

PLAN OF WORK: 2008–2009

DEPARTMENT OF PROGRAM EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

DPE Publication Number 08.01

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 with 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 monitor the board of trustees' executive limitations and results policies and to inform campus and district improvement efforts.

Each year, DPE staff develop this document 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 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 and the executive director of Accountability.

Following is the planned scope of work for the 2008–2009 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. Evaluation objectives, which describe the purpose(s) of the evaluation or service
4. Scope and method, which delineate 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. Required reporting, which describes mandatory reporting requirements to funding agencies and other grantors
6. Program support, which describes ongoing support that will be provided to the program over the course of the year
7. Special projects, if planned.

Readers of this document are encouraged to direct their comments and questions about the 2008–2009 evaluations and services to the director or the DPE contact person(s) named in the plan.

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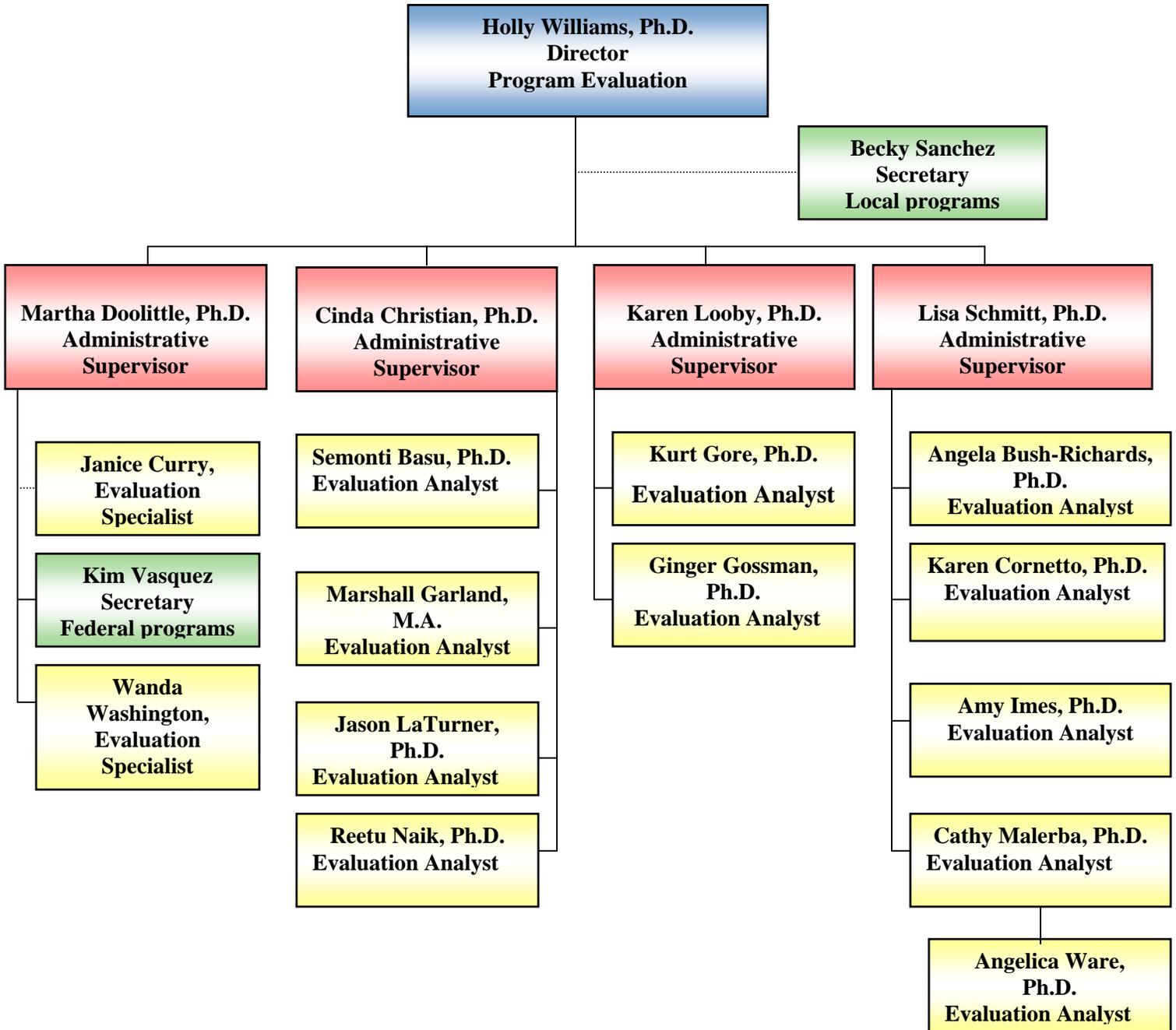
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DPE ORGANIZATION CHART; 2008-09



**ACCELERATED READING AND MATHEMATICS PROGRAMS,
KINDERGARTEN TO GRADE 8**

Grant Manager: Peggy Mays, M.A.

Evaluation Staff: Martha Doolittle, Ph.D.; Janice Curry

PROGRAM DESCRIPTION

The 76th Texas legislature implemented the Student Success Initiative (SSI) to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. SSI requires that students pass the state's mandated grade 3 reading test, grade 5 reading and mathematics tests, and grade 8 reading and mathematics tests in order to advance to the next grade. The Accelerated Reading Instruction (ARI) and Accelerated Mathematics Instruction (AMI) entitlements from the state provide funding to support this initiative.

The AISD SSI plan incorporates a three-tiered approach to intervention: in the classroom (level 1); before, during, or after school (level 2); and summer school for students in targeted grades who did not pass the Texas Assessment of Knowledge and Skills (TAKS) reading or TAKS mathematics tests (level 3). Students in grades 3, 5, and 8 have three opportunities to pass the TAKS tests in these academic subjects. AISD's elementary accelerated instruction plan for 2008–2009 will emphasize reading in grades 3 and 5 and mathematics in grade 5. At the middle school level, the instruction will serve students in grades 6 through 8, focusing on grade 8 SSI students.

The ARI entitlement provides funds to school districts to improve literacy and reading skills of kindergarten through grade 8 students experiencing reading difficulties, including dyslexia. A parallel component of the state initiative, AMI, provides early mathematics intervention for kindergarten through grade 8 students who are experiencing difficulty in mathematics. Other district, state, and federal funds may supplement the services provided to students. School staffs identify the students who are eligible to be served by ARI and AMI.

Elementary students are eligible to receive accelerated reading instruction, based on poor performance on one or more of the following reading assessments: Texas Primary Reading Inventory (TPRI), Tejas LEE, Developmental Reading Assessment (DRA), Flynt-Cooter (FC) informal reading inventory, district benchmark assessments, and TAKS reading. For mathematics eligibility, elementary students who failed the 2008 grade 5 TAKS mathematics assessment and/or who scored low on the district's

beginning-of-year benchmark tests in mathematics will be eligible to participate in 2008–2009. Eligibility for middle school students is based on poor performance on district benchmark assessments or on the previous year’s TAKS tests.

The accelerated instruction plan provides immediate, targeted intervention during the school year. Small group instruction (5 to 10 students) will be provided for identified students for a minimum of 30 to 45 minutes per content area for a total of up to 3 hours per week, per subject area. Although most intervention classes meet after school, some intervention classes are held before school, during school, or on Saturdays. Students who do not pass the second administration of TAKS reading (grades 3, 5, and 8) or TAKS mathematics (grades 5 and 8) will receive summer school instruction before the July tests.

EVALUATION OBJECTIVES

DPE staff will:

- Provide summaries of students’ reading and mathematics intervention participation data to satisfy the state reporting requirements for AISD kindergarten through grade 8 intervention efforts
- Provide information for decision makers about program effectiveness to facilitate decisions about program modification

SCOPE AND METHOD

Data Collection

DPE staff will collect both qualitative and quantitative data to measure program effectiveness. District information systems will provide data regarding student demographics, attendance, enrollment, and academic performance, as well as budget expenditure data.

The evaluation will include the collection of progress monitoring results for those students who participate in this program throughout the year. School intervention staff will report student ARI and AMI intervention data for each multi-week session. In addition, elementary and middle school staff will report data about those kindergarten through grade 8 students who participate in reading or mathematics interventions funded by a source other than ARI or AMI.

DPE staff will assess the number of students performing at grade level in reading and in mathematics at the end of the program. Intervention teachers, mentor teachers (if

determined to be at the elementary level), and contact persons (middle school) will respond to an online survey about the quality of the AISD intervention program.

Data Analyses

Demographic data summaries will describe students receiving interventions. Summary statistics will describe responses to the teacher survey and TAKS results for participants of reading or mathematics intervention programs in kindergarten through grade 8.

Time Line

- September 2008–May 2009: School staff will provide data about students participating in ARI, AMI, or other reading or mathematics interventions.
- January 2009: DPE staff will compile rosters for fall intervention students and will send the rosters to principals for review.
- April 2009: DPE staff will e-mail a link for the accelerated instruction online survey to intervention teachers, mentor teachers, and contact persons.
- July 2009: DPE staff will collect data for students in grades 3, 5, and 8 who participated in summer school.
- July 2009: DPE staff will analyze all teacher data, including completed professional development activity and survey results.
- June–September 2009: DPE staff will compile information for the Texas Education Agency (TEA) report and write a narrative report.
- July 2009: DPE staff will prepare a summer school report and send it to principals.
- October 2009: DPE staff will submit reports to TEA and AISD.

REQUIRED REPORTING

AISD receives state funding through the ARI and AMI entitlements. TEA requires that participation, demographic, and academic data for intervention students are reported annually in October. At the end of the program year, DPE staff will complete a narrative summary report to describe the effectiveness of the accelerated instruction program during the current year and provide a comparison to the program in the prior year.

PROGRAM SUPPORT

DPE staff will provide program managers, teachers, and principals with formative and summative data related to the intervention program. The program evaluator will participate in professional development sessions for teachers to provide them with data reporting procedures. In addition, the evaluator will process ad hoc data requests received from the program managers and curriculum staff.

SPECIAL PROJECTS

No special projects are planned at this time.

ADVISORY/FAMILY ADVOCACY SYSTEM EVALUATION

Campus Program Director: Trent Sharp

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Marshall Garland, M.A.

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. In this effort, Office of Redesign staff work collaboratively with district high schools and national experts to develop systems and program implementation plans that will enable the district to build its internal capacity to address deep-seated challenges to student success. 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 rates of English language learners (ELL)

To attain these major goals, Office of Redesign staff will support campus staff by assisting them in making structural changes in their schools and implementing improvement systems based on proven models. These structural changes and support systems include creating and implementing a Student Advisory/Family Advocacy Program within every high school. These programs will be designed to ensure that all students have at least one adult in their school life who knows 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) and First Things First (FTF) will provide ongoing technical assistance in the development and implementation of the student advisory curriculum and teacher professional development opportunities.

Across all campuses, the Student Advisory/Family Advocacy Program will share similar characteristics. On a weekly basis, a teacher assigned to a small group of students (15–25) will facilitate the program. During these meeting times, the advisor and the

students will explore subject areas relating to academic success, life skills development, college preparation, and career exploration. Advisors also will meet with individual students to review their academic progress, school attendance, and behavioral records and to assist them in planning for improvement. Acting as an advocate for their students, the advisors will work with families, teachers, staff, and community agencies on issues related to student success.

EVALUATION OBJECTIVES

Each year, the DPE provides descriptive program information about program effectiveness to district decision makers and funding agents to facilitate decisions about program implementation and continuing improvement. The following questions have been articulated to guide the evaluation of Student Advisory Program in the 2008–2009 school year:

- Did the high schools have the resources and the support to fully develop and implement the structural and program components of the High School Redesign Initiative?
- 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 students as they participated in their school’s Student Advisory/Family Advocacy Program?

PROGRAM SUCCESS INDICATORS

Primary success indicators for the Advisory Program have been identified for program evaluation purposes in 2008–2009. They are as follows:

- Increased student attendance
- Improved school climate (e.g., behavioral environment, adult/student interactions, student/student interactions, and academic environment)
- Decreasing disciplinary actions
- Decreasing school dropout rates
- Increasing student enrollment in postsecondary institutions

SCOPE AND METHOD

Data Collection

Staff will collect both qualitative and quantitative data, pertaining to clearly defined performance measures, to measure the initiative's progress toward articulated goals. A detailed description of data collection activities follows.

- **Program Implementation Tools:** Project management logic models, time lines, and checklists will describe the program implementation process and levels of fidelity.
- **The Concerns-Based Adoption Model (CBAM):** This research-based model, developed by the University of Texas (UT), will describe how the advisors develop as they learn about their advisory roles and the stages of that process. All advisors will complete a CBAM questionnaire to help understand and track the stages of concern about the program implementation.
- **Committee Surveys:** A survey was developed to describe the perceived effectiveness of Advisory Steering Committees at the campus level in the development and implementation of the Advisory Program. All committee members will complete this survey.
- **Student-Level Data:** School enrollment, attendance, discipline, and postsecondary enrollment data will be used to assess outcomes for students.
- **Student Surveys:** Using a variety of validated surveys that were designed to measure student engagement and classroom/school climate, a student survey was developed to assess student perceptions of and engagement in the advisory classroom. A stratified, random sample of advisory classrooms from each high school will be selected for student participation in this survey in Spring 2009.
- **Focus Groups:** Student and advisor focus groups will be conducted to gather detailed information related to the implementation and outcomes for the Advisory Program.

Data Analyses

To determine precise outcomes for the program and to isolate the influences of other programs, the DPE will incorporate rigorous program evaluation procedures

specifically designed for this complex program context. Specifically, evaluation staff will use a mixed-methods approach for the evaluation of the Advisory Program. Staff will analyze quantitative and qualitative data using descriptive statistics and contextual analyses. In this work, hierarchical linear modeling (HLM) may be included in the repertoire of quantitative data analyses to separate the individual, program, and school effects on outcomes of interest. Results from the analyses will be triangulated to determine the effectiveness of the project's service implementation and outcomes for its participants.

Time Line

- Ongoing: DPE staff will analyze program and participant data for use in project management meetings.
- December 2008: Staff will summarize the status of participant outcomes for articulated program success indicators for Fall 2008.
- March 2009: Staff will administer advisor surveys via the district's Employee Coordinated Survey, and will analyze the survey results and provide a formative report to program facilitators.
- March–April 2009: Staff will conduct advisor focus groups and interview administrators.
- May 2009: Staff will analyze interview results and provide a formative report to program facilitators.
- July and August 2009: 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 for district and all other required reporting purposes.

REQUIRED REPORTING

Required by program funding agreements, an annual evaluation report will be submitted to the Bill and Melinda Gates Foundation on or before September 1, 2009. This summary report will provide an overview of program accomplishments, lessons learned, and outcomes for participants related to articulated success indicators.

DISTRICT REPORTING

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. 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

Formative and summative data related to identified performance indicators would be provided to program stakeholders to aid in making implementation decisions, assessing the progress of students, and evaluating 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 and/or 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. Details within these reports will be discussed in project staff meetings or special debriefing meetings.

SPECIAL PROJECTS

No special projects are planned at this time.

AFTER SCHOOL PROGRAMS

Program Managers: Shirlene Justice, Sarah Averill, Leah Blankenship

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Reetu Naik, M.A.

PROGRAM DESCRIPTION

AISD Afterschool is composed of a compilation of activities and centers throughout the district that are funded by a patchwork of federal, city, and county grants. A broad array of community partners is brought together to enhance instruction and leverage resources, to benefit students. All after-school activities are Texas Essential Knowledge and Skills (TEKS) aligned and are distributed to maximize impact at Title I campuses. The vision of AISD Afterschool is “Youth making a positive difference through learning, working, thriving, connecting, and leading.”

Across activities and centers, AISD Afterschool 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 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 NCLB, and are administered through the TEA. These grants support the creation of community learning centers to provide academic enrichment opportunities during non-school hours for children who attend high-poverty and low-performing schools. AISD has been awarded six 21st CCLC grants that currently serve students and families at 15 elementary schools, 10 middle schools, and 5 high schools.

The program 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 (e.g., reading and math). 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 on 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 those who are not to reinforce positive educational values. Prime Time currently serves approximately 6,500 students. 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 funding 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 currently serves 1,125 students attending Ann Richards, Garcia, Webb, and Pearce Middle Schools. 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

EVALUATION OBJECTIVES

DPE staff will:

- Assist AISD Afterschool 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

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 Afterschool 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

Data will be summarized across all AISD Afterschool participants and by individual program or funding source, when available and appropriate.

Time Line

- August 2008: Staff will obtain a list of after-school programs and locations from the program manager.
- September 2008: 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.
- October 2008: Staff will undertake student survey revisions and planning activities for Spring 2009.
- December 2008: Staff will prepare data for the January Prime Time report due January 25, and Travis County report due January 15.
- January 2008: Staff will prepare data for the 20th Century report due February 8.
- March 2009: Staff will prepare data for the Travis County report due April 15.

- May 2009: Staff will summarize the program survey results.
- June 2009: 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 2009: Staff will prepare data for the Travis County report due August 15 and will write the Travis County After School Program narrative report.

REPORTING

DPE 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 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 COMMUNITY COLLABORATION TO ENHANCE STUDENT SUCCESS

Director: Brenda Hummel, Ph.D.

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: R. Jason LaTurner, Ph.D.; Semonti Basu, Ph.D.

PROGRAM DESCRIPTION

The Austin Community Collaboration to Enhance Student Success (ACCESS) is a multi-year, \$8.6 million grant that integrates district and community resources in innovative ways to best serve the students of AISD. ACCESS is a part of the Safe Schools/Health Students (SS/HS) initiative, an unprecedented collaborative grant program supported by three federal agencies: the U.S. Department of Education (USDE), 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 promotes a healthy lifestyle, including non-tolerance of substance abuse (i.e., alcohol, tobacco, and other drugs); (c) cultivate 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 through 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 the 15 staff that are implementing Positive Behavior Support (PBS) across the district to promote safe and disciplined schools. In addition, 15 partners, both within AISD and from the community, are providing services (e.g., dropout prevention; transition support for students returning from a Disciplinary Alternative Education Program, or DAEP; education and assessment regarding gang activity; expanded mental health services; counseling at the prekindergarten (pre-K) level; assistance for pregnant middle-school students; and a number of pro-social curricula/programs).¹ A final critical element of

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

ACCESS is a technology initiative to enable AISD and its many partners to share and analyze data in order to better target the needs of the area's youth. The technology system includes the integration of geographic information systems (GIS) mapping technology with a social services inventory that is accessible to designated AISD staff in an effort to work toward integrated case management.

EVALUATION OBJECTIVES

The proposed AISD evaluation will examine fidelity of implementation, collaboration between partners, utilization of data in decision making, the impact of ACCESS efforts at the district and campus levels, and the implications of these findings for sustaining and improving current practice. Toward this end, the evaluation objectives will 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
- Determine how data are used to monitor success of implementation and to plan for continuous program improvement
- Assess the impact of ACCESS efforts at the individual, campus, and district levels
- Report recommendations for sustaining and improving ACCESS practices

SCOPE AND METHOD

Three internal² evaluators and one external evaluator are collaborating on the assessment of the ACCESS grant. With this capacity, we seek to assess all aspects of the ACCESS grant via a multifaceted approach. A large component of the 2008–2009 evaluation will be developing and validating tools used for process evaluation and fully examining various district data sources for key outcome measures of student behavior.

Data Collection

Existing tools and new tools that are being developed will be utilized to collect data on the following: program implementation and fidelity; collaborative efforts among

Ways, A Framework for Understanding Poverty, Parenting with Love and Limits, Incredible Years, and the Nurse-Family Partnership.

² One evaluator's primary responsibility is to examine the PBS program (see page 60 of this document for more detailed information).

grant partners; continuous improvement processes; and program effect at the individual, campus, and district levels. Data collection activities will be conducted throughout the year, with implementation data collected at least quarterly and outcomes data collected annually. All partners will regularly report on their progress utilizing a tool that examines the objectives detailed above. To examine outcomes for individuals, campuses, and the district, a variety of data sources will be used: Student Substance Use and Safety Survey (SSUSS), Student/Staff Climate Surveys, district attendance and discipline data, modified Devereux assessment, PBS training records and campus logs, documentation of service provider activities, and interviews with a variety of stakeholders.

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. (Please see the AISD SS/HS Grant Evaluation Plan Worksheet for more detailed information.)

Time Line

Fall 2008

- DPE staff will develop measurement tools.
- Staff will collect data from various partners in an ongoing manner.
- Staff will summarize data from existing district data sources.
- Staff will conduct quarterly status interviews with all partners.
- Staff will summarize quarterly reports from partners.
- Staff will submit end of year reports to federal agencies (9.30.08).

Spring 2009

- Staff will collect data from various partners in an ongoing manner.
- Staff will summarize data from existing district data sources.
- Staff will conduct quarterly status interviews with all partners.
- Staff will summarize quarterly reports from partners.
- Staff will submit mid-year reports to federal agencies (3.31.09).

Summer 2009

- Staff will analyze and summarize data.

- Staff will write an annual narrative report.
- If necessary, staff will revise the evaluation protocols for use in the following year.

REQUIRED REPORTING

In addition to responding to occasional ad hoc reporting requests, DPE will provide two formal SS/HS reports for the 2008–2009 school year to the federal funding agencies. The ACCESS evaluator will compile the information necessary to complete annual reporting on Government Performance and Results Act (GPRA) measures. In addition to this report, the evaluator will produce an annual narrative report that summarizes the results of the needs assessment and provides descriptions of the programs funded through ACCESS.

AUSTIN PARTNERS IN EDUCATION, 2008–2009

Executive Director: Kathryn Brewer

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Kurt Gore, Ph.D.

PROGRAM DESCRIPTION

Austin Partners in Education (APIE) is a nonprofit organization that seeks to promote effective community and school partnerships that will assist all students in AISD to prepare successfully for college and careers. APIE serves as a point of contact for donors and volunteers wanting to support schools. APIE staff also work with schools to identify high quality educational practices and gather business and foundation resources to pilot and expand successful programs.

In 2008–2009, APIE will be facilitating several student support programs within the district at different schools. APIE’s College Readiness program focuses on supporting high school students who are eligible to graduate but are not currently passing the stringent college readiness standards on state or college admission assessments. In this program, APIE volunteers work with guidance counselors to help students learn about the college readiness standard by listening to a series of speakers. APIE also provides tutoring sessions on Saturdays and during the school day to help students prepare for the entrance exams.

Additionally, APIE facilitates the Partners in Math program, which is designed to support struggling middle and high school math students. Each week, volunteers help small groups of students solve math problems. The experience is designed to create relevance for students, and the volunteers share their enjoyment of math and experiences using it in their lives.

APIE’s Partners in Reading program helps students in the 2nd grade improve their reading fluency skills and reading comprehension. Using a structured format, volunteers and students utilize notebooks with supplemental materials to read poetry, practice lists of commonly occurring words, and complete timed reading tasks. During these sessions, students hear what fluent reading sounds like, practice reading aloud, and receive feedback on their reading.

APIE’s Partners in Literature program is designed to promote reading comprehension and critical thinking skills for struggling high school students. Using

curricula and resources provided by the classroom teacher, volunteers facilitate small group discussions with students about interesting stories and articles. This experience is designed to promote reading comprehension and critical thinking skills.

EVALUATION OBJECTIVES

DPE staff will:

- Provide specific information about program effectiveness to decision makers to help them facilitate decisions about program modification
- Provide a final program report for APIE's board of directors

The program evaluation will focus on these major questions:

- Do program participants (i.e., teachers, volunteers, and students) feel supported by the programs?
- What are the academic outcomes for APIE program participants?
- How do the academic outcomes of APIE participants compare with those of similar nonparticipants?

SCOPE AND METHODS

Data Collection

Both qualitative and quantitative data pertaining to clearly defined performance measures will be collected to assess the program's progress toward its goals. District information systems will provide student demographic, course enrollment, course grade, and testing data for program participants. AISD's High School Exit Survey will provide information related to students' college preparation needs, expectations for postsecondary education, and perceived educational outcomes. Teachers, volunteers, and students will complete surveys regarding their experiences and participate in interviews or focus groups designed to illicit their perceptions about their participation in the program. Classroom observation protocol developed by DPE staff will be conducted to discern characteristics of successful teacher-volunteer-student interactions.

Data Analyses

To determine precise outcomes for the APIE programs and to isolate the influences of other programs, DPE staff will incorporate rigorous program evaluation procedures specifically designed for this complex program context. Evaluation staff will use a mixed-methods approach, whereby quantitative and qualitative data will be analyzed using descriptive statistics and contextual analyses. In this work, selected

student comparison groups may be included in the repertoire of quantitative data analyses to separate the individual, program, and school effects on outcomes of interest. To explain and enhance findings from the quantitative analyses, qualitative data collection and analyses will be conducted. Results from all analyses will be triangulated to determine the effectiveness of the project's service implementation and outcomes for its participants. Again, these outcomes will be assessed using the surveys completed by the students. Analyses will be conducted as described above.

Time Line

- Ongoing: DPE staff will support APIE program coordinators to monitor the implementation programs and to facilitate data collection activities.
- September–October 2008: AISD evaluation staff and APIE program staff will identify participants and select comparison groups.
- December 2008: APIE program staff will submit program participation data to AISD's DPE.
- January 2009: AISD evaluation staff will create and submit a formative report summarizing APIE program participation and student outcomes for Fall 2008.
- May 2009: APIE program staff will submit program participation data to AISD's DPE. AISD evaluation staff will conduct focus groups and/or interviews.
- June 2009: AISD evaluation staff will create and submit a performance report card and narrative report summarizing APIE program participation and student outcomes for the 2008–2009 school year.

REQUIRED REPORTING

AISD's evaluation staff will create a formative report in the middle of the year that summarizes program and participant outcomes in the first school semester. This information will be submitted to program coordinators for program implementation and decision-making purposes. In the summer of 2009, DPE 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 with APIE program coordinators to develop evaluation plans, to monitor the implementation of the programs, and to facilitate data collection

activities for the program evaluations. Evaluation staff will work with APIE staff to develop reporting time lines that will allow them to provide relevant formative and summative information to program stakeholders in a timely manner.

BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE PROGRAMS

Program Manager: Martha García, M.A.

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

PROGRAM DESCRIPTION

Texas law requires that, upon entry to a school district, students for whom a home language survey has indicated a language other than English must be assessed to determine their level of English proficiency. Students identified as limited English proficient (LEP), also known as ELLs, must be provided one of two basic programs:

1. Bilingual education (BE), a program of instruction in the native language and English, offered in 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, if their parents have given permission for program participation.
2. English as a second language (ESL), a program of specialized instruction in English is provided to students whose parents declined BE instruction but approved ESL instruction, and to 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.

The No Child Left Behind Act (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 TEA to assist in the teaching of English to ELLs at all grade levels so these students can 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 (i.e., reading, writing, listening, and speaking) and in meeting the state academic standards, as measured by the state-mandated TAKS test. The AISD will receive federal Title III, Part

A funds for LEP students. In addition, other state and local funds will help support the instructional services provided to ELLs.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Document the impact of the district’s BE/ESL programs on ELLs’ academic performance on TAKS (i.e., reading, mathematics, writing, science, and social studies) and on Texas English Language Proficiency Assessment System (TELPAS; reading, writing, listening, and speaking), per federal and state law
- Provide information for district decision makers about program effectiveness, and thus support and facilitate decision making regarding program modification

SCOPE AND METHOD

Data Collection

Clearly defined objectives and district initiatives will guide evaluation of the progress by BE/ESL programs toward meeting their goals. The district’s information systems will provide ELLs’ demographic, attendance, program participation, assessment, and achievement data. BE/ESL professional development data will be collected from the professional development database and other district records.

Data Analyses

Descriptive statistics will be utilized to describe the characteristics of students participating in AISD’s BE/ESL programs. Summary statistics from assessment data for AISD ELLs and ELLs statewide (available through local and state records) will be compared to determine their academic progress over time. Data on the progress ELLs make toward becoming proficient in English will be summarized. Data concerning the participation of BE/ESL teachers in professional development opportunities will be summarized.

Time Line

- July 2008—June 2009: DPE staff will gather data about AISD staffs’ BE and ESL professional development opportunities.
- October 2008–July 2009: DPE staff will compile and analyze TAKS scores for LEP/ELL students.

- January 2009: DPE staff will summarize district-level demographic data regarding ELLs from the Public Education Information Management System (PEIMS).
- May–June 2009: DPE staff will gather and analyze TELPAS results.
- July 2009: DPE staff will summarize data about ELLs who exit LEP status and no longer receive program services.
- July–August 2009: DPE staff will gather data to be submitted as part of TEA’s NCLB Consolidated Compliance Report for Title III, Part A.
- July–September 2009: DPE staff will write the BE/ESL narrative report.

REQUIRED REPORTING

The evaluation staff will complete the state-required narrative BE/ESL programs report in Fall 2009 and the TEA Title III, Part A report in August 2009.

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, 2008–2009

Program Director: Annette Gregory

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Kurt Gore, Ph.D.

PROGRAM DESCRIPTION

Within AISD, all students are expected to demonstrate and 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.

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.

EVALUATION OBJECTIVES

DPE staff will:

- Facilitate the development of a comprehensive program evaluation plan
- 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

SCOPE AND METHOD

Data Collection

Both qualitative and quantitative data, pertaining to clearly defined performance measures, will be collected to measure the program's progress toward its goals. 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 utilized: the AISD High School Exit Survey, Employee Coordinated Survey, and Student/Staff Climate Surveys.

Data Analyses

A mixed-methods approach will be used to provide the formative evaluation information pertaining to CTE programs and to design a comprehensive evaluation plan. 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

- June 2008: Program evaluation staff and CTE program staff will work collaboratively to determine the data to be collected and time lines for reporting.
- August 2008: Program evaluation staff and CTE program staff will administer the teacher surveys to all CTE teachers.
- September—December 2008: Program evaluation staff and CTE program staff will work collaboratively to develop an industry evaluation that will enable business partners to assess components of CTE programs.
- January 2009: Program evaluation staff will create and submit to CTE program staff formative assessment information that summarizes program participation and student outcomes for Fall 2008.
- June 2009: AISD evaluation staff will create and submit to CTE program staff formative assessment information that summarizes program participation and student outcomes for Spring 2009 and the 2008–2009 school year.

REQUIRED REPORTING

AISD's evaluation staff will assist CTE staff in completing and submitting reports required by the 2008–2009 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.

PROGRAM SUPPORT

Evaluation staff will meet with program staff to develop evaluation plans, to monitor the implementation of the programs, and to 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: Catherine Malerba, Ph.D.

Coordinator: Angelica Ware, Ph.D.

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 through the AISD web page at <http://www.austinisd.org/inside/accountability/research>.

The procedures for submitting proposals for research or evaluation are described here. Copies of proposals are submitted to the coordinator of external research and evaluation, along with a processing fee. The coordinator reviews proposals to be sure they are complete. The coordinator then convenes a review committee, which recommends the proposal for principal approval, declines the proposal, or requests revisions. Proposals that are 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 coordinator assists the researcher in selecting schools and contacting principals and/or associate superintendents for approval to implement it. 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. Results may be selected for publication on the AISD website.

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

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

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. The coordinator will monitor the efficacy of the review process and will compile information (e.g., suggestions from AISD staff, and comments and requests from external researchers) throughout the year.

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. Themes and patterns will be analyzed from the comments, requests, and suggestions made by teachers, administrators, and external researchers. The coordinator will use both of these data sources to develop recommendations for the 2009–2010 school year.

Time Line

- May 2008—December 2008: The coordinator will receive and process research applications for the 2008–2009 school year.
- June 2009: The coordinator will analyze data from the external research database, as well as written notes and comments received throughout the school year.
- July 2009: The coordinator will complete the external research summary report for the 2008–2009 school year.

REQUIRED REPORTING

The coordinator will provide a written report to the director of the DPE at the end of July 2009. The report will provide an overview of the number and type of research projects conducted during the 2008–2009 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 2009–2010 school year.

PROGRAM SUPPORT

In October 2008, the coordinator will offer a workshop for graduate students and faculty in the College of Education at the UT at Austin. The objectives of this workshop include 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.

The workshop will be considered successful if (a) awareness about the research application procedures is increased among graduate students and faculty at UT and (b) the level of collaboration between the UT and AISD is increased during the research design process.

DISTRICT-WIDE SURVEYS OF STUDENTS, PARENTS, AND STAFF

Supervisor: Lisa Schmitt, Ph.D.

Evaluation Staff: Karen Cornetto, Ph.D.; Angela Bush Richards, Ph.D.;

Catherine Malerba, Ph.D.; Angelica Ware, Ph.D.

PROGRAM DESCRIPTION

The DPE develops, administers, and reports district-wide surveys of students, parents, and staff. These surveys include the annual AISD Student/Staff Climate Surveys, Parent Survey, and 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 policies concerning staff treatment and treatment of stakeholders, board results policies, the district's strategic plan, and the district improvement plan. In addition, district-wide survey data are used for a variety of program evaluations in AISD.

The 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, and 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.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Identify factors associated with positive school and work climate in AISD for use in campus and district improvement planning
- Gather student, parent, and staff opinions and information to support the evaluation of programs

- Obtain information about various programs and policies of interest
- Obtain information about levels of employee satisfaction with central office services
- Gain efficiency in obtaining such information by replacing multiple, separate data collections with a single, coordinated data collection that minimizes the paperwork burden on teachers and other staff

SCOPE AND METHOD

Data Collection

The 2008–2009 Staff Climate Survey will be administered in November via an 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 the DPE in person by campus contact persons.

The 2008–2009 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 the DPE via mail or in person, return surveys to the school, or respond to the online survey.

The 2008–2009 Employee Coordinated Survey will be administered online in January and February 2009. 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 evaluations of federal Title programs; (b) customer service provided by central offices; and (c) other topics and programs (e.g., BE, services for students with dyslexia and for students with 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).

For purposes of initial Employee Coordinated Survey administration, individual participants will not be anonymous, but the confidentiality of their 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 +/- 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 2008–2009 Student Climate Survey will be distributed in March and April to teachers of all students in grades 3 through 11. Teachers will administer the surveys and return them to principal-appointed campus contact persons, who will then return surveys in person to the DPE. Magnet surveys will be maintained separately to allow for disaggregation of results for magnet and comprehensive schools.

The 2008–2009 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. Summary reports will be prepared for survey data at the campus and district levels, including 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 utilized 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

- July–August 2008: DPE staff will revise the Staff Survey and replace the former external influences subscale with a community engagement subscale. They also will revise the Teacher Survey to include school name and to include a measure of teacher self-efficacy. They will examine the Student

Climate Survey for possible revisions, including a new academic press scale from *Midgley's Patterns of Adaptive Learning Survey* (PALS; Midgley, Maehr, & Urdan, 1993).

- September 2008: Staff will distribute requests for Employee Coordinated Survey item submissions to the district administrators, and will determine the AISD Parent Survey items and time line.
- October 2008: Staff will distribute AISD Campus Staff Climate Surveys to campus contact persons for administration during November, and will order AISD Parent Surveys for possible distribution in November. Staff will review Employee Coordinated Survey items for word choice and will request sample(s).
- November 2008: Staff will administer the AISD Campus Staff Climate Survey and begin to administer the AISD Parent Survey. They will administer the AISD Central Office Work Environment Survey via email. They will prepare Employee Coordinated Survey items in the online survey item bank and will create distinct surveys for different employee groups, according to the sample groups requested.
- December 2008: Staff will continue to administer the AISD Parent Survey. They will select random samples from human resources files to reflect sampling requirements for the Employee Coordinated Survey items. They will prepare distribution lists, using online survey distribution software, and will prepare district and campus reports about the AISD Staff Survey.
- January–February 2009: Staff will distribute the AISD Staff Climate reports. They will analyze Central Office Work Environment Survey results. They will distribute Employee Coordinated Survey notifications by e-mail and will send reminder e-mails to non-respondents. They will order the Student Climate Surveys and deliver them to campuses for March administration. They will finalize High School Exit Survey items and will prepare and scan the AISD Parent Surveys.
- March 2009: Staff will analyze the Employee Coordinated Survey data and prepare reports for delivery. They will prepare and distribute the Central Office Work Environment Survey report. They will administer the Student Climate Survey and begin administering the High School Exit Survey. They

will compile data for Executive Limitation (EL)-3 and EL-4 board monitoring reports.

- April 2009: Staff will continue to administer the High School Exit Survey and will prepare and distribute AISD Parent Survey reports. They will prepare and scan the AISD Student Climate Surveys and will prepare the principal tools for all the surveys.
- May 2009: Staff will continue to administer the High School Exit Survey and will send reminders to those who have not responded. Staff will prepare and distribute AISD Student Climate Survey reports.
- June 2009: Staff will prepare and distribute AISD High School Exit Survey reports and will prepare and distribute the Integrated Survey tools to principals.
- July 2009: Staff will prepare and distribute the Integrated Survey report.

REQUIRED 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.

An Integrated Survey Report will describe the results from each of the district-wide surveys that have been administered throughout the school year and describe the relationships of various survey components to academic achievement in AISD.

The Employee Coordinated Survey results will be analyzed and reported as follows:

1. Results will be reported by category (e.g., survey items related to BE).
2. For each survey item, a display will show the frequency with which each response option (e.g., strongly agree, agree) was selected by type of respondent (i.e., teachers, other professionals, administrators, and classified staff) and by level (i.e., campus and central; elementary, middle/junior high school, and high school).

3. For each set of items, the number of valid respondents by type of respondent (e.g., teachers, principals, counselors, teaching assistants) will be reported. Overall response rates by type of respondent will be provided.
4. Aggregate results will be sent to the persons who submitted particular survey items (e.g., the results of BE items will be sent to the director of BE).
5. A complete set of results will be maintained on file in the DPE, along with work papers (e.g., communications, printouts) detailing the survey process.

E-TEAM PROJECTS

Evaluation Supervisor: Lisa Schmitt, Ph.D.

Evaluation Staff: Karen Cornetto, Ph.D.; Catherine Malerba, Ph.D.; Angela Bush Richards, 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 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 district improvement plan. These efforts include the following:

- Analyzing, preparing, and reporting district TAKS, completion rate, annual dropout rate, and other data for AISD and major urban districts
- Conducting district-wide Climate Surveys of students, staff/teachers, and parent stakeholder groups
- Collecting, analyzing, and reporting data regarding student academic achievement, including district benchmark assessment results and additional ad hoc requests for achievement data
- Collecting, analyzing, and reporting data from the High School Exit Survey

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Provide focused information, data summaries, and interpretations in a timely manner for use by district administrators in decision making
- Assist in monitoring the board's executive limitations and results policies, including the development of the Annual Report to the Public and other annual presentations of data
- Assist in monitoring the district's strategic plan through provision of data required for the Strategic Plan Scorecard Scope and Method

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, High School Exit Survey, and Employee Coordinated Survey (see the district-wide survey 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 assist in the provision of data to be reported for the revised board measures now under consideration.

E-Team staff also will assist in the collection of summarized TAKS and completion rate data for Central Texas and for other large urban districts in Texas, will analyze data for the annual Chamber of Commerce Report Card, and will investigate the student characteristics that may help district staff identify students at high risk for dropping out of school. In addition, E-Team staff will examine the effectiveness of district benchmark assessments for use in identifying students in need of educational intervention and will examine TAKS scores for campus-level growth over time. E-Team staff also 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 campus-level TGI scores that can be examined for growth over time. District benchmark assessment data will be examined relative to TAKS performance (i.e., using correlation, regression, and logistic regression analyses) for students receiving multiple levels of intervention prior to TAKS testing. District benchmark assessment data also will be examined for appropriate cut scores to identify students with differing levels of need for intervention. Data will be examined relative to district 6-weeks assessments.

TAKS and benchmark data will be analyzed in multiple ways to explore appropriate usage in determining which schools are most in need of support from executive principals. TAKS data from 2003 through 2008 and district benchmark data

from 2006, 2007, and 2008 will be overlaid with 2007 and 2008 state accountability ratings to identify possible methods for use in executive principal assignment.

Teacher retention study data will be examined using correlation, regression, and HLM to answer questions such as the following:

- What predicts campus-level teacher retention?
- Is the rate of retention associated with student achievement in AISD independent of the contribution by other factors?
- What characteristics are associated with teacher quality in AISD?

Time Line

- July 2008: DPE staff will examine benchmark data to identify best cut scores and consistency with 6-weeks test scores, and will examine TAKS and benchmark data for use in identifying schools to receive executive principal support. Staff will assist magnet directors with the development and ordering of a new survey to assess student perceptions among former middle school magnet students.
- August 2008: Staff will make TGI calculations for 2008 TAKS data.
- September 2008: Staff will prepare teacher retention data files and will analyze preliminary data for the Chamber of Commerce Report Card.
- October–November 2008: Staff will finalize the teacher retention data file and analyze the data. They will complete the data analysis for the Chamber of Commerce. They will distribute the survey to former middle school magnet students.
- December 2008–February 2009: Staff will analyze teacher retention data.
- March–April 2009: Staff will write EL 3 and 4 monitoring reports. They will prepare TAKS data and write the report.
- May–June 2009: Staff will analyze district data about the annual dropout rate and write a report.

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 Retention Study:** This study will examine the contribution of factors believed to be associated with teacher 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. **Benchmark Analysis:** This study will examine the relationship between students' performance on the AISD benchmark test, a newly implemented formative assessment, and both previous and current year TAKS tests. Data will be used to inform the benchmark scores that best reflect a need for intervention services and to identify areas in which the benchmark test can be modified to better assess students' learning of the Texas Essential Knowledge and Skills (TEKS).
3. **Climate Analysis and TAKS:** Controlling for prior year achievement, what is the best predictor of achievement on TAKS? This study will examine students' perceptions of their climate, staff climate, teacher perceptions, and parent perceptions, and how much each contributes to achievement as measured by TAKS.
4. **Student Climate and TAKS:** Controlling for prior year achievement (which may not be possible), what is the best predictor of achievement on TAKS? This study will examine students' perceptions of engagement, teacher support, safety, peer behavior, behavior expectations, adult respect, and academic self-confidence, and how much each contributes to achievement as measured by TAKS.
5. **Gender and Student Climate:** This study will examine gender differences on the Student Climate Survey, with particular attention to which aspects of climate are perceived differently and similarly by boys and girls.

HIGH SCHOOL MATH IMPROVEMENT INITIATIVE, 2008–2009

Program Manager: Norma Jost

Program Facilitator: Roslyn Caldwell

Evaluation Supervisor: Karen Looby, Ph.D.

PROGRAM DESCRIPTION

The district partnered with the Charles A. Dana Center at UT to improve the teaching and learning of mathematics. This partnership addresses the improvement of 9th-grade Algebra I and Geometry instruction and support for LEP students, often the highest areas of need in high schools. Specifically, the math improvement initiative will provide:

- Professional development opportunities to support improved mathematics instruction for each year of the high school math curriculum; in 2008–2009, support for Algebra I and Geometry instruction will be provided
- Support for the design of a new 4th-year mathematics course
- Leadership development to support existing and emerging school and district mathematics leaders
- Recommendations for improving the mathematics performance of LEP students

This work will take place over a 4-year period (2006–2010) and will be guided by the idea that improvement in student learning occurs when the school district provides simultaneous support for leaders, teachers, and students.

EVALUATION OBJECTIVES

The DPE staff will:

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

SCOPE AND METHOD

The evaluation will examine the following: (a) fidelity of program implementation, (b) professional development support provided for Algebra I and Geometry teachers, (c) instructional practices used within Algebra I and Geometry

classrooms, and (d) student outcomes in Algebra I and Geometry. The following questions have been articulated to guide the evaluation of the program in the 2008–2009 school year:

- Was the program implemented with fidelity to ensure quality and program sustainability?
- Did the high schools have the resources and the support to improve mathematics instruction?
- What were the outcomes for teachers as a result of their participation in professional development activities?
- What were the outcomes for all students in Algebra I and Geometry classrooms in all high schools?

Data Collection

Both qualitative and quantitative data will be collected to measure the initiative's progress toward articulated goals. Project management time lines, checklists, observations, and field notes will be used to describe program implementation and the availability of resources. District professional development records, professional development evaluation forms, teacher surveys, and classroom observations conducted by Dana Center staff will be used to describe outcomes for teachers. District information systems will provide demographic, course grade, and TAKS testing information for students enrolled in Algebra I and Geometry. Teacher focus groups will be conducted to provide in-depth information regarding implementation of the project's services and perceived participant outcomes.

Data Analyses

A mixed-methods approach will be used to provide the formative evaluation information pertaining to the district's math improvement initiative. 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

- Ongoing: DPE staff will analyze program and participant data for use in project management meetings.

- December 2008: Staff will summarize the status of student and teacher outcomes for Fall 2008 and provide a formative report to program decision makers.
- March–April 2009: Staff will conduct math teacher survey and focus groups.
- May–June 2009: Staff will analyze data pertaining to student and teacher outcomes for the 2008–2009 school year and will provide an evaluation report for program facilitators.

REQUIRED REPORTING

As required by program funding agreements, an annual evaluation report will be submitted to the Bill and Melinda Gates Foundation on or before September 1, 2009. This summary report will provide an overview of program accomplishments, lessons learned, and outcomes for participants, related to articulated success indicators.

DISTRICT REPORTING

At the conclusion of the school year, a district narrative evaluation report will be created to provide an in-depth summary of program implementation and outcomes for participants across the school year. Project staff and district decision makers will be encouraged to use the information from this report 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.

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 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). 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 AISD 2008–2009 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.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Document the district's OEYP activities (e.g., student, staff, and parent participation), per state requirements
- Provide district decision makers with information for program planning and improvement

SCOPE AND METHOD

Data Collection

Evaluation staff will collect information from grant program staff about students served by the program. In addition, annual principal and teacher surveys will provide information about program focus and strategies, staff development activities, parent awareness and involvement activities, and program planning and implementation issues.

Data Analyses

Principal survey and teacher survey data 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 the Texas Education Agency in the compliance report.

Time Line

- September–October 2008: District staff will hold OEYP grant information meetings and will determine the allocation of OEYP funds. They will inform staff about the evaluation data collection plan for participating schools.
- May 2009: DPE staff will conduct a survey with principals and teachers at OEYP-participating schools and analyze the results.

- June–August 2009: The district’s PEIMS staff will submit OEYP student data (including 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 and teacher survey results in the TEA compliance report, which will be reviewed by grant staff.
- September-October 2009: DPE staff will submit the TEA OEYP compliance report online.

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 the data for this report, based on the results of the principal and teacher surveys. 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 COMMUNITY INVOLVEMENT

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 the 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 funds to establish and maintain a parent involvement component. In compliance with Title I, AISD annually has a 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.

To promote parent involvement, AISD employs parent support specialists at a majority of AISD 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, setting up and participating in IMPACT meetings, connecting families with community resources, and providing staff development opportunities regarding parent involvement. AISD's Parent Support Office staff (who are part of AISD's Department of School, Family, and Community Education) also support parent involvement in AISD. These staff, whose salaries are funded in part by Title I, are housed at the Parent Support Office (formerly the Family Resource Center) in the annex of Allan Elementary School. The restructured office includes a parent involvement program supervisor, three parent support coordinators, a community relations specialist, and a clerk. Because this restructured office began its operation at the start of the 2007–2008 school year, reference to the support services and activities they provide are based on a composite of their job descriptions and recorded minutes of staff development sessions held at the office or other designated sites. Current records show these staff provide numerous support services to coordinate parent activities across the district. For example, their duties include:

- Coordinating parent involvement activities across the district

- Providing special professional development workshops and best practice modeling for parent support specialists
- Providing ongoing leadership and training for the implementation of district literacy initiatives and for the integration and improvement of the grade-level transition process
- Working with individual parent support staff, community agencies, and organizations to set up appropriate programs for campuses and communities
- Providing training to parent support staff and oversight to ensure compliance and adherence to Title I 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)
- Sponsoring, assisting, or hosting off-site activities (e.g., parent recognition events, school fairs, presentations)
- Coordinate with Austin Council of Parent Teachers Association (ACPTA) to monitor and facilitate schools' PTA progress

APIE, a partnership between 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. In past years, millions of dollars in savings have been realized through APIE's association with the Qualified Zone Academy Bond Program (QZABP), a bond program that allows school districts to receive a waiver on repaying interest on school bonds if community support accounts for 10% of the total contribution for each campus during its participating fiscal year.

The Parent/Family Involvement Advisory Council (PFIAC) provides guidance and suggestions to district staff about ways to improve parent involvement and support. PFIAC works closely with the Parent Support Office staff on numerous projects, including Family Involvement Week and parent recognition events, and provides feedback to staff about parent needs.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Document the extent of parent involvement within AISD attendance zones, per federal law
- Gather data about school staffs' perceptions of and knowledge about parent involvement, and about the frequency of school-parent involvement activities
- Summarize results from the district's Parent Survey
- Document parent support specialists' and coordinators' activities and the use of other entitlement funds in parental involvement activities
- Document AISD's parent and community involvement, including the work of AISD's Department of School, Family, and Community Education; APIE; and PFIAC.

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, and Parent Support Office's Staff Questionnaire on 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 and PFIAC

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 parent participation and in parent and staff perceptions on Climate Survey items will be monitored over time.

Time Line

- August 2008–May 2009: DPE staff will document meeting minutes and attendance at all parent support staff development meetings and obtain program updates. Summary data will be reported monthly to Parent Support Office's staff and parent support specialists.

- December 2008: DPE staff will send an interim report (August–December 2008) about parent involvement activities to parent support specialists for completion, to be returned in January 2009.
- January–February 2009: DPE staff will send an interim summary report (August–December 2008) about parent activities to program managers.
- April 2009: DPE staff will send out the Parent Support Specialist Questionnaire and Parent Support Office staff questionnaires so that these can be completed.
- May 2009: DPE staff will collect the Parent Support Office staff questionnaires and begin data analysis.
- June–July 2009: DPE staff will complete a narrative summary report and provide parent involvement summary data for the TEA Title I, Part A compliance report.

REQUIRED REPORTING

At the end of the program year, DPE staff will complete a narrative report to describe the program and its 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.

PROGRAM SUPPORT

Upon request, the board of trustees; superintendent; associate superintendents; program managers; school administrators; school staff (e.g., parent support specialists, teachers, school nurses); and other groups (e.g., APIE, PFIAC) will receive formative and summative information from DPE staff related to program performance to assist them in program-related activities. Using summaries from survey, questionnaire, and other available program data, district decision makers will be able to examine potential program strengths and weaknesses in areas such as the following:

- District-wide parent involvement program elements for consideration during development of the district improvement plan (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 partners with the district's parent involvement programs

SPECIAL PROJECTS

A detailed summary of the Parent Support Specialists' Interim Report (August–December 2008) 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 late January 2009. Program staff, in turn, will send the report, with a summary of parent support specialists' professional development attendance data, to the associate superintendents and other administrative staff. A similar report will be available for Spring 2009 activities.

POSTSECONDARY ENROLLMENT FOLLOW UP WITH AISD GRADUATES

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Marshall Garland, M.A.

PROGRAM 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.

EVALUATION OBJECTIVE

The evaluation objective is to provide information for district decision-making and for evaluation of the district's ongoing efforts to help students advance to postsecondary educational institutions and be successful in the workplace.

SCOPE AND METHOD

Data Collection

The data used to calculate postsecondary enrollment and workforce entry rates will be obtained from several sources: the National Student Clearinghouse (NSC), National Center for Educational Accountability (NCEA), and the Texas Workforce Commission (TWC). Because enrollment records at the UT at Austin and the University of North Texas are not collected by the NSC, the AISD DPE has entered a data-sharing partnership with UT's Ray Marshall Center (RMC) to obtain enrollment data from these institutions. Thus, data from the NSC will be used as the primary source of postsecondary enrollment and will be supplemented by the enrollment records provided by the RMC. The NCEA will provide aggregate data regarding first-time postsecondary enrollment in the summer and spring semesters after high school graduation. The TWC data will be used to summarize employment trends for the 2008 senior cohort.

Beyond postsecondary outcome data, the wide range of student- and campus-level academic and attitudinal data collected by AISD will be used to gain a better understanding of the factors governing postsecondary outcomes. These sources include the annual AISD High School Exit Survey, administered annually to seniors; campus-

level 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, Initiative survey data from students and teachers will be incorporated.

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 (i.e., in conjunction with estimation procedures suitable for the categorical, non-continuous nature of the outcome variables) will be used to assess the student-level indicators associated with transitions into postsecondary institutions.

Time Line

- Fall 2008: DPE staff will obtain employment history data from the TWC.
- March 2009: Staff will request postsecondary enrollment data from the NSC and the RMC.
- April 2009: Staff will obtain employment history data from the TWC and obtain postsecondary enrollment data from the NSC and the RMC for AISD graduates.
- May–June 2009: Staff will generate a district feedback report to describe postsecondary enrollment and employment rates for the Class of 2007, compared with graduating classes from prior year.

REQUIRED REPORTING

Staff will provide the board of trustees with a postsecondary enrollment follow-up report to document progress toward meeting Board Results Policy 3.3, which states that all students will be able to enroll successfully 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 about postsecondary enrollment and employment for program improvement.

SPECIAL PROJECTS

The Consortium on Chicago School Research (CCSR) conducts postsecondary enrollment research to inform policy and practice in the Chicago public schools. CCSR provided a research training institute in Spring 2008 and will provide the second half of the training in Fall 2008. AISD was selected for participation based on the district's commitment to improving student postsecondary outcomes, capacity to conduct the research, and willingness to share outcomes with other districts.

Evaluation staff will continue their participation in CCSR's Fall 2008 institute. This participation will provide opportunities to replicate methods used in ongoing CCSR studies for possible comparison with other groups across the nation. Staff participation is expected to increase the district's capacity for identifying risk factors associated with student progress toward graduation and postsecondary enrollment, as well as to improve the district's postsecondary tracking and reporting systems.

POSITIVE BEHAVIOR SUPPORT

Program Coordinator: Jane Nethercut

Evaluation Supervisor: Cinda Christian, Ph.D.

Evaluation Staff: Semonti Basu, Ph.D.; Jason LaTurner, Ph.D.

PROGRAM DESCRIPTION

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 (Horner, Sugai, Todd, & Lewis-Palmer, 2005). PBS includes a range of systemic and individualized strategies that are systematically offered to students and teachers, based on their demonstrated level of need. PBS is based on a problem-solving model and includes three levels of support varying in scope and intensity.

School-wide-level PBS is the primary preventive component and consists of school-wide discipline and classroom management practices intended for all students. School-wide strategies include planned adult supervision, clearly stated behavioral expectations, active teaching and rewarding of appropriate social skills, consistent consequences for problem behavior, and ongoing collection and use of data for decision-making. *Targeted*-level PBS addresses the educational and behavior support needs of students who do not respond to school-wide strategies, or needs of teachers in classrooms who need support beyond *school-wide* classroom management structures. *Targeted* strategies involve small groups of students participating in various district programs (e.g., the Peer Assistance and Leadership [PAL] program); participating in programs such as “check in/check out”; or receiving specific curricula (e.g., Lifeskills, Expect Respect). *Targeted* classroom interventions include providing specific intervention modules to support a teacher’s classroom management skills. *Intensive*-level PBS provides support at the individual student level for students whose needs are not addressed by school-wide or targeted strategies. *Intensive* interventions are focused on meeting individual needs; the characteristics of individual students and the specific circumstances related to their needs dictate a flexible, focused, and personalized approach. Intensive-level activities include conducting behavioral observations in the classroom, providing data for campus IMPACT teams, facilitating referrals to services with community providers, and facilitating campus awareness of internal and external intensive-level resources. In

addition, strategies are developed to support teachers who have students with intensive needs in the classroom.

PBS forms a cornerstone of AISD's ACCESS program funded by the SS/HS initiative. Many of the ACCESS objectives will be accomplished at campuses via the district and the campus PBS team activities. The district PBS team consists of the PBS coordinator and 14 district coaches. The district PBS team provides district-wide training and guides the planning and implementation of campus PBS activities. Campus PBS teams consist of representative staff members, including an internal coach who attends district-wide training and is responsible for coordinating campus PBS team meetings and updates.

EVALUATION OBJECTIVES

The evaluation plan has been, in part, adapted from the evaluation template formulated by the national PBS technical assistance center (Horner, Sugai, & Lewis-Palmer, 2005). The proposed evaluation will focus on issues of fidelity and accountability, the impact of PBS efforts at the district and the campus level, and the implications of these findings for sustaining and improving current practice. Toward this end, DPE staff will:

- Assess the district training and technical assistance efforts for PBS
- Examine how training and technical assistance affects the capacity of campuses to conduct and sustain PBS activities
- Assess the level of implementation across the district and relate this level to school and student outcomes
- Report recommendations for expanding implementation, allocating resources, and modifying the implementation process

SCOPE AND METHOD

The objectives included above pertain to the full-scale evaluation of PBS efforts for the school-wide, targeted, and intensive levels of intervention. The current PBS model prescribes a 3- to 5-year time line for campuses to successfully integrate PBS at all three levels. Consequently, the evaluation will report on school-wide, targeted, and intensive activities for cohorts of campuses. Program evaluation staff³ will provide support for

³ Three evaluators will work jointly on PBS and ACCESS evaluations (see pg. 19 of this document for more detailed information about ACCESS).

program development efforts currently underway at the district level. This support includes providing consultation about the logic and implementation models, providing research and evidence-based resources for developing modules at each level of intervention, and guiding dissemination of these efforts at state and national conferences. DPE staff will work with and train the district PBS team, campus staff members, and management information systems (MIS) staff to create user-friendly measurement tools and data reporting tools for planning and decision-making.

Data Collection

DPE staff has developed a battery of tools to collect data about PBS technical assistance and training, implementation, and outcomes. The battery contains tools that have been created or modified from existing national measures of implementation; existing AISD measures; and district-level data sources (e.g., discipline referral or attendance rates) relevant for measuring outcomes. To assess technical assistance and training, new tools (e.g., the Campus Readiness Survey and the Coaching Log) will be created to supplement documentation about district-wide training content and schedules. To evaluate implementation, existing national measures (e.g., the Benchmark of Quality [BoQ] and the School-Wide Evaluation Tool [SET]) have been modified to fit district needs. Finally, data from several existing DPE measures (e.g., the School/Staff Climate Survey and SSUSS), as well as campus attendance and discipline records, have been identified as relevant for assessing social and behavioral outcomes. These outcome measures will be used in conjunction with other campus-specific staff, student, and administrator interviews designed to capture satisfaction with and effectiveness of PBS efforts.

The measurement tools will be used by district coaches and campus team members to plan, monitor, and report campus implementation efforts, as well as to capture student and staff perceptions of PBS efforts. Implementation data will be collected quarterly 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 analysis for outcomes will be conducted via analysis of attendance and discipline records, and staff and student survey data.

Data Analyses

Both quantitative and qualitative analyses will be used to summarize and describe PBS implementation at the school-wide, targeted, and intensive levels across the district. The levels of implementation across campuses are expected to fall along a continuum, which will be used as a basis for examining the intended outcomes of the PBS initiative. Appropriate statistical significance tests (e.g., 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 and differences between groups.

Time Line

Program evaluation staff efforts to design and implement activities required for evaluation and reporting will be conducted systematically according to the proposed time line.

Summer 2008

- Staff will work with ACCESS team members to facilitate the relationship between PBS staff and ACCESS needs.
- Staff will work with district coaches to develop logic and implementation models for school-wide, targeted, and intensive levels of intervention and to outline district-wide training modules for all three levels.
- Staff will develop implementation fidelity measures for the school-wide, targeted, and intensive levels.
- Staff will analyze AISD survey and other district data to establish a baseline for PBS-related outcomes.
- Staff will identify demonstration schools for targeted and intensive levels.
- Staff will work with district coaches to develop criteria for identifying model schools in the district.
- Staff will work with MIS to expand the functionality of existing web reporting tools and create templates for campus and district PBS staff to enter implementation data.
- Staff will provide ongoing support for data requests, as needed.

Fall 2008

- Staff will provide training about PBS data collection activities for district coaches.

- Staff will collect and analyze data about district-wide training.
- Staff will collect and analyze campus- and district-level implementation data.
- Staff will train campus PBS team members about instrumentation and data collection methodologies.
- Staff will provide support for ongoing data requests, as needed.

Spring 2009

- Staff will collect data about district-wide training.
- Staff will collect campus- and district-level implementation data.
- Staff will generate district- and campus-level reports about implementation status.
- Staff will collect end-of-year surveys and conduct interviews with teachers, campus administrators, and district coaches.
- Staff will provide support for ongoing data requests, as needed.

Summer 2009

- Staff will conduct data analyses and provide a data summary.
- Staff will write a final narrative report.
- Staff will provide support for ongoing data requests, as needed.

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 and administrators every quarter. District coaches and coordinators will receive quarterly updates from DPE staff about the status of implementation district wide. In addition, staff will complete a final narrative report summarizing district implementation and results for the school year.

PREKINDERGARTEN PROGRAM

Grant Manager: Judy Szilagyi, M.A.

Evaluation Staff: Martha Doolittle, Ph.D.; Janice Curry

PROGRAM DESCRIPTION

The AISD pre-K 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 pre-K programs are mandated and funded by the state of Texas in school districts with 15 or more 4-year-olds who meet at least one of the following eligibility requirements:

- Qualify for free or reduced-price lunch (low income)
- Are LEP
- 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 pre-K programs are full day. AISD uses local, state, and federal funds to support its full-day pre-K programs. The state Prekindergarten Expansion Grant funds the additional half-day of instruction at 47 AISD schools. In 2008–2009, 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 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 the physical, emotional, and cognitive development of the pre-K students from the Cook, McBee, Walnut Creek, and Wooldridge elementary schools' attendance areas. Lessons learned from this effort will be shared with all district pre-K teachers.

EVALUATION OBJECTIVES

DPE staff will:

- Describe pre-K 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 pre-K program
- Provide additional evaluation support for the new pre-K demonstration school

SCOPE AND METHOD

Data Collection

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

Program effectiveness for pre-K in the area of language arts will be determined by students' gains 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 pre-K students, the PPVT-III and the TVIP will be administered in Fall 2008 and Spring 2009 to a random sample of AISD pre-K students. At the Lucy Read Prekindergarten Demonstration School, an attempt will be made to test all children. Pre-K students in the testing sample will be tested in English. ELLs also will be tested in Spanish.

Student growth in other academic areas will be reflected through the Prekindergarten Assessment Rubric, which will be used to inform the Prekindergarten Report to Parents provided at the end of each 9-week grading period. Each 9-week period, pre-K teachers will use InteGrade Pro software to enter student scores, which are based on the Prekindergarten Assessment Rubric. An analysis of performance levels in pre-reading/concepts of print, oral language, writing, listening, mathematics, social studies/science/health, and ESL will be completed for each 9-week period.

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

Data Analyses

Summary statistics will be used to describe the demographic characteristics of AISD pre-K students. In addition, summary statistics will be used to describe pre-K

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 pre-K students.

Time Line

- September–October 2008: DPE staff will administer the PPVT-III and TVIP pretests to a sample of pre-K students (all students at Lucy Read), and will report the results to teachers and principals.
- April–May 2009: Staff will administer the PPVT-III and TVIP posttests to students who were tested in the fall.
- April 2009: Staff will administer the pre-K teacher online survey to pre-K teachers.
- May 2009: Staff will report pretest, posttest, and gain scores on the PPVT-III and TVIP to teachers and principals.
- June 2009: Staff will analyze all teacher data, completed professional development records, and responses to the online survey.
- June–August 2009: Staff will compile information for the TEA report and will write a narrative report.
- September 2009: Staff will submit reports to TEA and AISD.

REQUIRED REPORTING

A requirement of the Prekindergarten Expansion Grant is a progress report about the district's School Readiness Integration Plan (SRIP). The SRIP survey summarizes the collaborative efforts of AISD and other community and nonprofit agencies to establish a service model that improves early literacy, language, mathematics, and social development for preschool-eligible children. In addition to the SRIP survey, a narrative summary report for the district will be completed to describe the effectiveness of the overall pre-K 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 pre-K program. Students' scores on the PPVT 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 pre-K program managers, as needed.

SPECIAL PROJECTS

A special analysis will be conducted to compare samples of pre-K students in the Lucy Read Prekindergarten Demonstration School with other schools' pre-K students, using the following types of data: demographics, PPVT and TVIP performance gains, and report card information. In addition, teachers' survey results from the demonstration school will be compared with those of teachers from other pre-K programs.

PROFESSIONAL LEARNING COMMUNITIES EVALUATION, 2008–2009

Program Advocates: Glenn Nolly, Ann Smisko, 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. In this effort, Office of Redesign staff work collaboratively with the district’s Office of High Schools and Office of Curriculum to develop systems to improve instruction that will address deep-seated challenges to student success. To do so, Professional Learning Communities (PLCs) have been established at each of the district’s high schools.

A PLC is a forum for teachers and/or administrators and instructional coaches to work collaboratively on an ongoing basis to learn from one another, focus on areas of opportunity, and drive instructional improvements in the classroom. Using data to determine areas of focus, PLCs share effective and sometimes out-of-the-box approaches and meet regularly to ensure continuity of practice. A PLC focused on instruction, for example, improves the quality of instruction. Quality instruction leads to increased student outcomes and enhances the educational experiences of all students and teachers.

EVALUATION OBJECTIVES

The PLC evaluation objectives for 2008–2009 are to provide formative data to the district regarding the extent to which PLCs are functioning differently across and within campuses. PLC work on each campus is heavily dependent on the level of training, group dynamics, and teacher investment. Teams can be viewed as semiautonomous social systems that evolve over time, in their own idiosyncratic ways, and in interaction with their organizational contexts, and become performing units that vary in effectiveness. PLC effectiveness is defined broadly, using the following three-dimensional conception:

- The productive output of the team (i.e., its product, service, or decision) meets or exceeds the standards of quantity, quality, and timeliness of the team’s clients (i.e., the people who receive, review, and/or use the output). In the case of PLC work, clients are identified as the team members, administration, and students.

- The social processes the team uses to carry out the work enhance members' capability to work together interdependently in the future. We define as "effective" only those teams that are more capable as performing units when a piece of work is finished than they were when it was begun (Hackman, 1987, 1990, 2002; Hackman & Wageman, 2005).
- The group experience contributes positively to the learning and well being of individual team members, rather than frustrating, alienating, or deskilling them.

The following questions will guide the evaluation of the district's PLC program:

1. To what extent are campus administrators and PLC coordinators ensuring that PLC professional development activities are appropriate to teams on their campus?
2. What training do PLC coordinators receive to assist them in meeting their responsibilities to the PLC they lead?
3. What is the overall level of group functioning within the PLCs on each campus?
4. How are non-content area teachers (e.g., band leaders, coaches, theater directors, technology teachers, special education teachers) being included in the PLC system?

PROJECT OBJECTIVES:

The fundamental objective of PLCs is to continuously improve the quality of instruction and learning in classrooms. In addition, PLCs will:

- Break the isolation mindset and create an environment in which teachers at all levels can come together, share ideas, and analyze and discuss data, to achieve the end goal of increasing student achievement
- Change teacher practice and student achievement through transformational professional development activities
- Positively affect all students by improved teaching and teacher quality

Expected outcomes are as follows:

- Higher levels of student engagement and performance
- Smaller achievement gaps for struggling students
- Increased teacher's skills, confidence levels, and excitement about teaching
- Increased collaboration among teachers

- Increased teacher retention

SCOPE AND METHODS

Data Collection

Both qualitative and quantitative data pertaining to the evaluation questions will be collected to assess the progress of implementing PLCs on each high school campus. Regarding levels of administrator and PLC coordinator responsiveness to professional development needs, a matrix will be assembled showing district- and campus-initiated professional development activities in the areas of PLCs. The matrix will provide information regarding professional development activities, support providers, purpose of the professional development activities, and outcomes of those activities. Information pertaining to PLC coordinator training will be collected from district and external providers.

Information about PLC team functioning will be gathered through the annual Employee Coordinated Survey. Finally, each PLC on each campus will be asked to submit one PowerPoint presentation or outcome product that the PLC feels best illustrates the work it has addressed throughout the year and the products or outcomes generated.

Data Analyses

To determine the level of PLC implementation on each campus, the DPE will analyze quantitative and qualitative data. Items from the District Coordinated Staff Survey will be tabulated and item means calculated. Results will include comparative means within and across PLC models and campuses. Descriptive data will be presented in the evaluation report.

Product analysis from the PowerPoint presentations or products will be analyzed qualitatively through examination of how well they represent the key features of PLC work, as defined by current research literature on PLC work. Reports in the literature are quite clear about how successful PLCs look and act. The requirements necessary for such organizational arrangements include:

- The collegial and facilitative participation of the principal, who shares leadership (and thus, power and authority) through inviting staff input in decision making
- A shared vision that is developed from staff's unswerving commitment to students' learning and that is consistently articulated and referenced in the staff's work

- Collective learning among staff and application of that learning to solutions that address students' needs
- The visitation and review of each teacher's classroom behavior by peers as a feedback and assistance activity to support individual and community improvement
- Physical conditions and human capacities that support such an operation

Each PLC submission will be qualitatively reviewed for evidence across these five areas of PLC functioning. A campus and district summary of key actions, outcomes, and comparatively strong attributes of functioning will be prepared, in addition to a summary of areas that require further development.

A regression analysis will be conducted in which the global PLC items and staff school climate data (e.g., external influences, collegial leadership, resource influence, and academic press) will be regressed on student TAKS scores to determine a baseline level of impact at the initial phases of PLC implementation. It is hypothesized that the model will bear only minimal strength at present, but that intensive implementation and training in future years will result in the model gaining strength. This year's results will be compared with year-one evaluation results to determine if change has occurred.

Time Line

- September 2008: DPE staff will review procedures and plans for PLC professional development activities and their implementation with Caruth Administration Center (CAC) staff and external providers.
- October 2008: Staff will create a professional development activities matrix relating to PLC activities.
- December 2008: Staff will ask campus administrators to complete a professional development activities matrix for Fall 2008 activities.
- January 2009: Staff will finalize item selection for the Employee Coordinated Survey.
- March 2009: Office of Redesign staff will meet with PLC staff to explain power point/project submission procedures, which will be due in May.
- May 2009: PLCs will submit their power point/project folios. Staff will ask campus administrators to complete their professional development activities matrix for Spring 2009 activities. Staff will tabulate ECS data.

- June 2009: Staff will review PLC folios for evidence they are in accordance with effective PLC indicators. Staff will provide program facilitators with a formative report by the end of June.
- July–August 2009: Staff will summarize program implementation and participant outcomes for the 2008–2009 school year and publish a district evaluation report.

REQUIRED REPORTING

At the end of the school year, a district evaluation report will be created to provide in-depth analysis and a summary of PLC implementation during the school year. Project staff and district stakeholders will have access to the report, to be used when determining future program directions and revisions. The report will be publicly available to inform community members and other interested parties about the work completed throughout the district and the outcome of this work.

QUALITY TEACHING FOR ENGLISH LANGUAGE LEARNERS EVALUATION, 2008–2009

Program Advocates: Martha Garcia, Ann Smisko, Kent Ewing

Evaluation Supervisor: Karen Looby, Ph.D.

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

PROGRAM DESCRIPTION

The ELL program associated with the High School Redesign Initiative is the Quality Teaching for English Learners (QTEL) program provided by WestEd (led by Dr. Aída Walqui). QTEL training is being conducted using a training of trainers (TOT) model. A group of 16 teachers from International and Lanier High Schools will become trainers in the QTEL program. During the 2007–2008 school year, QTEL staff provided 6 days of professional development to all teachers in International and Lanier High Schools (n = 133). The intention of the staff-wide training was to have all classrooms in the two high schools serve as observational settings for the QTEL strategies in 2008–2009, when the program will expand to other schools.

EVALUATION OBJECTIVES

The DPE will conduct the evaluation to provide information for district decision makers about program implementation and effectiveness and to facilitate decisions for program modification or improvement. The following questions will guide the evaluation of the district's QTEL training:

1. Did participants in the trainers group (n = 16) acquire a basic understanding of QTEL program coaching strategies?
2. Did participants in overall QTEL training implement the strategies in their classrooms?
3. What do teachers and coaches perceive to be the goals and strengths of teaching using the QTEL method, and what supports do they need in place in order to implement the program more fully?

SCOPE AND METHOD

Data Collection

During the 2008–2009 school year, the focus of the program evaluation will be on the QTEL training content for teachers at International and Lanier High Schools and on

coaching strategies for the core group receiving intensive professional development training in QTEL's approach. The set of teachers attending training are expected to be able to articulate the goals, objectives, and rationales for the QTEL program. Coaches should be able to demonstrate the roles and strategies of in-class coaching, according to the QTEL framework.

Specific evaluation strategies were developed to assess the initiative. With respect to coaching efforts, the participants in the coaching group will be asked to report information about their activities and training as coaches. To assess the use of QTEL practices by overall professional development attendees, one of two approaches can be elected for use. The first option is classroom observation of a random selection of teachers to look for overt use of QTEL strategies. This can be done through personal visits, the viewing of videotapes, or the review of observation documentation provided by QTEL staff. The second option for measuring implementation is the design of an Innovation Configuration (IC) map (Hord & Hall, 1987) to provide a data collection instrument that teachers can use to report their application of the QTEL content. Finally, participants in the coaching group who are receiving intensive professional development training by the QTEL staff will participate in an appreciative inquiry session led by staff from the DPE. In these phone interviews with participants, the focus of the conversation will be to provide teachers with a positively structured opportunity to discuss the QTEL program from a strength-based approach.

Data Analyses

Data collected for question 1 (coaches' training) will be analyzed through a descriptive report of the average responses overall and within each campus.

Data for question 2 (teacher implementation) will be analyzed qualitatively by looking for patterns in the IC map responses or observation protocols. Patterns that emerge will provide information about the areas of competence achieved, as well as help to target support needs among the teachers charged with implementing this new program.

Data for question 3 (training successes and support needs) will be analyzed by qualitative analysis of the responses by teacher content area, campus, and grade levels taught. In addition, examination results for coaches and teachers will be compared and contrasted.

Time Line

- September 2008: DPE staff will review procedures and plans for QTEL professional development activities and their implementation with CAC staff and external providers.
- October 2008: A consensus among CAC and DPE staff will determine the final data collection preference for question 2 (i.e., direct observation, observation results by QTEL staff, or IC maps).
- December 2008: Staff will ask coaches to complete the Coaching Survey for Fall 2008
- January 2009: Staff will finalize the selection of participants for telephone interviews.
- March–April 2009: Staff will begin data collection through observations and IC maps.
- May 2009: Staff will conduct phone interviews using appreciative inquiry questions.
- June 2009: Staff will provide program facilitators with a formative report by the end of June.
- July–August 2009: Staff will summarize program implementation and participant outcomes for the 2008–2009 school year and publish a district evaluation report.

DISTRICT REPORTING

At the end of the school year, a district evaluation report will be created to provide in-depth analysis and a summary of the QTEL implementation during the school year. Project staff and district stakeholders will have access to the report, to be used when determining future program directions and revisions. The report will be publicly available inform community members and other interested parties about the work completed throughout the district and the outcomes of this work.

SECONDARY RESPONSE TO INTERVENTION: ODYSSEYWARE

EVALUATION 2008–2009

Program Managers: Carye Edelman, Piret Sari-Tate, and Jan McSorley

Evaluation Supervisor: Cathy Malerba, Ph.D.

Evaluation Staff: Angelica Ware Herrera, Ph.D.

PROGRAM DESCRIPTION

The Austin Independent School District (AISD) Department of Curriculum and Instruction has embarked upon a Secondary Response to Intervention (S-RTI) pilot, using the OdysseyWare computer-based curriculum (CBC). The S-RTI was developed to explore the impact that prescriptive instruction, combined with the use of computer-based curriculum, can have on performance outcomes for students at risk of failing or dropping out of school.

In Spring 2008, representatives of the AISD Request for Information (RFI) evaluation team observed a campus in San Antonio that had developed a prescriptive instructional model that utilized student performance data, computer-based curriculum, and a variety of staffing methods to address the specific learning deficits of individual students. This campus had seen significant gains in the standardized test scores of its English language learner (ELL) population. Through the S-RTI pilot, AISD is attempting to replicate that model, using OdysseyWare as the primary computer-based curriculum tool.

The pilot phase of the project will occur during Fall 2008 and Spring 2009 at three middle school campuses (i.e., Garcia, Pearce, and Webb) and three high school campuses (i.e., Akins, Crockett, and LBJ).

EVALUATION OBJECTIVES

The purpose of the S-RTI pilot is to significantly improve student academic achievement. To determine if the pilot was successful, the program evaluation will use student achievement data, including gains on district benchmark tests from beginning-of-year (BOY) to middle-of-year test scores (MOY), passing scores on 6-weeks tests and 6-weeks course grades, and first semester course completion. If desired by program staff, additional analyses using student attendance records, spring 6-weeks tests, grades, and

course completion data and 2008/2009 Texas Assessment of Knowledge and Skills (TAKS) results also will be conducted.

The evaluation also will examine the effectiveness of various staffing models used across campuses to determine if particular models were demonstrably more effective at improving student outcomes. Staffing models will be described by campus staff as part of their required Campus Action Plan. These descriptions will be coded and examined, along with the student achievement data outlined above and with teacher and student surveys responses, to determine which models were most successful and hold the most promise for broader implementation. Teacher surveys will be collected at three intervals: August/September 2008, December 2008/January 2009, and May 2009. Students will be surveyed only in December 2008 and May 2009. The surveys focus on teachers' and students' perceptions of, attitudes toward, and use of CBC generally and the OdysseyWare program in particular.

The Department of Program Evaluation (DPE) staff will:

- Provide detailed information to district decision makers regarding the pilot program's effectiveness in facilitating decision making about the CBC intervention model
- Provide a final program report to Dr. Smisko's office and to the AISD Departments of Special Education, Curriculum and Instruction, and Bilingual Education

The program evaluation will address the following questions:

- Did student achievement improve as a result of the CBC S-RTI?
- Which S-RTI staffing model facilitated the largest gains in student outcomes?
- How did student and staff attitudes toward CBC influence the use of OdysseyWare?
- Did student and staff attitudes toward CBC change over the course of the pilot?
- Were particular attitudes toward CBC associated with the successful implementation of a S-RTI staffing model?
- Were particular student and staff attitudes toward CBC associated with student outcomes?

METHODOLOGY

Data

Student academic outcomes and student and staff survey responses pertaining to clearly defined performance measures will be collected to assess the effectiveness of the CBC S-RTI. District information systems will provide student demographic data, course enrollment data, benchmark data, 6-weeks test scores and grades, course completion data, attendance information, and TAKS scores for program participants. Student and staff survey responses will provide information about their perceptions of and attitudes toward CBC. OdysseyWare program usage data will be provided in an electronic format as an export from the desktop workstations at each implementation site (e.g., the frequency and duration of use, topics covered). Staff also will be surveyed about their fidelity to their locally developed implementation model (i.e., Campus Action Plan). Specifically, they will be asked whether their campus created a Campus Instructional Pilot Lead; established a campus administrative contact; established a campus technical contact; and followed other program requirements (e.g., made adjustments in the master schedule to accommodate the staffing needs of the S-RTI lab and/or created prescriptive, individualized courses targeted at improving the skill deficit areas of identified students). For a full list of program requirements, see the document entitled *Secondary Response to Intervention (S-RTI) Pilot Program Description*.

Analyses

To determine precise outcomes for the S-RTI pilot program and to isolate the influences of other programs, DPE staff will incorporate rigorous program evaluation procedures specifically designed for the complex program context. Evaluation staff will analyze the quantitative data with the use of descriptive statistics and complex models (e.g., regression, repeated measures ANOVA). In this work, student comparison groups may be included in the repertoire of quantitative data analyses to separate the individual, program, and school effects on outcomes of interest.

Proposed Time Line

- Ongoing: DPE staff will support S-RTI pilot program coordinators to monitor the implementation of the program and to facilitate data collection activities.
- August–September 2008: S-RTI pilot program staff will identify participants and support the development of Campus Action Plans.

- August–September 2008: Evaluation staff and S-RTI pilot program staff will disseminate the CBC/OdysseyWare attitude survey. S-RTI pilot program staff will ensure participants complete the survey.
- September–October 2008: S-RTI pilot program staff will submit Campus Action Plans and rosters of participating students to evaluation staff.
- November 2008: S-RTI pilot and evaluation staff jointly will develop the student CBC/OdysseyWare survey. S-RTI pilot and evaluation staff jointly will develop a coding scheme for the Campus Action Plans/delivery models.
- December 2008: Evaluation staff and S-RTI pilot program staff will disseminate the student version of the CBC/OdysseyWare attitude survey. S-RTI pilot program staff will ensure participants complete the survey.
- December 2008–January 2009: Evaluation staff will collect students’ Spring 2008 TAKS, BOY, and first semester 6-weeks test scores.
- December 2008–January 2009: S-RTI pilot program staff will distribute the second wave CBC/OdysseyWare attitude survey and the first wave of student surveys. S-RTI pilot program staff will ensure participants complete the survey.
- January 2009: Evaluation staff will compile students’ survey responses, MOY scores, and first semester course grades and course completion data.
- February 2009: Evaluation staff will deliver a narrative report summarizing S-RTI, the program, and results to the SRT-I program director and to the executive director for Curriculum and Instruction.
- April–May 2009: Evaluation staff will extend the data collection and analysis into the spring semester by compiling students’ 2009 TAKS, 6-weeks test scores, course grades, course completion data, attendance information, and results from the third wave of the CBC student attitude survey.

REQUIRED REPORTING

Evaluation staff will create a formative evaluation report in January 2009 that summarizes program and participant outcomes from the Fall 2008 school semester. This information will be submitted to program coordinators for program implementation and decision-making purposes. In February 2009, DPE staff and program staff will collaborate on a brief presentation to Ann Smisko, executive director for Curriculum and Instruction; the directors of Special Education, Curriculum and Instruction, Bilingual

Education, and Instructional Technology; and Gray Salada, executive director of Technology. This presentation will assist these individuals with decision making in regard to the continuation of the pilot or the broader implementation of CBC as an S-RTI. Evaluation staff will complete a summative evaluation report for the entire 2008–2009 school year.

PROGRAM SUPPORT

Evaluation staff will meet with S-RTI pilot program coordinators to develop evaluation plans, to monitor the implementation of the programs, and to facilitate data collection activities for the program evaluations. Evaluation staff will work with S-RTI pilot staff to develop timelines or the reporting of relevant formative and summative information.

SMALLER LEARNING COMMUNITIES PROGRAM, 2008–2009

Grant Compliance Manager: Ralph Smith

Evaluation Liaison: Karen Looby, Ph.D.

Contracted Evaluator: Karin Samii-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. In 2007–2008, the SLC Programs at Lanier, Austin, and Akins High Schools continued to operate under a no-cost grant extension and implemented SLCs; provided professional development opportunities for school staff; and encouraged the involvement of parents, business representatives, and other community members in the activities of the SLCs. In the 2007–2008 school year, the district also received additional funding for SLC Programs for McCallum, Crockett, LBJ, Travis, and Reagan High Schools. The SLC Program expects to improve student achievement and attendance rates, increase graduation and college enrollment rates, reduce the frequency of disciplinary actions, and create a safe and drug-free learning environment.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Comply with federal law requiring an annual evaluation of the SLC Program
- Provide project decision makers with information about program effectiveness in a way that is necessary to support implementation decisions

SCOPE AND METHOD

Data Collection

Both qualitative and quantitative data, pertaining to clearly defined performance measures, will be collected to measure the program's progress toward its goals. 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 related to assess students' affective, academic, and college preparation needs; expectations for postsecondary education; and perceived educational outcomes. The following surveys may be utilized: the AISD High School Exit Survey, Employee Coordinated Survey, Student/Staff

Climate Surveys, Parent Survey, and SSUSS. 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. 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

- August 2008: 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 2007-08 school year.
- September 2008: Staff will conduct interviews with high school administrators and school improvement facilitators and will analyze the results.
- October–November 2008: Staff will complete the federal annual performance report and narrative evaluation reports for both SLC grant awards.
- November 2008: Staff will submit evaluation reports to the USDE.
- December 2009: Staff will generate district narrative report to describe the program and its outcomes for participants across all program years.

REQUIRED REPORTING

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 the progress of students, and to 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 so they can use it for SLC program decision-making and implementation. The evaluator will attend staff meetings regarding program activities, expenditures, and reports. All program staff and campus administrators will be provided with each annual report. The details of these reports will be discussed in project staff meetings or special debriefing meetings.

SPECIAL PROJECTS

No special reporting projects are planned at this time.

STATE COMPENSATORY EDUCATION, 2008–2009

Grant Manager: Nancy Phillips

Evaluation Staff: Cinda Christian, Ph.D.

PROGRAM DESCRIPTION

In AISD, State Compensatory Education (SCE) funds are allocated in accordance with state regulations to assist students at risk of academic failure. 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). 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.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- 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

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 pulled 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

- August 2008: The program manager will obtain a list of programs to be funded by SCE.
- September 2008: 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 2008: An end-of-semester check-in will occur with the program manager and facilitators regarding program changes and tracking issues.
- August–September 2009: 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. Although TEA does not require that this report be filed, it will be made available to TEA upon request.

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.

STRATEGIC COMPENSATION FORMATIVE ASSESSMENT

Supervisor: Catherine Malerba, Ph.D.

Evaluators: Angelica Ware, Ph.D.

PROGRAM DESCRIPTION

The AISD's Strategic Compensation Initiative is aimed at raising student achievement by recruiting, retaining, and recognizing exemplary classroom teachers and campus principals. From its inception, this initiative has involved AISD teachers, principals, parents, and community members who have led the work of developing the program. Eleven campuses will participate in the second of a 3-year pilot during the 2008–2009 school year.

The Strategic Compensation program includes five major elements: Student Growth, Professional Growth, Novice Teacher Mentoring, Retention Stipends, and New to School Stipends. The latter three of these elements are at the highest-need schools. The Student Growth element encourages teachers to utilize data and the Professional Learning Community (PLC) to accomplish goals customized to the needs of their students. In order to set Student Learning Objectives (SLOs) at the beginning of each year or semester, teachers must examine student data to determine student strengths and classroom instructional needs. They then develop two year-long or semester-long learning SLOs: one for their class (or course) as a whole and one for a particular targeted student group.

In year 1 of the pilot, teachers were permitted to use a wide range of formative assessments to determine their students' learning needs and to determine a baseline for student growth goals, including but not limited to district developed benchmark tests, standardized assessments, and various locally developed tests. Although the district's existing benchmark tests could be used to inform teachers about student needs, they were not an appropriate assessment for measuring student growth during the school year. In year one of the pilot, teachers utilized a variety of other assessments to monitor performance growth. Principals and Strategic Compensation staff worked closely with teachers to ensure that evaluative assessments were aligned with the TEKS and measured a wide range of student performance so that appropriately rigorous learning goals could be set and student learning measured.

In year 2, a set of newly developed formative assessments will be made available to Strategic Compensation participants. Teachers in core areas will be required to use one

of these assessments to measure student growth for at least one of their two SLOs. The new assessments offer several advantages over the assessments available to participants in year 1 of the pilot: (a) the assessments are fully aligned with the TEKS and TAKS objectives, (b) stakeholders can be assured that tests will be equivalent in level of difficulty across teachers and campuses, and (c) the first set of tests was developed to measure the TAKS objectives in which AISD historically has shown the greatest need. In addition to the prepared assessments, teachers will have access to an item bank that will allow them to create interim tests and measure progress toward their student learning goals. The item bank also may be used to develop teacher-made assessments to measure growth for their second SLO. The formative assessment also includes an online reporting tool with data accessible at the student and teacher level.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Assess teacher, principal, and Strategic Compensation staff perceptions of the tests as both formative assessments and measures of student growth (i.e., as pre- and post-tests), particularly in comparison with existing district-developed benchmark assessments
- Establish relationships between student performance on the new formative assessments, district benchmark tests, and TAKS
- Examine item- and test-level psychometrics to confirm the reliability and validity of the formative assessments and to ensure the assessments measure a wide range of student performance
- Compare TAKS objective-level performance and growth (i.e., since the prior year) between Strategic Compensation campuses and AISD campuses that did not have access to the formative assessment
- Compare teacher perceptions of the new online interface with perceptions of the existing Austin Instructional Management System (AIMS) interface

SCOPE AND METHOD

Data Collection

Information will be collected at the end of the fall and spring semesters from the AIMS and D2, from items on the AISD Employee Coordinated Survey and from teacher and principal focus groups at the end of the school year.

Data Analyses

Data analysis will include correlation analyses among the formative assessments, Beginning of Year (BOY) and Middle of Year (MOY) benchmarks, and TAKS tests (when available). Student growth on the TAKS objectives covered by the formative assessment will be compared with student growth at matched comparison schools. Responses to the Employee Coordinated Survey will be analyzed to determine whether significant differences exist between perceptions of the district's existing benchmark tests and perceptions of the new formative assessments, and whether significant differences exist between perceptions of the new online interface and perceptions of AIMS. A small number of questions pertaining to the formative assessment will be posed to teachers and principals during their end-of-year Strategic Compensation focus groups.

Time Line

- September–October 2008: Teachers will have access to new formative assessments and an item bank. Staff will give and scan pre-tests and will load the results into AIMS. With support from principals and Strategic Compensation staff, teachers will write SLO.
- April-May 2009: Staff will conduct the Employee Coordinated Survey, including items for teachers and principals regarding the new formative assessment and online interface. Staff will conduct principal and teacher focus groups.
- May 2009: Staff will assemble formative assessment, benchmark, and TAKS data from central data systems.
- August 2009: Staff will complete a formative assessment narrative report.

REQUIRED REPORTING

A narrative summary will be prepared to summarize the results of the evaluation objectives listed above and to provide recommendations for the third year of the Strategic Compensation pilot with regard to measuring student growth.

PROGRAM SUPPORT

DPE staff will act as liaisons between campus staff and the developers of the formative assessments, as needed, to address technical concerns.

STRATEGIC COMPENSATION INITIATIVE PILOT

Supervisor: Lisa Schmitt, Ph.D.

Evaluators: Karen Cornetto, Ph.D.; Catherine Malerba, Ph.D.; Angela Bush Richards, Ph.D.

PROGRAM DESCRIPTION

The AISD's Strategic Compensation Initiative is aimed at raising student achievement by recruiting, retaining, and recognizing exemplary classroom teachers and campus principals. From its inception, this initiative has involved AISD teachers, principals, parents, and community members who have led the work of developing the program. For more than two years, a task force of key stakeholders examined compensation models from across the country and spoke with experts to develop a pilot plan for AISD's teachers and principals. This pilot program began during the 2007–2008 school year.

The pilot program was implemented on nine campuses that were selected based on their level of student needs,⁴ their representation of the AISD population, and the existence of an experienced principal who was willing to facilitate the pilot program implementation during the 2007–2008 school year. The pilot program will expand to include 18 schools in the 2009–2010 school year.

The program includes five major elements, the first of which is Student Growth. This element is designed to recognize teachers and principals for student growth, both at the classroom level and school level. The Student Growth element involves compensation of individual teachers for meeting their teacher-developed SLOs and compensation of all teachers and principals for scoring in the top quartile among 40 similar schools statewide, using the state's Comparable Improvement measure of TAKS growth. At schools achieving the top quartile of Comparable Improvement in reading and/or math, teachers will receive \$1,000 for each subject for the year achieved and will receive \$1,000 for each subject if they return the following school year. Principals will receive \$2,000 for each subject for the year achieved and another \$2,000 per subject if they return the following school year.

⁴ Highest-need schools are identified from the top third of AISD schools based on their populations of economically disadvantaged, special needs, and ELL students.

The Student Growth element will encourage teachers to utilize data and the PLC to accomplish goals customized to the needs of their students. Teachers will be expected to examine their student data to determine classroom instructional needs and student strengths. They must each develop two year-long or semester-long SLOs for both their class (or course) as a whole and a particular targeted student group. Principals and district staff will work with teachers to ensure that SLOs are appropriate and of high quality. High-quality SLOs must be based on the TEKS, must address classroom needs, must be aligned with the goals of the CIP, and must be rigorous for all students. Teachers will select appropriate assessments to determine if students have met their SLOs and will set performance targets that must be obtained to receive compensation of \$1,500 per SLO achieved at the end of the school year. Principals will receive a \$4,500 stipend for facilitating the SLO process on their campuses.

The second element of the program is designed to promote Professional Growth by allowing up to 60 teachers to participate at no cost (a \$395 value) in a unique opportunity to complete one of the ten steps necessary for National Board for Professional Teaching Standards (NBPTS) certification. Those who participate will receive a stipend of \$200 for submitting the Take One! entry, and those who receive a passing score from NBPTS will receive an additional \$200. Mentors for this program will receive a \$1,000 stipend for service.

The final three elements of the pilot program are designed specifically for the five pilot campuses designated as highest-need schools. These schools will receive intensive Novice Teacher Mentoring for teachers in their first through third year of the profession, and all teachers and principals at these schools will be eligible to receive a Retention Stipend or a New To School Stipend (for teachers only), starting in the 2008–2009 school year.

The Novice Teacher Mentoring element will provide one dedicated full-time mentor for each 10 novice teachers at the highest-need schools. Mentors will assist teachers with activities, such as instructional planning and SLOs, classroom management, school and district practices, and emotional support. Mentors will work with teachers to examine their strengths and areas in need of improvement and will facilitate the professional growth process for novice teachers. Mentors will receive a \$3,000 stipend for service and may receive an additional \$2,000, based on performance.

In 2008–2009, teachers and principals at highest-need schools will be eligible to receive stipends for each year of service in a highest-need school. Teachers who are in their first to third year of service at a highest-need school will receive a \$1,000 stipend; those in their fourth year or beyond as of 2008–2009 will receive a \$3,000 stipend. Starting in 2011–2012, teachers with seven or more years at a highest-need school will earn an additional \$6,000 per year. Principals will receive a \$3,000 stipend for each year of service in a highest-need school, starting in 2008–2009.

EVALUATION OBJECTIVES

Evaluation objectives for 2008–2009 include the following:

- Update the year 1 scorecard with final 2007-2008 data
- Document the accomplishment of year 2 operational goals
- Provide formative evaluation for each program element
- Provide summative evaluation data for the D.A.T.E. grant
- Provide summative evaluation data for state Beginning Teacher Induction and Mentoring Program grant
- Establish relationships between a new formative assessment and TAKS
- Examine year 2 pilot data against baseline data for pilot and control schools
- Define the scope of research for years 3 and 4
- Coordinate the external research and evaluation to be conducted by the National Center on Performance Incentives

SCOPE AND METHOD

Data Collection

Information will be collected throughout the school year from teachers, principals, and students. Three focus groups of teachers will be conducted at the beginning of 2008-2009 to obtain perspectives from year 1 participants who earned no compensation for SLOs, partial compensation for SLOs, or full compensation for SLOs. All teachers will be surveyed in the fall semester regarding their opinions about compensation, their confidence in themselves related to specific teaching competencies, their attachment to the teaching profession and their campus, and other personal characteristics. This survey will include additional items for pilot teachers pertaining to mentoring, SLOs, and the new formative assessment. All staff will be surveyed about the campus climate late in Fall 2008, parents will be surveyed late in Fall, and all students in grades 3 through 11

will be surveyed about campus climate late in Spring 2009. A sample of principals, mentees, and teachers (including *Take One!* participants) will participate in focus groups at the middle of the Spring semester regarding the pilot initiative. A survey of mentees will be administered at the end of the school year.

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 and other appropriate analyses will be performed to assess the relationship between a new formative assessment and TAKS scores and to examine possible relationships between and among SLO quality and rigor, TAKS, and formative assessment scores. Data also will be analyzed to examine any differences in student, teacher, or principal data between pilot and selected comparison schools.

Time Line

- July 2008: DPE staff will revise the Mentor Innovation Configuration Assessment Tool (MICAT) for use in year 2. DPE staff will assist with development of the mentor tracking tool.
- August 2008: Staff will conduct the year 1 Principal and Teacher focus groups.
- September 2008: Staff will publish the SCI Teacher Survey report and present results at the September 22 meeting of the AISD Board of Trustees.
- November 2008: Staff will conduct the district-wide Staff Climate Survey and the district-wide Teacher Survey, including an addendum for pilot schools.
- December 2008: Staff will conduct the Parent Survey and Mentee Focus Groups.
- January 2009: Staff will publish Staff Climate Survey reports and submit first interim D.A.T.E. report to TEA.
- March 2009: Staff will conduct the Student Climate Survey and publish the Parent Survey report.
- April 2009: Staff will conduct focus groups with pilot participants.
- May 2009: Staff will conduct the Employee Coordinated Survey, including targeted items for mentees and mentors. Staff will publish the Mentor Teacher Program interim report and submit second interim D.A.T.E. report to TEA.

- July 2009: Staff will complete the year 2 scorecard.
- August 2009: Staff will complete a formative evaluation summary draft.

REQUIRED REPORTING

A scorecard will be completed to report the accomplishment of year 2 objectives. In addition, a Mentor Teacher Program interim report will be prepared and a comprehensive narrative end-of-year evaluation summary will be prepared to identify successes and recommendations based on the second year of the pilot. Data will be submitted to TEA for the D.A.T.E. grant and the Beginning Teacher Induction and Mentoring Program grant.

PROGRAM SUPPORT

DPE staff will assist with the following additional activities:

- Refinement of tools (e.g., rubrics for creating and rating SLOs, training materials for staff, online data collection tools, and the Innovation Configuration tool used for mentor performance evaluation)
- Sampling for SLO audits
- Ad hoc data requests pertaining to the formative evaluation

TEXAS ACCELERATED SCIENCE ACHIEVEMENT PROGRAM, 2008–2009

Program Supervisor: David Guffey

Evaluation Supervisor: Karen Looby, Ph.D.

Evaluation Staff: Kurt Gore, Ph.D.

PROGRAM DESCRIPTION

For the 2008–2009 school year, Crockett, Johnston, Lanier, and Reagan High Schools will continue to receive Texas Accelerated Science Achievement Program (TXASAP) grant funds from TEA. The purpose of the grant is to provide direct and indirect support services to students in grades 9 through 12. The campus programs typically target students with low science TAKS passing rates and take the form of after-school and summer school programs designed to increase 10th- and 11th-grade student achievement, as measured by the science portion of the TAKS.

EVALUATION OBJECTIVES

DPE staff will conduct the evaluation to provide information for decision makers about program effectiveness to facilitate decisions about program modification. The following questions will guide the evaluation:

- Was the program implemented with fidelity to ensure quality and program sustainability?
- What were the outcomes for teachers as a result of their participation in professional development activities?
- What were the academic outcomes for program participants in science classrooms in all high schools?

SCOPE AND METHOD

Data Collection

Both qualitative and quantitative data, pertaining to clearly defined performance measures, will be collected to measure the programs' progress toward its goals. District information systems will provide student demographic, course enrollment, course grade, and testing data for program participants. Participants also may complete surveys about their experiences or participate in interviews or focus groups to elicit perceptions about their program participation.

Data Analyses

Within the evaluation, varied data analysis techniques will be used. Simple descriptive statistics will represent the characteristics of participants, describe their program participation, and summarize outcomes. Patterns or themes from the analyses of interview and/or focus group data will be summarized to explain project outcomes for participants.

Time Line

- September 2008: AISD evaluation and TX ASAP program staff will articulate program services, identify participants, and determine data collection methods and time lines.
- December 2008: Program staff will submit program participation data to DPE.
- January 2009: AISD evaluation staff will create and submit a formative report summarizing program participation and student outcomes for Fall 2008.
- February 2009: Program staff will submit program participation data to AISD's DPE. AISD evaluation staff may conduct focus groups and/or program surveys.
- March 2009: The DPE will complete and submit the final evaluation report by March 31, 2009.
- June 2009: AISD evaluation staff will create and submit a narrative report summarizing TX ASAP program participation and student outcomes for Spring 2009 and the 2008–2009 school year.

REQUIRED REPORTING

AISD's evaluation staff will create formative and summative evaluation reports that summarize program and participant outcomes. These reports will be submitted to program staff at the end of each school semester. Program performance reports required by TEA will be submitted to the agency on or before the designated due dates.

PROGRAM SUPPORT

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

TITLE I PART A AND PART D PROGRAMS, 2008–2009

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 USDE through the Elementary and Secondary Education Act of 1965, 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 mathematics.
- 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 mathematics.
- 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 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 \$21,201,738 (provided by TEA) to allocate Title I, Part A funds to 69 schools in 2008–2009. The Title I schools will be school-wide programs. 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 2008–2009 grant, and that have students who are eligible for Title I funded services

The Title I, Part D, Subpart 2 planning amount for 2008–2009, which is \$189,274, 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 in the following ways:

- both provide opportunities for students to acquire the knowledge and skills outlined in the state content standards, and
- both 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 dropouts and neglected or delinquent youth with a support system to ensure their continued education

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Document programs funded with Title I monies in accordance with federal law, thereby providing summary data on numbers of students served, funding expenditures, student progress on the state's academic achievement standards, teacher and paraprofessional qualification levels, and parent involvement levels
- Analyze federal and state accountability ratings relative to Title I status and progress toward program goals
- Inform decision makers about Title I program effectiveness to facilitate decisions about program modifications
- Provide operational recommendations for improving program delivery

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)
- TEA documentation, including federal (AYP) 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, student academic performance and progress toward academic excellence, use of 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, 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 2008: 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 time line. 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 2008: If needed, DPE staff will begin special project support planning and data gathering efforts.
- December 2008: DPE staff will conduct interim parent involvement activities data collection and will prepare all parent, staff, and student survey items.
- January 2009: DPE staff will analyze PEIMS submission 1 data; as needed, special project support and data collection will be ongoing.
- April–June 2009: 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 and paraprofessional data (e.g., certification, education, professional development) and will analyze all district survey data (i.e., student, staff, parent) as they

become available. DPE staff will collect data from Title I summer schools and will complete special project analyses.

- July 2009: 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 2009: DPE staff will submit required compliance reports to TEA.
- September 2009: 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 programs will be written for district decision makers, including the superintendent, board of trustees, and all administrators (e.g., grant managers and principals). The narrative reports will be posted publicly on the school district 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 on various topics (e.g., homelessness; high quality teachers and paraprofessionals; 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 on private school activities. In other situations, evaluation staff 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 topics of legislation, and on compliance related to NCLB in general and Title I in particular.

SPECIAL PROJECTS

No special projects are planned at this time. However, evaluation support will be provided to program and campus staff on an as-needed basis.

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 Elementary and Secondary Education Act of 1965 (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 facilities for neglected or delinquent youth who participate in the grant program. For 2008–2009, the district has a Title II, Part A planning amount of \$4,222,818.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- Assist with a needs assessment for professional development activities that would inform the DIP
- 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 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, and retention of highly qualified staff, including paraprofessionals)

SCOPE AND METHOD

Data Collection

DPE staff will conduct a needs assessment, as specified in P.L. 107-110, for professional development activities and hiring, to determine the 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 the spring, will be used for this needs assessment. Results of the needs assessment will be shared with the federal grant program coordinator and the director of professional development so that they may advise district staff and impact 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 the fall to provide curriculum and instruction 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 PDC staff for program improvement. Teachers will be surveyed in the spring, as part of the district's employee coordinated surveys, to assess teachers' professional development needs in relationship to classroom practices. A teacher mentoring database will be monitored annually to record 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 program expenditures and activities according to TEA guidelines, including the number of teachers in AISD who benefit from recruitment and retention activities, the number of teachers and paraprofessionals who participate 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.

Data Analyses

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

Time Line

- July 2008: DPE staff will check the Mentor Teacher Program database to ensure it is ready for the new school year.
- August 2008: DPE staff will contact the Department of State and Federal Accountability for a list of staff paid out of Title II, Part A funds.
- August 2008: DPE staff will send a memo to individuals 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 that they may record information about additional professional development activities not entered in PDC E-campus.
- August-September 2008: DPE staff will analyze the NTA surveys for PDC staff.
- August 2008: DPE staff will submit the form for professional development activity tracking to private/nonprofit schools and facilities for neglected or delinquent youth.
- October 2008: DPE staff will provide a district needs assessment summary report to staff in AISD Department of State and Federal Accountability and to the District Advisory Council.
- November–December 2008: DPE staff will submit items for the needs assessment for inclusion on the Employee Coordinated Survey.
- December 2008: DPE staff will enter data into a database for professional development activities completed by private/nonprofit schools and facilities for neglected or delinquent youth.

- May 2009: DPE staff will enter data into a database for professional development activities completed by private/nonprofit schools and facilities for neglected or delinquent youth.
- May–June 2009: DPE staff will analyze and summarize data for the district’s professional development needs assessment, and will store for audit purposes a list of the teachers who were surveyed.
- June–July 2009: DPE staff will contact the Department of State and Federal Accountability and Department of Human Resources for information needed for the TEA compliance report.
- August 2009: 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 benefit from recruitment and retention activities, the number of teachers and paraprofessionals who participate 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.

PROGRAM SUPPORT

Evaluation staff will respond to ad hoc requests, monitor the online Mentor Teacher Program database, and serve as a liaison to PDC. In addition, a brief summary of the NTA surveys will be shared with the Department of Professional Development staff and distributed to other key stakeholders.

SPECIAL PROJECTS

No special projects are planned at this time.

TITLE IV SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES

Program Manager(s): Bergeron Harris, Nancy Phillips

Grant Compliance Officer: Alan Towler

Evaluation Staff: Cinda Christian, Ph.D.; Marshall Garland, MA

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 2008–2009 academic year, Title IV funding 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 funding will help to support 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. In addition, Title IV will fund the salary of a behavior specialist who will help to promote and to support PBS practices by consulting with teachers, teaching assistants, and principals regarding specific students who are demonstrating severe behavior difficulties.
- Guidance and Counseling Support: Title IV will fund the salary of a drug prevention counselor at Garza Independence High School. Garza provides an alternative high school setting, with an open enrollment policy and flexible class scheduling. This campus has a high concentration of students who are experiencing substance abuse problems or who are considered to be at risk for experiencing these problems. In addition, Title IV will partially fund the salaries of a student intervention specialist and a middle school specialist. Both of these positions work with school counselors district wide. The intervention specialist acts as the liaison between AISD campuses and

community organizations (e.g., mental health service providers and community-based committees); participates on the weekly Juvenile Drug Court; and is responsible for training AISD staff in suicide prevention and bullying and sexual harassment policy. The middle school specialist coordinates the efforts of middle school counselors district wide, including their endeavors toward drug and violence prevention and intervention activities.

- INVEST and Positive Families: Title IV will support the INVEST and Positive Families programs, which serve students who have been removed to the Alternative Learning Center (ALC) for drug or alcohol offenses or for physical aggression offenses, respectively. Both programs require parent participation and are aimed at increasing student protective factors in an effort to prevent future campus discipline referrals.
- Palmer Drug Abuse Program (PDAP): Following a 3-month pilot during the 2006–2007 school year, Title IV will fund PDAP for selected students removed to the ALC for drug offenses. The spiritually grounded program provides guidance and counseling services to individuals affected by substance abuse problems (e.g., teenagers, young adults, and their families). The program places an emphasis on peer support, weekly meetings, group activities, and encouragement.

EVALUATION OBJECTIVES

The DPE staff will:

- Monitor implementation 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

SCOPE AND METHOD

Data Collection

For the 2008–2009 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 programs and the AISD counselor and specialists who are funded through Title IV will submit documentation of 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. The DPE staff will conduct an annual self-report student survey of substance use and school safety. The student survey is 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/Staff Climate Surveys) 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 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 2007–2008 to 2008–2009 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 that are based on a population sample, such as those derived from the Student Climate Survey.

Time Line

- August 2008: DPE staff will submit Title IV program planning and program evaluation forms to grant staff for use by the private/nonprofit schools and facilities for neglected or delinquent youth.
- September 2008: Staff will coordinate with all managers of programs funded with Title IV monies to develop a plan to record program activities and participants throughout the year. Staff will provide updates regarding databases and procedures used for tracking (e.g., Student Service Program Atom in SASI).
- November 2008: Staff will prepare an AEIS addendum.

- December 2008: Staff will gather preliminary data regarding program activities and participation. They will provide reminders and assistance to program managers and data entry clerks, as necessary.
- January–February 2009: Staff will coordinate the administration of the AISD survey of SSUSS, including the random sampling process and distribution of parental notification letters.
- March–April 2009: Staff will conduct the SSUSS at middle and high school campuses.
- May 2009: Staff will process, unpack, and scan the 2008–2009 SSUSS data.
- June 2009: Staff will analyze the 2008–2009 SSUSS data.
- July 2009: Staff will summarize data for the TEA Title IV Compliance report. They will distribute district- and school-level summaries of the 2008–2009 SSUSS results.
- August 2009: Staff will prepare a draft narrative summary report, including program descriptions and the results of the needs assessment.
- September 2009: Staff will complete and publish a narrative summary report.

REQUIRED REPORTING

In addition to responding to occasional ad hoc reporting requests, DPE will provide two formal Title IV reports for the 2008–2009 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. In addition to this report, the evaluator 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 staff 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 staff will also respond to ad hoc reporting requests from these and other sources

(e.g., external organizations) regarding substance use and violence prevention within AISD.

SPECIAL PROJECTS

Due to funding cuts, evaluation support probably will not be available for special projects related to Title IV during the 2008–2009 academic year.

U.S. DEPARTMENT OF EDUCATION CIVIL RIGHTS DATA COLLECTION

Evaluation Staff: Holly Williams, Ph.D.

PROGRAM DESCRIPTION

The Civil Rights Data Collection (CRDC) provides data about key education and civil rights issues in our nation's public schools. The CRDC collects information about students in public schools (e.g., enrollment, educational services, and academic proficiency results), disaggregated by race/ethnicity, gender, LEP, and disability. A sample of districts is selected for the survey, and participation is mandatory. AISD always is part of the sample that participates in the biannual survey. This information is used by USDE's Office for Civil Rights (OCR) and other USDE offices, as well as policymakers outside of USDE.

EVALUATION OBJECTIVE

This information is used by USDE's OCR and other USDE offices, as well as policymakers outside of USDE.

SCOPE AND METHOD

Data Collection

Data are collected from district data sources. Data for some elements must be collected directly from campuses.

Time Line

- Fall 2008: DPE staff will receive notification from USDE.
- January 2008: Staff will make the survey available online.
- February 2008: Staff will collect data at the campus and district levels and will process these data.
- March 2008: District staff will upload data to the CRDC website.

REQUIRED REPORTING

The CRDC is a mandatory data collection authorized under the statutes and regulations implemented by Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and under the Department of Education Organization Act (20 U.S.C. 3413).

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