 12th graders who failed EOC English. The purpose of this evaluation is to identify any difference in passing rates between BE/ESL program participants.
- May–June 2016: DRE staff may be asked to assist the director of the ELL Department with a review and update of progress on 2016–2017 goals, objectives, and targets in the department’s program improvement plan.

CAREER AND TECHNICAL EDUCATION PROGRAMS, 2015–2016

Program Director: Annette Gregory

Evaluation Supervisor: Karen Looby, Ph.D.

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

PROGRAM DESCRIPTION

The district expects all AISD secondary students to demonstrate preparedness for postsecondary education and to understand the knowledge, work habits, attitudes, leadership ability, and teamwork skills required by employers for success in the global 21st century workplace. In June 2003, AISD's board of trustees selected Austin Community College (ACC) to manage the development and implementation of the Career and Technical Education (CTE) programs and redesign. The 2015–2016 contracted budget for CTE is \$987,000. Within the CTE programs, students will

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

PURPOSE OF THE EVALUATION

It is expected that CTE programs will provide opportunities for students to acquire the 21st century academic and technical skills needed for entry into the global workforce and/or postsecondary education to become contributing members of the community. Therefore, DRE staff will evaluate the program by describing students' participation in CTE programs and their academic and postsecondary outcomes. The district will use elements of the evaluation to monitor the CTE Department's performance (e.g., the percentage of students taking coherent sequences of CTE courses, the number of students eligible for credit articulated with a postsecondary institution, and the number of students earning industry certifications).

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. How did the postsecondary employment and education outcomes, including quarterly earnings, of graduates with industry certifications or licenses compare with the outcomes of graduates with similar demographics who did not earn an industry certification?

2. Were the employed graduates who earned industry certifications working in an industry related to their certification?
3. Has CTE program implementation achieved program standards?

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. National Student Clearinghouse (NSC) and TWC data will provide information concerning the numbers of students enrolling in postsecondary education and entering the workforce after high school graduation, as well as graduates' employment earnings.

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 and earnings) 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 2015: 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 Employee Coordinated Survey. Staff will analyze data on students' postsecondary education and employment outcomes.
- August 2015: DRE staff will create and submit to CTE program staff a summary of district- and campus-level student outcomes for the 2014–2015 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.
- August–October 2015: DRE staff will produce a report on students' postsecondary education and employment outcomes. DRE staff, in collaboration with CTE managers, will redesign the program evaluation site visit process to more productively use the time and expertise of industry volunteers.
- September 2015: DRE staff will report on CTE course enrollment for each campus prior to the PEIMS October snapshot and prepare for the program evaluation site visit in November.
- October–November 2015: DRE staff will prepare for and conduct a program evaluation site visit. DRE staff will administer a survey to site visit participants and prepare and submit a data request to the TWC.
- December 2015: DRE staff will report on the results of both the site visit and the reviewer survey.
- January–February 2016: DRE staff will prepare for the spring program evaluation site visit and clean and analyze TWC data.
- March 2016: DRE staff will assist in the program evaluation site visit, administer a survey to site visit participants, and prepare questions for the Employee Coordinated Survey. Staff will develop a satisfaction survey for CTE advisory committee members.
- April 2016: DRE staff will report on the results of both the program evaluation site visit and the reviewer survey. DRE staff will conduct an analysis and report on the employment outcomes of graduates who obtained industry certifications.
- May 2016: DRE staff will collect student certification results.
- June 2016: 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 2015–2016 Title I, Part C, Carl D. Perkins Grant, and information required by the district's board of trustees. A series of

district narrative evaluation reports will provide an in-depth summary of program implementation and outcomes for participants.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

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

COORDINATION OF EXTERNAL RESEARCH AND EVALUATION IN AISD, 2015–2016

Supervisor: Cinda Christian, Ph.D.

Coordinator: Kevin Yeh, B.A.

PROGRAM DESCRIPTION

AISD regularly receives numerous requests to conduct research or evaluation from external parties (e.g., graduate students, professors, service providers, and educational research organizations) for the purpose of general education research, theses and dissertations, program evaluations, and partners' grant compliance reporting. These requests may include any combination of the following: surveys, focus groups, or observations of students, teachers, administrators, or other district staff members; or requests for data sets from central records. A formal application and data collection process facilitates research and evaluation conducted by parties external to AISD and allows the coordinator of external research to monitor these projects. The process includes established guidelines that (a) protect staff and students from unnecessary or overly burdensome data collection, (b) ensure compliance with current laws concerning privacy and research, and (c) contribute to the quality of research conducted in AISD. Proposal forms and instructions; information regarding the external research process including the external research policy, important dates, and a process flow chart; and criteria by which proposals are judged are posted on the AISD web page (<http://www.austinisd.org/dre/research>).

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

The coordinator maintains a database of all proposals. Information generated from the database includes (a) the percentage of proposals accepted; (b) the number of research projects involving elementary, middle, and high schools; (c) the percentage of projects that study different topic areas; and (d) the number and types of external parties conducting research and evaluation in AISD.

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

PURPOSE OF EVALUATION

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To identify trends among external research topics to ensure that research efforts are equitably distributed among grade levels, subject areas, and research methodologies
- To highlight any research projects that were particularly successful or beneficial to the district
- To note any persistent problems that may need to be addressed through modifications to the research application and review process
- To make recommendations about research priorities for the 2016–2017 school year

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

Data analysis procedures will include calculating the frequencies of the number of external research projects across different grade levels, subject areas, methodologies, and types of external parties, and examining the percentage of proposals accepted. The coordinator will use these data to develop recommendations for the 2016–2017 school year.

TIME LINE

- Ongoing: The coordinator will provide ongoing support to external researchers, including processing data-sharing agreements and data requests throughout the school year, based on project timelines and data availability.
- August–October 2015: The coordinator will receive and process research applications for the spring semester of the 2015–2016 school year.
- January–May 2016: The coordinator will receive and process research applications for the fall semester of the 2016–2017 school year.

- June–August 2016: The coordinator will analyze data from the external research database and complete the external research summary report for the 2015–2016 school year.

REQUIRED REPORTING

The coordinator will provide a written report to the director of DRE at the end of August 2016. The report will provide an overview of the number and type of research projects conducted during the 2015–2016 school year. The report will (a) discuss noteworthy trends among research topics, (b) highlight any research projects that were particularly successful or beneficial to the district, and (c) note any persistent problems that may need to be addressed through modifications to the research application and review process. Each of these sources of information will be used to develop recommendations for the improvement of the external research review process and the development of research priorities for the 2016–2017 school year.

PROGRAM SUPPORT

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

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

CREATIVE LEARNING INITIATIVE, 2015–2016

Program Director: Greg Goodman

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Crystal Wang, Ph.D.

PROGRAM DESCRIPTION

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

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

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

The first phase of the program began with an inventory of existing arts education resources and needs assessment by Kennedy Center staff and consultants. Based on this information, a plan was created to focus on increasing arts education opportunities for K-12 students. The goal of this second phase is to provide a tapestry of arts education, strategically weaving together existing arts resources within the schools with those available from community providers and the Kennedy Center in order to reach every child. Pilot implementation of intensive professional development activities for teachers and campus instructional leaders on the topic of arts integration began in the spring of 2011–2012 at four campuses, and was expanded to the remaining nine campuses in the McCallum vertical team in 2012–2013. Using a staged implementation model, the second and third vertical teams were added in 2013–2014 (11 campuses at Travis) and 2014–2015 (12 campuses at Crockett), and a fourth vertical team will be added in 2015–2016

(eight campuses at Eastside Memorial), totaling 44 campuses. The goal is to accomplish district-wide implementation by 2021–2022.

PURPOSE OF EVALUATION

The primary purpose of the CLI evaluation is to assess the effectiveness of the initiative in achieving its 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. What impact did the creative learning professional development workshops have on teachers' content knowledge in arts-based instructional strategies?
2. What impact did the creative learning professional development workshops have on teachers' capacity to implement high-quality arts-based instruction in their classroom?
3. What impact did small group "intensives" and one-on-one coaching have on teachers' capacity to implement high-quality arts-based instruction in their classroom?
4. How did teachers progress through the stages of arts-based instruction innovation? How did this progress relate to the overall implementation progress at the campus and district level?
5. What resources and steps were needed to scaffold each individual and each campus as a team into the next level of implementation of arts-based instruction?
6. How did community arts partnerships increase students' access to fine arts instruction and creative learning opportunities during both in- and out-of-school time?
7. What impact did implementation of arts-based instruction and access to arts have on student, family, staff, and community outcomes?
8. At what stage of arts richness was each campus?
9. How did student access to arts change as a result of the initiative?

EVALUATION OBJECTIVES

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

- To document professional development activities provided by the CLI team
- To create instrumentation and reporting mechanisms to efficiently document coaching provided by the CLI team

- To create tracking tools and an observation protocol to measure teachers’ implementation of arts-based instruction in their classroom
- To create a content assessment to measure changes in teachers’ pedagogical content knowledge in arts-based instruction (Eastside vertical team campuses only)
- To conduct Innovation Configuration Mapping (ICM) scoring rubrics to track, understand, and measure the level of arts richness in schools
- To implement the Concerns-Based Adoption Model (CBAM) measure to monitor teachers’ and principals’ stage of adoption of arts-based instruction in their classroom/school
- To administer a campus arts inventory at elementary and middle schools to gauge implementation of arts-based instruction and student access to creative learning opportunities during and outside of school time
- To provide ongoing formative data regarding program implementation
- To provide summative data regarding school- and student-level outcomes in relation to program implementation
- To document the changes in policies, practices, and climate at the school- and district-level that reflect an increased focus on arts-based instruction
- To document the relationship between art-rich experiences and student academic outcomes

FISCAL CONSIDERATIONS

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

Evaluation services for CLI are locally funded. One partially funded (0.15 full-time equivalent [FTE]) senior research associate, a fully funded (1.0 FTE) evaluation analyst, and a partially funded (0.30 FTE) evaluation analyst (i.e., 1.45 total FTEs) in the DRE are funded for this program year.

SCOPE AND METHOD

DATA COLLECTION

Data collection regarding professional development activities will happen on an ongoing basis, as delivered, throughout the school year. Content assessments will be administered twice a year to assess changes in teachers’ pedagogical content knowledge in arts-based instruction over time. CBAM will be administered annually to assess how well the arts-based instruction is being adopted by teachers and to track changes in their adoption of arts-based instruction over time. Observation protocols will be integrated into coach tracking tools, and observations will be recorded throughout the year to assess teachers’ implementation of arts-based instruction in their classroom and students’ reaction to the arts-based

instruction. The campus arts inventory and ICM rubrics will be administered at all AISD elementary and middle school campuses in the spring to gauge the implementation of arts-based instruction and student access to creative learning opportunities during in- and out-of-school time. To examine school- and student-level outcomes, a variety of extant data sources will be used. Data sources include the Employee Coordinated Survey; campus climate surveys; parent surveys; and student academic, attendance, and discipline data.

DATA ANALYSES

Data analysis will include data summaries of all Creative Learning Professional Development Workshop surveys across all CLI program participants. ICM rubric results will be examined to determine the level of arts richness in schools. CBAM data will be analyzed to measure changes in adoption of arts-based instruction over time across all program participants. In addition, summary profiles will be provided to coaches for each campus and individual for the purpose of program development and implementation. Campus arts inventory data will be summarized for each campus. Finally, students' outcome data will be examined in relation to program participation and implementation in an annual report. Appropriate statistical designs and tests (e.g., including regression, *t* test, chi-square) will be employed to discern meaningful patterns of implementation, relationships between inputs and outcomes, and changes over time.

TIME LINE

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

- August 2015: DRE staff will work with the leadership team and committees to finalize the annual work plan and make updates to the logic model, as necessary; DRE staff will undertake revisions for the Creative Learning Professional Development August 2015 Workshop Survey; DRE staff will administer a content assessment prior to the 2015 August workshop; DRE staff will work with CLI staff to develop staff interview protocols and focus group protocols for the DOE grant.
- September 2015: DRE staff will administer the Creative Learning Professional Development August 2015 Workshop Survey; DRE Staff will undertake revisions of the ICM rubrics; DRE Staff will work with CLI coaches and district committees (as available) to develop coaching/creative learning specialists' observation protocol/tracking tools that incorporate arts-based instruction; DRE staff will work with CLI staff to collect focus group data for period 1 of 4 (DOE schools – Eastside VT only).

- October 2015: DRE staff will provide coaches/creative learning specialists with observation protocol/tracking tools; DRE staff will analyze results from the Creative Learning Professional Development August 2015 Workshop Survey, draft the report brief, and present it to the leadership team; Staff will undertake revisions of the Creative Learning Professional Development August 2015 Workshop Survey.
- November 2015: DRE staff will administer the Creative Learning Professional Development November 2015 Workshop Survey; DRE staff will finalize and publish the Creative Learning Professional Development August 2015 Workshop Report Brief; DRE staff will review and revise the CLI-related questions incorporated in the AISD Parent Survey, as necessary.
- December 2015: DRE staff will conduct analysis of the Creative Learning Professional Development November 2015 Workshop Survey; DRE staff will assist with providing tracking data for House Bill 5 compliance related to fine arts; DRE staff will work with CLI staff to collect focus group data for period 2 of 4 (DOE schools – Eastside VT only).
- January 2016: DRE staff will draft the report brief for the Creative Learning Professional Development November 2015 Workshop Survey and present it to the leadership team, then make necessary revisions, finalize, and publish it; DRE staff will undertake revisions of the Coaching Survey; DRE staff will administer the Coaching Survey; DRE staff will work with the leadership team to make revisions to the elementary and middle school arts inventories.
- February 2016: DRE staff will analyze the Coaching Survey and draft the report brief; DRE staff will work with the leadership team and committees to revise the ICM rubrics; DRE staff will work with CLI staff to collect focus group data for period 3 of 4 (DOE schools – Eastside VT only).
- March 2016: DRE staff will finalize and publish the Coaching Survey report brief; DRE staff will review and revise CLI-related questions incorporated in the AISD Coordinated Survey, as necessary; DRE staff will work with CLI program staff to document and summarize evidence of inclusion of available neighborhood creative learning opportunities in communications (e.g., blogs, newsletters, meetings); DRE staff will work with CLI program staff to collect staff interviews (DOE schools – Eastside VT only).
- April 2016: DRE staff will provide campus leadership and facilitators with elementary, middle, and high school arts inventory and ICM rubrics for campus data collection; DRE staff will update report template for the annual report; DRE staff will undertake preliminary analysis to examine the relationship between the CLI and teacher-, school-, and student-level outcomes (e.g., relationships between the level of participation in professional development activities,

implementation of arts-based instruction, and student outcomes, such as attendance, achievement, and behavior), be included in the annual report; CLI coaches/creative learning specialists will provide observation data to DRE staff.

- May 2016: DRE staff will summarize and report findings from the coach’s observation data; DRE staff will administer the CBAM questionnaire in early May; CLI campus leadership and facilitators will provide arts inventory and ICM data to DRE staff; DRE staff will summarize elementary and middle school arts inventories and draft a report brief; DRE staff will analyze ICM data, which will be included in the annual report; DRE staff will administer a content assessment (Eastside vertical team campuses only); DRE staff will work with CLI staff to collect focus group data for period 4 of 4 (DOE schools – Eastside VT only); DRE staff will administer a creativity test (DOE schools – Eastside VT only).
- June 2016: DRE staff will finalize and publish elementary and middle school arts inventory report brief; DRE staff will summarize data for pre- and post-CBAM questionnaires from all teachers and principals to measure changes in implementation of arts-based instruction over time and develop summary profiles at the initiative, campus, and individual levels; DRE staff will lead coding teams (of CLI coaches and content experts) to score pre- and post-content assessment data and then will summarize changes in teachers’ pedagogical content knowledge at the vertical team, campus, and implementation levels (Eastside vertical team campuses only); DRE staff will complete the final analysis of CLI implementation, participation, and CBAM data with associated outcomes (e.g., Employee Coordinated Survey data; Campus Climate Survey; and student academic, attendance, and discipline data).
- July 2016: DRE staff will write the final annual program evaluation report.
- August 2016: DRE staff will present the final annual program evaluation report to the leadership team for review, then finalize and publish it.

REQUIRED REPORTING

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

SPECIAL PROJECTS

No special projects are planned at this time.

DISTRICT-WIDE SURVEYS OF STUDENTS, PARENTS, AND STAFF, 2015–2016

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

Evaluation Staff: Shaun Hutchins, Ph.D.; Lindsay Lamb, Ph.D.; Aline Orr, Ph.D.; M.Ed.; Zoran Stojakovic, M.A.G.; Afi Y. Wiggins, Ph.D.; Laura T. Sanchez-Fowler, Ph.D.

PROGRAM DESCRIPTION

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

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

1. Did school climate improve over time?
2. Which climate factors were most related to student achievement and teacher retention?
3. How did exiting seniors rate and describe their high school experiences, and to what extent were their responses related to postsecondary enrollment and persistence?

4. To what extent did schools support parental involvement? To what extent did school staff provide school-related information to parents?
5. What substance use and safety issues were prevalent at secondary campuses?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To identify factors associated with positive school and work climate in AISD, for use in campus and district improvement planning
- To gather students', parents', and staffs' opinions and information, to support the evaluation of programs, and 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' knowledge, attitudes, and self-reported behavior related to substance use and aggressive behavior on campuses in order to inform and assist with district- and campus-level substance use and violence prevention and intervention planning
- To track high school senior's perspectives, attitudes, and experiences on high school campuses to inform district- and campus-level high school and postsecondary enrollment planning

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

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

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

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

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

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

DATA ANALYSES

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

TIME LINE

- August 2015: DRE staff will distribute campus survey contact requests to principals.
- October 2015: DRE staff will revise TELL AISD, Central Office Work Environment Survey, and Student Climate Survey items and identify any items in need of alteration, and then will submit all suggested changes to the chief human capital officer for approval.
- October–December 2015: DRE staff will determine the AISD Parent Survey items and time line, and will finalize and translate the AISD Parent Survey by December. DRE will submit an order

for preparation and delivery of scannable Parent Survey forms. Staff will determine the process to optimize communication about the AISD Parent Survey to parents by using the support of district and campus personnel.

- November 2015: DRE staff will translate any revisions to the TELL AISD Survey, Central Office Work Environment Survey, and Student Climate Survey and will prepare paper forms and modify the online surveys, as necessary.
- December 2015: DRE staff will prepare and distribute contact packets and paper TELL AISD Surveys to campus contacts for distribution in January, obtain online Student Climate Survey participation counts, and order Student Climate Survey paper copies.
- January 2016: DRE staff will email the online TELL AISD Survey to staff and will email the AISD Central Office Work Environment Survey to central office staff. They will program the online Student Climate Survey, distribute Student Climate Survey contact packets, conduct AISD SSUSS sampling, and mail parent notification letters. Campus staff will receive notification about the Parent Surveys. DRE staff will ensure Parent Survey forms are delivered to schools for distribution, and web links to the Parent Surveys will be posted on the AISD website.
- February 2016: DRE staff will enter data for paper TELL AISD Surveys, analyze TELL AISD data, analyze Central Office Work Environment Survey results, deliver Student Climate Surveys to campuses for administration, finalize High School Exit Survey items and put them online, develop paper surveys, inform high school staff about the process for survey administration, and distribute SSUSS and contact packets to campuses for March administration. Staff also will solicit items for the Employee Coordinated Survey from administrators, evaluation, and program staff.
- March 2016: DRE staff will analyze data for the TELL AISD Survey and Central Office Work Environment Survey, complete administration of the Student Climate Survey at all campuses, and administer the SSUSS at middle and high school campuses. Campuses will return the Parent Surveys to DRE.
- April 2016: DRE staff will begin administering the High School Exit Survey. They will send weekly High School Exit Survey response statistics to principals and campus survey facilitators, prepare and distribute reports, prepare and scan the AISD Student Climate Surveys, and complete administration of the SSUSS. Staff also will distribute Employee Coordinated Survey notifications by email and distribute campus and district TELL AISD and Central Office Work Environment Survey reports. Final collection of Parent Surveys will be completed and analysis of results will begin.
- May–June 2016: DRE staff will continue administering the High School Exit Survey. They will send weekly High School Exit Survey response statistics to principals and campus survey facilitators, distribute AISD Student Climate Survey reports, send reminder emails about the Employee Coordinated Survey to non-respondents, and scan the SSUSS. Parent Survey results

will be summarized and campus reports will be prepared. Parent survey results required by the state’s House Bill 5 will be submitted to the AISD Department of Campus and District Accountability.

- June–August 2016: DRE staff will analyze and distribute results from the AISD High School Exit Survey, Employee Coordinated Survey, Parent Survey, and SSUSS.

REQUIRED REPORTING

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

SPECIAL PROJECTS

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

EDUCATOR EXCELLENCE INNOVATION PROGRAM (EEIP), 2015–2016

Program Director: Joann Taylor

Evaluation Supervisor: Lisa Schmitt, Ph.D.

Evaluation Staff: Shaun Hutchins, Ph.D.

PROGRAM DESCRIPTION

The goals of EEIP are to enhance educator quality through support for novice teachers, enhanced leadership pathways, support for specific campus-based professional development opportunities, a focus on student data, and strategic compensation. EEIP will operate at six Title I schools in 2015–2016. 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 2015–2016, DRE staff will document the program implementation and describe the progress of the program toward meeting key goals: rewards for educators, teacher retention, and student achievement. Several indicators of success in these key areas will be examined to determine whether EEIP demonstrated evidence of accomplishing its primary objectives. Results of statistical analyses will be provided to document the areas in which participants did and did not improve over time. In addition, data will be collected to meet the requirements of the EEIP state grant.

EVALUATION QUESTIONS

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

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

2. What factors influenced teachers' feelings about student learning objectives (SLOs) as a valid measure of student growth and teacher effectiveness?
3. How did PLC leads influence teachers' experiences of collaboration, data use, and sense of connection to their schools?
4. To what extent did principals use peer observers to support teachers, and how did participants perceive the value of peer observation?
5. What program changes are recommended for the coming school year?

EVALUATION OBJECTIVES

Evaluation objectives will include the following:

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

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

TIME LINE

- August–September 2015: DRE staff will work with the program managers to determine staff's eligibility and verify rosters for EEIP schools.

- November 2015: DRE staff will interview EEIP principals about their experiences with peer observation and other EEIP program elements.
- January 2016: DRE staff will administer the TELL AISD Teaching and Learning Conditions Survey.
- February 2016: DRE staff will prepare for the Employee Coordinated Survey.
- March 2016: DRE staff will extract and verify novice teachers' mentoring rosters and program MICAT and PICAT.
- April 2016: DRE staff will conduct the Employee Coordinated Survey and MICAT and PICAT.
- May 2016: DRE staff will analyze the MICAT and PICAT results and prepare individual reports for all mentors.
- June 2016: DRE staff will analyze program participant data and will publish the 2015 TELL survey results.
- July 2016: DRE staff will assist with stipend data and will complete a research brief summarizing stakeholders' experiences in Year 2.

REQUIRED REPORTING

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

PROGRAM SUPPORT

DRE staff will assist with the following program support activities:

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

SPECIAL PROJECTS

No special projects are planned at this time.

FAFSA COMPLETION PROGRAM, 2015–2016

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Afi Y. Wiggins, Ph.D.

PROGRAM DESCRIPTION

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

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

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

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

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

EVALUATION OBJECTIVES

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

THECB provides FAFSA completion data back to the district via the Apply Texas Counselors' Suite, based on the high school of enrollment indicated by the student. AISD staff will follow strict security guidelines consistent with the expectations of FERPA in analyzing and reporting on FAFSA data retrieved from Apply Texas.

DATA ANALYSES

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

TIME LINE

- October 2015: DRE staff will obtain final FAFSA completion data for the Class of 2015, summarize results, and generate a summary report.
- January–June 2016: DRE staff will provide campus staff with regular updates of real-time FAFSA completion records for student and family support purposes.

REQUIRED REPORTING

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

SPECIAL PROJECTS

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

HIGH SCHOOL OFFICE SUPPORT, 2015–2016

Project Directors: Edmund Oropez and Kathy Ryan

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Afi Y. Wiggins, 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 FAFSA completion data, SAT and ACT assessment data, Senior High School Exit Survey data, and postsecondary enrollment data. Detailed descriptions of related data collection, analyses, and reporting activities for these data sources may be found in other sections within this evaluation plan.

PROGRAM SUPPORT

DRE staff may attend AISD principals' meetings, as necessary, to present interactive data-use sessions for principals from all high school campuses throughout the 2015–2016 school year. Key data sources may include results from relevant DRE program evaluation reports (e.g., CTE or APIE), High School Exit Survey results, postsecondary enrollment summary and research reports, and the FAFSA completion summary report. Although the data presented are distributed and maintained online, many staff do not have the opportunity to review them thoroughly and discuss with their colleagues the implications for campus practices. Thus, the presentations will afford principals with an opportunity to begin creating collaborative strategies. In the sessions, principals may discuss trends common across data sources, identify successes and challenges, and share resources to address students' needs. They will be expected to use this information about college and career preparation to inform their campus practices.

To ensure the consistency of reporting across all schools and reduce the burden on campus staff to produce data summaries, DRE staff may produce campus-level data summaries for a variety of purposes. For example, DRE would provide data summaries to monitor the district strategic plan, principal goal setting, and *Newsweek's* annual Best High Schools Survey.

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

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

DRE staff will facilitate data-sharing processes and other collaborative efforts with external researchers. DRE staff will 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.

TIMELINE

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

SPECIAL PROJECTS

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

NAEP TUDA REPORTING, 2015–2016

Evaluation Supervisor: Lisa Schmitt, Ph.D.

PROGRAM DESCRIPTION

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

As a TUDA district, AISD participates in data-release workshops, WebEx seminars, and research projects; in return, NCES provides AISD with district-level longitudinal data. In 2015–2016, portions of the results from the 2015 NAEP may be released. DRE staff will travel (if applicable) to the prerelease workshops to examine and report AISD's 4th- and 8th-grade students' performance on the NAEP.

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

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

TIME LINE

- Ongoing: DRE staff will participate in NAEP WebEx presentations, when applicable.
- Fall 2015: DRE staff will participate in prerelease workshop, as necessary, to analyze the most recent NAEP data release and meet with the public relations firm Hager Sharp to discuss AISD’s response to the data.
- Spring 2016: DRE staff will participate in a prerelease workshop, as necessary, to analyze the most recent NAEP data release and meet with the public relations firm Hager Sharp to discuss AISD’s response to the data.

REQUIRED REPORTING

DRE staff will provide the district with a press release and accompanying data displays summarizing the results for 4th- and 8th-grade students' performance on each NAEP subject area test released during 2015–2016. Data will be used by various departments to examine AISD's 4th- and 8th-grade students' performance on NAEP relative to that of their peers in the nation, large cities, and other TUDA districts.

SPECIAL PROJECTS

No special projects are planned at this time.

OFFICE OF TEACHING AND LEARNING SUPPORT, 2015–2016

Project Director: Edmund Oropez, Ed. D.

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Karen Looby, Ph.D.

PROJECT DESCRIPTION

During the 2015–2016 academic year, DRE will assist the Office of Teaching and Learning by providing evaluation planning and preparation support for key issues identified by the chief schools officer and his staff. Issues identified for evaluation support may include (a) a review of brain research related to dyslexia, (b) a study of the reasons students leave AISD and where they go to continue their education, (c) other requests in response to weekly briefings of Dr. Oropez by DRE supervisors of ongoing research and evaluation findings.

PURPOSE OF EVALUATION SUPPORT

DRE will provide evaluation support throughout the 2015–2016 academic year in ways determined mutually by Office of Teaching and Learning and DRE. Possible DRE involvement may include collaboratively developing program logic models as plans are made by the Office of Teaching and Learning, and identifying key data sources and evaluative concepts that lend themselves to studying the outcomes of each identified area of interest.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- To assist the Office of Teaching and Learning to smoothly transition to the new organization of AISD’s combined academics and schools areas
- 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 the elimination achievement gaps among all student groups

SCOPE AND METHOD

For the 2015–2016 school year, the Office of Teaching and Learning has proposed several evaluation projects to be completed by DRE staff. These projects include, but are not limited to:

1. A formal review of current brain research related to dyslexia
2. A study of AISD student leavers to identify where the students transfer to and why they leave this district

DATA COLLECTION AND ANALYSIS

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

ADDITIONAL PROGRAM SUPPORT

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

TIME LINE

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

SPECIAL PROJECTS

A study of middle school athletics periods and related student outcomes will take place in the 2015–2016 school year. More information about this project can be found within this evaluation plan document.

POSTSECONDARY ENROLLMENT FOLLOW UP AND DETERMINANTS OF POSTSECONDARY ENROLLMENT/PERSISTENCE STUDIES, 2015–2016

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Afi Y. Wiggins, Ph.D.

PROGRAM DESCRIPTION

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

PURPOSE OF EVALUATION

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

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

DATA ANALYSES

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

TIME LINE

- April 2016: DRE staff will request postsecondary enrollment data from the NSC. Staff will obtain employment history from the TWC and will obtain postsecondary enrollment data from the NSC for AISD graduates.
- May–June 2016: DRE staff will generate district and campus summary reports to describe the postsecondary enrollment rates for the Class of 2015.
- July 2016: DRE staff will obtain graduates' employment history from the TWC.
- August–September 2016: DRE staff will publish the district narrative report of postsecondary outcomes for the Class of 2015, including enrollment in higher education and/or employment. Staff also will conduct analyses pertaining to determinants of postsecondary enrollment and persistence (Class of 2014) and generate a corresponding district narrative report.

REQUIRED REPORTING

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

PROGRAM SUPPORT

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

SPECIAL PROJECTS

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

- What are postsecondary enrollment rates for the following student groups: dual enrolled, early college high school, early college start, articulated credit, and AVID?
- Do students who indicate they intend to transfer from a 2-year to a 4-year institution actually transfer to a 4-year institution?
- What factors influence the likelihood that AISD students will persist in a postsecondary institution beyond their first year of enrollment? Are the factors different for students enrolled in 2-year and 4-year institutions?
- What are the postsecondary enrollment and persistence rates for first-generation college students and/or low-income students?
- How do students who indicate they intend to attend college but fail to do so differ from those who do attend?

The selection and prioritization of these additional research topics will be determined by district stakeholders during the 2015–2016 school year.

PROFESSIONAL PATHWAYS SUPPORT, 2015–2016

Program Director: Joann Taylor

Evaluation Supervisor: Lisa Schmitt, Ph.D.

Evaluation Staff: Shaun Hutchins, Ph.D.

PROGRAM DESCRIPTION

Professional Pathways for Teachers (PPFT) is a collaboration between AISD, Education Austin, and American Federation of Teachers to design a human capital system that blends appraisal, compensation, leadership pathways, and professional development. This work will focus resources on building the capacity of teachers through a comprehensive system of supports and rewards with the ultimate goal of having an impact on student achievement.

PURPOSE OF EVALUATION SUPPORT

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

EVALUATION QUESTIONS

1. How were teacher appraisal scores distributed?
2. Were there differences between teacher appraisal scores by administrators within the same school or across schools?
3. What data systems and procedures were necessary to sustain the PPFT initiative?

EVALUATION OBJECTIVES

Evaluation objectives will 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 performance data to address the evaluation questions and ad hoc requests.

DATA ANALYSES

Data analysis procedures will include extraction of human resources data, student assessment data, student-teacher rosters, and student attendance data necessary for value-added modeling, appraisal scoring, and eligibility rosters.

TIME LINE

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

SPECIAL PROJECTS

DRE staff will assist with final compliance reporting for the Teacher Incentive Fund grant and will assist with data compilation and validation for the final AISD REACH basket of measures payout.

SINGLE-SEX SCHOOLS, GARCIA AND SADLER MEANS, 2015–2016

Program Directors: Sterlin McGruder and Ivette Savina

Evaluation Supervisor: Karen Looby, Ph.D.

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

PROGRAM DESCRIPTION

The Gus Garcia Young Men's Leadership Academy educates scholars in an academic environment where they learn to be leaders and provide community service, be empathetic toward others, develop a strong sense of community, and graduate from a 4-year college or university and/or pursue a career. The Bertha Sadler Means Young Women's Leadership Academy educates students in a cooperative learning environment that promotes scholarship, leadership, character education, and community service, leading toward a successful transition to the Early College High School to pursue success in college, career, and life.

PURPOSE OF EVALUATION

In the 2015–2016 school year, DRE and school staff will evaluate the AISD boys' and girls' schools to illuminate campus performance under the new constitution plans, and student enrollment patterns after the reconstitution as single-gender schools.

EVALUATION QUESTIONS

1. What impact has the new reconstitution design of each campus had on student performance in academics, attendance, and behavior?
2. Which specific elements of the new designs (e.g., gender-specific program elements, professional development activities, advisory, school-community-parent partnerships, behavioral interventions, intensified academic emphases, one-to-one technology campus wide) have had the greatest impact on student outcomes?

EVALUATION OBJECTIVES

- To summarize comparative differences and similarities in student outcome data from prior years to the campus reorganizations and present performance patterns
- To explore quantitative and qualitative data sources that provide evidence of the impact of program elements on student performance outcomes
- To examine relationships between elements of design (e.g., 1:1 technology devices) on student outcomes (e.g., academic performance and homework completion)
- To assist administrators in tracking patterns of students living in the residential attendance zones

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

The data collected will be determined by DRE and district/school administrators and may include demographics, testing results, attendance rates, discipline referrals, focus groups, related survey results at the campus or district levels, CIP and reconstitution plans, classroom observations, and attendance at training or planning meetings.

DATA ANALYSES

Data analysis will include triangulated methods to support the legitimacy of the findings. Mixed-methods designs will be implemented to analyze data. Student outcome data will be triangulated with district and campus survey results (e.g., Climate Survey results, Teaching and Learning Conditions, Coordinated Employee Survey results), as well as focus group data from teachers or students, and observations during classes, meetings, or professional development activities. Quantitative data will be statistically analyzed, as appropriate, to the data source, using techniques intended to compare historical campus performance with current performance. These methods may include paired *t*-tests, regression, or growth curve analysis. The measurement of the impact of program elements on student performance will include qualitative data resulting from observations; surveys; and focus groups and interviews with teachers, parents, or students. Documented intended outcomes from the campus program logic models have been designed to identify intended outcomes of each program design element. These pathways will be explored using extant and new data across the 2011–2016 academic years.

TIME LINE

- September–November 2015: DRE staff will gather data from identified sources for the two school communities. DRE staff and district/school administrators will determine the specific data to be summarized, which may include demographics, testing results, attendance rates, discipline referrals, and district survey responses.
- December 2015: A midyear evaluation status report will be submitted to campus administrators, the associate superintendent of middle schools, and the chief officer of teaching and learning. Information to be addressed will include availability of data and staff, progress on the evaluation timeline, any preliminary results, and determination of specific questions that emerge from initial analyses. Questions will be explored through surveys, and interviews or focus groups of families and students.

- January–March 2016: DRE staff will undertake surveys, and interviews or focus groups on each campus. Data will be cleaned and analyzed using qualitative and quantitative methods.
- April–May 2016: STAAR, attendance and behavior data will be aggregated for 2015–2016 students. Analyses will compare the performance of students who attended Garcia and Sadler Means with those who attended other campuses.
- April–May 2016: DRE staff will draft an end-of-year report, with significant collaboration by campus principals and other relevant stakeholders.
- June–August 2016: The final report will be submitted to campus and district administrators for review, and a stakeholder conference will allow feedback to be gathered and integrated, as necessary, prior to the final report submission. After final approval by stakeholders, the report will be published on the DRE website.

REQUIRED REPORTING

No reporting is required at this time.

SPECIAL PROJECTS

No special projects are planned at this time.

SOCIAL AND EMOTIONAL LEARNING, 2015–2016

Coordinator: Sherrie Raven

Evaluation Supervisor: Lisa Schmitt, Ph.D.

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

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

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

SEL programming includes four components: explicit SEL instruction, integration of SEL content into academic instruction and instructional methods, facilitation of positive classroom and school culture and climate, and family and community education. At the elementary and middle school levels, Second Step lessons are being used as the primary direct instruction component. Lessons are taught weekly and reinforced in all areas of the school. High schools are using School Connect as their resource. In addition, SEL specialists are working to integrate SEL skills in exemplar lessons across academic subjects.

PURPOSE OF EVALUATION

The primary purpose of the SEL evaluation is to support the program with decision-making and to monitor the effectiveness of the SEL program in AISD. To that end, staff from DRE update the logic model to effectively evaluate SEL. In addition, DRE staff will collect survey data, conduct focus groups with SEL specialists and facilitators, refine the SEL specialist log and implementation rubric, and provide data and analyses to support program staff and external evaluators in their ongoing evaluation of SEL.

EVALUATION QUESTIONS

The program evaluation will focus on the following major questions:

1. Which SEL coaching strategies are most effective? That is, which (if any) SEL coaching activities most relate to outcomes of interest (e.g., discipline referrals, counselor referrals, attendance rates, student achievement, school climate ratings, campus implementation ratings, elementary student personal development report card ratings, etc.)?
2. What is the relationship between school level SEL implementation and:
 - Campus achievement (STAAR/EOC)
 - Student climate
 - CDI SEL competency ratings
 - Discipline rates
 - Attendance rates
 - Elementary student personal development report card ratings
 - Student Substance Use and Safety Survey
 - Staff perceptions of SEL
 - Changes in outcome measures since the year prior to district-wide SEL implementation (2010-2011 for most outcome measures)
3. What is the relationship between elementary students' responses on the Student Climate Survey, teachers' responses on the CDI student SEL competency survey, and teachers' ratings of students' personal development? How are ratings related to outcomes of interest (e.g., discipline rates, attendance rates, and student achievement)?
4. What are the relationships between secondary students' responses on the CDI SEL competency survey and student outcomes (e.g., attendance, discipline, and student achievement on STAAR/EOC)? How do CDI SEL competency survey scores relate to changes in other measures (e.g., attendance, discipline, and student achievement on STAAR/EOC)?
5. Which aspects of the SEL parent training sessions do participants believe are most beneficial?

EVALUATION OBJECTIVES

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

- Update the SEL logic model to guide the ongoing evaluation of SEL

- Refine instruments and reporting mechanisms for SEL specialists to efficiently document implementation and fidelity of SEL
- Refine SEL campus implementation rubric
- Map specific program elements to each campus
- Provide feedback to campuses for their own continuous improvement monitoring
- Monitor ongoing professional development activities for teachers and administrators using professional development follow-up surveys
- Implement a parent survey for administration at the end of parent training sessions
- Provide summative data regarding school- and student-level outcomes to the program manager, as needed

FISCAL CONSIDERATIONS

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

Evaluation services for SEL are grant funded. One full-time equivalent (FTE) in DRE is funded for this grant period.

SCOPE AND METHOD

DATA COLLECTION

Data collection regarding survey data include, but are not limited to, the Student Climate Survey, TELL Staff Climate survey, CDI SEL competency survey, and the Employee Coordinated Survey. Additionally, the district's attendance, discipline, professional development, counselor referrals, and report card data will be gathered using extant data sources. DRE staff will work with SEL specialists to refine the SEL coaching log and the program manager to refine the implementation rubric. Focus groups will also be conducted with SEL specialists and SEL facilitators as needed. DRE staff will attend meetings with external collaborators (e.g., CASEL, AIR, PERTS program staff).

DATA ANALYSES

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

TIME LINE

- July 2015: DRE staff will finalize the logic model and evaluation plan for SEL; DRE staff will gather data necessary for various grant reporting; distribute administrator PD follow up survey. DRE staff will publish campus and district Student Climate Survey reports.
- July-August 2015: DRE staff will analyze relationships among student climate, SEL competencies, and personal development report card ratings; generate data necessary for campus SEL reports; if needed, prepare data for summative PIP plan; DRE staff will attend orientation for schools joining the 2015-2016 cohort.
- August 2015: DRE staff will conduct a focus group with campus SEL facilitators
- September: PERTS annual data upload; DRE will continue analysis of campus level outcome data for longitudinal report; DRE staff will provide data to AIR for CDI evaluation
- October 2015: DRE Staff will meet with SEL specialists to discuss the coaching model and refine the SEL coaching log
- November 2015: Refine Student Climate Survey and incorporate CDI items, publish SEL campus level longitudinal report
- December 2015: DRE staff will publish CDI SEL competency survey, Student Climate Survey, and personal development report card ratings report
- January 2016: DRE staff will administer the TELL Staff Climate survey; meet with SEL specialists to discuss SEL coaching log
- February 2016: DRE staff will administer the Student Climate Survey and CDI SEL competency survey
- April-May 2016: DRE staff will provide program manager with data for various grant requirements. DRE staff will analyze results from Student Climate and CDI SEL competency survey and prepare data for campus reports. DRE staff will also finalize campus program descriptions.
- June 2016: DRE staff will provide the program manager with a report summarizing the results from SEL coaching log and revised implementation rubric. DRE staff will provide the program manager with a logic model summarizing the work of SEL specialists. DRE will work with the program manager to develop metrics for future grant opportunities.
- July 2016: DRE staff will provide the program manager with a report summarizing existing outcome data for SEL (e.g., discipline, attendance, counselor referrals, climate data, and report card data) as it relates to SEL coaching log data and implementation rubric. DRE staff

will continue working with SEL staff to refine coaching log and implementation rubric as needed.

- August 2016: DRE staff will prepare campus SEL reports and continue analyzing student-level SEL data

REQUIRED REPORTING

In addition to assisting the program manager with data needed for Key Performance Indicator (KPI) and other district reporting, the evaluators will provide data specified in the formal data-sharing agreement to AIR for the purpose of the national evaluation of the NoVo-funded CASEL initiative. Data will also be provided to include in 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, AIR, Tapestry Foundation, and NoVo Foundation as necessary, to facilitate national evaluation efforts. DRE staff will explore opportunities to present findings at relevant conferences and/or to submit findings to professional publications. DRE staff will provide information and support to AISD and external SEL advisory bodies as needed, and will support external researchers with PERTS intervention.

STATE COMPENSATORY EDUCATION AND HIGH SCHOOL ACCELERATED INSTRUCTION, 2015–2016

Grant Manager: Nancy Phillips

Evaluation Staff: Lisa Schmitt, Ph.D.

PROGRAM DESCRIPTION

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

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

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

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

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

TIME LINE

- September 2015: Staff will obtain a list of programs to be funded by SCE.
- June–August 2016: Staff will analyze STAAR results.
- September 2016: Staff will analyze dropout data and write a narrative report.

REQUIRED REPORTING

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

SPECIAL PROJECTS

No special projects are planned at this time.

SUMMARY OF DISTRICT-WIDE SAT AND ACT TEST RESULTS, 2015–2016

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Karen Looby, Ph.D.

PROJECT DESCRIPTION

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

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

DATA ANALYSES

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

TIME LINE

- August–September 2015: The district's System-wide Testing Department will obtain SAT and ACT exam data from the College Board and ACT. The data will be uploaded into the district's student information system. DRE staff will analyze the data, develop a report, and publish the information on their website.

REQUIRED REPORTING

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

SPECIAL PROJECTS

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

TITLE I, PART A AND PART D PROGRAMS, 2015–2016

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

Evaluation Supervisor: Martha Doolittle, Ph.D.

Evaluation Staff: Laura T. Sanchez-Fowler, Ph.D.

PROGRAM DESCRIPTION

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

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

These goals are tied to all four of the district's strategic plan goals:

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

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

Title I funding for a school district is based on census data for the percentage of low-income students, ages 5 through 17, living in the district's attendance area. Similarly, Title I funding for a school is determined by the percentage of low-income students living in the school's attendance area. For district purposes, a child is considered low income if he or she is eligible for free or reduced-price meals. Schools are ranked annually on the basis of the projected percentage of low-income children residing in the schools'

attendance areas. Districts must serve schools with 75% or more low-income students residing in their attendance areas; remaining schools with less than 75% low-income students residing in their attendance areas are served in rank order, as funding allows.

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

At this time, AISD will use a Title I, Part A grant planning amount of \$25,633,170, plus an estimated roll-forward amount from the prior year (provided by TEA) to allocate Title I, Part A funds to 77 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 \$384,775, which will be used to support instructional programs serving students at several local facilities for delinquent youth within the district's attendance zone. The purpose of Title I, Part D (Subpart 2) funds is similar to that of Title I, Part A funds with respect to the following:

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

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

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

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

Evaluation activities will be focused primarily on the following questions:

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

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

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

These data will be summarized to describe Title I students' demographics; services provided to students; student academic performance (e.g., state academic tests 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 support.

DATA ANALYSES

Summary statistics of key indicators for the Title I programs will be prepared, as required, for local and state reporting. For instance, frequencies and percentages will be calculated for students' demographic

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

TIME LINE

- August–December 2015: DRE staff will provide draft evaluation forms and procedures to participating private nonprofit schools, facilities for neglected youth, and facilities for delinquent youth. Staff will obtain all Title I budget information, finalize all staff and parent surveys and data collection tools, and establish an evaluation time line. They will work to ensure that the districts’ student and staff data systems are tracking needed information. DRE staff will analyze accountability ratings for schools when they become available. Staff will attend Title I meetings when they occur. DRE staff will review data collection procedures for parent involvement activities reported by campus-based parent support specialists. DRE staff will summarize school-based parent involvement data and provide reports on a quarterly basis to district staff and City of Austin agency representatives, as required.¹ A summary of homeless students’ participation in extended learning opportunities will be reported to the district’s homeless liaison for state reporting. DRE staff will prepare and order parent survey materials and communicate to campus staff about the survey.
- January–April 2016: DRE staff will analyze and summarize PEIMS submission 1 data. The parent survey will be administered at all AISD schools. DRE staff will monitor school-based parent involvement data collection processes. DRE staff will continue to monitor school-based parent involvement data collection processes and provide quarterly reports of parent involvement data submitted.
- April–July 2016: DRE staff will analyze and report parent survey results (see the district survey evaluation plan elsewhere in this document). DRE staff will collect data from participating

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

private nonprofit schools, facilities for neglected youth, and facilities for delinquent youth. DRE staff will conduct STAAR and EOC analyses and will summarize PEIMS submission 3 student data. DRE staff will collect and summarize teacher data (e.g., certification, educational degree, completed professional development opportunities) and will analyze district staff survey data as they become available. DRE staff will collect data about extended learning opportunities for students (e.g., before- and afterschool tutoring, Saturday school, summer school). A summary of homeless students' participation in extended learning opportunities will be reported to the district's homeless liaison for state reporting. DRE staff will summarize school-based parent involvement data and provide reports on a quarterly basis to district staff and City of Austin agency representatives as required.

- July–August 2016: 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 complete these reports. DRE staff will provide a summary of homeless students' participation in summer school to the district's homeless liaison for state reporting. DRE staff will begin planning evaluation activities for 2016–2017.
- August 2016: DRE staff will assist in the submission of required compliance reports to TEA. DRE staff will prepare and submit all other reports for 2015–2016. DRE staff will collaborate with grant staff to develop the 2016–2017 evaluation plan.

REQUIRED REPORTING

Annually, DRE staff assist in the completion of three TEA compliance reports: Title I, Part A; Title I, Part D (Subpart 2); and a homeless student report. All these reports are due to TEA the first week in August. Narrative summary reports about 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 support the evaluation and City of Austin reporting requirements for the district's parent support specialists. DRE staff will act in an advisory capacity on various committees or for special projects upon request. Evaluation staff will attend Title I meetings about various topics (e.g., annual yearly progress; homelessness; high-quality teachers and professional development opportunities; parent involvement; meetings with Title I schools' staff; meetings with homeless liaison 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 NCLB in general and Title I in particular.

SPECIAL PROJECTS

DRE staff will provide evaluation support for the following:

- Serve on district committees, as requested, to support TEA annual yearly progress (AYP)/performance-based monitoring and analysis system (PBMAS) meetings and reporting
- Analyze student mobility (see ad hoc reports evaluation plan elsewhere in this document)
- If needed, administer electronic Title I staff survey questions as part of the district's Employee Coordinated Survey and report the results to Department of State and Federal Accountability staff

TITLE II, PART A TEACHER AND PRINCIPAL TRAINING AND RECRUITMENT FUND, 2015–2016

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

Evaluation Supervisor: Lisa Schmitt, Ph.D.

Evaluation Staff: Shaun Hutchins, Ph.D., Laura Stelling, M.P.Aff.

PROGRAM DESCRIPTION

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

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

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

Program activities are aligned with curriculum content standards and student assessments, as designated by TEA, and include a needs assessment based on teacher input and analyses of district- and campus-level student achievement data. The program also supports strategies to boost the academic achievement of students who are economically disadvantaged or have diverse learning styles. In addition, Title II, Part A funds are used to provide professional development opportunities for staff from local private and nonprofit schools and from facilities for neglected or delinquent youth who participate in the grant program. AISD's 2015–2016 Title II, Part A planning amount allocation is \$2,675,416, with some roll-forward amount from the prior school year.

PURPOSE OF EVALUATION

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

EVALUATION QUESTIONS

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

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

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

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

DRE staff will conduct a needs assessment during the fall semester, as specified in P.L. 107-110, using Spring 2015 teacher appraisal data. Results of the needs assessment will be shared with the federal grant program coordinator and the director of professional development activities so they can advise district staff and inform program improvement.

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

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

DATA ANALYSES

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

TIME LINE

- July–August 2015: DRE staff will collaborate with the Department of State and Federal Accountability to prepare the form for professional development activity tracking to be provided to private nonprofit schools and facilities for neglected or delinquent youth. Staff will collaborate with the Department of Educator Quality to summarize data from the TIP Survey, and will submit the 2014–2015 TEA NCLB Title II, Part A compliance report.
- September 2015: DRE staff will contact individuals whose salary is funded by Title II, Part A regarding tracking their provision of professional development support activities through the HCMS, and provide recommendations for recording relevant data not captured in the HCMS.
- October 2015: DRE staff will analyze Spring 2015 appraisal data for the annual Title II needs assessment. DRE staff will work with the Department of Educator Quality staff to finalize the

survey panel, survey items, and survey format for the fall administration of the Student Teaching Program Survey.

- December 2015: DRE staff will prepare a summary report of the results of the fall professional development needs assessment. Results will be distributed to district staff.
- January–February 2016: 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.
- June–July 2016: DRE staff will work with staff in the Department of State and Federal Accountability and Department of Human Resources to obtain information needed for the TEA compliance report. DRE staff will collaborate with other district staff to prepare the TEA Title II, Part A compliance report.
- August 2016: DRE staff will assist in the submission of the required compliance report to TEA.

REQUIRED REPORTING

NCLB requires that an annual teacher and principal needs assessment be conducted in districts that receive federal funding. In addition, AISD is required to submit an annual report to TEA that indicates the number of teachers who benefitted from recruitment and retention activities; the number of teachers and paraprofessionals who participated in training to become highly qualified; the number of staff who received Title II, Part A funded training, by subject area; and the Title II, Part A expenditures used to accomplish these activities. Annually, information summarizing staff professional development opportunity needs (based on data gathered through this project) will be reported to key district staff and to the board of trustees. Other reports on staff survey results will be produced, as needed.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

During the 2015–2016 school year, DRE staff will engage in the following special projects, pending staff and/or data availability.

1. DRE staff will work with district professional development activity staff to implement and summarize the results of professional development activity evaluation surveys to examine how teachers, principals, and assistant principals evaluated their experiences of professional development activities in AISD, including such issues as (Guskey, 2000):
 - a. Participants' reactions

- b. Participants' learning
 - c. Organization support and change
 - d. Participants' use of new knowledge and skills
 - e. Student learning outcomes
2. DRE staff will work with Title II funded district employees to identify and develop processes and tools to improve tracking of Title II, Part A funded professional development activities (not registered in the HCMS) and AISD staff benefitting from those activities.

REFERENCES

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

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