PLAN OF WORK: 2009–2010

DEPARTMENT OF PROGRAM EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

DPE Publication Number 09.01

PREFACE

The Department of Program Evaluation (DPE), within the Austin Independent School District's (AISD) Office of Accountability, evaluates federal, state, and locally funded programs in AISD. DPE staff work with program staff throughout the district to design and carry out formative and summative evaluations that yield objective reports about program implementation and outcomes, and serve to inform program staff and other district decision makers.

In addition to the program evaluation activities, DPE staff coordinate research requests of external agencies, such as universities and governmental organizations, and routinely handle internal and external information requests. DPE staff also 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 board of trustees' executive limitations and results policies .

Each year, DPE 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 DPE staff and are the blueprints for evaluation staff to follow throughout the year. Evaluation plans are developed through an interactive process involving evaluation and program staff, the executive director of Accountability, and for the coming year, other executive-level district staff.

Following is the planned scope of work for the 2009–2010 school year, with annotations for each major project within that scope. The annotations for each planned evaluation and service included in this document are presented in the following format:

1. A heading, which gives the name(s) of the program or project, the program manager, and the evaluation staff who will be responsible for the work
2. A brief program description, which provides general information about the program, its goals and objectives, and other information pertinent to understanding its importance to the district
3. An *Evaluation Purpose* section, which includes the question(s) to be addressed by the evaluation, the evaluation objectives, and the fiscal considerations
4. A *Scope and Method* section, which delineates the breadth of the evaluation or service (including the methods by which relevant data will be collected and analyzed) and a time line for the year

5. A *Required Reporting* section, which describes mandatory reporting requirements to funding agencies and other entities
6. A *Program Support* section, which describes ongoing support that will be provided to the program staff over the course of the year
7. A *Special Projects* section, if a special project is planned

Readers of this document are encouraged to direct their comments and questions about the 2009–2010 evaluations and services to Holly Williams, the director of DPE or the contact person(s) named in the plan in question.

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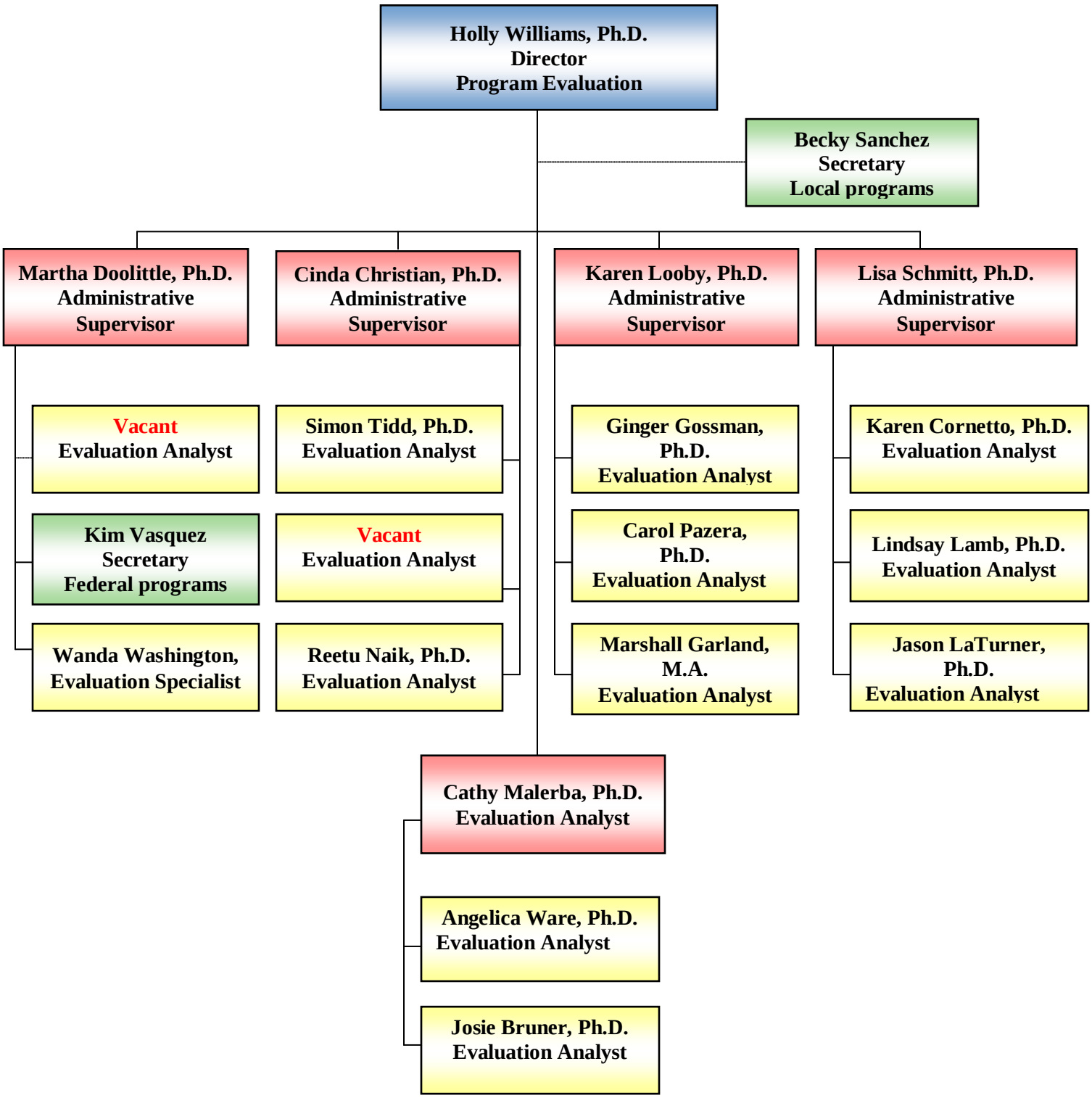
DPE ORGANIZATION CHART: 2009–2010



AMERICAN RECOVERY AND REINVESTMENT ACT – INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Grant Manager: Janna Lilly

Evaluation Staff: Martha Doolittle, Ph.D.; TBD

PROGRAM DESCRIPTION

The American Recovery and Reinvestment Act of 2009 (ARRA) (Public Law 111-5) appropriates significant new funding for programs under Part B of the Individuals with Disabilities Education Act (IDEA) for a 2-year period. Part B of the IDEA provides funds to state educational agencies (SEAs), and through them to local educational agencies (LEAs), to help them ensure that children with disabilities, including children aged three through five, have access to a free appropriate public education to meet each child's unique needs and prepare each child for further education, employment, and independent living. States and LEAs must obligate all IDEA Part B ARRA funds by September 30, 2011.

Four overall ARRA principles have been established by the U.S. Department of Education:

- Spend funds quickly to save and create jobs
- Improve student achievement through school improvement and reform.
- Ensure transparency, reporting and accountability
- Invest one-time ARRA funds thoughtfully to minimize the "funding cliff"

The Texas Education Agency (TEA) has four targeted investments for ARRA funds, aligned with the federal principles:

- Increase efforts to institute rigorous postsecondary standards and high-quality assessments
- Enhance prekindergarten to postsecondary data systems that track progress and foster continuous improvement
- Continue to improve teacher effectiveness and support equitable distribution of qualified teachers across the state
- Expand the state's support and effective interventions for the lowest performing schools

All Austin Independent School District (AISD) projects funded by ARRA IDEA align with federal and state priorities and are organized according to one of the following five district goals:

- Improve access to the general curriculum for students with disabilities to eliminate the achievement gap
- Address disproportionality (e.g., special education identification; disciplinary referrals, expulsions, suspensions; academic assessment participation and performance)
- Improve special education processes and build trusting, collaborative relationships with parents and the community
- Prevent dropouts and improve graduation rates
- Improve teacher quality and evaluate program effectiveness

At this time, AISD's ARRA IDEA formula allocation for the 2-year period 2009–2011 is $16,871,945, with an additional IDEA preschool allocation of $436,065. Allocations fund approximately 25 projects, each of which addresses one of the five district goals. Each project has specific goals and measurable outcomes, and all project activities are aligned with these goals and outcomes. Each project has a team consisting of a district staff team leader; other key staff; and in many cases, community and parent representatives. These teams meet regularly to report and review progress, consider possible barriers to the project, and provide critical data about project activities and outcomes. All project leaders report to an executive staff committee every 6 weeks to review progress and highlight any successes or barriers to the project goals.

PURPOSE OF EVALUATION

Evaluation Questions

The following evaluation questions are aligned with the district's five major ARRA IDEA goals:

- Are IDEA-funded projects improving special education students' access to the general curriculum and reducing or eliminating the achievement gap?
- Are IDEA-funded projects reducing disproportionality among special education student groups (e.g., including differences in ethnicity and gender) in areas such as special education identification, disciplinary incidents and referrals, and academic assessment participation and performance?

- Are IDEA-funded projects improving special education processes and building trusting, collaborative relationships with parents and the community?
- Are IDEA-funded projects helping prevent special education students from dropping out of school, and are the projects improving graduation rates for special education students?
- Are IDEA-funded projects improving teacher quality, and are projects being evaluated in a way that promotes program improvement?

Evaluation Objectives

Evaluation objectives include the following:

- Guide ARRA IDEA project teams on their scope of activities, including the alignment of activities with appropriate outcome measures and targets
- Document projects funded with ARRA IDEA monies in accordance with federal law, thereby providing summary data for numbers of students, staff, and/or parents served (as appropriate); funding expenditures; student progress on various district and state measures (e.g., program identification, academic achievement, discipline); jobs saved or created, and percentage of projects completed
- Work with key district decision makers on ARRA IDEA initiatives to facilitate decisions about program modifications by providing planning support, data analysis, summary of program indicators, and recommendations for improving program delivery

Fiscal Considerations

As appropriate, the stated outcomes of ARRA IDEA projects will be examined in relationship to their allocations and expenditures. Some projects will be narrow in scope and have specifically targeted populations, while other projects will be broad, with an intended impact at the district level. All the projects' goals and scope of activities will be taken into consideration when examining fiscal impact. Project outcomes will be examined to the degree that they are consistent with the overall ARRA focus on sustainability beyond the 2-year funding limits.

SCOPE AND METHOD

Data Collection

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

- District information systems (e.g., student, assessment, financial, human resources, and professional development activities)
- AISD program and staff records, including each project's scope of activities, meeting minutes, and program documentation
- AISD staff and parent survey data, as appropriate

These data will be summarized to describe program participant demographics; services provided to students; student academic performance (e.g., Texas Assessment of Knowledge and Skills [TAKS], promotion/retention, and pre- and posttests) and progress toward academic excellence; student discipline incident rates; special education services information (e.g., rates of identification); use of ARRA IDEA funds, by district goal and project; and services to staff.

Data Analyses

Summary statistics of key indicators for the ARRA IDEA programs will be prepared, as required, for local and state reporting. For instance, frequencies and percentages will be calculated for student demographic and academic performance summaries. Likewise, similar analyses will be applied to data about staff served (e.g., through professional development opportunities and teaching certification attainment); parent involvement activities; and grant allocations and expenditures. Key state and federal indicators that may be included in quarterly reporting will address the following: jobs created or saved, budget expenditures, and projects completed. When appropriate, data will be examined for progress over time, such as the percentages of students

- identified as needing special education services;
- taking and meeting passing standards on state-mandated academic achievement assessments (e.g., TAKS); and
- receiving discipline referrals.

Qualitative data (e.g., information gathered from project meetings, focus group discussions, and surveys) will supplement the quantitative data provided to district decision makers.

Time Line

- July 2009–June 2010: Department of Program Evaluation (DPE) staff will develop an evaluation plan for ARRA IDEA, obtain all budget information, and consult with program staff about data collection and reporting requirements according to an evaluation timeline. DPE staff also will work to ensure district student and staff data systems are tracking needed information.
- September 2009–une 2010: DPE staff will provide ongoing consultation and support to staff on all 25 project teams, attend meetings, ensure alignment of appropriate outcome measures with project goals, and assist with data collection strategies.
- October 2009–June 2010: DPE staff will support ARRA IDEA executive staff with quarterly reports required for state and federal entities. DPE staff also will support executive staff with any local reporting that may be required for district leadership and the board of trustees.
- July 2010: DPE staff will conduct a budget analysis and will confirm and verify all data required for local, state, and federal reports.

REQUIRED REPORTING

At this time, the state and federal education agencies indicate that quarterly update reports will be required of all school districts that receive ARRA IDEA funds. The first of these quarterly reports is due in October 2009. An end-of-grant report is anticipated in 2011. Explanations about other state and federal reporting requirements will be forthcoming from those education agencies. In addition to these reports, several ad hoc narrative summary reports about the district's IDEA projects may be requested by staff, and DPE staff will assist in preparing such reports for district decision makers, the board of trustees, and the Austin community.

PROGRAM SUPPORT

Ongoing support for ARRA IDEA will be provided to district and project 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, survey development, and data analysis. Evaluation staff will act in an advisory capacity on all 25 project teams, and as needed when called upon by district staff for special projects. As needed, evaluation staff will attend ARRA IDEA meetings. Evaluation staff will be involved in district-level required reporting efforts, and they will provide support by

responding to ad hoc requests for summaries of information used in relation to ARRA IDEA topics. Finally, evaluation staff will be responsible for keeping up to date on local, state, and federal legislation and compliance related to ARRA IDEA.

AMERICAN RECOVERY AND REINVESTMENT ACT: TITLE I, PART A, 2009–2010

Grant Manager: Nancy Phillips

Evaluation Supervisor: Lisa Schmitt

Evaluation Staff: Jason LaTurner

PROGRAM DESCRIPTION

The American Recovery and Reinvestment Act of 2009 (ARRA) was signed into law by President Obama on February 17, 2009. ARRA included measures to modernize the nation's infrastructure, enhance energy independence, expand educational opportunities for all citizens, preserve and improve affordable health care, provide tax relief, and protect those in greatest need.

For education, approximately $11.37 billion dollars were made available through the United States Department of Education for Title I, IDEA and for Vocational Rehabilitation funding. AISD received a total of $20.7 million dollars for Title I, Part A that must be obligated by September 30, 2011. After campus and district-level required set-asides, $12.8 million dollars is available for new initiatives (see Table 1).

TABLE 1: ARRA Title I, Part A Program Synopses

Initiative	Project director	Brief description	Amount allocated
ARRA Title I, Part A evaluation	Dr. Holly Williams, director, DPE	The evaluator will assist staff at the program and/or campus level in developing evaluation plans as project descriptions and budgets are being finalized this fall and assist on projects that measure teacher effectiveness.	$240,000
AVID Project	TBD	AVID will be implemented and/or expanded in all AISD secondary schools.	$650,000
Dual Language Project	Martha Garcia, executive director of Bilingual Education/ESL	Using ARRA Title I, Part A funds, AISD will research and develop a Dual Language initiative in the 2009-2010 school year.	$345,000
Eastside Global Tech High School	Moises Ortiz, principal, Eastside Global	A college readiness initiative will be implemented, including a parent education component.	$97,615
Eastside Green Tech Engineering and Media Academies	Connor Grady, principal, Eastside Green Tech; Tammy Caesar, CATE, CAC	An Engineering Academy and a Media Technology Academy will be implemented, including necessary staff and equipment.	$262,559
Elementary Math and Science Initiative	Peggy Mays, Elementary Math and Science Initiative coordinator	The Elementary Office is developing an initiative to serve 52 Title I campuses in a math and science initiative.	3,825,043
Garcia Middle School ELDA	Dr. Helen Johnson, principal, Garcia	The ELDA provides immigrant youth instruction using a communicative approach to learning language and a rigorous, relevant content using quality curriculum.	$1,209,000 *pending Pearce reallocation

Lanier QTEL	Kathy Ryan, principal, Lanier; Melissa Hutchins, Office of High School Redesign	A third year of QTEL professional development activities will be provided for Lanier teachers.	$345,937
LBJ Twilight School	Alexander Price, academic director, LBJ	Credit recovery will be provided based on course content mastery for students as well as TAKS test preparation.	$211,208
Middle School Initiative	Dr. Bergeron Harris, associate superintendent of middle schools; Debra Hester, director of middle school operations	The Middle School Office is developing an initiative to serve eight Title I middle schools: Fulmore, Mendez, Paredes, Burnet, Dobie, Kealing, and Martin. Staff currently are in talks with the Region 13 Turnaround Center to contract for services as part of the Middle School Initiative	$1,307,559
Ninth Grade Academy	Dr. Gloria Williams	The Ninth Grade Academy would serve grade-placed freshman.	$1,745,000
Pearce Repurposing Plan	Trana Allen, principal, Pearce; Debra Hester, director of middle school operations	Funds will support components of the Pearce Repurposing Plan.	$528,000
Pre-K programs	Jacqueline Porter, Director of Early Childhood	Funding for Pre-K initiative	$900,000
Preschool Literacy Initiative	Jacqueline Porter, director of Early Childhood; Mollie Avelino, director of Secondary ESL	An RFP was developed and published to identify a service provider for the literacy program for preschool students and their parents residing in the district.	$250,000
Reagan Plan	Anabel Garza, Reagan High School; Claudia Santamaria, PSS and FRC	QTEL and a Family Resource Center will be provided at Reagan.	$955,000
Travis High Model Literacy Plan for Secondary Schools	Dr. Rene Garganta, principal; Kendra McNair School Improvement facilitator, Travis	A model literacy plan will be developed that includes a variety of programs and numerous technologies.	$345,794
Webb (ELDA) Expansion	Patrick Harboure, ELDA coordinator, Webb; Rey Garcia, principal, Webb	The ELDA provides immigrant youth instruction using a communicative approach to learning language and a rigorous, relevant content using quality curriculum.	$365,000

PURPOSE OF EVALUATION

Evaluation Questions

Based on AISD prioritization of ARRA Title I, Part A funding we seek to examine the following guiding questions:

- Are ARRA Title I funds increasing teacher effectiveness and the equitable distribution of effective teachers?
- Are ARRA Title I funds helping turn around the lowest performing schools?
- Are ARRA Title I funds improving results for all students?

Evaluation Objectives

Evaluation objectives include the following:

- Guide ARRA Title I project teams on their scope of activities, including the alignment of activities with appropriate outcome measures and targets
- Work with key district decision makers on ARRA Title I initiatives to facilitate decisions about program modifications by providing planning support, data analysis, summary of program indicators, and recommendations for improving program delivery and longer-term sustainability
- Develop evaluation framework for all ARRA Title I projects addressing struggling schools' feeder patterns
- Evaluate elementary level math and science ARRA Title I initiative which includes a focus on teacher best practices (also a component of Teachers' Instructional Best Practices evaluation, see page XX)
- Be efficient in evaluation by using preexisting departmental tools, surveys, and evaluation plans (e.g., QTEL, parent support, bilingual programs, pre-K)
- Assist ARRA Title I in reporting compliance measures to TEA, including funding expenditures, jobs saved, and jobs created

Fiscal Considerations

The depth, breadth, and cost of the ARRA Title I-funded programs vary widely. A key component of the evaluation plan will be to determine the most informative cost/outcome analysis. For some projects, this might entail a global ratio of cost/student served, while for others it might be a ratio of cost/credit recovered.

SCOPE AND METHOD

Data Collection

Final data collection plans will be developed after program details are in place. For details already in place, planned data collection will be conducted throughout the year, with implementation data collected at least quarterly and outcomes data collected semiannually. Data elements for each program will be developed by the end of October. Some programs already are being evaluated, and data collection will follow those protocols. The vast majority of data analysis will use currently existing AISD data sources (e.g., campus climate and teacher surveys and student academic, discipline, and attendance records).

Data Analyses

The scale and types of analysis used for each program will be developed by the end of October. When developed, these processes will serve to enhance implementation efforts, while capturing data necessary for program evaluation and federal grant reporting.

Time Line

- August–October 2009: The program manager and evaluator will work with project staff to develop program design and evaluation plans
- October 2009: After project plans have been finalized, staff will develop a data collection and analysis plan for each project
- August 2009–September 2010: Regular meetings with all project staff will be held to review available data and consider mid-course corrections
- August–September 2010: Staff will perform data analysis and write briefs for each project; in some cases, other DPE staff who oversee the programs will write the evaluations
- August–September 2010: Staff will write a narrative report about the ARRA Title I projects addressing struggling schools' feeder patterns.

REQUIRED REPORTING

The evaluator will support ARRA Title I grant staff in quarterly compliance reporting. Key measures identified to date include the amount of allocated funding that has been used and the number of jobs saved and created. Status reports that examine process measures and available outcomes will be provided at least twice a year to each program leader and to the program manager for ARRA Title I funding.

It is anticipated that program staff will receive regular ad hoc requests for data on ARRA Title I initiatives from campus and central office staff. Appropriate reports will be produced. Regular updates will be given to the superintendant and board through the Accountability Office.

PROGRAM SUPPORT

Extensive support will be given during the formative stages of this grant. The evaluator will support the grants team by attending program planning meetings and by assisting with program development and improvement through logic modeling. After programs are in place, the evaluator will continue to work with staff on a regular basis to provide data-informed process improvements.

SPECIAL PROJECTS

No special projects are planned at this time.

AUSTIN COMMUNITY COLLABORATION TO ENHANCE STUDENT SUCCESS

Director: Brenda Hummel, Ph.D.

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Semonti Basu, Ph.D.; TBD

PROGRAM DESCRIPTION

The Austin Community Collaboration to Enhance Student Success (ACCESS) is a combined effort by AISD and Austin community-based agency staff to integrate and coordinate district and community resources in innovative ways to best serve the students of AISD. ACCESS is funded by a four-year, $8.6 million Safe Schools/Healthy Students (SS/HS) grant, with a budget of $2,579,289 for 2009-2010. SS/HS is a collaborative grant program supported by three federal agencies: the U.S. Department of Education, the U.S. Department of Health and Human Services, and the U.S. Department of Justice. The goals of ACCESS are to (a) create and sustain a safe, civil, and productive learning environment through district plans, processes, and policies that promote safe, drug-free, and disciplined schools; (b) promote a culture that supports a healthy lifestyle, including non-tolerance of substance abuse (i.e., alcohol, tobacco, and other drugs); (c) develop and sustain a culture that supports the social-emotional and behavioral well-being of all children and youth; (d) implement an integrated plan to support and sustain a culture that promotes the mental wellness of all children and youth, especially those with complex needs; and (e) increase readiness to learn in children up to 5 years of age who are at high risk with respect to having complex needs.

ACCESS is attempting to transform school and community systems in order to address the behavioral, social, and emotional needs of our city's children and youth to fully meet the criteria of the SS/HS initiative. A cornerstone of ACCESS is Positive Behavior Support (PBS), which is being implemented by 16 staff across the district to promote safe and disciplined schools. In addition, 15 partners, both within AISD and from the community, are providing services and/or programs.[1] A final critical element of ACCESS is a technology initiative to enable AISD and its many partners to share and analyze data in order to target the needs of the area's youth. The technology component includes the integration of geographic information systems mapping technology with

[1] These programs include Expect Respect, the Comprehensive Gang Model, Project Towards No Drug Abuse, LifeSkills, Coordinated Approach to Child Health (CATCH), Responding in Peaceful and Positive Ways, A Framework for Understanding Poverty, Parenting with Love and Limits, Incredible Years, and the Nurse-Family Partnership.

Youth Service Mapping (a social services inventory that is accessible to designated AISD staff community providers).

PURPOSE OF EVALUATION

Evaluation Questions

- Are ACCESS programs and services being implemented with fidelity?
- When implemented with fidelity, do ACCESS programs and services have the intended effect on student outcomes?
- What systems are being put in place to facilitate sustainability of collaboration and maximization of resources?

Evaluation Objectives

The proposed evaluation will examine fidelity of implementation, collaboration between partners, the impact of ACCESS efforts at the district and campus levels, and the implications of these findings for sustaining and improving current practice. In addition, three specific programs are being evaluated in more detail. Toward this end, the evaluation objectives include the following:

- Examine the fidelity of implementation by focusing on process measures as key indicators of success
- Describe collaboration between partners and document new student service protocols that have been created
- Assess the impact of ACCESS efforts at the individual, campus, and district levels on student outcomes
- Conduct an in-depth evaluation of three focus programs: Incredible Years, transition school to community liaisons, and Responding in Positive and Peaceful Ways
- Report recommendations for improving and sustaining ACCESS practices

Fiscal Considerations

There is a broad range and scope of ACCESS supported programs and services. Some projects are narrow in scope and have specific targeted populations, while other projects are broad, with an intended impact at the district level. As appropriate, the outcomes of programs and services will be examined in relationship to their allocations and expenditures.

SCOPE AND METHOD

Three partially funded internal[2] evaluators (1.5 total full-time equivalents [FTEs]), one external evaluator, and a sustainability coordinator are collaborating on the assessment of the ACCESS grant. The evaluation team will meet with ACCESS staff on a bi-weekly basis for mutual information sharing about grant progress. Additionally, the evaluation team will meet quarterly to discuss progress on the above objectives and to report findings to ACCESS staff.

In-depth implementation evaluations of three of the ACCESS programs will be undertaken in 2009-2010. The three programs of interest include: Incredible Years at Lucy Read, the work of the transition school to community liaisons at ACES, ALC, and Gardner Bettes; and Responding in Positive and Peaceful ways at Garcia Middle School.

Data Collection

Data collection will be conducted throughout the year, with implementation data collected at least quarterly and outcomes data collected semi-annually. These processes serve to capture data necessary for program evaluation and federal grant reporting, as well as to assist and target implementation efforts. To examine outcomes for individuals, campuses, and the district, a variety of data sources will be used, dependant on the program or service being evaluated: Student Substance Use and Safety Survey (SSUSS), campus climate surveys, district attendance and discipline data, a measure of pre-school student social/emotional competence (modified version of the Devereux assessment), PBS training records and campus logs, documentation of service provider activities, interviews with a variety of stakeholders, time and effort accounting, and a thrice yearly ACCESS progress survey.

Data Analyses

Both quantitative and qualitative analyses will be used to summarize and describe ACCESS implementation fidelity and the effect on students. Appropriate statistical significance tests (e.g., *t* test, chi-square) or measures of effect size (e.g., Cohen's *h*) 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 or differences between groups.

[2] One evaluator's primary responsibility is to examine the PBS program (see page 54 of this document for more detailed information).

Technical Assistance

In addition to narrative and federal reporting, the evaluation team will function in a consultative capacity to improve and sustain ACCESS programs. Examples include participating as members of the core management team and providing guidance to staff for resource mapping of partners. Additional examples include examining discipline for AISD staff and representing ACCESS to various community initiatives (e.g., Ready by 21 and Success by 6).

Time Line

- September 2009: Staff will submit a 2008–2009 end-of-year report to federal agencies.
- November 2009: Staff will summarize quarterly implementation reports from external partners.
- December 2009: An evaluation team meeting will be held. Staff will conduct progress surveys or interviews with all internal partners. Staff will summarize year-to-date time/effort activities for internal partners.
- February 2010: Staff will summarize quarterly implementation reports from external partners.
- March 2110: An evaluation team meeting will be held. Staff will summarize output and outcome data from existing district data sources (see text above) for mid-year reporting. Staff will submit mid-year reports to federal agencies.
- May 2010: Staff will conduct progress surveys or interviews with all internal partners. Staff will summarize quarterly implementation reports from external partners and will summarize year-to-date time/effort activities for internal partners
- June 2010: An evaluation team meeting will be held.
- July 2010: Staff will summarize output and outcome data from existing district data sources (see text above) for annual reporting. Staff will write an annual narrative report.
- September 2010: An evaluation team meeting will be held. Staff will submit a 2009–2010 end-of-year report to federal agencies.

- August 2010: Staff will complete annual narrative report summarizing all ACCESS program and service outcomes.

REQUIRED REPORTING

In addition to responding to occasional ad hoc reporting requests, DPE will provide two formal SS/HS reports for the 2009–2010 school year to the federal funding agencies, focusing on Government Performance and Results Act (GPRA) measures. In addition, the ACCESS evaluator will compile the information necessary to complete annual reporting for the national evaluation of SS/HS grants to the agencies' contracted evaluators, the National Evaluation Team (NET). Finally, the evaluator will also produce an annual narrative report that summarizes progress made on implementation during year 3, describes current findings[3], and provides recommendations for programs funded through ACCESS.

[3] For more information regarding specific program objectives and outcome measures, please see the ACCESS logic model, posted at:
http://www.austinisd.org/community/access/docs/ACCESS_Logic_Model_20090202.pdf

AISD AFTER-SCHOOL PROGRAM

Program Managers: Shirlene Justice, Leah Blankenship

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Reetu Naik, M.A.

PROGRAM DESCRIPTION

The AISD After-School Program is composed of a compilation of activities and centers throughout the district that are funded by a patchwork of federal, city, and county grants, with a combined budget of $5,118,000 for 2009-2010. A broad array of community partners are brought together to enhance instruction and leverage resources to benefit students. The majority of after-school activities are Texas Essential Knowledge and Skills (TEKS) aligned and are distributed to maximize impact at Title I campuses. The vision of the AISD After-School Program is "Youth making a positive difference through learning, working, thriving, connecting, and leading."

Across activities and centers, the AISD After-School Program focuses on the following common primary objectives:

- Increase regular school day attendance
- Decrease discipline referrals
- Increase parental involvement
- Increase academic achievement through support and enrichment activities
    - Students will meet or exceed standards on all Texas Assessment of Knowledge and Skills (TAKS) tests each year
    - Students will demonstrate improved grades
    - Students will be promoted to the next grade level each year
    - Students will graduate within 4 years of entering 9th grade
- Increase postsecondary and job readiness

21st Century Community Learning Centers

Twenty-first Century Community Learning Centers (21st CCLC) are federally funded and authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB), and are 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, AISD 21st CCLC grants total $3,722,000 to support the creation of community learning centers that provide

academic enrichment opportunities during non-school hours for children who attend high-poverty and low-performing schools. AISD has been awarded four 21st CCLC grants that currently serve students and families at 5 high schools, 9 middle schools, and 11 elementary schools. The opportunity to participate is open to all students at these campuses, but approximately 7,500 students are expected to participate based on previous rates.

The program's goal is to help children succeed academically through the use of scientifically based practice and extended learning time. The 21st CCLC program provides academic support and homework assistance to help students meet state and local standards in core academic subjects (i.e., reading, math, science, and social studies). In addition, the program supports a broad array of enrichment activities (e.g., fine arts, technology, health and fitness, character education, and youth development and leadership). The program is intended to complement students' regular academic program and offers literacy and other educational services to the families of participating children.

Prime Time After-School Program

The goal of the Prime Time program is to develop a community of leaders centered around community schools by involving teachers, parents, students, and others in the provision of free after-school classes and activities. These classes and activities reinforce students' academic skills, while providing a safe, supervised, and structured environment. Parents and community members who become active partners in the educational process are better prepared than are those who are not to reinforce positive educational values. Prime Time has been a program in the district for 12 years and will serve approximately 6,700 students during 2009-2010, with $801,257 in grant funding. To enable students to participate in activities to which they would not have access outside of this program, schools with predominantly low-income students are specifically targeted.

Travis County After-School Program

The Travis County Commissioner's Court approved $544,800 in funding for 2009-2010 from Travis County for the Travis County Collaborative After-School Partnership (TCCAP). The Travis County Health and Human Services Department and the AISD Department of School, Family and Community Education administer the after-school program. TCCAP was introduced in the district during the 2004-2005 school year at Pearce and Webb middle schools. In 2008-2009, Webb and Ann Richards middle

schools were included, and in 2009-2010 approximately 1,140 students attending these four campuses will be served. This model provides comprehensive social services during the school day and after-school programming during the hours following the regular school day. The TCCAP delivery model is based on the idea that "Children who receive at least four of the Five Promises are much more likely than those who experience only one or zero Promises to succeed academically, socially and civically. They are more likely to avoid violence, contribute to their communities and achieve high grades in school," (America's Promise Alliance, 2008). TCCAP provides opportunities for students in each of the Five Promise areas. The Five Promises are:

- Caring Adults
- Safe Places
- A Healthy Start
- Effective Education
- Opportunities to Help Others

PURPOSE OF EVALUATION

Evaluation Questions

- What is the level of participation in after school programs?
- What is the relationship between participation in after school programs and student outcomes, such as attendance, academic achievement, and behavior?

Evaluation Objectives

- Assist the AISD After-School Program staff in pulling data from district archival records for report submissions
- Summarize annual program survey results
- Provide an annual final program report that includes program descriptions, participation information, and outcomes, across all after-school programs and by funding sources, where available and appropriate

Fiscal Considerations

DPE staff will describe how the funding sources are used to facilitate program implementation and provide resources for students. Since the programs are primarily grant funded, the impact on the district budgeting and program sustainability will be addressed.

SCOPE AND METHOD

Data Collection

Information regarding student demographics, school attendance, course grades, standardized test scores, 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 from the EZ Reports program database. Annual student surveys will be coordinated by AISD After-School Program staff, with the technical assistance of DPE staff and scanned by AISD data service staff. Scanned data files will be provided to DPE staff for summary and analysis.

Data Analyses

Participation will be summarized across all AISD After-School Program participants and by individual program or funding source. When available and appropriate, student outcome data, such as school attendance, academic achievement, and behavior, will be examined in relation to program participation.

Time Line

- August 2009: Staff will obtain a list of after-school programs and locations from the program manager.
- September 2009: Staff will contact program facilitators and center staff to obtain descriptions of the program activities and will prepare data for the 20th Century report due September 30, and for the Prime Time report due September 25. Staff also will prepare data for the Travis County report and complete the Travis County After-School Program narrative report.
- October 2009: Staff will undertake student survey revisions and planning activities for Spring 2010.
- December 2009: Staff will prepare data for the January Prime Time report due January 25, and Travis County report due January 15.
- January 2010: Staff will prepare data for the 20th Century report due February 8.
- March 2010: Staff will prepare data for the Travis County report due April 15.
- May 2010: Staff will summarize the program survey results.
- June 2010: Staff will prepare data for the 20th Century reports due July 10, July 15, and July 31 and the Prime Time report due July 25.

- July 2010: Staff will prepare data for the Travis County report due August 15 and will write the Travis County After-School Program narrative report.
- August 2010: Staff will complete the After-School Program Summary Report.

REQUIRED REPORTING

DPE staff will assist with required reporting to federal, state, and county funding agencies by compiling necessary district archival data. These reports will include semi-annual submissions to the TEA for 21st CCLC programs, quarterly reports to Travis County for TCAPP programs, and quarterly reports to the city of Austin for Prime Time programs. In addition to required reporting, DPE staff will complete a narrative report summarizing the implementation and outcomes for all AISD after-school programs.

SPECIAL PROJECTS

No special projects are planned at this time.

AUSTIN PARTNERS IN EDUCATION (APIE), 2009-2010

Executive Director: Kathrin Brewer

Evaluation Supervisor: Karen Looby, Ph.D.

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

PROGRAM DESCRIPTION

Austin Partners in Education (APIE) is an independent, nonprofit organization created through a partnership between Austin ISD and the Austin Chamber of Commerce. By leveraging community resources, APIE helps the Austin community and classrooms work together to ensure academic excellence and personal success for all students in AISD. Because APIE is external to the district, program funding amounts have not been determined. In 2009–2010, APIE will facilitate multiple student support programs within AISD at different schools. The following APIE programs will be evaluated by the DPE:

- APIE's College Readiness (CR) program provides information about college readiness standards and supplies tutoring for high school students who are eligible to graduate but are not currently passing the more stringent college readiness standards on state or college admissions assessments.
- APIE's Partners in Math (PIM) program is designed to help 8th-grade math students build their math skills and academic independence during weekly study group sessions facilitated by volunteers who share their enjoyment of math and real-world experiences.
- APIE's Partners in Reading (PIR) program is designed to help 2nd-grade students increase their reading fluency and comprehension skills during weekly sessions facilitated by volunteers who model enjoyment of reading and provide support and encouragement to the students.
- APIE's Compañeros en Lectura (CEL) program is designed to help Spanish speaking 2nd-grade students increase their reading fluency and comprehension skills during weekly sessions facilitated by volunteers who model enjoyment of reading and provide support and encouragement to the students.
- APIE's Partners in Literature (PIL) program is designed to promote reading comprehension and critical thinking skills for struggling middle school students. Using a structured curriculum, volunteers facilitate small group discussions with students about interesting stories and articles.

PURPOSE OF THE EVALUATION

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

Evaluation Questions

The program evaluation will focus on these major questions:

- What are the characteristics and practices of APIE classes, and how do those practices influence student academic outcomes and student attitudes?
- What are the academic outcomes for APIE participants, and how do these compare with those for similar non-participants?
- Are there changes in student attitudes about learning as a result of their participation in APIE programs?
- Do APIE participants (i.e., teachers, volunteers, and students) feel supported by the programs?
- What are the longitudinal impacts of APIE programs when implemented across an entire grade level?
- What are the financial impacts of an externally provided program on the district?

Evaluation Objectives

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

Fiscal Considerations

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

SCOPE AND METHOD

Data Collection

Both qualitative and quantitative data pertaining to clearly defined performance measures, such as TAKS test scores, course grades, and student attitudes, will be collected to assess the program's progress toward its goals. District information systems will provide student demographic data, course enrollment data, course grades, and testing

information for program participants. Teachers, volunteers, and students will complete surveys regarding their experiences with the program. Students participating in PIL and PIM will complete pre- and post-surveys regarding their attitudes in reading/math to determine program impact on self-concept. Classroom observations will be conducted to discern the characteristics of successful teacher-volunteer-student interactions.

Data Analyses

To determine precise outcomes for APIE programs and to isolate the influences of other programs, DPE staff will use a mixed-methods approach. Selected student comparison groups will be included in the quantitative data analyses to separate the program and school effects on outcomes of interest. Quantitative data (e.g., test scores and course grades) will be analyzed using descriptive statistics (e.g., numbers and percentages). Inferential statistics (e.g., tests of statistical significance) will be used to make judgments of the probability that an observed difference between groups is one that might have happened as a result of the program, rather than by chance. Qualitative data will be analyzed using content analysis techniques to identify important details, themes, and patterns within open-ended survey responses. Results from all analyses will be triangulated, or cross-examined, to determine the consistency of results and provide a more detailed and balanced picture of the programs.

Time Line

- Monthly: DPE staff will meet with APIE staff to discuss program evaluation needs and to facilitate evaluation activities. DPE staff will observe APIE student groups.
- September–October2009: DPE staff will identify students for participation in APIE's CR program and administer pre-participation surveys to PIL and PIM students.
- October–November 2009: DPE staff will identify participating APIE classes and provide a demographic summary of APIE participants.
- February 2010: Staff will revise and prepare program surveys for administration.
- April–May 2010: Staff will administer year-end program surveys to students, teachers, and volunteers.
- May–June 2010: Staff will analyze program survey, observation, and student outcome data.

- June–August 2010: Staff will create a narrative report summarizing APIE program participation and student outcomes for the 2009–2010 school year and develop an evaluation plan for 2011–2012 APIE programs.

REQUIRED REPORTING AND DELIVERABLES

In the summer of 2010, AISD's evaluation staff will complete a program performance report card that provides a summary of outcomes for each program area and a narrative evaluation report describing the overall program results.

PROGRAM SUPPORT

Evaluation staff will meet monthly with APIE program coordinators to develop evaluation plans, monitor the implementation of the programs, and facilitate data collection activities for the program evaluations. Evaluation staff will work with APIE staff to develop reporting time lines that will provide relevant formative and summative data and information to program stakeholders.

SPECIAL PROJECTS

No special projects are planned at this time.

BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE PROGRAMS

Program Manager: Martha García, M.A.

Evaluation Staff: Catherine Malerba, Ph.D.; Angelica Ware Herrera, Ph.D.

OVERVIEW

The Texas Education Code (Chapter 89.1265) requires school districts to evaluate Bilingual education/English as a second language (BE/ESL) programs to determine the impact on student achievement and to report to the local school board annually. The executive director of BE/ESL programs sets additional research and evaluation priorities regarding student 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 LEP, also known as English Language Learners (ELLs), have access to two basic programs in AISD:

- BE, a program of instruction in the native language (i.e., Spanish, Vietnamese, or Korean) and English, offered in pre-kindergarten (pre-K) through grade 6 (elementary), is provided to students in any language classification for which 20 or more ELLs are enrolled in the same grade level on a particular campus, if their parents have given permission for program participation.
- ESL, a program of specialized instruction in English, is provided to elementary students whose parents declined BE instruction but approved ESL instruction, and to elementary and secondary students for whom BE instruction in their native language is not available in the district. The program is offered at all grade levels, but primarily to ELLs in middle and high school. Parents must give their permission for program participation.

NCLB of 2001 includes the Title III, Part A grant Language Instruction for Limited English Proficient and Immigrant Students (P.L. 107-110). The grant provides funds to school districts through the 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/family coordination and outreach for ELLs and their families, and (e) support other relevant programmatic efforts.

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 TAKS test. In addition to the federal Title III, Part A funds, state and local funds help support the instructional services provided to ELLs.

PURPOSE OF THE EVALUATION

As a result of their participation in BE/ESL programs, it is expected that students will make steady progress in English language acquisition and academic achievement thus, the program evaluation primarily focuses on students' language acquisition and academic achievement and when appropriate, other measures of student engagement and success (e.g., attendance, discipline, dropout/graduation). However, the district also uses Title III, Part A and local funds to provide professional development opportunities for staff, to acquire instructional materials, and to provide parent/community outreach, so those impact of those efforts also will be examined.

Evaluation Questions

The program evaluation will focus on these major questions during the 2009-2010 school year:

- How many students served by BE/ESL programs, and how many were exited from BE/ESL services?
- How did current and exited BE/ESL students perform on TAKS and other measures of academic achievement (e.g., high school credits earned)?
- How did BE/ESL students progress in learning English as measured by the Texas English Language Proficiency Assessment System (TELPAS)?
- What was the academic impact of attending BE summer school for: rising kindergarten and 1st-grade students, middle school newcomer students, and International High School students?
- What were teacher, mentor, and principal perceptions of the BE/ESL summer school programs?

- What were teachers perceptions of the 2009–2010 New Bilingual Teacher Institute (NBTI), both immediately after the Institute and in the later part of their first fall semester teaching in AISD?
- Were there differences in academic achievement and language acquisition among students in classrooms using the Transitions to Literacy® curriculum at Galindo, Pleasant Hill, and Houston elementary schools, in comparison to similar students in classrooms using a different literacy curriculum?
- What was the impact of the EPromodoras program on Pre-K student achievement and on participating parents' perceptions of their connections to the school community and their ability to have a positive impact on their students' education?
- What is the impact of Middle Level Education Plan (MLEP) teacher-leader model of ESL support on middle school student academic achievement and language acquisition?
- What proportion of Title III, Part A and local funds are used to (a) support specialized student instruction, (b) provide professional development opportunities to staff, (c) acquire instructional supplies and materials, (d) provide community/family coordination and outreach for ELLs and their families?

Evaluation Objectives

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

DPE staff also will meet the documentation and evaluation requirements of TEA's NCLB Consolidated Compliance Report for Title III, Part A.

Fiscal Considerations

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

SCOPE AND METHOD

Data Collection

ELL student demographic, attendance, program participation, assessment, and achievement data are available in the district information systems and Public Education Information Management System (PEIMS records). BE/ESL teachers' professional development activity data will be collected from the professional development activity database and other district records. Also, DPE will work with Management Information Systems staff to develop an electronic system to track teacher-leader/classroom-teacher contact hours for the purposes of evaluating the MLEP professional development model. If funding and staff time are available, DPE staff will supervise focus groups or interviews with participants of the EPromodoras program to understand parents' perceptions of the program and their feelings of connectedness with their child's school community.

Data Analyses

Descriptive statistics will be used to convey the characteristics of students participating in AISD's BE/ESL programs. Summary statistics will be used to document current year assessment data for AISD ELLs and ELLs state wide (available through local and state records) and to document current students' progress toward becoming proficient in English. Longitudinal cohort analyses, ANCOVA, MANOVA, and regression analyses will be used, as appropriate, to examine ELL's academic trajectories, attendance, graduation and dropout patterns, and LEP exit and reentry patterns, according to student characteristics and controlling for campus effects. Data concerning the participation of BE/ESL teachers in professional development opportunities will be summarized.

Time Line

- June–July 2009-completed: DPE staff will develop surveys for summer school teachers, mentors, and principals and for teachers who participate in the NBTI.
- July–August 2009--completed: DPE and BE/ESL staff will administer summer school and NBTI surveys.
- July–October 2009: DPE staff will summarize district-level ELL demographic data and current year academic performance on TAKS and TELPAS and write the 2008–2009 BE/ESL narrative report.

- October 2009: DPE will examine the beginning-of-year academic performance of students who attended summer school in 2009.
- October 2009-November 2009: DPE and BE/ESL staff will conduct a retrospective analysis of the effect of the 2008–2009 EPromodoras program on student achievement. Parent participation in the program will be examined as the influential variable.
- November 2009: DPE staff will survey teachers who attended the NBTI and summarize the results.
- January 2010: DPE will provide an interim reports on the train-the-trainers model and Transitions in Literacy® programs.
- March–April 2010: DPE and BE/ESL staff may conduct focus groups with parents who are currently participating in the EPromodoras program.
- June--July 2010: DPE will provide final reports on the train-the-trainers model and Transitions in Literacy® programs.
- May–July 2010: DPE staff will gather data to be submitted as part of TEA's 2009–2010 NCLB Consolidated Compliance Report for Title III, Part A.
- July–September 2010: DPE staff will summarize district-level ELL demographic data and current year academic performance on TAKS and TELPAS, and write the 2009–2010 BE/ESL narrative report.

REQUIRED REPORTING AND DELIVERABLES

The evaluation staff, in collaboration with Accountability, Finance, and BE/ESL staff, will complete the TEA Title III, Part A report in August 2010. Evaluation staff will write the state-required BE/ESL narrative report in fall 2010.

PROGRAM SUPPORT

Evaluation staff will provide ongoing support to BE/ESL program staff in the following ways: attendance at BE/ESL program staff meetings; provision of summary data about ELLs, as needed throughout the year; and guidance about evaluation and data topics (e.g., surveys, program data analysis, and data summaries).

SPECIAL PROJECTS

No special projects are planned at this time.

CAREER AND TECHNICAL EDUCATION PROGRAMS, 2009–2010

Program Director: Annette Gregory

Evaluation Supervisor: Karen Looby, Ph.D.

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

PROGRAM DESCRIPTION

Within AISD, all students are expected to demonstrate preparedness for postsecondary education and to understand the skills, 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 to manage the development and implementation of the Career and Technical Education (CTE) programs and redesign. In 2010, the contracted budget for CTE is $714,719.00. Within the CTE programs, students will

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

PURPOSE OF THE EVALUATION

It is expected CTE programs will provide opportunities for students to acquire 21st century academic and technical skills needed for entry into the global workforce and/or postsecondary education in order to become contributing members of their community. Therefore, the program evaluation will be conducted to describe student participation in CTE programs and their academic and postsecondary outcomes.

Evaluation Questions

The program evaluation will focus on these major questions:

1. What are the demographic and academic characteristics of CTE students and how do they compare with students who have not taken CTE courses?
2. Do the postsecondary aspirations of CTE students differ from students who have not taken CTE courses?

3. What are the postsecondary outcomes for CTE students compared with non-CTE students?
4. What are the program funding sources and how are they used to implement CTE programs and provide resources for students?

Evaluation Objectives

DPE staff will:

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

Fiscal Considerations

DPE will identify program funding sources and describe how the sources are used to facilitate program implementation and provide resources for students. Impact of recent funding changes may be examined.

SCOPE AND METHOD

Data Collection

Both qualitative and quantitative data will be collected to measure the program's progress toward its goals. Two school site visits will be conducted to describe program implementation practices and effectiveness. District information systems will provide students' demographic, attendance, discipline, course enrollment, course grade, and testing data for program participants. District surveys will provide information related to assess students' affective, academic, and college preparation needs; expectations for postsecondary education; and perceived educational outcomes. The following surveys may be used: the AISD High School Exit Survey, Employee Coordinated Survey, and Student/Staff Climate Surveys. National Student Clearinghouse (NSC) and Texas Workforce Commission (TWC) data will provide information concerning the number and percentage of students going to college and entering the workforce after high school graduation.

Data Analyses

A mixed-methods approach will be used to provide the evaluation information pertaining to CTE programs. Quantitative data, such as course enrollment and TAKS test scores, will be analyzed using descriptive statistics (e.g. numbers and percentages). Qualitative data (e.g. open-ended survey responses) will be analyzed using content analysis techniques to identify important details, themes, and patterns within open-ended

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

Time Line

- July 2009: Program evaluation staff and CTE program staff will review reports regarding the results of the CTE teacher survey with the goal of reporting strengths and challenges, and of creating a plan for program improvements. Final reports will be shared with teachers, school administrators, and district staff.
- August 2009: Program evaluation staff will pilot the chemical inventory and chemical safety survey with teachers in the Agricultural Science and Technology program area.
- September 2009: Program evaluation staff and CTE program staff will work collaboratively to improve the industry evaluation site visit form and process, including feedback from industry representatives involved with the pilot evaluation.
- September 2009–May 2010: Staff will conduct evaluation site visits at two campuses during the school year.
- October 2009: Program evaluation staff will administer the chemical inventory and chemical safety survey to all CTE teachers.
- November 2009: Performance-Based Monitoring Analysis System (PBMAS) data summary provided for program manager to insert into requires state report.
- December 2009: Program evaluation staff will develop, with CTE program staff, questions to ask CTE teachers to gauge progress on meeting program improvement goals. These questions will be administered through the district's coordinated survey.
- January 2010: Program evaluation staff will create and submit to CTE program staff formative assessment information that summarizes program participation and student outcomes for the fall semester 2009.
- June 2010: AISD evaluation staff will create and submit to CTE program staff evaluation information that summarizes program participation and student

outcomes for Spring 2010 and the 2009–2010 school year for the completion of the Title I, Part C Carl D Perkins Grant due by July 1, 2010.

- August 2010: AISD evaluation staff will complete a district narrative evaluation report provideing an in-depth summary of program implementation and outcomes for participants.

REQUIRED REPORTING

AISD's evaluation staff will assist CTE staff in completing and submitting reports required by the 2009–2010 Title I, Part C Carl D Perkins Grant and by TEA's Performance-Based Monitoring Analysis System (PBMAS), and information required by the district's board of trustees. A district narrative evaluation report will provide an in-depth summary of program implementation and outcomes for participants.

PROGRAM SUPPORT

Evaluation staff will meet with program staff to develop evaluation plans, monitor the implementation of the programs, and facilitate data collection activities. Evaluation staff will work with program staff to develop reporting time lines that will allow them to provide formative and summative information to program stakeholders in a timely manner.

COORDINATION OF EXTERNAL RESEARCH AND EVALUATION IN AISD

Supervisor/Coordinator: Catherine Malerba, Ph.D.

Coordinator: Angelica Ware, Ph.D.

OVERVIEW

AISD has a formal application and data collection process to facilitate research conducted by parties external to AISD. This process allows the external research coordinators to monitor external research projects to ensure that staff and students are protected from unnecessary data collection and that projects comply with current laws and standards concerning privacy and research.

PROGRAM DESCRIPTION

A formal application and data collection process facilitates research and evaluation conducted by parties external to AISD and allows the coordinator of external research to monitor these projects. The process establishes 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, questions and answers regarding the external research process, and criteria by which proposals are judged may be accessed at http://www.austinisd.org/inside/accountability/research.

The procedures for submitting proposals for research or evaluation are as follows. External researchers submit electronic proposals to the coordinators of external research and evaluation, along with a processing fee. The coordinators review proposals to be sure they are complete. The coordinators then convene review committees, which recommend the proposal for principal approval, decline the proposal, or request revisions. Proposals recommended for approval typically have high value to AISD, use small and easily accessed samples, and use little or no class time to collect data. After the review committee vets a proposal, the coordinators assist the researcher in selecting schools and contacting principals for approval to implement the project. Finally, results of the research are collected by the coordinator, who disseminates the results to individuals and campuses likely to benefit from knowledge of the research findings.

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

conducting research and evaluation in AISD. External parties include but are not limited to graduate students, professors, and educational research organizations.

The coordinators also draft data-sharing agreements and process and/or fulfill external requests for data from AISD databases. The coordinator takes reasonable care to ensure 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.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Identify trends among external research topics to ensure that research efforts are equitably distributed among grade levels, subject areas, and research methodologies
- Highlight any research projects that were particularly successful or beneficial to the district
- Note any persistent problems that may need to be addressed through modifications to the research application and review process
- Make recommendations about research priorities for the 2009–2010 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 coordinators will use both of these data sources to develop recommendations for the 2009–2010 school year.

Time Line

- June–December 2009: The coordinators will receive and process research applications for the 2009–2010 school year.

- June 2009–May 2010: The coordinators will provide ongoing support to external researchers, including processing data sharing agreements and data requests, as needed.
- June–August 2010: The coordinators will analyze data from the external research database and complete the external research summary report for the 2009–2010 school year.

REPORTING

The coordinators will provide a written report to the director of DPE at the end of August 2010. The report will provide an overview of the number and type of research projects conducted during the 2009–2010 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 2010–2011 school year.

PROGRAM SUPPORT

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

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

DISTRICT-WIDE SURVEYS OF STUDENTS, PARENTS, AND STAFF

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

Evaluation Staff: Karen Cornetto, Ph.D.; Marshall W. Garland, M.A.; Lindsay Lamb, Ph.D.

PROGRAM DESCRIPTION

The DPE develops, administers, and reports on district-wide surveys of students, parents, and staff. These surveys include the annual AISD Student Climate Survey, AISD Parent Survey, AISD Staff Climate Survey, AISD High School Exit Survey, and AISD Central Office Work Environment Survey. 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 board's executive limitations (EL) policies concerning staff treatment and treatment of stakeholders, board results policies, the district's strategic plan, and the district improvement plan (DIP). In addition, district-wide survey data are used for a variety of program evaluations in AISD.

DPE also conducts an annual Employee Coordinated Survey that allows multiple questionnaires to be administered in a single data collection instrument to minimize the paperwork burden on teachers and other staff. The survey system permits items to be targeted to specific respondent groups or to a random sample of district employees who are in various job roles. Coordination ensures that participants receive only a limited number of survey items each year.

The Employee Coordinated Survey is now administered online using software that allows for complex sampling, multiple modes of survey distribution, and reporting. Survey samples are selected to provide representative results for employee groups, with a 95% level of confidence. The Employee Coordinated Survey will continue to be administered online because of savings realized in terms of survey administration and processing of data.

PURPOSE OF EVALUATION

Evaluation Questions

Districtwide surveys of parents, students, and staff will be developed to answer the following questions:

- What factors are associated with positive school and work climate in AISD, and how can this information be used in campus and district improvement planning?
- What information and opinions do students, parents, and staff provide related to the evaluation of district programs and policies?
- How satisfied are district employees with central office services?

Evaluation Objectives

DPE staff will:

- Efficiently obtain critical information from staff by replacing multiple, separate data collections with a single, coordinated data collection that minimizes the paperwork burden on teachers and other staff.
- Create an opportunity for parents to provide feedback in English, Spanish, or Vietnamese about their experiences with schools and the district.
- Obtain staff and student perceptions about their school teaching and learning environments, and demonstrate how these perceptions relate to student achievement, postsecondary enrollment, and teacher retention.
- Provide contextual data that can be combined with additional district information to examine the influence of multiple factors on student and staff outcomes of interest.

Fiscal Considerations

District-wide surveys will assist program evaluators by providing contextual information that may be considered in cost-benefit analyses.

SCOPE AND METHOD

Data Collection

The 2009–2010 Staff Climate Survey will be administered in November via anonymous scan form (English and Spanish) distributed by principal-appointed campus contact persons to each campus employee. Surveys remain completely anonymous, with only campus name and major job classification as identifying information. Completed surveys will be returned to DPE in person by campus contact persons.

The 2009–2010 Parent Survey will be administered in November and December via anonymous scan form and also will be made available online in English, Spanish, and Vietnamese. Principal-appointed campus contact persons will be responsible for distributing surveys to parents of all students, with assistance from parent support

specialists. Parents may return surveys directly to DPE via mail or in person, may return surveys to the school, or may respond to the online survey.

The 2009–2010 Employee Coordinated Survey will be administered online in January and February 2010. Area supervisors and associate superintendents will be encouraged to submit questions for the survey. Teachers, administrators, classified staff, and other professionals will be surveyed to answer questions related to (a) the information necessary for evaluations of federal Title programs; (b) customer service provided by central offices; and (c) other topics and programs (e.g., BE and services for students with dyslexia and learning differences). To the extent possible, participants will be surveyed according to samples requested by the staff submitting particular survey items (e.g., random sample of all special education teachers).

The Employee Coordinated Survey administration will not be anonymous, but the confidentiality of responses will be protected through the reporting of aggregate data. After the survey analysis has been completed, the computer files linking responses to individuals will be erased. Employee records containing work location, job title, job description, employee ID, and e-mail address will be generated for the random selection of appropriately sized samples to provide results representative at a 95% confidence level with a range no greater than plus/minus 10 points, adjusting sample sizes to allow for an 80% response rate. Multiple samples may be generated for employee groups for whom the number of survey items exceeds a designated limit.

The 2009–2010 Student Climate Survey will be distributed in March and April to teachers of all students in grades 3 through 11. Teachers will administer the survey and return them to principal-appointed campus contact persons, who will then return surveys in person to DPE. Magnet surveys will be maintained separately to allow for disaggregation of results for magnet and comprehensive schools.

The 2009–2010 High School Exit Survey will be administered online or via paper to all graduating seniors during April and May. Designated campus facilitators will ensure that all seniors participate in the survey.

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 and 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 all instruments will be compiled to identify thematic subscales comprising items from multiple instruments. Multi-level modeling will be used to examine the changes in school climate over time.

Descriptive summary statistics will be prepared for each Employee Coordinated Survey item, and results will be disaggregated by employee type, employee work location, and school level, where appropriate. Response rates will be examined by employee type and employee work location to determine actual confidence intervals for survey results.

Time Line

- October 2009: Staff will revise the Staff Climate and Teacher Surveys and replace any items in need of alteration. Staff will distribute the AISD Campus Staff Climate Surveys to campus contact persons for administration during November. Staff will finalize the AISD Parent Survey. Staff will determine the AISD Parent Survey items and time line.
- November 2009: Staff will administer the AISD Campus Staff Climate Survey and begin administering the AISD Parent Survey. The AISD Central Office Work Environment Survey will be administered via email. Staff will distribute a request for Employee Coordinated Survey item submissions to district administrators.
- December 2009: Staff will order the AISD Parent Survey and scan the AISD Staff Climate Surveys. Staff will review Employee Coordinated Survey items for word choice, request sample(s), and prepare an item bank.
- January 2010: Staff will create random samples from human resources files to reflect sampling requirements for the Employee Coordinated Survey items. Staff will analyze the AISD Staff Climate Surveys and prepare reports. Staff will finalize the AISD Student Climate Survey items and order the surveys.
- February 2010: Staff will analyze the Central Office Work Environment Survey results. The Employee Coordinated Survey notifications will be distributed by e-mail, and reminder e-mails will be sent to non-respondents. Staff will deliver the Student Climate Surveys to campuses for March administration. Staff will finalize the High School Exit Survey items.

- March 2010: Staff will scan the AISD Parent Surveys after they have been returned. Staff will prepare and distribute the Central Office Work Environment Survey report. Staff will begin administering the High School Exit Survey and will administer the Student Climate Survey. Staff will compile data for the EL-3 and EL-4 Board monitoring reports.
- April 2010: Staff will continue to administer the High School Exit Survey. Staff will prepare and distribute the AISD Parent Survey reports. Staff will prepare and scan the AISD Student Climate Surveys and will prepare principal tools for all the surveys.
- May 2010: Staff will continue to administer the High School Exit Survey. Staff will send out reminders for the High School Exit Survey. Staff will prepare and distribute the AISD Student Climate Survey reports.
- June 2010: Staff will prepare and distribute the AISD High School Exit Survey reports. Staff will prepare the Integrated Survey tools and distribute them to principals.
- July 2010: Staff will analyze and distribute the Employee Coordinated Survey results.

REPORTING

Campus and district reports will be provided for each of the surveys, along with data interpretation and presentation aids (e.g., district-wide rank order summaries, how-to worksheets, and PowerPoint templates). Survey data and achievement data will be provided for the following required monitoring reports: EL-3 Treatment of Stakeholders, EL-4 Staff Treatment, board performance monitoring at elementary, middle, and high school levels, Strategic Plan Scorecard, Annual Report to the Public, and the superintendent's evaluation. All district and campus parent and student survey reports will be provided on the external website for AISD's DPE.

E-TEAM PROJECTS

Evaluation Supervisor: Lisa Schmitt, Ph.D.

Evaluation Staff: Karen Cornetto, Ph.D.; Lindsay Lamb, Ph.D.

PROGRAM DESCRIPTION

The E-Team was formed for the purpose of responding to the urgent data and information needs of the superintendent and his/her cabinet. Requests typically require data collection, analysis, and reporting within a relatively short time period to provide current information for decision-making purposes. The E-Team also is involved in ongoing data collection efforts to assist in monitoring the board's executive limitations and results policies, the strategic plan, and the DIP. These efforts include the following:

1. Conducting district-wide climate surveys of students, staff/teachers, and parent stakeholder groups
2. Collecting, analyzing, and reporting data regarding student academic achievement, including district benchmark assessment results and additional ad hoc requests for achievement data
3. Collecting, analyzing, and reporting data documenting the factors related to student achievement, teacher quality, and teacher retention in AISD

PURPOSE OF EVALUATION

Evaluation Questions

In addition to the questions outlined in the District-wide Surveys of Students, Parents, and Staff evaluation plan (see previous section of this document), the following evaluation questions will be addressed through E-Team projects:

- To what extent is the district meeting the goals outlined by the Board of Trustees and stakeholders via executive limitations, results policies, the strategic plan, and the DIP?
- What factors are most related to student achievement, teacher quality, and teacher retention in AISD, and what are the policy implications of these findings?

Evaluation Objectives

E-Team project staff will accomplish the following tasks:

- Conduct district-wide surveys of staff, students, and parents.

- Perform multivariate analyses using a comprehensive array of data including survey results, human resources information, student performance, and program participation status.
- Respond to ad hoc requests from the Board of Trustees, district administration, and community organizations.

Fiscal Considerations

E-Team staff will support ad hoc requests related to grant applications for future funding and other questions of interest to district decision-makers including the Board of Trustees and the Citizen's Budget Review Committee. In addition, staff will investigate the costs associated with teacher turnover in AISD and the financial implications of policies pertaining to teacher retention. Staff also will document and evaluate the time spent on ad hoc requests so that DPE staff time can be optimized through long-term planning of projects for the coming school year.

Data Collection

Although many E-Team 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 Employee Coordinated Survey (see the District-wide Surveys evaluation plan for more information). In addition, E-Team staff will be involved in the analysis and preparation of data for the Strategic Plan Scorecard, the superintendent's evaluation, and various executive limitations and results monitoring reports. Staff will analyze data to be presented in the annual Level Reports to the board, and will prepare for the provision of data to be reported for the revised board measures now under consideration.

E-Team staff also will assist in the collection and analysis of data for the annual Chamber of Commerce Report Card and will continue to examine factors related to teacher retention in AISD, using results from district-wide surveys and teacher demographic data.

Data Analyses

Summary data will be prepared for district executive limitation and results indicators. In addition, Texas Growth Index (TGI) scores will be calculated for student TAKS scores and aggregated to provide teacher and campus-level scores that can be examined for growth over time. Teacher retention and teacher quality data will be

examined using correlation, regression, and statistical modeling to answer relevant evaluation questions.

Time Line

- August 2009: Staff will calculate TAKS growth for 2009 TAKS data (completed).
- September 2009: Staff will prepare a teacher retention data file and begin analyses for the annual board Level Reports (completed).
- October–November 2009: Staff will finalize board Level Reports, prepare teacher retention data files, conduct district-wide staff surveys, and contribute to Teachers' Instructional Best Practices research outlined elsewhere in this document.
- December 2009 to February 2010: Staff will analyze the teacher retention and instructional best practices data.
- March–April 2010: Staff will conduct districtwide surveys of parents and students, will prepare the EL-3 and EL-4 monitoring reports, and will prepare and report district TAKS data as needed.
- May–June 2010: Staff will prepare narrative summaries of teachers retention and student climate study findings.

PROGRAM SUPPORT

E-Team 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

1. Teacher Effectiveness and Retention Study: This study will examine the contribution of factors believed to be associated with teacher effectiveness and retention (Horng, 2005). The following campus variables will be examined: average teacher salary, average class size, perceived administrative support, staff input on school-wide decisions, job satisfaction, identification with teaching, resources for students, age and condition of school facilities, student performance, student ethnicity, and student economic status. Results from multiple surveys will be examined for their interrelationships and contributions to teacher attitudes and retention.

2. Gender, Ethnicity, Student Climate, and TAKS: This study will expand on previous research by examining potential differences not only among boys' and girls' perceptions of student climate, but also among different ethnic groups' perceptions of school climate. In addition, it will address how students' perceptions of school climate relate to their academic achievement (as measured by TAKS scores), and determine whether these differences are mediated by students' ethnicity. This study will allow us to address questions such as "Do ethnic minority males perceive school climate less favorably than do their (a) ethnic majority male peers and (b) female peers, and does this discrepancy relate to poorer TAKS performance?"

HIGH SCHOOL REDESIGN INITIATIVE EVALUATION

Executive Director: Kent Ewing

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Marshall Garland, M.A.; Ginger Gossman, Ph.D.

PROGRAM DESCRIPTION

AISD intends to transform secondary education across the school district and has established the Office of Redesign to facilitate and support improvement across all middle and high schools in AISD. The High School Redesign Initiative focuses on four major goals:

- Closing achievement gaps between all student groups
- Increasing 4-year high school completion rates for all students
- Ensuring that all high school graduates are well prepared for college and career success
- Increasing college and career readiness for ELLs

To attain these major goals in 2009–2010, the evaluation of redesign initiatives will focus on the following programs.

The Student Advisory/Family Advocacy Program was designed to ensure that all students had at least one adult in their school life who knew them well, to build community by creating stronger bonds across social groups, to teach important life skills, and to establish a forum for academic advisement and college and career coaching. Educators for Social Responsibility (ESR) provides technical support for advisory at Akins, Anderson, Austin, Bowie, Crockett, Johnston, Lanier, and McCallum high schools. First Things First (FTF) provides technical support for advisory, referred to as Family Advocacy, at LBJ, Reagan, and Travis high schools. The advisory program is funded by a Gates Foundation grant at $612,810.00 and the TEA's High School Allotment grant at $40,782.00 for a total of $653,592.00.

The Office of Redesign supports the Quality Teaching for English Learners (QTEL) program designed by WestEd. QTEL presents ways of supporting students through six major types of scaffolding: modeling, bridging, schema building, contextualizing, text re-presentation, and metacognitive development. Supported by a large body of empirical research about effective practices with English learners, QTEL uses these types of scaffolding to promote student linguistic and academic development.

QTEL is funded by a Gates Foundation grant at $442,935.00 and the American Recovery and Reinvestment Act of 2009 (ARRA) at $855,000.00 for a total of $1,297,935.00.

The district partnered with the Charles A. Dana Center at UT at Austin to improve the teaching and learning of math. The partnership provides: teacher professional development opportunities to improve instruction in Algebra I, Geometry, and Algebra II courses; support for the design of a new 4th-year math course; recommendations for improving the math performance for ELLs; and implementation of the Dana Center's Academic Youth Development (AYD) program designed to strengthen the algebra readiness and leadership skills of incoming 9th-grade students. The math improvement work is funded by a Gates Foundation grant at $340,725.00.

PURPOSE OF THE EVALUATION

As a result of their participation in programs supported by the Office of Redesign, it is expected that the achievement gaps will be reduced, high school completion rates will increase, and students will be prepared for college and career success. Thus, the program evaluation will be conducted to describe the academic outcomes, college and career preparation, and postsecondary outcomes for high school students.

Evaluation Questions

Two major questions have been articulated to guide the evaluation of each component within the High School Redesign Initiative in the 2009–2010 school year:

- Did the schools implement the components of the High School Redesign Initiative with fidelity to ensure quality and program sustainability?
- What were the outcomes for teachers and students as they participated in the various support programs supported by the Office of High School Redesign?

Evaluation Objectives

DPE staff will:

- Provide information for district decision makers about program implementation and effectiveness to facilitate decisions for continuing program development or improvement
- Satisfy reporting requirements set forth by the Bill and Melinda Gates Foundation

Fiscal Considerations

DPE will identify program funding sources and describe how the sources are used to facilitate program implementation and provide resources for students. Since the

programs are primarily grant funded, the impact on the district budgeting and program sustainability will be addressed.

SCOPE AND METHOD

Data Collection

The following qualitative and quantitative data will be collected to measure the initiative's progress towards program goals:

- Student demographic, attendance, discipline, and course enrollment data; course grades; and testing data (TAKS, SAT, and ACT) supplied through district information systems
- Teacher demographic, experience, and professional development activities data
- District survey data (the AISD High School Exit Survey, Employee Coordinated Survey, Student/Staff Climate Surveys, and Parent Survey)
- Program-specific survey data administered as a part of professional development or program implementation activities
- Classroom observation protocol data
- Student, teacher, and parent focus group data

Data Analyses

To determine precise outcomes for programs supported by the Office of Redesign and to isolate the influences of other programs, DPE will incorporate a rigorous mixed-methods approach designed for the complex program context. Simple descriptive statistics (e.g. numbers and percentages) will be used to illustrate the characteristics of participants, to describe program participation, and to summarize outcomes for tests and surveys. Inferential statistics (e.g., tests of statistical significance) will be used to make judgments of the probability that an observed difference between groups is one that might have happened as a result of the program, rather than by chance. Advanced multivariate procedures may be used to explain how student and school characteristics are related to and/or predict expected outcomes. Content analysis techniques will be used to identify important details, themes, and patterns within open-ended survey and focus group data. Results from all analyses will be triangulated, or cross-examined, to determine the consistency of results and provide a more detailed and balanced picture of the programs.

Time Line

- Ongoing: Staff will analyze program and participant data for use in project management meetings.
- August–September 2009: Staff will complete evaluation report development and publication for individual programs evaluated in the 2008–2009 school year.
- September 2009: Staff will create a comprehensive summary report describing all 2008–2009 redesign program outcomes.
- October–November 2009: Staff will revise and summarize program success indicators.
- November–December 2009: Staff will revise program surveys to be administered in Spring 2010. Staff will prepare surveys for spring administration and will revise the focus group protocol.
- January–February 2010: Staff will summarize the status of participant outcomes for articulated program success indicators for the fall semester and will create a focus group and classroom observation calendar.
- March–May 2010: Staff will conduct student and teacher focus groups and classroom observations.
- May–June 2010: Staff will analyze student academic, interview, and survey data and will provide formative reports to program managers.
- July–August 2010: Staff will develop program evaluation reports for required and district reporting purposes.

REQUIRED REPORTING AND DELIVERABLES

Required by program funding agreements, an annual progress report will be submitted to the Bill and Melinda Gates Foundation on or before September 1, 2010. This summary report will provide an overview of program accomplishments, lessons learned, and outcomes for participants related to articulated success indicators. DPE staff will assist in the development and submission of this program progress report.

Required by program funding agreements, an annual data submission will be provided to the Bill and Melinda Gates Foundation on or before a date determined by the Foundation in Spring 2010. The data submitted will include school descriptive, student demographic, attendance, discipline, academic achievement, graduation, and postsecondary enrollment information.

DISTRICT REPORTING AND DELIVERABLES

At the conclusion of the school year, a district narrative evaluation report for each program supported by the Office of Redesign will be created to provide information regarding implementation and outcomes. Additionally, a summary report will be generated to provide an overview of the collective program outcomes falling under the auspices of the High School Redesign Initiative. Project staff and district decision makers will be encouraged to use the information from these reports to modify and improve project services, as necessary. The report will be available publicly to inform community members and other interested parties about the work completed throughout the district and the outcomes experienced as a result.

PROGRAM SUPPORT

Program stakeholders will be provided with formative and summative data related to identified performance indicators to make implementation decisions, assess the progress of students, and evaluate the degree to which promising practices are being adopted. To facilitate effective program implementation, formative data summaries will be provided to project staff as the information becomes available. The evaluation staff will attend meetings pertaining to program implementation, evaluation, and reporting. All program staff and campus administrators will be provided with each annual report. Details within these reports will be discussed in project staff meetings or special debriefing meetings.

SPECIAL PROJECTS

- DPE staff may assist with the development of focus group questions for a comprehensive student follow-up study conducted by an external research group.
- DPE staff will summarize survey results pertaining to the district's Late Start initiative.

MIDDLE LEVEL EDUCATION PLAN (MLEP) EVALUATION, 2009–2010

Director of Middle School Operations: Debra Hester

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Marshall Garland, M.A.; Ginger Gossman, Ph.D.

PROGRAM DESCRIPTION

In 2008–2009, the Office of Middle Schools developed a comprehensive Middle Level Education Plan (MLEP) to ensure all middle school students attain high academic achievement and develop the confidence and character needed to succeed in high school and beyond. In this process, eight strategies and supporting action plans were developed to achieve the major objectives of the MLEP. Detailed information concerning the MLEP can be accessed at http://www.austinisd.org/schools/ms/.

Given the comprehensive nature of the MLEP and the continuing development of this plan, evaluations of two strategies and supporting action plans are planned for the 2009–2010 school year. These strategies and action plans are as follows:

- Strategy 2: Implement a rigorous, relevant, world-class curriculum and ensure that teachers have the professional development opportunities necessary to consistently apply best instructional and assessment practices
    - 2.2 Integrate service learning into the core curriculum in a structured way that connects classroom content with community needs
    - 2.6 Design and implement a rigorous and cross-disciplinary curriculum that ensures meaningful and real-life learning for all students
- Strategy 5: Integrate, model, reinforce and assess the character attributes established in the character education curriculum
    - 5.2 Implement advisories in 6th through 8th grades at all middle schools to assist students in developing lifelong social skills reflected in the AISD Character Education Touchstone
- Strategy 7: Identify and implement effective academic support and interventions for underachieving students; develop and implement effective instructional systems for ELLs

The details of the Strategies 2 and 5 evaluations follow below. The Strategy 7 evaluation plan is outlined within the BE/ESL evaluation plan elsewhere in this document.

PURPOSE OF THE EVALUATION

It is expected that the implementation of the MLEP will result in the development and implementation of world class curriculum enabling students to achieve academic success and to develop lifelong social skills. In the first year of implementation, the evaluation will focus on the development of the teacher leader model designed support implementation of the MLEP strategies.

Evaluation Questions

The following overarching questions have been articulated to guide the evaluation of the MLEP strategies in the 2009–2010 school year:

- Did the middle schools have the resources and support to fully develop and implement activities articulated within the MLEP?
- Did the middle schools implement activities articulated within the MLEP with fidelity to ensure quality and program sustainability?
- What were the outcomes for teachers and students as they participated in the activities articulated within the MLEP?

Evaluation Objectives

Each year, DPE staff provide information about program effectiveness to district decision makers to facilitate decisions concerning program implementation and continuing improvement.

Fiscal Considerations

In the evaluation process, program resources and funding will be determined for the 2009-2010 school year and programmatic implications may be examined.

SCOPE AND METHOD

Data Collection

The following qualitative and quantitative data May be collected to measure progress toward articulated performance measures:

- Program implementation activities supplied through the MLEP activity tracking system
- Student demographic, attendance, discipline, course enrollment, course grades, and testing data supplied through district information systems
- Teacher demographic, experience, and professional development activity data
- District survey data, including the Employee Coordinated Survey, Student/Staff Climate Surveys, and Parent Survey

- Program-specific survey data administered as a part of professional development or program implementation activities
- Teacher focus group data

Data Analyses

To determine precise outcomes for the selected MLEP action plans, DPE will incorporate a rigorous mixed-methods approach. Simple descriptive statistics (e.g. numbers and percentages) will be used to illustrate the characteristics of participants, to describe program activities and participation, and to summarize outcomes for tests and surveys. Inferential statistics (e.g., tests of statistical significance) may be used to make judgments of the probability that an observed difference between groups is one that might have happened as a result of the program, rather than by chance. Advanced multivariate procedures may be used to explain how student and school characteristics are related to and/or predict expected outcomes. Content analysis techniques will be used to identify important details, themes, and patterns within open-ended survey and focus group data. Results from all analyses will be triangulated, or cross-examined, to determine the consistency of results and provide a more detailed and balanced picture of the programs.

Time Line

- Ongoing: DPE staff will collect and analyze professional development activity data as events occur.
- August–September 2009: DPE staff will facilitate the development of a database to track ESL and Curriculum teacher leader activities.
- October–November 2009: Staff will develop survey questions to be administered in the Employee Coordinated Survey, Spring 2010 and will develop a protocol for teacher focus groups to be conducted in the spring.
- January–February 2010: Staff will summarize the teacher leader activities for the fall semester and will create a focus group and classroom observation calendar.
- March–May 2010: Staff will conduct teacher focus groups and classroom observations.
- May–June 2010: Staff will analyze all program data.
- July–August 2010: Staff will develop district narrative evaluation reports.

DISTRICT REPORTING AND DELIVERABLES

At the conclusion of the school year, staff will create a district narrative evaluation report to provide an in-depth summary of program implementation and outcomes for participants across the school year. All program staff and campus administrators will be provided with the report, and it will be available online to inform community members and other interested parties about the work completed.

PROGRAM SUPPORT

DPE staff will provide formative data related to program implementation and participation to program stakeholders to make implementation decisions, assess the progress of teachers and students, and evaluate the degree to which promising practices are being adopted. The formative data summaries will be provided to project staff as the information becomes available and/or as internal reporting time lines are established. The evaluation staff will attend meetings pertaining to program implementation, evaluation, and reporting. All program staff and campus administrators will be provided with each annual report.

SPECIAL PROJECTS

No special projects are planned at this time.

NINTH-GRADE SUCCESS AND AT-RISK INDICATORS STUDY, 2009–2010

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Marshall Garland, M.A.

RESEARCH STUDY DESCRIPTION

AISD is committed to ensuring all students successfully transition from middle school to high school and ultimately graduate. Copious research indicates that success in 9th grade is critical to eventual high school completion. To this end, the Office of High School Redesign, in partnership with the High School Office and the Middle School Office, have requested the establishment of a comprehensive research project that explores the correlates of 9th-grade success or failure, and high school completion.

A team of program evaluation staff participated in two institutes conducted by the Consortium on Chicago School Research (CCSR) at the University of Chicago. The district's participation in the institutes has enabled DPE staff to replicate methods used in ongoing CCSR studies to identify "on-track indicators" with demonstrated a connection between failing freshman classes and dropping out. Further, the identified freshman-year factors can be used to predict high school graduation. This research also will allow the district to participate in a professional network that is addressing similar concerns, engaging in comparable work, and identifying practices that promote long-term student success.

PURPOSE OF THE RESEARCH

The purpose of the research is to identify leading indicators of 9th grade success, so district decision-makers can develop practices to ensure students transition successfully from middle to high school, to prevent students from dropping out, and to increase the number of students who complete high school.

Fiscal Considerations

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

SCOPE AND METHOD

Data Collection

A variety of data will be used for this project. With few exceptions, data for the Classes of 2008 and 2009 will be taken from district sources, including student records and campus, district, staff, and student survey data. These sources include student-level

academic achievement, disciplinary, and attendance data extracted from district data systems, and campus-level climate data obtained from the AISD School Climate Survey.

Data Analyses

A range of evaluation and statistical techniques will be used to investigate the determinants of freshman staying on track to graduate throughout high school and successfully graduating. First, simple comparative descriptive statistics will be used to describe 9th-grade student performance according to a variety of metrics. Key disparities across student groups (e.g. group data disaggregated by ethnicity or socio-economic status) will be identified and explored. Second, more advanced statistical techniques will be used to isolate the student- and campus-level factors associated with student persistence from confounding variables. Exploiting the multi-level structure of the enrollment data, hierarchical linear modeling (HLM), in conjunction with estimation procedures suitable for the categorical, non-continuous nature of the outcome variables, will be used to assess the student and school-level indicators correlated with student persistence.

Time Line

- July–October 2009: Evaluation staff will begin construction of a longitudinal database containing student- and campus-level information.
- October–November2009: Using data housed within district systems, evaluation staff will analyze and summarize the results.
- December 2009: Evaluation staff will submit preliminary results of the analyses in report format for district stakeholders and request feedback.
- January–February 2010: Evaluation staff will expand the existing longitudinal database to incorporate information from Fall 2009.
- March–April 2010: Evaluation staff will analyze and summarize the results.
- May 2010: Evaluation staff will submit final results of the analyses in report format for district stakeholders.

REQUIRED REPORTING

Relevant program staff, including the Office of High School Redesign, High School Office, and the Middle School Office, in addition to the board, will receive a report containing the results of the analyses. Currently, only one report is planned; however, to expedite the dissemination of results, short narrative reports may be drafted and sent to relevant stakeholders.

SPECIAL PROJECTS

No special projects are planned at this time.

OPTIONAL EXTENDED-YEAR PROGRAM

Grant Managers: Nancy Phillips, Ph.D.; Mary Thomas, Ph.D.
Evaluation Staff: Martha Doolittle, Ph.D.; Wanda Washington

PROGRAM DESCRIPTION

The Optional Extended Year Program (OEYP) is a supplemental state grant program initiated in 1995. OEYP has assisted Texas school districts in providing students with additional instructional time to master the state's challenging curriculum and performance standards. The primary goals of the program are to reduce, and ultimately eliminate, student retention in school. Legislation passed in 2003 by the Texas state legislature determined that OEYP could serve students in kindergarten through grade 11, and that students in grade 12 could be served in the program if they were identified as unlikely to graduate before the next school year. Students served by OEYP are those identified as likely not to be promoted to the next grade level for the succeeding school year because they do not meet district standards or requirements for promotion on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level (TEC Section 642.152[p] and 29.082[a]).

Students served in OEYP are promoted to the next grade level if they attend 90% of the instructional days of the program and satisfy the academic requirements for promotion, unless a parent of the student presents a written request to the school principal asking that the student not be promoted to the next grade. Based on OEYP guidelines and district policy, the district also has the discretion to promote students who attend less than 90% of the OEYP days.

OEYP funds can be used to provide academic support to students through various school-day options: extended day (i.e., before or after the regular school day); extended week (e.g., sessions offered on Saturdays); and extended year (e.g., summer school). AISD has used each of these options in recent years. The total program for the year cannot exceed 30 days of instruction per student (with one instructional day equivalent to 4 clock hours) unless a special waiver from TEA is provided for follow-up services. OEYP has a class size limit of one teacher to 16 students, and all teachers in the program must receive professional development opportunities prior to the start of the program. In addition, provisions must be made to inform parents of eligible students about the program.

Student participation and program descriptive information is reported to TEA annually by participating districts. Student participation data, recorded in the district's student data system by staff at participating schools, are submitted electronically to the state's PEIMS. OEYP funds for the school year will be allocated to schools, based on projected student academic needs across the district and on the availability of other funds for student academic support. The 2009-2010 planning amount is $374,996.

PURPOSE OF EVALUATION

Evaluation Questions

DPE staff will gather information from principals at schools participating in OEYP to find out their school's level of program implementation. Thus, the evaluation question is as follows: Are schools that receive OEYP funding implementing the program as required by the grant?

Evaluation Objectives

Evaluation objectives include the following:

- Document the district's OEYP activities (e.g., student, staff, and parent participation), per state requirements
- Survey principals about OEYP activities on their campuses in order to provide data for completing the required state compliance report
- Work with district staff from the State and Federal Accountability department and the PEIMS department to ensure completion of the state-required compliance report

Fiscal Considerations

OEYP funds are to be used by schools to help their students who are at risk of not being promoted by providing academic intervention support to meet state academic performance standards. Thus, DPE staff can examine the number of students participating in OEYP who are promoted or retained annually in relation to the funds spent for the program activities. Yet, OEYP is just one funding source among others available to the district and its schools for providing supplemental academic intervention services.

SCOPE AND METHOD

Data Collection

Evaluation staff will collect OEYP information from principals via electronic surveys about program focus and strategies, staff development activities, parent awareness and involvement activities, and program planning and implementation issues.

Data Analyses

Data from the principal surveys will be summarized using frequency counts and percentages of responding schools for each program component: program focus, staff development, and parent awareness/activities. Qualitative analyses will be conducted on information provided by principals about program implementation issues. Summarized information will be reported to grant managers for inclusion in the TEA compliance report.

Time Line

- September–November 2009: District staff will hold OEYP grant information meetings and will determine each participating school's allocation of OEYP funds. They will inform school staff about the required student participation data entry for PEIMS and the evaluation data collection plan for participating schools.
- May 2010: DPE staff will conduct surveys with principals at OEYP-participating schools and analyze the results.
- June 2010–October 2010: The district's PEIMS staff will submit OEYP student data (e.g., participation type and promotion or retention outcomes) to TEA for students who participated. The district's financial and grant program staff will gather and report final expenditure data to TEA. DPE staff will include the evaluation data summarizing principal survey results in the TEA compliance report, which will be reviewed by grant staff prior to submission.

REQUIRED REPORTING

A TEA OEYP compliance report is required annually from all participating school districts. Due in September or October, this report describes a variety of program features, including descriptive information about various program components. Evaluation staff will provide some of the data for this report, based on the results of the principal survey, to staff in the State and Federal Accountability department. Program staff will facilitate the review and approval of the report before it is submitted to TEA.

PROGRAM SUPPORT

Evaluation support to program staff will be provided through attendance at OEYP staff meetings, consultation about data collection and evaluation methods, and summary reports of OEYP data.

SPECIAL PROJECTS

No special projects are planned at this time.

PARENT AND FAMILY SUPPORT PROGRAMS

Program Managers: Claudia Santamaria, M.A.; Mary Thomas, Ph.D.
Evaluation Staff: Martha Doolittle, Ph.D.; Wanda Washington

PROGRAM DESCRIPTION

Parent involvement is a key element of AISD's efforts to enhance students' academic and social success and is essential to AISD's compliance with federal laws that require campuses receiving federal Title I, Part A funds to establish and maintain a parent involvement component. In compliance with Title I, Part A grant regulations, AISD annually has a district-level parent consultation meeting open to all parents of students at Title I schools in the district. The district has an established policy (GK [Local] Community Relations) that promotes parent involvement through communication, student learning, decision making, volunteering, parenting, and collaboration with community members. Parent involvement is usually a key component required of every program or grant initiative in the district.

One way that AISD supports parent involvement is through the employment of parent support specialists at a number of schools. These staff provide a variety of support services in accordance with district-assigned major duties (MDs) and key performance indicators (KPIs). These family support services include preparing and conducting parent workshops, participating as a member of IMPACT meetings, connecting families with community resources, and providing staff development opportunities regarding parent involvement. Currently, there are 71 AISD campuses with parent support specialists. In addition, AISD's Parent Support Office staff (who are part of AISD's Department of School, Family, and Community Education) support parent involvement in AISD. These staff, whose salaries are supported in part by Title I, Part A funds, are housed at the Parent Support Office (formerly the Family Resource Center) in the annex of Allan Elementary School. This office includes a parent involvement program supervisor, three parent support coordinators, a community relations specialist, and a clerk. These staff provide the following support services:

- Coordinating parent involvement activities across the district
- Providing special professional development workshops and best practice modeling for parent support specialists
- Facilitating monthly parent support specialists' Vertical Team (VT) meetings
- Facilitating Austin Council of Parent Teacher Association (ACPTA) meetings

- Sponsoring, assisting, or hosting off-site activities (e.g., parent recognition events, community-school events, presentations)
- Collecting and analyzing monthly data from each campus about parent activities
- Working with individual parent support staff and members of community agencies and organizations to set up appropriate programs for campuses and communities
- Providing training and support to parent support staff and oversight to ensure compliance and adherence to Title I, Part A grant rules and regulations
- Providing on-site adult enrichment classes (e.g., ESL, attendance awareness classes for parents of students at risk for legal intervention due to truancy)
- Partnering with non-AISD agencies, organizations, or foundations that provide services that directly affect the parent support specialists and/or families they serve

To promote district-wide specialty family services, several other support program staff, originating from AISD's Departments of School, Family, and Community Education, BE, and Special Education, provide services to specific groups of students (e.g., refugee, Native American, Vietnamese, and special education) and their families. These program support staff provide the following services:

- Assisting families with their child's school enrollment and/or registration for special education services
- Providing two-way orientation (i.e., school staff to families, families to school staff)
- Conducting diagnostic testing (e.g., academic, clinical)
- Interpreting during Local Support Team (LST), Admission, Review, Dismissal (ARD), Parent Teacher Association (PTA), and other meetings
- Monitoring students' grades, attendance, and behavior
- Working with AISD schools or departments to assist families with students who need specific services
- Publishing monthly newsletters, flyers, and resource directories
- Partnering with non-AISD agencies, foundations, or organizations

APIE, a partnership among AISD, local businesses, and community volunteers, also supports parent involvement. APIE collects and disperses community contributions

to AISD in the form of volunteer time, monies, and in-kind contributions, and provides validation of community support for the district. This helps the district's standing in the community and improves the district's chances for approval of certain grant applications.

PURPOSE OF EVALUATION

Evaluation Questions

If the district's goal is to maintain and increase parent and family involvement, then the key evaluation question of this project is to determine the impact of campus-based parent support staff, the Parent Support Office staff, and the other parent support staff on the level of parent and family involvement where these staff are providing services. In addition, the evaluation will look at whether the level and type of campus-level parent and family involvement reported by parent support staff changes year to year. Thus, evaluation questions are as follows:

- Do campus-based parent support staff, the district's Parent Support Office staff, and other specialty family support staff meet the major duties and key performance indicators for their positions?
- Do campus-based parent support staff, the district's Parent Support Office staff, and other specialty family support staff support schools to increase opportunities of parent/family involvement over time?

Evaluation Objectives

Evaluation objectives include the following:

- Document the extent of parent involvement within AISD attendance zones, per federal law
- Summarize data from the district's Employee Coordinated Survey about school staffs' perceptions of and knowledge about parent involvement, and about the frequency of school-parent involvement activities
- Examine relevant summary results from the district's Parent Survey
- Document parent support specialists' and coordinators' activities
- Document AISD's parent and community involvement, including the work of AISD's Departments of School, Family, and Community Education, Special Education, BE, and APIE.

Fiscal Considerations

There is no plan to examine the fiscal implications of parent support because of the difficulty of identifying specific financial costs associated with each and every parent

support activity at this level. The parent support staff represent only one component of parent and family support across the district.

SCOPE AND METHOD

Data Collection

The evaluation of AISD's parent and community involvement initiative will include:

- Gathering data that pertain to support service measures of the parent support specialists and the Parent Support Office's staff
- Examining qualitative and quantitative data from the district's Parent Survey, Employee Coordinated Survey, Parent Support Specialist Questionnaire, Specific Support Staff Survey, and Parent Support Office's Staff Questionnaire about parent involvement activities
- Gathering community involvement data (e.g., summary counts of financial and in-kind contributions, as well as volunteerism hours) from external organizations, such as APIE

Data Analyses

Various data analysis techniques will be used. Qualitative summaries of narrative text will be provided, along with descriptive statistics of survey and questionnaire responses. Changes in survey and questionnaire results will be monitored over time. The number of parent involvement activities and the number of parents involved will be analyzed for all parent support staff providing this information. Year to year comparisons will be made on parent involvement at the district level.

Time Line

- August 2009–May 2010: DPE staff will obtain program updates and attend parent support staff development meeting or training sessions, as needed.
- December 2009: DPE staff will ask parent support specialists to complete an interim report (August–December) about their parent involvement activities, to be returned in January.
- January–February 2010: DPE staff will send an interim summary report (August–December) about parent activities to program managers.
- April 2010: DPE staff will send out several parent and family support staff questionnaires for completion.

- May–June 2010: DPE staff will collect the various parent and family support staff questionnaires and begin data analyses.
- June–October 2010: DPE staff will complete a narrative summary report (due October 2010) and provide parent involvement summary data for the TEA Title I, Part A compliance report (due August 2010).

REQUIRED REPORTING

At the end of the school year, DPE staff will complete a narrative report to describe the district's parent involvement efforts and outcomes. In addition, DPE staff will incorporate summary data about parent involvement in the TEA Title I, Part A compliance report, to be submitted by the district in August 2010.

PROGRAM SUPPORT

Upon request, DPE staff may provide formative and summative information related to parent and family involvement to district staff. Using summaries from survey, questionnaire, and other available program data, district decision makers will be able to examine potential strengths and weaknesses in areas such as the following:

- District-wide parent involvement program elements for consideration during development of the DIP and for budgetary decision making
- Campus-level program elements that may be helpful to consider during development of the campus improvement plan (CIP)
- Community partnerships with the district's parent involvement programs

SPECIAL PROJECTS

A detailed summary of the parent support specialists' interim report (August–December) by category (e.g., assemblies, literacy and curriculum activities, fairs, wellness, and social issues workshops) will be sent by DPE staff to program staff in early February. Program staff, in turn, will send the report, with a summary of the parent support specialists' professional development attendance data, to the associate superintendents and other administrative staff. A similar report will be available for Spring 2010 activities.

POSITIVE BEHAVIOR SUPPORT

Program Coordinator: Jane Nethercut

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Vacant

PROGRAM DESCRIPTION

Positive Behavior Support (PBS) is a systems approach designed to identify, prevent, and reduce patterns of problem behavior to improve the academic performance of students through development of a positive, predictable, and safe school culture (Sugai, 2005). PBS is based on a problem-solving model and includes three levels of support, varying in scope and intensity.

PBS was first piloted at AISD in 3 middle schools during the 2003-2004 school year. Each year since then, the number of campuses implementing PBS has increased. In 2009–2010, PBS will be implemented at 82 AISD campuses. Historically, PBS has been funded in the district through a patchwork of local and grant funds. In 2009-2010, this remains the case, with approximately $1.2 million coming from combined resources, including the ACCESS grant, Title I and Title IV federal block grants, and local funds.

In the AISD PBS model, behavior support is nested within the school-wide, classroom and individual systems. Within each system, PBS includes a continuum of systemic and individualized strategies to assist campus staff to address students' behaviors, based on their demonstrated level of need. Systemic strategies include universal practices intended for all students and adults. Examples of universal strategies include planned adult supervision, clearly stated behavioral expectations, active teaching and rewarding of appropriate social skills, and consistent consequences for problem behavior. Further along the continuum of support, targeted strategies address behavior support needs for specific groups of students and/or teachers. Examples of targeted strategies include implementing a bully prevention program with 6th-grade students after consulting referral data and working with a group of teachers to modify classroom expectations to align with campus guidelines for success. Finally, intensive strategies are designed to meet individual student or teacher needs and use a flexible, focused, and personalized approach to address characteristics and circumstances of individuals. Examples of intensive strategies include conducting behavioral observations and implementing behavior plans for specific students.

PBS activities on a campus are conducted by a campus PBS team that consists of representative staff members, including an internal coach who attends district-wide training and is responsible for coordinating campus PBS team meetings and updates. In addition, campuses receive coaching support from the district team, which consists of a PBS coordinator and 15 external coaches.

PURPOSE OF EVALUATION

Evaluation Questions

- What is the level of PBS implementation fidelity at campuses across the district?
- What is the relationship between PBS implementation and campus- and student-level outcomes?
- How is PBS being integrated with other districtwide systems and processes, such as IMPACT team referrals and student service delivery?

Evaluation Objectives

The proposed evaluation will focus on issues of fidelity and accountability, the impact of PBS efforts at the district and the campus levels, and the implications of these findings for sustaining and improving current practice. Toward this end, DPE staff will:

- Assess training and technical assistance efforts for PBS at the district and campus levels
- Assess PBS implementation fidelity and progress at the campus level
- Assess the level of implementation across the district and relate this to school and student outcomes

Fiscal Considerations

Analysis to determine the impact of PBS implementation on factors that have fiscal ramifications for the district, such as student truancy and disciplinary removals will be considered.

SCOPE AND METHOD

Data Collection

DPE staff will use tools that have been modified from existing national and district measures to collect data about PBS training, implementation, and outcomes. Areas in need of coaching support are determined by the PBS training evaluation and needs assessment. Data from this assessment, along with district training agendas, will be used to examine the quality and utility of district-level training. In addition, campus-level

training will be assessed using information documented in the Campus Assessment and Planning Tool (CAPT) and the external coaches' coaching logs.

Tools such as the CAPT and the PBS benchmark tool are intended for planning, monitoring, and documenting campus implementation efforts. Campus teams will complete and update the CAPT at every team meeting to assign completion status to PBS activities. External coaches will use this information to assign implementation levels to each PBS activity on the PBS benchmark tool. DPE staff will use implementation data from the benchmark tool to evaluate implementation progress and fidelity for a particular campus. Data from several existing DPE measures (e.g., the AISD Staff Climate Survey, AISD Student Climate Survey, and Student Substance Use and Safety Survey) as well as campus attendance and discipline records, will be used to assess social and behavioral outcomes.

Implementation data will be collected three times per year and outcomes data will be collected annually. Data about implementation status will be collected directly from campus PBS team members and district coaches. Some data (e.g., office discipline referrals) will be entered by campus staff but accessed by DPE staff through district data systems.

Data Analyses

Information about frequency of training and training content will be summarized at the district level and descriptive summary statistics will be used to identify areas in which campuses indicate training needs. Correlational analyses will be used to examine relationships between training needs and implementation status at the campus level.

Both quantitative and qualitative analyses will be used to summarize and describe PBS implementation at the campus level. Levels of implementation across campuses are expected to fall along a continuum, which will be used as a basis for examining intended school and student outcomes. Appropriate statistical significance tests to examine variation will be used to discern meaningful effects.

Time Line

DPE staff efforts to design and implement activities required for evaluation and reporting will be systematically conducted as per the proposed timeline:

- August 2009 (completed): DPE staff will work with MIS to expand the functionality of existing web reporting tools. Staff will create templates for campus and district PBS staff to enter implementation data and will provide

ongoing support for the adaptation of the campus discipline reporting template, as needed. Staff will provide training about PBS data collection activities for district coaches. Staff will complete data collection for the CAPT.

- September 2009: DPE staff will summarize training evaluations and provide campus training needs report and will complete data collection for the PBS benchmark tool.
- October 2009: DPE staff will generate and distribute Fall 2009 campus progress reports and will present the summary findings to district coaches and associate superintendents.
- November 2009: DPE staff will complete and publish a narrative implementation summary report. Staff will complete the Fall 2009 data collection for common area observations and classroom observations.
- December 2009: DPE staff will complete data collection for CAPT.
- January 2010: DPE staff will complete data collection for the PBS benchmark tool.
- February 2010: DPE staff will summarize training evaluations and prepare a campus training needs report. Staff will generate and distribute Spring 2010 campus progress reports and will present the summary findings to district coaches and associate superintendents.
- March 2010: DPE staff will complete and publish a narrative implementation summary report. Staff will complete the Spring 2010 data collection for common area observations and classroom observations.
- April 2010: DPE staff will complete data collection for the CAPT.
- May 2010: DPE staff will complete data collection for the benchmark tool.
- June 2010: DPE staff will generate and distribute year-end campus reports and will present the summary findings to district coaches and associate superintendents. Staff will conduct data analyses for the annual narrative report.
- July 2010: DPE staff will complete and publish the annual narrative report.

REQUIRED REPORTING

Results from the PBS evaluation will be included in the federal SS/HS-ACCESS grant report. Campus reports will be shared with PBS campus staff, district coaches, and

associate superintendents three times a year. DPE staff will publish summary implementation reports in Fall 2009 and Spring 2010, in addition to a final narrative report summarizing district implementation and results for the school year.

POSTSECONDARY ENROLLMENT FOLLOW-UP ON AISD GRADUATES

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Marshall Garland, M.A.

RESEARCH PROJECT DESCRIPTION

AISD is committed to providing all students with high-quality college and career preparation. To describe district progress toward helping all students advance to postsecondary educational institutions, AISD's DPE will continue to report the rates at which AISD high school graduates enroll in postsecondary educational institutions and/or enter the workforce during the fall or spring semester after their high school graduation.

PURPOSE OF THE RESEARCH STUDY

The purpose of the annual follow-up study is to summarize the postsecondary outcomes for AISD graduates with the expectation that greater numbers of students become enrolled in a postsecondary institution and/or profitably employed. Further, it is expected that the gaps between student groups enrolling in postsecondary institutions are reduced.

Evaluation Task

DPE staff will provide information to district decision makers and program managers (e.g., Project ADVANCE, AVID, and Advisory) 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

The data used to calculate postsecondary enrollment and workforce entry rates will be obtained from two primary sources: the National Student Clearinghouse (NSC) and the Texas Workforce Commission (TWC). Because enrollment records at the UT at Austin are not collected by the NSC, the AISD's DPE has entered a data-sharing partnership with UT's Ray Marshall Center (RMC) to obtain enrollment data from this institution. Thus, data from the NSC will be used as the primary source of postsecondary enrollment information and will be supplemented by the enrollment records provided by

the RMC. The TWC data will be used to summarize employment trends for the 2009 senior cohort.

Beyond postsecondary outcome data, the wide range of student- and campus-level academic and attitudinal data collected by AISD will be exploited to gain a better understanding of the factors governing postsecondary outcomes. These sources include the annual AISD High School Exit Survey, administered annually to seniors; campus-level climate data obtained from the AISD School Climate Survey; and student-level academic achievement, disciplinary, and attendance data extracted from district data systems. Last, because a cornerstone of many of the programs instituted under the auspices of the AISD High School Redesign Initiative seek to improve student readiness for postsecondary education, High School Redesign Initiative survey data from students and teachers will be incorporated. This survey provides information regarding college and career preparation information provided within student advisory classes.

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, and simple comparative descriptive statistics will be used to summarize the information by relevant student subgroups to identify gaps in enrollment and employment outcomes. Second, this exploratory descriptive analysis will frame more methodologically sophisticated investigations of the determinants of postsecondary enrollment. Exploiting the multi-level structure of the enrollment data, HLM will be used 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 into postsecondary institutions.

Time Line

- Fall 2009: Staff will obtain employment history from the TWC.
- April 2010: Staff will request postsecondary enrollment data from the NSC and the RMC. Staff will obtain employment history from the TWC and will obtain postsecondary enrollment data from the NSC and the RMC for AISD graduates.
- May–July 2010: Staff will generate a district narrative report to describe the postsecondary enrollment and employment rates for the Class of 2009.

REQUIRED REPORTING

The board of trustees will be provided with a postsecondary enrollment follow-up report to document progress toward meeting the board's Results Policy 3.3, which states that all students will be able to successfully enroll in postsecondary education, access financial aid, transition into the work force, and be successful in a variety of jobs and careers.

PROGRAM SUPPORT

DPE staff may provide professional development opportunities for program staff and administrators to assist them in using the information for program improvement.

SPECIAL PROJECTS

No special projects are planned at this time.

PREKINDERGARTEN PROGRAM

Program Manager: Jacquie Porter

Evaluation Staff: Cathy Malerba, Ph.D.; TBD

PROGRAM DESCRIPTION

The AISD prekindergarten program is an important component of the state and district goal to have every student reading on grade level by the end of 3rd grade. Half-day prekindergarten programs are mandated and funded by the state of Texas in school districts with 15 or more 4-year-olds who meet at least one of the following eligibility requirements:

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

In AISD, all prekindergarten programs are full day. AISD uses local, state, and federal funds to support its full-day prekindergarten programs. At this time, 2009-2010 sources of funding include ARRA Title I ($1 million), ARRA SFSF ($12 million), and Prekindergarten Expansion Grant ($4.6 million). Eligible students will be served in 66 of the 78 AISD elementary schools and in the Lucy Read Prekindergarten Demonstration School.

The Lucy Read Prekindergarten Demonstration School, which opened in 2006-2007, serves as a model to develop new curriculum and to support enhanced teaching strategies and techniques for 4-year-olds. The administration and staff at the demonstration school focus on science and on the physical, emotional, and cognitive development of the prekindergarten students from the Cook, McBee, and Wooldridge elementary school attendance areas. Lessons learned from this effort will be shared with all district prekindergarten teachers.

PURPOSE OF EVALUATION

Evaluation Questions

Key evaluation questions investigated will include:

- To what degree does the district prekindergarten program prepare students for kindergarten?

- What can be learned from the Lucy Read Prekindergarten Demonstration School, in terms of best practices? Does the Lucy Read School provide its students with better preparation for kindergarten than do other schools' prekindergarten programs?
- Does participation in prekindergarten impact students' later performance on grade 3 TAKS reading?

Evaluation Objectives

DPE staff will:

- Describe prekindergarten program participants and services, per local, state, and federal reporting requirements
- Provide information for decision makers about program effectiveness to facilitate decisions about program modification
- Share data with community organizations that collaborate with the AISD prekindergarten program
- Provide additional evaluation support for the Lucy Read Prekindergarten Demonstration School

Fiscal Considerations

In past years, the prekindergarten program has been supported by mostly local and state funds, with some support from a small amount of federal funds. In 2009-2010, the program is being supported by federal ARRA funds and the state Prekindergarten Expansion grant. Future funding is uncertain at this time, although the district fully endorses a full-day prekindergarten program. The cost of supporting prekindergarten education at the school and district levels can be examined in relationship to students' performance gains over the long-term, if appropriate measures are used, and if district financial data systems allow for tracking specific information. For instance, it may be possible to compare students who participated in prekindergarten with those who did not on their kindergarten early reading assessment performance. District staff will need to determine whether or not financial systems are set up in a way that allow for the examination of costs per student for the Lucy Read School as compared to costs for students at other schools with prekindergarten. Some of these analyses may be possible in future evaluations, but they may not be possible during this school year.

SCOPE AND METHOD

Data Collection

DPE staff will collect both qualitative and quantitative data to measure program effectiveness. District information systems will provide prekindergarten students' demographic, attendance, and enrollment data.

Program effectiveness for prekindergarten in the area of language arts will be determined by students' gains during the year on the English language Peabody Picture Vocabulary Test-III (PPVT-III) and the Spanish language Test de Vocabulario en Imágenes Peabody (TVIP). The PPVT-III and TVIP measure students' knowledge of receptive (hearing) vocabulary. To measure achievement gains for prekindergarten students, the PPVT-III and the TVIP will be administered in Fall 2009 and Spring 2010 to a random sample of AISD prekindergarten students, including students at the Lucy Read Prekindergarten Demonstration School. Prekindergarten students in the testing sample will be tested in English. ELLs also will be tested in Spanish.

Student growth during the year in other academic areas will be reflected through the Prekindergarten Assessment Rubric, which is used to determine scores on the Prekindergarten Report to Parents, provided at the end of each 9-week grading period. Each 9-week period, prekindergarten teachers will use GradeSpeed software to enter student scores on the report card. An analysis of performance levels in pre-reading/concepts of print, oral language, writing, listening, math, social studies/science/health, and ESL will be completed for each 9-week period.

In addition, 2009-2010 grade 3 TAKS reading performance will be examined for a cohort of students who attended prekindergarten as compared with those who did not. If feasible, data will be gathered on early reading performance of students who are currently in kindergarten who had attended prekindergarten the prior year.

The quantity and quality of professional development opportunities completed by prekindergarten teachers will be documented and reported. Prekindergarten teachers will be asked to respond to an online survey about the quality of AISD's prekindergarten program.

Data Analyses

Summary statistics will be used to describe the demographic characteristics of AISD prekindergarten students. In addition, summary statistics will be used to describe prekindergarten teachers' responses to the survey. PPVT-III and TVIP test scores will be

analyzed to measure average gains from pretest to posttest. The scores from each 9-week report card will be summarized. All data will be reported for the district and for Lucy Read prekindergarten students. Follow up analyses will be conducted on early reading performance and 3rd grade TAKS reading performance for cohorts of students who attended prekindergarten as compared with those who did not.

Time Line

- September–October 2009: DPE staff will administer the PPVT-III and TVIP pretests to a sample of prekindergarten students (all students at Lucy Read), and will report the results to teachers and principals.
- April 2010: Staff will administer the prekindergarten teacher online survey to prekindergarten teachers.
- April–May 2010: Staff will administer the PPVT-III and TVIP posttests to students who were tested in the fall.
- May 2010: Staff will report pretest, posttest, and gain scores on the PPVT-III and TVIP to teachers and principals.
- June 2010: Staff will analyze all student achievement and personal development data, teacher information, completed professional development records, and responses to the online survey.
- June–August 2010: Staff will compile information that may be helpful to other staff submitting federal ARRA reports. Staff also will compile any information required for the TEA Prekindergarten Expansion grant report and will write a narrative report.
- September 2010: Staff will submit reports to TEA and AISD.

REQUIRED REPORTING

Staff will be required to gather information for reports to TEA on various program components. In addition to the state report, a narrative summary report for the district will be completed to describe the effectiveness of the overall prekindergarten program, as well as of the Lucy Read Prekindergarten Demonstration School.

PROGRAM SUPPORT

Program managers, teachers, and principals will receive formative and summative data related to the prekindergarten program. Students' scores on the PPVT-III and TVIP will be reported to principals and teachers in the testing sample. The program evaluator also will coordinate and collaborate with the principal and staff of the Lucy Read

Prekindergarten Demonstration School to provide support for assessment needs. In addition, the evaluator will process ad hoc data requests received from prekindergarten program managers, as needed.

SPECIAL PROJECTS

A special analysis will be conducted to compare samples of prekindergarten students in the Lucy Read Prekindergarten Demonstration School with other schools' prekindergarten students, using the following types of data: demographics, PPVT-III and TVIP performance gains, and report card information. Several schools that have access to early literacy programs (e.g., Americorp, ASPIRE) will be examined to see if their students may be benefitting academically from these programs. Follow up analyses will be conducted on gauging the impact of prekindergarten on kindergarten students' early reading performance as well as long-term impact on 3rd grade TAKS reading performance. In addition, teachers' survey results from the demonstration school will be compared with those of teachers from other prekindergarten programs.

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH INITIATIVE (T-STEM), 2009–2010

Grant Compliance Manager: Ralph Smith

Evaluation supervisor: Karen Looby, Ph.D.

Evaluator: Ginger Gossman, Ph.D.

PROGRAM DESCRIPTION

The Texas Science, Technology, Engineering, and Math Initiative (T-STEM) will build on state and local efforts to improve math and science achievement among Texas students. The initiative will pilot innovative ways of delivering science, engineering, and math education and will focus on increasing the number of students who study and enter science, technology, engineering, and math careers. This initiative is a central new component of the Texas High School Project (THSP), a $180 million public-private initiative committed to increasing graduation rates and college enrollment rates in every Texas community. It is aligned with state economic development goals in an effort to transform science, technology, engineering, and math education in Texas.

In March 2009, AISD was awarded $480,000.00 to support the development and implementation of a New Tech high school at the Eastside campus. The T-STEM program (also referred to as "Green Tech") was designed to bridge the needs of Eastside students and those of area industry and business. It was designed to will provide students with a challenging, relevant curriculum built on a framework of project-based learning and focused on math, science, and engineering.

PURPOSE OF THE EVALUATION

Through their participation courses at Eastside's Green Tech High School, it is expected that students excel academically and become prepared to enter science, technology, engineering, and math careers at increasing rates. Limited funding was provided for program evaluation and evaluation support for this program, thus the program evaluation support for this program will be restricted to required academic performance reporting defined by TEA.

Evaluation Questions

The following questions will guide the performance reporting in the 2009–2010 school year:

- What were the academic outcomes for students enrolled in Green Tech High School?

- What are the career interests and postsecondary aspirations of the students enrolled in green Tech High School?

Evaluation Objectives

DPE staff will provide data for performance reporting and for district decision makers to facilitate decisions concerning program implementation and continuing improvement.

Fiscal Considerations

Since the program is substantially grant funded, the impact on the district budgeting and program sustainability may be addressed.

SCOPE AND METHOD

Data Collection

Student measures will include: attendance rates, course enrollment/passing rates, TAKS scores/passing rates, PSAT/SAT/ACT scores, on-track reports, postsecondary enrollment data, teachers' professional development activity data, and district survey results. Both qualitative and quantitative data will contribute toward evaluating these measures. District information systems will provide student demographic; attendance; course enrollment; course grade; and testing (TAKS, PSAT, SAT, and ACT) data for program participants. District surveys will provide information regarding students' affective, academic, and college preparation needs; expectations for postsecondary education; and perceived educational outcomes. The following surveys may be used: the AISD High School Exit Survey, Employee Coordinated Survey, and Student/Staff Climate Surveys. Student and teacher focus groups and administrator interviews will be conducted to provide in-depth information regarding implementation of the project's services and perceived participant outcomes. Additional documentation describing the T-STEM initiative will be collected and may include observational field notes, meeting/activity agendas, and attendance logs.

Data Analyses

A mixed-methods approach will be used for the evaluation of this project. Quantitative and qualitative data will be analyzed using descriptive statistics and contextual analyses. These data will be triangulated to determine the effectiveness of the project's service implementation and outcomes for its participants.

Time Line

- Fall 2009: Staff will determine program activities, reporting requirements, and the data collection timeline.
- Spring 2010: Staff will collect the required data, complete associated analyses, and complete the performance report, as determined by TEA.

REQUIRED REPORTING AND EVALUATION DELIVERABLES

As required by program funding agreements, an annual performance report will be submitted to TEA. This date is to be set by the agency.

PROGRAM SUPPORT

Project stakeholders will be provided with formative and summative data related to identified performance indicators to make implementation decisions, assess student progress, and promote best practices. Formative data summaries will be provided to project staff as this information becomes available to facilitate effective program implementation. The evaluator will attend staff meetings regarding program activities, expenditures, and reports. The annual performance report to TEA may be made publicly available on the DPE website.

SPECIAL PROJECTS

No special reporting projects are planned at this time.

SMALLER LEARNING COMMUNITIES PROGRAM, 2009–2010

Grant Compliance Manager: Ralph Smith

Evaluation Liaison: Ginger Gossman, Ph.D.

Contracted Evaluator: Karin Sami-Shore, M.A.

PROGRAM DESCRIPTION

The Smaller Learning Communities (SLC) Program is a competitive federal grant program supporting the planning and implementation of SLCs in large high schools. For the 2009-2010 school year, the SLC program was funded for 1.3 million dollars. The 2007–2008 school year was the first year of a "3+2" funding cycle (3 years guaranteed, 2 years discretionary) for SLC Programs for McCallum, Crockett, LBJ, Travis, and Reagan High Schools. Additional years of funding are allocated at the discretion of the U.S. Department of Education and are based on funding availability and overall grant compliance.

The primary objective of the SLC Program in AISD is to support redesign efforts, including the development of Professional Learning Communities (PLCs) and Student Advisory Programs, and to support the creation of career and/or academic academies where students learn in a personalized environment. The secondary objective is to contribute to college readiness, including increasing student awareness of college opportunities and increasing the number of students who apply to college. Program activities are expected to improve students' academic performance and participation and to increase common planning time for teachers.

PURPOSE OF THE EVALUATION

Through the support of these grant funds, it is expected that students learn in a personalized environment, experience increasing academic outcomes, and successfully enter a postsecondary institution upon high school graduation. Thus, the evaluation will provide information about whether these program goals were met.

Evaluation Questions

The following questions will guide the evaluation of the SLC grant in 2009-2010:

1. Did the schools fully implement SLC structures (e.g., small learning communities, advisory, and/or common planning time)?
2. Did the schools implement teacher professional development activities to support student learning?

3. What were the academic achievement outcomes for students enrolled in SLC schools measured by TAKS scores, advance course enrollment, and postsecondary enrollment?

Evaluation Objectives

DPE staff will provide data to:

- Comply with federal law requiring an annual evaluation of the SLC Program and support the external evaluator who prepares the federally required report; and
- Improve program implementation and effectiveness

Fiscal Considerations

Since the program is substantially grant funded, the impact on the district budgeting and program sustainability may be addressed.

SCOPE AND METHOD

Data Collection

The required federal report proscribes performance and outcome measures. Student measures include school enrollment; attendance rates; frequency of disciplinary action; TAKS passing rates; graduation rates; college enrollment; and participation in SLCs, AP/IB courses, Advisory, alternative scheduling, and 9th-grade transition programs. Both qualitative and quantitative data will contribute toward evaluating these measures. District information systems will provide student demographic; attendance; discipline; course enrollment; course grade; and testing (TAKS, PSAT, SAT, and ACT) data for program participants. District surveys will provide information regarding students' affective, academic, and college preparation needs; expectations for postsecondary education; and perceived educational outcomes.

The following surveys may be used: the AISD High School Exit Survey, Employee Coordinated Survey, Student/Staff Climate Surveys, and Parent Survey. Student, teacher, and parent focus groups and administrator interviews will be conducted to provide in-depth information regarding implementation of the project's services and perceived participant outcomes. School improvement facilitators will be responsible for contributing data about the extent and quality of implementation on each campus as well as about progress toward grant goals for the required narrative report. Additional documentation describing the SLC project will be collected and may include observational field notes, meeting/activity agendas, and attendance logs.

Data Analyses

A mixed-methods approach will be used for the evaluation of this project. Quantitative and qualitative data will be analyzed using descriptive statistics and contextual analyses. These data will be triangulated to determine the effectiveness of the project's service implementation and outcomes for its participants.

Time Line

- October 2009: DPE staff will collect and analyze student demographic; attendance; discipline; course enrollment; course grade; testing (TAKS, PSAT, SAT, and ACT); and district survey data from the 2008–2009 school year and provide results to the external evaluator.
- October–November 2009: Staff will complete the federal annual performance report for SLC schools and provide this to the external evaluator.
- November 2009: The external evaluator will submit evaluation reports to the U.S. Department of Education (USDE) and to district stakeholders.

REQUIRED REPORTING AND EVALUATION DELIVERABLES

By federal mandate, an external evaluator must be contracted to conduct the evaluation of the SLC Program each year. At the end of each program year, the external evaluator must submit an annual performance report and narrative evaluation report to the USDE. The annual performance report will describe student enrollment and contain student success rates related to college and career readiness indicators. The narrative evaluation report will provide an in-depth summary of program implementation and outcomes for participants. Project staff and district decision makers will be encouraged to use the information to modify and improve project services, as necessary.

PROGRAM SUPPORT

Project stakeholders will be provided with formative and summative data related to identified performance indicators to make implementation decisions, assess student progress, and promote best practices. Formative data summaries will be provided to project staff as this information becomes available to facilitate effective program implementation. The evaluator will attend staff meetings regarding program activities, expenditures, and reports. The annual performance report and narrative evaluation report to the USDE will be made publicly available on the DPE website.

SPECIAL PROJECTS

No special reporting projects are planned at this time.

STATE COMPENSATORY EDUCATION, 2009–2010

Grant Manager: Nancy Phillips

Evaluation Staff: Cinda Christian, Ph.D.

PROGRAM DESCRIPTION

State Compensatory Education (SCE) funds are a portion of local funds which 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 state-provided funding for students who are educationally disadvantaged. This amount, proportional to the AISD total budget, has increased each year as our population of educationally disadvantages students has also increased. The actual required amount of the allocation will not be accurately determined until the October snapshot date, but may be close to the required $35,125,078 from 2008-2009. AISD, however, allocates more than the required amount to these types of services, e.g., over $40.5 million were allocated in 2008-2009.

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

PURPOSE OF EVALUATION

Evaluation Questions

- What services and programs were provided to students at risk of dropping out of school?
- Has the disparity between students at risk of dropping out of school and other students in the district decreased in dropout rate and academic achievement?

Evaluation Objectives

- Describe each of the programs funded by SCE
- Describe the effectiveness of the SCE program as a whole, based on state-mandated performance indicators
- Facilitate decisions about SCE by providing information to program managers and decision makers about program effectiveness
- Meet reporting requirements established by TEA

Fiscal Considerations

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

SCOPE AND METHOD

Data Collection

Information regarding student demographics and at-risk status will be gathered from AISD administrative records. Graduation, dropout, and school continuation rates will be taken from TEA's most recent publication of *Secondary School Completion and Dropouts in Texas Public Schools: Supplemental District Data*. 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 by all students and at-risk students to display changes in disparity between these groups on high school completion rates and TAKS performance.

Time Line

- September 2009: Staff will obtain a list of programs to be funded by SCE.
- October 2009: Staff will contact facilitators of funded programs to obtain descriptions of the services provided. The DPE will coordinate with facilitators regarding procedures to track student participation, as applicable.
- December 2009: An end-of-semester check-in will occur with the program manager and facilitators regarding program changes and tracking issues.
- August–September 2010: Staff will perform data analyses and write a narrative report.

REQUIRED REPORTING

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

PROGRAM SUPPORT

In addition to preparing an annual report, the evaluator will provide support to the director of Student Support regarding the SCL database and to the director of School, Family, and Community Education regarding the DELTA database.

SPECIAL PROJECTS

No special projects are planned at this time.

AISD STRATEGIC COMPENSATION INITIATIVE PILOT, AISD REACH

Supervisor: Lisa Schmitt, Ph.D.

Evaluators: Karen Cornetto, Ph.D.; Ph.D.; Lindsay Lamb, Ph.D.

PROGRAM DESCRIPTION

In 2006, the Board of Trustees approved a four-penny increase to the district's Maintenance and Operations tax rate, which included dedicating one penny of this increase ($4.3 million) annually to "strategic compensation." AISD REACH, a strategic compensation pilot, began in 9 schools 2007–2008, expanded to 11 schools in 2008–2009, and will expand to include 5 additional schools in 2009–2010, for a total of 15 schools. In 2009-2010 AISD REACH will provide incentives to teachers, instructional coaches, assistant principals, school counselors, Project ADVANCE facilitators, and principals for:

- *student growth* by awarding **s**tipends to individuals whose students meet approved Student Learning Objectives (SLOs) and to all eligible staff at schools where students meet TAKS growth criteria in reading and/or math[4];
- *professional growth* in the form of no cost participation in the National Board for Professional Teaching Standards (NBPTS) *Take One!* program, a stipend for submitting the *Take One!* entry, and an additional stipend for receiving a passing score from NBPTS; and
- *additional support and incentives for teachers at higher and highest needs schools*,[5] including intensive novice teacher mentoring for teachers in their 1st through 3rd year of the profession[6] and stipends for teachers and principals based on their years at the campus.

In addition to the annual $4.30 million appropriation of local funding, the AISD REACH program is supported in 2009-2010 with $5.79 million of state District Awards for Teaching Excellence (D.A.T.E.) grant monies, $0.47 million of state Beginning Teacher Induction grant funding, and a federal grant of $84,097 for a Mentor Coordinator.

[4] Stipends are awarded to schools that rank in the top quartile of the state's Comparable Improvement measure.

[5] Need is based on the percentage of economically disadvantaged students, the percentage of LEP students, and the percentage of special education students on the campus. The "higher" need designation was added for the 2009–2010 school year.

[6] At campuses designated "higher" needs, only teachers in their first 2 years receive a mentor.

PURPOSE OF EVALUATION

To accomplish the evaluation objectives for year 3, DPE staff will document the pilot changes over time and describe the progress of the pilot towards key program goals: rewards for educators, teacher retention, and student achievement. Several indicators of success in these key areas will be examined, and outcomes for pilot schools will be compared with those for similar non-pilot schools to determine whether AISD REACH demonstrates evidence of accomplishing its primary objectives in year 3. Results of statistical analyses will be provided to document the areas in which REACH participants do or do not outperform their comparison school peers.

In addition, data will be collected to meet the requirements of the D.A.T.E. and Beginning Teacher Induction grants, and data will be provided to the National Center on Performance Incentives (NCPI) at Vanderbilt University for their external program evaluation.

Evaluation Questions

Evaluation questions include, but are not limited to, the following:

- Do pilot schools outperform their comparison school peers on TAKS, in terms of TAKS passing percentages, Comparable Improvement ranking, and student growth from year to year?
- Are SLO stipends awarded to the teachers whose students perform the best on TAKS?
- Do teachers at schools with recruitment and retention stipends return to their campuses at greater rates than do those at non-pilot comparison schools with similar student needs?
- Are novice teachers with REACH mentors more satisfied with their jobs, more likely to return to their schools, and more likely to be effective teachers than their peers at non-pilot comparison schools without REACH mentors?
- What challenges are associated with the program changes for 2009-2010, including the inclusion of school counselors and Project ADVANCE facilitators, the training of campus SLO experts, and the development of new professional development opportunities?
- What program changes are recommended for the coming school year?

Evaluation Objectives

DPE staff will perform the following tasks:

- Collect and analyze data from all stakeholders, including pilot participants and program staff, to determine whether the program is accomplishing its objectives.
- Provide ongoing formative feedback for program staff and stakeholders such as the Strategic Compensation Steering Committee, AISD Board of Trustees, and the District Advisory Council.

Fiscal Considerations

The current evaluation will examine the influence of program elements within the context of policy implications for teacher recruitment and retention strategies in AISD and their relative cost to the district. In addition, evaluation results will be used to garner additional grant funding to support future program expansion.

SCOPE AND METHOD

Data Collection

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

Data Analyses

Data analysis procedures will include summaries of survey responses and ratings of SLO quality and rigor. Focus group data will be examined for themes and summarized for formative evaluation purposes. Correlations, regressions, and other appropriate analyses will be performed to examine the possible relationships between and among factors such as SLO quality, rigor, and achievement; student TAKS performance; number of years in pilot; novice teacher status; and teacher retention. Data from D2 assessments also will be examined to document their relationship with TAKS performance.

Time Line

- September 2009: Staff will publish the first evaluation report with results from year 2, including attitudes of participants and non-participants towards their work environment, attitudes and data regarding SLOs and mentoring, and teacher requests for transfer (completed).

- October 2009: Staff will hold focus groups with participants at campuses new to the pilot and at Sunset Valley (which changed from "non-highest needs" to "higher needs" for year 3).
- November 2009: Staff will conduct the district-wide Staff Climate Survey and the district-wide Teacher Survey, including an addendum for pilot schools. Staff will publish the second evaluation report with results from year 2, including the findings from analyses pertaining to the D2 student assessment tool that was piloted in 2008-2009.
- December 2009: Staff will publish the third evaluation report with results from year 2, including results for student TAKS performance, Comparable Improvement ratings, and teacher retention.
- January 2010: Staff will conduct the Parent Survey and publish the Staff Climate Survey Reports.
- February 2010: Staff will conduct the Employee Coordinated Survey, including targeted items for mentees and mentors.
- March 2010: Staff will publish the final evaluation report with results from year 2, including a summary of all previously reported findings and the final results for *Take One!* participants.
- May 2010: Staff will hold focus groups with all eligible staff.
- August 2010: Staff will complete the first draft of the year-3 Evaluation Report, including participant perceptions of the program and requests for transfer in 2010-2011.

REPORTING

A series of evaluation reports will be published as data become available and a comprehensive narrative end-of-year evaluation summary will be prepared to identify successes, challenges, and recommendations based on the 3rd year of the pilot. Data will be submitted to TEA for the D.A.T.E. grant and the Beginning Teacher Induction grant.

PROGRAM SUPPORT

DPE staff will assist with the following additional activities:

- Sampling for SLO audits
- Ad hoc data requests pertaining to the formative evaluation and TAKS results

SUMMER 2009 PROGRAMS

Program Manager: Paul Cruz, Ph.D.; Ann Smisko, Ph.D.

Evaluation Staff: Martha Doolittle, Ph.D.; Wanda Washington; various staff contributors

PROGRAM DESCRIPTION

AISD offered a variety of summer 2009 programs, funded through several resources (e.g., local, state, federal), aimed at providing students with some of the following academic support services:

- Transitioning students from one school level to another
- Assisting academically struggling students through accelerated learning opportunities to recover course credits or to prepare and retake the state TAKS assessment(s)
- Providing students with opportunities to strengthen certain academic skills to prepare them for the next grade level

AISD summer programs offered in Summer 2009 served the following groups of students:

- ELLs in prekindergarten and kindergarten who receive instruction to help accelerate acquisition of English and a native language and to strengthen math skills (see BE/ESL evaluation plan)
- ELL immigrant students in 6th through 8th grades who receive instruction to accelerate ESL in all core subject areas (see BE/ESL evaluation plan)
- Elementary 3rd- and 5th-grade students who failed TAKS reading and/or mathematics twice receive instruction to help them prepare to retake TAKS
- Elementary 4th graders who scored low on the middle-of-year science benchmark test receive instruction to improve their science skills before entering 5th grade
- Students receiving special education services who showed significant regression on their Individual Education Plan (IEP) goals receive extended-school-year support
- Middle school students who failed core subject courses receive instruction in order to recover course credits and gain promotion, or 8th-grade students who failed TAKS reading and/or mathematics twice receive instruction to help them prepare to retake TAKS

- High school students who failed core subject courses receive instruction in order to recover course credits and gain promotion or meet graduation requirements, including the opportunity to retake TAKS
- Students in grades 6 through 12 who are struggling readers (read two or more grade levels below) receive instruction through the Reading Acceleration Program (RAP) in order to accelerate reading skills and/or obtain credit recovery
- Incoming 9th graders who failed TAKS mathematics in 8th grade but who were promoted to 9th grade receive accelerated math instruction to prepare them for Algebra I
- Title I funded programs held at some Title I schools, to help students transition to the next grade, accelerate learning for struggling students, or provide opportunities for credit recovery
- Transition camp program for incoming 6th graders at their future middle school is provided through this summer program
- High school transition camps, held at each high school, for incoming 9th graders
- Diversified Education Through Leadership, Technology, and Academics (DELTA) (see state compensatory education evaluation plan)
- Academic Youth Development (AYD) (see high school redesign evaluation plan)
- High school summer science institute (funded by Texas Accelerated Science Achievement Program)

PURPOSE OF EVALUATION

Evaluation Questions

This year's evaluation represents the first comprehensive look at AISD's summer programs. Thus, one of the key evaluation questions is what do AISD summer programs look like, how much do they cost, who do they serve, and what academic and other outcomes are evident? Expected outcomes will differ by program. Due to the last minute request for some summer program data, some programs may not have complete data. Thus, it may not be possible to draw conclusions about the full impact of all summer programs. Future evaluations will need to examine the impact of summer programs on future student performance, in terms of whether the programs prevent loss of academic

skills or course credits, and whether the programs assist students with making progress in school.

Evaluation Objectives

DPE staff will provide decision makers with a summary report about the 2009 summer program characteristics, and students' participation and academic performance data from some summer programs, where data are available, to facilitate decisions about program improvement. This will be the first comprehensive evaluation summary of summer programs across the district, so most information collected will be baseline information, describing programs, and student participation and performance.

Fiscal Considerations

Basic cost estimates for all 2009 summer programs will be summarized. In some cases, it will be possible to calculate a cost-per-student ratio for some programs, while in other cases this will not be possible (e.g., due to missing or limited data available, or inability to specifically link financial budget records to specific student outcomes). Future program evaluation recommendations will include having district staff find a way to quantify specifically the costs of each program as it relates to student services and outcomes.

SCOPE AND METHOD

Data Collection

DPE staff will use existing qualitative and quantitative data to summarize summer programs. When available, district information systems will provide data regarding program allocations, student enrollment, attendance, and academic performance. Some information will be provided by program or other evaluation staff.

Data Analyses

Summer program information, including program description and budget allocations will be summarized. Demographic data summaries will describe the students who are eligible for and attending summer school. When available, key summer school outcome data, including student academic performance and progress, will be summarized for students by program. This may involve examining certain student data, such as promotion, course grades, and TAKS. Some data summaries and analyses may be provided by DPE staff or other AISD staff.

Time Line

- June–August 2009: DPE staff will work with key summer program staff to define and collect available program and student data. Completed.
- August–October 2009: DPE staff will compile information for analyses and write a narrative report.
- November 2009: DPE staff will submit a consolidated summer report to key AISD staff and the Board of Trustees.
- April–June 2010: DPE staff will conduct analyses on data from students who participated in Summer 2009 programs to measure academic success in the school year following Summer 2009 participation.

REQUIRED REPORTING

After the end of the 2009 summer programs, DPE staff will complete a narrative summary report that provides an overview of various summer programs and key student outcomes (when possible with available data). Some information in the report may be from other evaluations conducted by DPE staff for various grants. The report will be provided to program managers; key staff in curriculum, accountability, and educational support services; the associate superintendents and the chief academic officer; the superintendent; and the Board of Trustees. This information will be used for making decisions about program improvements.

PROGRAM SUPPORT

DPE staff will provide summer program managers with formative and summative data related to the summer programs. DPE staff will participate in summer school planning meetings and will coordinate with summer program managers in the design, data collection, and reporting process of the programs.

TEACHERS' INSTRUCTIONAL BEST PRACTICES

Project Manager: Ann Smisko, Ph.D.

Evaluation Staff: Lisa Schmitt, Ph.D.

PROJECT DESCRIPTION

In an effort to understand the factors that best support excellent teaching in AISD, a best practices study will examine characteristics of high-quality teachers. A sample of teachers from high-needs (Title I) schools will be selected, and those with students who performed well on TAKS will be compared with those with students who underperformed on TAKS. These teachers will be studied through interviews, surveys, and demographic data to determine if any patterns are unique to AISD's best teachers in Title I schools. Classroom observations may be used to provide additional information once other analyses are complete.

EVALUATION OBJECTIVES

Evaluation Questions

DPE staff will address the following questions:

- What are the demographic, survey, interview, and student performance results for teachers whose students performed well on TAKS and those whose students underperformed?
- Which characteristics best distinguish teachers at high poverty schools with high and low performing students?
- What policies and practices can promote teacher effectiveness across the district?

Evaluation Tasks

- Sample and interview teachers about their practices
- Examine demographic and survey data for selected participants
- Develop classroom observation protocol based on additional research questions that arise from results of surveys, interviews, and demographic analyses
- Conduct classroom observations as necessary to inform additional research questions

Fiscal Considerations

The present study will inform policies and practices related to the induction and training of teachers in AISD. Recommendations will consider current practices and provide direction for future teacher quality initiatives.

SCOPE AND METHOD

Data Collection

A sample of teachers from high-needs schools that had either very strong student performance or very poor student performance will be selected. Most sampled teachers will have demonstrated such student performance for 2 consecutive years (based on 2008 and 2009 TAKS results). Strong or poor performance will be determined by having a high percentage of students performing above or below predicted on TAKS.

Interviews will be scheduled at times convenient to the teachers that will not interfere with their regular school day schedule. Interviews should last about 45 minutes to 1 hour. Individual identities of teachers will be kept confidential and their responses will be anonymous in the analysis of data. Interviews will be recorded with teacher's acknowledgement and permission, and notes will be taken by interviewers. Interview responses will be coded for themes and combined with additional data to develop a list of characteristics that best distinguish AISD's high-quality teachers. The interview protocol will be developed with input from AISD's chief academic officer and assistant superintendent for curriculum and instruction. Examples of topics to be addressed include the following:

- Introduction and explanation of the purpose of the project
- Questions regarding teachers' classroom management practices
- Questions regarding teachers' instructional practices (pedagogy)
- Questions regarding teachers' use of district and supplemental curriculum materials
- Questions regarding teachers' work environment

Additional data will be collected, including the following:

- Teacher responses to Employee Coordinated Survey and Staff Climate Survey items regarding their data use, school climate, attachment to teaching, and professional development opportunities
- Human resource records and PEIMS data about teachers, including certification types, years of teaching experience, and number of years on current campus

Data Analyses

In addition to basic summary statistics, logistic regression will be used to identify the combination of factors that best identifies high-quality teachers. Models will be generated for high-needs schools, low-needs schools, and overall district best practices.

Time Line

- September 2009: DPE staff will select a sample of teachers and will gather preliminary data about teacher demographics, prior years' student performance, and other factors.
- October 2009: DPE staff will contact teachers about participating in interviews and will determine a schedule for interviews.
- October 2009–December 2009: DPE staff will interview teachers.
- January 2009: DPE staff will publish preliminary results.
- February–May 2010: DPE staff will obtain results from various district surveys, PEIMS records, human resource records, and student performance results.
- May–July 2010: DPE staff will analyze all teacher data.
- July–August 2010: DPE staff will prepare a final report.
- September–October 2010: DPE staff will submit a report for review and discussion with key district staff.

REPORTING

DPE staff will complete a narrative summary report to describe the best practices of effective teachers during the current year.

PROGRAM SUPPORT

DPE staff will provide key district decision makers with formative and summative data related to the project. DPE staff will participate in meetings with district staff to determine data collection details and plan reporting outputs.

TITLE I, PART A AND PART D PROGRAMS

Grant Managers: Nancy Phillips, Ph.D.; Mary Thomas, Ph.D.
Evaluation Staff: Martha Doolittle, Ph.D.; Wanda Washington

PROGRAM DESCRIPTION

Title I is a compensatory education program supported by funds from the U.S. Department of Education through the Elementary and Secondary Education Act, reauthorized most recently by NCLB (P.L. 107-110). With the reauthorization came five major national and state goals:

- By 2013–2014, 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.

As stated in the legislation (see 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 correctional 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, and 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; thus, this provides considerable flexibility in the school's ability to improve the entire educational program.

At this time, AISD will be using a Title I, Part A grant planning amount of $23,516,899 plus an estimated roll-forward amount of $4,043,720 from 2008-2009 (provided by TEA) to allocate Title I, Part A funds to 69 school-wide AISD schools and provide a variety of districtwide support services. Prior to determining allocations for AISD schools, some Title I funds will be set aside for various services:

- Supporting parent involvement
- Providing services to homeless students
- Supporting Title I school choice and supplemental educational services (SES) within AISD
- Ensuring equitable services at private schools and facilities for neglected youth that are within the district's attendance zone, that are going to participate in the grant, and that have students who are eligible for Title I funded services

The Title I, Part D, Subpart 2 planning amount is $473,642, 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 in the following ways:

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

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

- Provide students with services needed to make a successful transition from institutionalization to further schooling or employment
- Prevent at-risk students from dropping out of school

- Provide former dropout students and neglected or delinquent youth with a support system to ensure their continued education

PURPOSE OF EVALUATION

Evaluation Questions

Evaluation activities will be focused primarily on trying to answer the following questions:

- Is the district meeting federal and state requirements of the Title I, Part A and Part D grants? That is, are funds used appropriately to serve students, staff, and parents, as outlined in grant regulations?
- Is the district using Title I, Part A funds in ways that promote student academic progress overall and to close the achievement gap among student groups? An examination of TAKS data will help AISD staff gauge whether the district is closing the achievement gap between students at Title I schools and non-Title I schools. Analysis by student groups (e.g., low income, ethnicity, special education, English language learner) also will shed light on whether or not Title I funds are making a difference for these students' academic success.
- Are Title I schools making progress in meeting state and federal accountability standards? Is progress observable in year-to-year changes in school ratings?
- For Title I, Part D, students' academic progress will be examined more generally. That is, are schools receiving such funds enabling their students to be successful, according to grant statute?

Evaluation Objectives

Evaluation objectives include the following:

- Document how Title I monies are being used in accordance with federal law, thereby providing summary data for numbers of students served, funding expenditures, student progress on the state's academic achievement standards, teacher qualification levels, and parent involvement levels
- Analyze federal and state accountability ratings relative to Title I status and progress toward program goals

- Conduct a special pilot project with a sample of high-performing Title I schools to gauge whether there are best practices that can be identified and shared as part of recommendations for improving program delivery

Fiscal Considerations

At this time, Title I funds are entitlement funds used to support all schools with a Title I designation, and to provide supplemental services to students across the district. Efforts will be made to try and examine whether Title I funds are tied specifically to programs in which there are distinct measurable outcomes. However, it may be difficult to distinguish at the school level how Title I funds are used differently from other funds, especially when these schools are "schoolwide" and all funds are used to improve the overall campus program.

SCOPE AND METHOD

Data Collection

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

- District information systems (e.g., student, assessment, financial, human resources, professional development activities)
- TEA documentation, including federal and state accountability ratings, and Public Education Grant (PEG) lists
- PEIMS records
- AISD program and staff records of activities
- AISD Staff and Parent Survey summary files
- Title I summary forms submitted by staff at private schools, facilities for neglected youth, and facilities for delinquent youth

These data will be summarized to describe Title I participant demographics; services provided to students; student academic performance (e.g., promotion/retention, pre/post tests) and progress toward academic excellence; rates of students' returns from delinquent facilities to regular classrooms; use of Title I funds; state and federal accountability ratings; and quality of schools' teaching staff.

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 student demographic and academic performance summaries. Progress toward closing the achievement gap among students at Title I and non-Title I schools will be examined. Likewise, similar analyses will be applied to data about teacher qualifications and professional development opportunities, parent involvement activities, and Title I allocations and expenditures. When appropriate, data will be examined for progress over time, such as the percentages of students meeting passing standards on state-mandated academic achievement assessments (e.g., TAKS). Qualitative data will supplement the quantitative data provided to district decision makers.

Time Line

- August-October 2009: DPE staff will provide draft evaluation forms to participating private schools, facilities for neglected youth, and facilities for delinquent youth. Staff will obtain all budget information and will finalize all surveys and data collection tools and establish an evaluation timeline. They will work to ensure district student and staff data systems are tracking needed information. Staff will determine special project support and will analyze AYP and state accountability ratings for schools.
- September–November 2009: If needed, DPE staff will begin special project support planning and data gathering efforts.
- December 2009: DPE staff will collect interim parent involvement activities data and will prepare all parent and staff survey items.
- January 2010: DPE staff will analyze PEIMS submission 1 data; as needed, special project support and data collection will be ongoing.
- April–June 2010: DPE staff will collect data from private schools, facilities for neglected youth, and facilities for delinquent youth. Staff will collect data about year-end parent involvement activities and write a report. DPE staff will conduct TAKS accountability analyses and will summarize PEIMS homeless student data. DPE staff will collect and summarize teacher data (e.g., certification, education, professional development opportunities) and will analyze district parent and staff survey data as they become available. DPE staff will collect data from Title I summer schools and will complete special project analyses.

- July 2010: DPE staff will conduct a Title I budget analysis and will confirm and verify all data required by TEA for annual reports. DPE staff will complete analyses of PEIMS submission 3 data.
- August 2010: DPE staff will submit required compliance reports to TEA.
- September–October 2010: DPE staff will submit district narrative reports.

REQUIRED REPORTING

Annually, evaluation staff will complete the TEA compliance reports for Title I, Part A and Title I, Part D, Subpart 2, and a homeless student report, all of which are due in mid August. In addition to these TEA reports, several narrative summary reports about the district's Title I program will be written for district decision makers. The narrative reports will be posted publicly on the school district's website.

PROGRAM SUPPORT

Ongoing 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, survey development, and data analysis. Evaluation staff will act in an advisory capacity on various committees, and as needed when called upon by district staff, for special projects. Evaluation staff will attend Title I meetings about various topics (e.g., homelessness; high-quality teachers and professional development opportunities; parent involvement; and consultations with private schools, facilities for neglected youth, and facilities for delinquent youth). Evaluation staff will provide an end-of-year summary report about private school activities. Evaluation staff also will provide support by responding to ad hoc requests for summaries of information used in relation to Title I topics. Finally, evaluation staff will be responsible for keeping up to date on local, state, and federal legislation topics, and on compliance related to NCLB in general and Title I in particular.

SPECIAL PROJECTS

Title I summer school evaluation information and Title I support services to eligible students at participating private schools will be included in two separate narrative reports. A special pilot project will be conducted to try and identify those best practices at a sample of high-performing Title I schools that can be shared with other schools and can serve as some general guidance for improvement.

TITLE II, PART A TEACHER AND PRINCIPAL TRAINING AND RECRUITMENT FUND

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

Evaluation Staff: Martha Doolittle, Ph.D.

PROGRAM DESCRIPTION

The Title II, Part A Teacher and Principal Training and Recruitment Fund of the ESEA, as amended by NCLB (P.L. 107-110), provides funding to increase student achievement through strategies such as improving teacher and principal 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 student performance in core academic subjects and focuses on training, recruiting, and retaining highly qualified teachers and principals. 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 at local private/nonprofit schools and at facilities for neglected or delinquent youth who participate in the grant program. AISD's 2009-2010 planning amount allocation is $4,260,975, with a roll-forward amount of $500,000.

PURPOSE OF EVALUATION

Evaluation Questions

Title II, Part A funds have been aimed primarily at professional development for teachers, principals, and assistant principals; class size reduction; and efforts at attracting and keeping highly qualified teachers. Thus, the following key evaluation questions will be addressed:

- Do Title II, Part A funds enable district teachers, principals, and assistant principals to obtain professional development?
- Do Title II, Part A funds enable schools to have smaller classes and/or does this effort benefit instruction and student academic outcomes?
- Do Title II, Part A funds help the district attract and retain highly qualified teachers?

Evaluation Objectives

Evaluation objectives include the following:

- Assist with a needs assessment for professional development activities that would inform the DIP and guide professional development planning
- Gather information regarding Title II, Part A funded professional development activities tracked through the Professional Development Center's (PDC) E-Campus data system and the AISD web-based teacher mentoring reporting tools
- Evaluate the effectiveness of new teacher support initiatives, such as the New Teacher Academy (NTA) and Mentor Teacher Program
- Provide descriptions of program activities and expenditures, as required by TEA
- Facilitate decisions about how to improve the program (e.g., the hiring, professional development activities, and retention of highly qualified staff, including paraprofessionals)
- Examine school-level data to see whether or not class size reduction efforts are benefitting students

Fiscal Considerations

Where possible, a financial cost effectiveness analysis will be done to gauge impact of the use of Title II, Part A funds on students and staff. District data systems may or may not currently be designed for such detailed causal analysis. However, wherever it is possible, an analysis will be attempted to determine if funds are being spent effectively.

SCOPE AND METHOD

Data Collection

DPE staff will conduct a needs assessment, as specified in P.L. 107-110, to determine the professional development activities that need to be conducted in order to give teachers the means (e.g., subject matter knowledge and teaching skills) to provide effective instruction and to give principals the instructional leadership skills to help teachers, so that students can be provided with the opportunity to meet challenging state and local academic achievement standards.

The AISD Employee Coordinated Survey, which will take place in Spring 2010, will be used for this needs assessment. Teachers will be surveyed to assess their professional development activity needs in relationship to classroom practices. Results of the needs assessment will be shared with the federal grant program coordinator and the

director of Professional Development Center so they can advise district staff and have an impact on program improvement.

DPE staff will assist with the evaluation of new teacher support initiatives (e.g., the NTA and Mentor Teacher Program). NTA participants will be surveyed in August, following the presentation of each topic, regarding their understanding of and preparation to implement classroom management skills, the principles of learning, and the AISD curriculum presented at the weeklong NTA. A follow-up survey of NTA participants will be conducted in Fall 2009 to provide key district staff with formative feedback. Focus groups with a small sample of these NTA attendees will occur in the fall to provide more in-depth feedback to staff for program improvement. All teachers new to AISD are mentored for several years, and their mentor teacher records all mentoring activities in a database. The teacher mentoring database will be monitored by evaluation staff annually to analyze all teachers' hours of mentoring received, by subject area and by school.

DPE staff will work with the Department of State and Federal Accountability and the Office of Human Resources to document Title II, Part A program expenditures and activities according to TEA guidelines, including the number of teachers in AISD who benefitted from recruitment and retention activities, the number of teachers and paraprofessionals who participated in training to become highly qualified, and the number of teachers hired to reduce class size. Professional development activities funded by the Title II, Part A grant will be categorized by the core subject areas addressed and the number of staff served.

Data Analyses

Descriptive statistics will summarize the items from the Employee Coordinated Survey (i.e., for the needs assessment) and from the NTA surveys. Data from various sources (e.g., Office of Finance, Department of Human Resources, Department of State and Federal Accountability, private/nonprofit schools, facilities for neglected or delinquent youth, professional development activity E-campus records, teacher mentoring database, and other district sources) will be summarized for the TEA compliance report.

Time Line

- July 2009: DPE staff will check the Mentor Teacher Program database to ensure it is ready for the new school year and meets local and state reporting needs. The staff will collaborate with the Department of State and Federal Accountability on the form for professional development activity tracking to

be provided to private/nonprofit schools and facilities for neglected or delinquent youth. Completed.

- August 2009: DPE staff will contact the Department of State and Federal Accountability for a list of staff paid out of Title II, Part A funds. DPE staff will send a memo to individuals whose salary is funded by Title II, Part A regarding tracking their professional development activities with PDC E-campus. DPE staff will make available an electronic data record to these individuals so they can record information about additional professional development activities not entered in the district's E-campus. Completed.
- August–September 2009: DPE staff will analyze NTA survey results and provide a summary of findings to key district staff. Completed.
- October 2009: DPE staff will provide a district needs assessment summary report to staff in AISD's Department of State and Federal Accountability, the district Professional Development Center, and to the District Advisory Council.
- October–November 2009: DPE staff will conduct a follow-up survey of NTA attendees to assess the impact of the NTA training on new teachers' classroom instructional experiences. The results of the survey will be used by key staff to help improve future NTA trainings. Several small focus groups will be conducted with district staff (e.g., new teachers, mentors, principals, curriculum staff) to obtain qualitative information about the effectiveness of the NTA.
- November–December 2009: DPE staff will submit items for the needs assessment for inclusion on the Employee Coordinated Survey.
- December 2009–June 2010: DPE staff will enter data into a database for professional development activities completed by private/nonprofit schools and by facilities for neglected or delinquent youth.
- May–June 2010: DPE staff will analyze and summarize data for the district's professional development activity needs assessment and will store (i.e., for audit) purposes a list of the teachers who were surveyed.
- June–July 2010: DPE staff will contact staff in the Department of State and Federal Accountability and Department of Human Resources to obtain information needed for the TEA compliance report.

- August 2010: DPE staff will complete and submit a TEA compliance report.

REQUIRED REPORTING

NCLB requires that an annual teacher 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 teachers hired to reduce class size, the number of teachers who received Title II, Part A funded training by subject area, and the Title II, Part A expenditures used to accomplish these activities. Annually, during the DIP process, information summarizing staff professional development needs (based on data gathered through this project) will be reported to key district staff and to the Board of Trustees.

PROGRAM SUPPORT

Evaluation staff will respond to ad hoc requests; monitor the online Mentor Teacher Program database; and serve as a liaison to PDC, curriculum, and accountability staff. In addition, a brief summary of the NTA surveys will be shared with key staff.

SPECIAL PROJECTS

If possible, an analysis of the impact of class size reduction funds will be conducted to determine if in fact the funds actually help schools reduce class size and help improve instruction and student academic performance.

TITLE IV SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Program Manager: Nancy Phillips, Ph.D.

Evaluation Staff: Reetu Naik, M.A.

PROGRAM DESCRIPTION

AISD has received federal funding through the Title IV Safe and Drug-Free Schools and Communities (SDFSC) grant since the 1987–1988 school year. The purpose of the SDFSC grant is to supplement state and local educational organizations' efforts to prevent substance use and violence. Within AISD, Title IV funding is used to support programs and services that fall under the direction of the AISD Office of Educational Support Services. For the 2009–2010 academic year Title IV funding, totaling $332,886, has been allocated to support the following programs and services:

- **Private School Programs.** Private schools located within the AISD boundaries will be eligible to receive prevention-related materials and services through AISD.
- **PBS Program**. Title IV will fund the full salary and partial salary of two PBS coaches, respectively (1.5 FTEs). PBS coaches are staff members of the district-level PBS Support Team, which provides ongoing consultation and training to staff at AISD campuses about the implementation of school-wide systems to promote pro-social behaviors and a culture of competence. The coaches, specifically, provide training to the campus teams about how to collect, review, and analyze data to guide decision making about program effectiveness. At the intensive level, the coach may also provide support to students and teachers by conducting behavior observations in the classroom, providing data for campus IMPACT teams, and facilitating referrals to services with community providers.
- **Guidance and Counseling Support.** Title IV will fund the salary of a SDFSC district coordinator. The coordinator will administer the Title IV federal entitlement program and supervises the implementation of comprehensive drug and violence prevention programs throughout AISD and participating private schools. In addition, Title IV will partially fund the salary of a program specialist who acts as the liaison between AISD campuses and community organizations (e.g., mental health service providers and

community-based committees). The program specialist works to develop intervention plans for students in need of targeted or intensive services and to provide up-to-date information about community social and mental health agencies to AISD campuses. In addition, the specialist participates in the weekly Juvenile Drug Court; serves on a community-based review team (Community Partners for Children); and is responsible for training AISD staff in suicide prevention, bullying, and sexual harassment policy.

- **Peer Assistance and Leadership Program (PAL)** Title IV will partially fund the salary of a PAL coordinator. The PAL program is a peer-assistance program that trains students to act as peer mentors (PALs) to younger students (PALees) at their own schools or at lower level schools in their vertical team (e.g., a high school PAL can mentor a middle school PALee). The PAL coordinator works at elementary, middle, and high school levels to provide the resources needed for each group, such as a special curriculum (e.g., bully proofing, alcohol and drug education, violence prevention, gang awareness, dating violence prevention, and peer mediation). The coordinator also oversees student and teacher training, tracks the number of at-risk students who are mentored, and tracks the number of hours of individual and group community service conducted by PALs and their PALees. The coordinator meets once a month with PAL representatives from all 12 high schools in the district's PAL Advisory Council to discuss concerns and issues and to plan district-wide service projects.
- **INVEST and Positive Families.** Title IV will support the INVEST and Positive Families programs, which serve students who have been removed to the ALC for drug or alcohol offenses, or for physical aggression offenses. Both programs require parent participation and are aimed at increasing student protective factors in an effort to prevent future campus discipline referrals.

PURPOSE OF EVALUATION

Evaluation Questions

- How has the addition of a district coordinator of drug and violence prevention activities enhanced programming?
- What is the magnitude of substance use and violence across the district?

- How can diminishing Title IV funds best be leveraged to build sustainable practice toward reducing student substance use and violence in schools?

Evaluation Objectives

- Compile information required for the annual TEA Title IV compliance report
- Monitor the implementation of and participation in programs and services funded through Title IV
- Conduct an annual needs assessment to determine the magnitude of substance use and violence problems within AISD and to identify priorities for substance use and violence prevention

Fiscal Concerns

As appropriate, the intended and observed outcomes of Title IV activities will be examined in relationship to their allocations and expenditures.

SCOPE AND METHOD

Data Collection

For the 2009–2010 academic year, data collection will be designed to support the substance use and violence prevention needs assessment and to promote efforts to monitor program implementation and participation. Descriptive information regarding program implementation and participation will be obtained from AISD financial and administrative records and from reports by program administrators. AISD financial records will be used to summarize Title IV expenditures, and AISD administrative records will provide data regarding program participation for the PAL, INVEST, and Positive Families programs. The private school program staff, and the AISD SDFSC coordinator and program specialists will submit documentation for the programs and services they provide.

Both a student survey and AISD administrative records will be used to provide information for the annual needs assessment. DPE will conduct an annual self-report student survey of substance use and school safety. The student survey will be used to track student knowledge, attitudes, and self-reported behavior over time. In addition, discipline-related data will be extracted from AISD administrative records. Other existing AISD data sources (e.g., the annual student and staff climate surveys) also may be incorporated into the needs assessment.

Data Analyses

Simple descriptive statistics will be used to summarize the characteristics of the program participants and to describe the services they receive. In addition to descriptive statistics, inferential statistics and measures of effect size will be employed for purposes of the annual needs assessment. For example, inferential statistics will be used to determine whether a change in the reported prevalence of substance use at a school from 2008–2009 to 2009–2010 is likely to have occurred by chance alone. Measures of effect size will be used to determine whether changes should be considered meaningful for indicators based on a population sample (e.g., those derived from the Student Climate Survey).

Time Line

- September 2009: Staff will coordinate with all managers of programs funded with Title IV monies to develop a plan to record program activities and to track participants throughout the year. Staff will provide updates regarding databases and procedures used for tracking and will distribute school-level summaries of the 2008–2009 SSUSS results.
- October 2009: Staff will prepare an AEIS Addendum and will complete and publish a narrative summary report.
- November 2009: Staff will submit the AEIS Addendum to TEA.
- December 2009: Staff will analyze preliminary data regarding program activities and participation and will provide reminders and assistance to program managers and data entry clerks, as necessary.
- January–February 2010: Staff will coordinate the administration of the AISD SSUSS, including the random sampling process and distribution of parent notification letters.
- March–April 2010: Staff will conduct the SSUSS on middle and high school campuses.
- May 2010: Staff will process, unpack, and scan the 2009–2010 SSUSS data.
- June–July 2010: Staff will draft a narrative summary report, including program descriptions and a needs assessment.
- August 2010: Staff will submit a TEA Title IV Compliance report and will distribute school-level summaries of the 2009–2010 SSUSS results.

REQUIRED REPORTING

In addition to responding to occasional ad hoc reporting requests, DPE will provide two formal Title IV reports for the 2009–2010 academic year. The Title IV evaluator will compile the information necessary to complete the annual TEA Title IV Compliance report, which includes summaries of participant information and program expenditures. The evaluator also will produce an annual narrative report that summarizes the results of the needs assessment and provides descriptions of the programs funded through Title IV.

PROGRAM SUPPORT

DPE will provide Title IV evaluation support to the AISD Office of Educational Support, campus staff, and the AISD Board of Trustees. For example, the needs assessment results will be summarized in the annual Title IV report to serve as a planning tool for the Office of Educational Support, school-level summaries of the SSUSS results will be provided to campus administrators, and substance use and discipline data will be summarized for Results Policy 7 reporting to the board of trustees. DPE also will respond to ad hoc reporting requests from these and other sources, including external organizations, regarding substance use and violence prevention within AISD.

SPECIAL PROJECTS

No special projects are planned at this time.

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