DEPARTMENT OF RESEARCH AND EVALUATION

PLAN OF WORK, 2021–2022

Department of
Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

ABOUT THE DEPARTMENT OF RESEARCH AND EVALUATION

The Department of Research and Evaluation (DRE) was established in 1972 to support program decision-making and strategic planning in the Austin Independent School District (AISD). The department is housed in the Office of Accountability and is charged with evaluating federal, state, and foundation grant-funded programs, as well as locally funded programs in AISD. DRE staff work with program staff throughout the district, carrying out formative and summative program evaluations that report objectively about program implementation and outcomes, and serve to inform program staff, district leadership, and other stakeholders in the district. Many of the programs that are evaluated target underserved students specifically, and each of the evaluations investigates outcomes across groups of students to help insure equitable outcomes for all.

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

DRE staff have developed evaluation plans for the 2021–2022 school year that address current programmatic needs but include flexibility for adjusting plans and timelines as reprioritization of needs occurs over the course of this school year. As plans change, this document will be updated. DRE staff will continue to support outreach to families and staff by administering surveys and providing timely results that will assist with meeting changing needs.

While flexing and pivoting our work to support program managers' changing needs, DRE staff will continue to support positive outcomes for all AISD students by providing timely, user-friendly, relevant information that district staff and stakeholders at every level use to make critical programmatic decisions.

PREFACE

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

Following is the planned scope of work for the 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:

- 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
- a brief program description, which provides general information about the program and its goals and objectives, and other information pertinent to understanding its importance to the district (e.g., the strategic plan's key action steps supported by the program)
- a Purpose of Evaluation section, which includes the evaluation objectives, and the question(s) to be addressed by the evaluation
- a Fiscal Considerations section, which describes any cost-effectiveness or cost-benefit measures to be included in the evaluation
- a Scope and Method section, which delineates the breadth of the evaluation or service (e.g., the methods by which relevant data will be collected and analyzed) and a time line for the year
- a Required Reporting and Deliverables section, where relevant, which describes mandatory reporting requirements according to funding agencies and other entities
- a Program Support section, which describes ongoing support that will be provided to the program staff over the course of the year
- a Special Projects section, if a special project is planned

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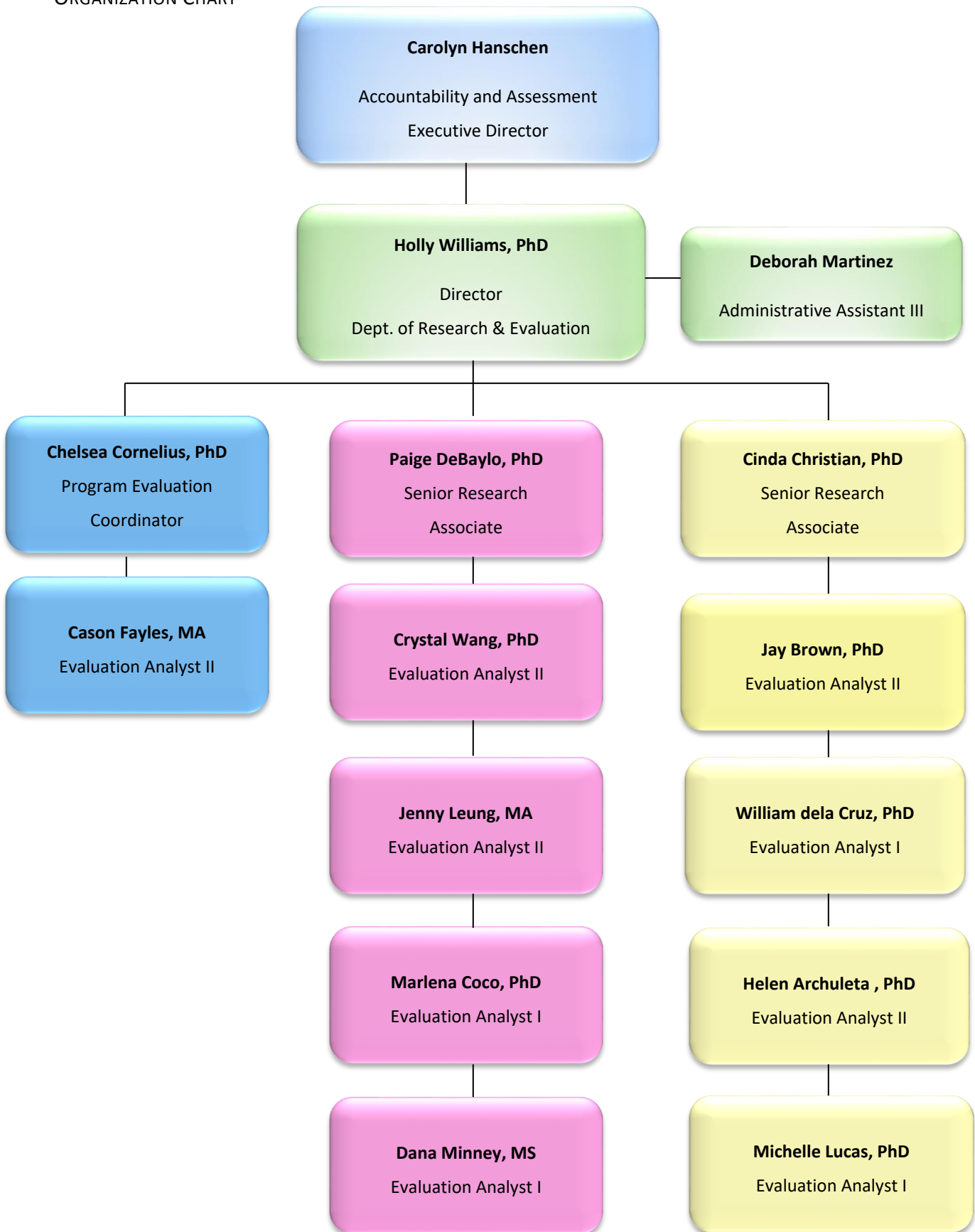
ORGANIZATION CHART

Carolyn Hanschen

Accountability and Assessment

Executive Director

Holly Williams, PhD

Director

Dept. of Research & Evaluation

Deborah Martinez

Administrative Assistant III

Chelsea Cornelius, PhD

Program Evaluation

Coordinator

Cason Fayles, MA

Evaluation Analyst II

Paige DeBaylo, PhD

Senior Research

Associate

Crystal Wang, PhD

Evaluation Analyst II

Jenny Leung, MA

Evaluation Analyst II

Marlena Coco, PhD

Evaluation Analyst I

Dana Minney, MS

Evaluation Analyst I

Cinda Christian, PhD

Senior Research

Associate

Jay Brown, PhD

Evaluation Analyst II

William dela Cruz, PhD

Evaluation Analyst I

Helen Archuleta , PhD

Evaluation Analyst II

Michelle Lucas, PhD

Evaluation Analyst I

Table of Contents

AD HOC DRE REPORTS, 2021–2021

Evaluation Director: Holly Williams, PhD

Supervisors: Cinda Christian, PhD; Chelsea Cornelius, PhD; Paige Debaylo, PhD

Evaluation Staff: All DRE staff

PROGRAM DESCRIPTION

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

- conducting district-wide surveys of students, staff, teachers, and parent stakeholder groups
- creating interactive dashboard reports for district decision makers and the public
- collecting, analyzing, and reporting data regarding students' academic achievement, including district benchmark assessment results and additional ad hoc requests for achievement data
- collecting, analyzing, and reporting data to monitor the district's strategic plan
- collecting, analyzing, and reporting data necessary for grant applications
- collecting, summarizing, and reporting data necessary for grant compliance reports

PURPOSE OF EVALUATION

EVALUATION QUESTIONS

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

1. What were the perceptions and plans of parents, staff, and students about reopening schools during the COVID-19 pandemic?
2. How were funds spent and who was served by federal Every Student Succeeds Act (ESSA) monies?
3. What were the outcomes of AISD summer school programs?

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- to provide focused information, data summaries, and interpretations in a timely manner for use by district administrators in decision-making

- to assist in monitoring the district's strategic plan through provision of data required for the strategic plan scorecard and through the development of custom automated reports from the data warehouse
- to assist with grant applications and reporting, as needed

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

Although many special projects are ad hoc in nature, some specific data collection and reporting activities are planned. These include the development and administration of the AISD Family Survey, Staff Climate Survey, Teacher Survey, and Student Climate Survey. In addition, DRE staff will be involved in the following:

- analysis and preparation of data for monitoring the campuses' and district's strategic plan scorecards and campus improvement plans (CIPs)
- assistance to staff in the Office of Innovation and Development (OID) with grant applications
- data collection, summarization, and reporting for the Coordinated School Health Program
- assistance to staff in the Department of State and Federal Accountability with ESSA compliance reporting

DATA ANALYSES

Summary data will be prepared for use in district reports.

TIME LINE

- August 2021: DRE staff will communicate with staff from the Department of Campus and District Accountability to plan for selected data that will be provided by the end of the school year for monitoring the district's strategic plan scorecard.
- July 2021–August 2022: DRE staff will analyze and report results on selected strategic plan indicators and measurable outcomes, including progress monitoring. DRE staff will provide ongoing support to campus and central office administrators for ad hoc requests and reports, as needed. DRE staff will assist OID staff with grant applications.
- March–June 2021: DRE staff will collect, summarize, and report on Coordinated School Health Program data.

- June–August 2022: DRE staff will provide selected data for the district scorecard and campus and district improvement plans to staff in the Department of Campus and District Accountability. DRE staff will assist staff in the Department of State and Federal Accountability with gathering data for completion of the ESSA compliance reports due to the Texas Education Agency (TEA).

PROGRAM SUPPORT

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

SPECIAL PROJECTS

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

AFTERSCHOOL CENTERS ON EDUCATION (ACE) PROGRAMS, 2021–2022

Program Managers: Sarah Daly, Robert Fowler

Evaluation Supervisor: Cinda Christian, PhD

Evaluation Staff: William dela Cruz, PhD

PROGRAM DESCRIPTION

The Texas ACE Program is composed of a compilation of activities and centers throughout the district that provide a comprehensive range of out-of-school time (OST) opportunities for students and their families. High-quality, innovative, hands-on activities provided by Texas ACE complement students' regular academic programs. Diverse community partners are brought together to enhance instruction and leverage resources to benefit students. Grantees serving AISD schools and students include AISD and the Boys and Girls Club of the Austin Area (BGCAA). All grantees offer afterschool activities that align with Texas Essential Knowledge and Skills (TEKS) and are distributed to maximize impact at Title I campuses. Texas ACE programs include but are not limited to the following types of activities: academic assistance, academic enrichment, family support services, and college and workforce readiness. Academic assistance activities support all educational areas, as needed, to promote students' achievement and success in their school experiences; these programs are designed to foster intrinsic motivation to sustain students' participation. Enrichment activities provide positive social, cultural, recreational, and interpersonal skills; health and wellness opportunities; and experiences to enrich and expand students' understanding of life and involvement in their community. Family and parental support services and activities help to increase parents' participation in the students' educational experiences. College and workforce readiness activities promote workforce awareness, skills training, and assistance in the attainment of employment and/or funding for college. Across activities and centers, the Texas ACE program focuses on the following common primary objectives, as defined by the TEA:

- improve academic performance
- improve state assessment scores
- improve school-day attendance
- improve positive behavior
- increase grade promotion rates
- increase graduation rates
- improve college and career competencies

TEXAS AFTERSCHOOL CENTERS ON EDUCATION

In Texas, the federal 21st CCLC program operates as the Texas Afterschool Centers on Education, or Texas ACE. The program is administered by the TEA and is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by ESSA of 2015. Various AISD schools have had

programs funded through 21st CCLC since the 2003–2004 school year, and the district has applied for and received several additional grants to expand the services to more schools since then. Currently, three 21st CCLC grants serve students at AISD. AISD and BGCAA are fiscal agents of the 21st CCLC grants. AISD 21st CCLC has two grants, totaling $3,200,000 for the 2021–2022 academic year and serving 20 schools. BGCAA has been awarded a 21st CCLC grant in the amount of $1,492,000 and serves nine schools. The opportunity to participate is open to all students at these campuses, and approximately 4,000 students are expected to participate, based on previous rates.

PURPOSE OF EVALUATION

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. What were the characteristics of program participants and their level of participation in afterschool programs?

2. What was the relationship between program participation and student outcomes (i.e., academic achievement in reading and math, grade point average (GPA), state assessments, school-day attendance, and behavior)?

3. What were students', teachers', and parents' perceptions of the afterschool programs?

4. What was the quality of the program, and how did that quality relate to student outcomes?

FISCAL CONSIDERATIONS

When available and appropriate, student outcome data (e.g., school-day attendance, academic achievement, state assessments, and behavior) will be examined in relation to cost-effectiveness. One full-time equivalent (FTE) research analyst is funded for this program year.

SCOPE AND METHOD

DATA COLLECTION

Information regarding students' demographics, school attendance, course grades, standardized test scores, and discipline referrals will be gathered from AISD administrative records. Information regarding program participation will be gathered by program staff from the TEA TX21st Student Tracking System. Annual student and parent surveys will be coordinated by DRE staff, with campus-level support from site coordinators. Teachers will be surveyed through the AISD End-of-Year Multi-Program Survey, conducted by DRE. Program quality data will be collected via observations by site coordinators and by DRE staff, as needed.

DATA ANALYSES

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

TIME LINE

- August 2021: DRE staff will work with program leaders to support the needs assessment with survey and outcome data from prior years. DRE staff will assist program staff in creating online registration forms and student tracking spreadsheets. The online reporting and monitoring systems for program quality observations will be updated for the 2021–2022 school year.

- September 2021: DRE staff will provide assistance during office hours to site coordinators who need help with needs assessments, including use of the interactive student outcomes dashboard and Electronic Child Study Team (eCST) data. DRE staff will contact program facilitators and center staff to obtain descriptions of the program activities and logic models for the 2021–2022 school year.

- October 2021: DRE staff will work with the program family engagement specialists to review and update the brief Family Activity Survey. DRE staff will revise and finalize the student and parent surveys. DRE staff will provide periodic (i.e., after each 9-week grading period) updates of the needs assessment dashboard to all the site coordinators for the purpose of student targeting.

- November 2021: DRE staff will orient Texas ACE BGCAA program staff to conduct program quality observations, either in person or online, as needed. DRE staff will provide Texas ACE student participation data from each vendor to the Office of Innovation and Development (OID) for upload into the eCST system, to facilitate data sharing with contracted partners.

- December 2021: Texas ACE BGCAA program staff will provide student participation data from the Texas 21st system to DRE staff. DRE staff will download student participation data for Texas

ACE Austin from the Texas 21st system. DRE staff will link student participation lists to student attendance, discipline, and grades data from the district data warehouse.

- January 2022: DRE staff will provide attendance, discipline, and grades data for the fall report to program directors by January 21 (due to the TEA February 11). DRE staff will provide updates to the needs assessment dashboard for the second 9-week grading period.

- February 2022: DRE staff will revise and finalize ACE-related items that can be used as part of the End-of-Year Multi-Program Survey to gather feedback from teachers.

- March 2022: DRE staff will prepare student and parent survey interactive reports. DRE staff will assist the program staff in administration of the student and parent surveys. DRE staff will provide updates to the needs assessment dashboard for the third 9-week grading period.

- April 2022: DRE staff will analyze the student and parent survey data. DRE staff will collect updated program descriptions and other programming information from program managers needed for the final evaluation reports.

- May 2022: Texas ACE BGCAA program staff will provide student participation data from the Texas 21st system to DRE staff for the Texas ACE spring report and the final evaluation reports by May 20. DRE staff will provide the data for the Texas ACE spring report, which is due to the TEA June 15, to ACE program staff by June 7.

- June 2022: DRE staff will prepare data for analyses for the narrative grant reports. Reports include one narrative report for AISD (Cycle 10) and one narrative report for the BGCAA (Cycle 10).

- July 2022: DRE staff will complete the final narrative Texas ACE Austin and Texas ACE BGCAA Cycle 10 reports, which are due to the TEA July 29.

SPECIAL PROJECTS

If time allows, DRE staff will provide analysis on student outcomes, based on the number of hours per day of program participation (i.e., students who attended 1 hour or less per day, compared with students who attended for 2 or more hours per day).

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS, 2021–2022

Program Director: Tammy Caesar, MEd

Evaluation Supervisor: Paige DeBaylo, PhD

Evaluation Staff: Marlena Coco, PhD

PROGRAM DESCRIPTION

The district's CTE program envisions that every AISD CTE student will be prepared with the knowledge and skills to thrive in college, career, and life (AISD Strategic Framework, 2020–2025) as a result of engaging in high-quality, standards-based, industry-aligned programs of study. CTE programs provide AISD CTE students with work experience, academic knowledge, technical and professional skills, leadership development, and postsecondary credentials. Therefore, the 2018–2023 goals of the CTE 5-year plan are to (a) prepare all CTE students for high-demand, high-skill, high-wage careers in industry-aligned pathways built on academic, professional, and technical skills, leadership development, work experience, and postsecondary credentials; (b) allow elementary students to participate in integrated career awareness activities; and (c) provide middle school students with opportunities to participate in career and personal exploration in order to make informed decisions regarding program of study options for high school and beyond.

More specifically, the CTE program will focus on three major areas in 2021–2022:

- program alignment: CTE staff will align its curriculum to match industry and postsecondary standards and to provide students with opportunities to explore different career options
- quality of instruction: CTE staff will provide innovative, industry-standard resources, curriculum, training, and instruction to provide relevant experiences that prepare all students for postsecondary success
- access and equity: CTE staff will provide all AISD students with opportunities to participate in their choice of CTE program

PURPOSE OF EVALUATION

It is expected that CTE programs will provide high-quality instruction for all students to be ready for college, career, and life, and become contributing members of the community. The CTE program evaluation will describe CTE program implementation, student participation in CTE programs, CTE students' academic and postsecondary outcomes, and CTE high-quality program framework expectations.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- to provide information about program effectiveness to help facilitate decisions about program implementation and improvement
- to provide the data necessary to complete federal and state reports

EVALUATION QUESTIONS

The program evaluation will describe outcomes related to the three areas of CTE focus in year 4 of the 5-year plan:

1. Program alignment: Did CTE programs of study align with industry and postsecondary standards to prepare students for college and career?

2. Quality of instruction: Did the CTE program provide instructors with the resources and professional learning opportunities needed to provide high-quality work-based instruction?

3. Access and equity: Did the CTE program provide students with access to a coherent sequence of courses that met students' pathway aspirations?

FISCAL CONSIDERATIONS

The CTE evaluation is locally funded through 2020–2021 with one 0.5 FTE. As appropriate, the outcomes of programs and services will be examined in relation to their allocations and expenditures.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect both qualitative and quantitative data to measure the program's progress toward its goals. Depending on data availability for the 2021–2022 school year, district information systems may provide students' CTE status, demographic, course and dual credit enrollment, course grade, certification completion, testing data, and graduation information. CTE student data may be collected and analyzed for CTE student performance on TEA indicators for the Comprehensive Local Needs Assessment (CLNA). District information systems will provide information about teacher performance through AISD Professional Pathways for Teachers (PPfT) appraisal results, if available. District surveys, such as the AISD High School Exit Survey, may provide information to assess students' college and career preparation and expectations for postsecondary education. CTE teachers may complete surveys evaluating their professional development activities and needs. CTE teachers may provide data regarding students' participation in industry-based certification exams. The CTE teacher survey may provide information about CTE teachers' perceptions of the CTE program and the quality of support they receive from CTE administration. The CTE student survey may provide information about CTE students' perceptions of the CTE program, class, and activities. National Student Clearinghouse (NSC) may provide information concerning the numbers of students enrolling in postsecondary education after high school graduation. DRE

staff also may review the high-quality program framework rubric survey with CTE staff to determine progress to date and modifications moving forward for assessing data on high-quality elements.

DATA ANALYSES

DRE staff will use a mixed-methods approach to provide the evaluation information pertaining to CTE programs. They will analyze quantitative data (e.g., course enrollment) using descriptive (e.g., numbers and percentages) and inferential statistics. Data will be further explored by disaggregating data by campus, programs of study, race/ethnicity, gender, economic disadvantage status, special education status, and English learner status. Staff will analyze qualitative data (e.g., open-ended survey responses) using content analysis techniques to identify important details, themes, and patterns.

TIME LINE

Evaluation activities and the timing of evaluation activities are subject to change as program needs and circumstances may change in the context of the COVID-19 pandemic. Support activities are ongoing, based on support needs and data availability.

- Ongoing: DRE staff will participate in ongoing, regularly scheduled CTE program meetings with the program staff for evaluation collaboration and provision of continuous feedback.
- August 2021: DRE staff will begin collecting data for the 2020–2021 school year when data are available and prepare to analyze CTE data for the 2020–2021 Annual Program Scorecard Report. DRE staff will prepare a survey to be administered during the August in-service training. DRE staff will analyze data, create graphs, and summarize results to report feedback from the session provided by the CTE team during the training. DRE staff will present the results to the CTE staff. DRE staff will finalize the 2020–2021 District and Campus Certification Report. DRE staff will work with CTE staff to finalize a master certifications file with student-level data from school year 2020–2021. DRE staff will send the report to CTE staff. DRE staff will work with CTE, MIS, and PEIMS on a report that pulls CTE student-level data for school years 2020–2021 and 2021–2022 DRE staff will work with MIS on the process of TEA logic duplication in preparation to pull data consistent with PEIMS reporting for 2021–2022. Preparation steps will be in place to produce preliminary reports in October, January, and May.
- September 2021: DRE staff will begin summarizing CTE program data from the 2020–2021 school year for the annual program report. The analysis will include career cluster enrollment, certifications earned, dual credits earned, and a listing of programs of study offerings. This analysis may include pathway enrollment, pathway completion, and completion of practicums.
- October 2021: DRE staff will draft an annual program report describing CTE program data, implementation, and student outcomes in each focus area for the 2020–2021 school year.

DRE staff will complete, finalize, and publish online the 2020 CTE program summary. DRE staff will submit a student-level data report with CTE data to PEIMS.

- November 2021: DRE staff will continue logic model development by working with CTE staff to review the logic model and provide updates to describe the changes and adaptations to the virtual learning environment. The logic model may also be reviewed alongside the Perkins and CLNA applications, high-quality programs framework, 5-year plan, and theory of change to identify areas for improvement and support for CTE staff goals. DRE staff will obtain descriptions and updates for program plans, activities, implementations, and evaluations. The logic model will be updated to depict relationships between resources, goals or objectives, activities, outputs, and outcomes of CTE programs.

- December 2021: DRE staff will summarize postsecondary enrollment for CTE students after high school graduation for the Class of 2020. DRE staff will draft an executive summary report for the Class of 2020 describing CTE postsecondary outcomes. DRE staff will publish the report online.

- January 2022: DRE staff will support CTE staff in collecting the TEA CTE data needed for completing the CLNA. DRE staff will submit a student-level data report with CTE data to PEIMS.

- February 2022: DRE staff will support CTE staff in analyzing the TEA CTE data needed for completing the CLNA. DRE staff will prepare for CTE teacher and student survey administration (e.g., review and update surveys, confirm timing for survey administration, test surveys online, prepare survey communication materials, collect a list of all CTE instructors for the CTE teacher survey, collect a spring teacher list for survey administration in spring courses for CTE student survey administration, prepare and finalize survey participant lists).

- March 2022: DRE staff will support CTE staff with presenting TEA data to district and campus CTE staff, CTE industry partners, and CTE advisory board members, as needed for the completion of the CLNA application. DRE staff will collaborate with CTE staff to distribute and administer surveys online.

- April 2022: DRE staff will analyze the summative results from the CTE teacher survey and CTE student survey. Results may be disaggregated by CTE program areas.

- May 2022: DRE staff will graph results for the CTE teacher survey and for the CTE student survey. DRE staff will share the results with CTE staff. DRE staff will submit a student-level data report with CTE data to PEIMS.

- June 2022: DRE staff will consult with CTE staff to collect information and data regarding changes and differences in the continuity of programs and program alignment for the 2021–2022 school year. DRE staff may conduct quality checks for CTE data; this may include providing program support for data validation per TEA and Perkins requirements. Testing data for TEA and Perkins requirements may include student performance indicators and disaggregation by special population and major racial and ethnic subgroups. DRE staff will

conduct preliminary analyses of district data on certifications (e.g., TEA-approved industry-based certifications) as well as student enrollment in campuses, career clusters, programs of study, and student sharing participation. DRE staff will work with CTE staff to collect and obtain official and complete records of certifications, including certifications earned during the school year, manual report of certifications, error corrections, industry-based certifications (IBC) for PEIMS submission, and the student-level master data file for 2020–2021 certifications.

- July 2022: DRE staff will analyze certification data for the 2021–2022 school year when certification testing is completed, and all data are available. DRE staff will prepare a spreadsheet summary report of district- and campus-level certification outcomes for the 2021–2022 school year. DRE staff will analyze 2021–2022 CTE auto-calculation indicator code data provided by TEA. DRE staff may compare TEA data with the student-level data report for PEIMS submission. DRE staff will provide summary table information to CTE staff to support the review and confirmation of CTE data for PEIMS summer and final submissions.

- August 2022: DRE staff will finalize the spreadsheet summary report of district- and campus-level certification outcomes for the 2021–2022 school year. DRE staff will work with CTE staff to ensure complete final data files for certifications earned at any time and by school year are available. DRE staff will begin analyzing CTE program data from the 2021–2022 school year. The analysis may include number of students enrolled by cluster, program of study, and CTE indicator code; number of postsecondary credentials earned by cluster (certifications, dual credits). The annual program report may include CTE alignment with high-quality framework elements and student performance indicators.

REQUIRED REPORTING AND DELIVERABLES

DRE staff will assist CTE staff in completing and submitting reports required by the 2021–2022 Title I, Part C, Carl D. Perkins Grant and by the district's board of trustees. A district narrative evaluation report will provide an in-depth summary of program implementation and outcomes for participants.

PROGRAM SUPPORT

DRE staff will meet with program staff to develop evaluation plans, logic models, data collection facilitation activities, and report timelines that will provide formative and summative information to program stakeholders in a timely manner. DRE staff will assist with data validation in the development of reporting through district tools (SAS, Teams, and Forecast 5) to help with discussions and structures for checking the CTE data. This may include data checks, pulls, and reports to verify data and logic for tracking students, based on new required codes and indicators for Perkins, CLNA, compliance, and other reports.

SPECIAL PROJECTS

Time and circumstances permitting, the following activities will take place:

- CTE PPfT: DRE staff will analyze 2020–2021 CTE instructor PPfT data. This analysis may be disaggregated by CTE program area and compared with data for other instructors in the district. DRE staff will outline and draft a brief report to summarize the CTE PPfT results. DRE staff will create a report for the 2020–2021 CTE Instructor PPfT outcomes and share the results with program staff.

- Due to the fluid nature of implementation in the 2021–2022 school year, CTE ad hoc requests and/or CTE supplemental projects could replace work in this evaluation plan that is no longer deemed useful by CTE program leaders.

CARES, 2021–2022

Program Director: Darla Caughey

Evaluation Supervisor: Paige DeBaylo, PhD

Evaluation Staff: Dana Minney, MS; Jenny Leung, MA

PROGRAM DESCRIPTION

AISD continues to work toward an organizational culture that values each employee and provides exceptional customer experiences. As part of AISD Human Resources, the AISD CARES team supports the district's guiding principles and the superintendent's initiatives to help nurture an organizational culture that values equity, relationships, and teaching and learning, while providing exceptional customer service to our students, families, and staff. Five customer service standards drive the AISD CARES customer experience and employee recognition vision and brand:

- customer focused,
- action oriented,
- responsive,
- empathetic, and
- service driven.

The vision of CARES states that AISD will embrace a culture of positive relationships through the creation of exceptional customer experiences for students, families, community members, and each other. If AISD creates an environment of exceptional customer experience and employee recognition, then this may enable improvements in district and campus culture, with long-term outcomes such as increases in student enrollment and in staff retention. To help attain these outcomes, the CARES team delivers training and empowers campus staff and leaders to implement the CARES principles, and systematically uses data to affect change and drive positive outcomes.

PURPOSE OF EVALUATION

The primary purpose of the evaluative support is to continue documenting program activities and impact, collect Year-4 program data, use campus assessment tools, and gauge accountability through creation and use of the district's customer service index.

EVALUATION OBJECTIVES

The CARES evaluation objectives for the 2021–2022 school year are to monitor and evaluate indicators associated with implementation and impact of CARES key elements. Additionally, research and evaluation efforts will be targeted toward supporting evidence-based assessment tools to gauge the impact and implementation of CARES. This may include but is not limited to collecting, analyzing, and disaggregating data regarding feedback and perceptions of the CARES assessment rubric implementation and performance indicator accountability.

Evaluation objectives include the following:

- to align data collection methods (e.g., Teaching, Empowering, Leading, and Learning [TELL]; family; student; and Multi-Program survey) with the new assessment rubric and district strategic indicator
- to monitor and report on customer service feedback
- to address barriers to full adoption, by providing existing data (gathered in 2020–2021) to inform a strategic communication plan
- to update the CARES theory of change or create a logic model, as needed or as circumstances permit

EVALUATION QUESTIONS

DRE staff will answer several key questions about the implementation process and impact of CARES in support of program directors, including the following: evaluation of the new campus assessment tool, collection and provision of data related to the new strategic indicator, and preparation of an annual brief summarizing these activities and results.

1. What were the year-4 program implementation activities in 2021–2022?
   a. Were planned activities implemented as intended with respect to the expected resources, personnel, administration, and other supports?
   b. What did the activity (e.g., training/campus assessment) consist of when delivered in a particular setting?
2. Were the year-4 implementation targets met in 2021–2022?
   a. How did implementation accountability goals differ in 2021–2022 from those in 2020–2021? Were those goals reached?
   b. Were design and implementation of the new tools (i.e., campus assessment rubric, customer service index strategic indicator) evidence based? Was the assessment rubric introduced and implemented?
3. What were the attitudes and responses of stakeholders (e.g., principals and other campus staff, department leaders) toward the CARES program, specifically the new assessment tools and efforts?
   a. To what extent did stakeholders (e.g., principals and other campus staff, department leaders) understand the CARES program tools?

FISCAL CONSIDERATIONS

Funding for the evaluation of the Office of Human Capital's programs is provided locally. In the evaluation process, total program cost and funding sources will be identified, and implications may be examined.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect qualitative and quantitative data pertaining to clearly defined measures to support the implementation of CARES and to monitor progress toward its goals. District information systems will provide employee demographic and job-related information, student enrollment and academic achievement data, staff professional development activity participation data, and customer experience data (e.g., campus assessment). Multiple surveys regarding staff's, students', and parents' experiences with AISD and their campus environments will be administered during the school year. These surveys, Let's Talk! data, and campus assessments will be used in relation to the district strategic indicators. These surveys may include but not be limited to:

- TELL Survey
- Family survey
- Student Climate Survey
- Multi-Program Survey

DATA ANALYSES

DRE staff will use a multiple-methods approach to provide evaluation information pertaining to CARES. Descriptive and comparative analyses will be performed to examine CARES-specific data, district and campus climate and culture data, and data collected through the Office of Human Capital's initiatives. Staff will analyze quantitative data (e.g., training enrollment information and responses to the climate surveys) as well as qualitative data (e.g., open-ended responses provided by other data collection efforts), and provide data, as needed, in relation to district indicators.

TIME LINE

Support activities are ongoing, based on support needs and data availability. This time line is subject to change as program needs and circumstances change.

- August–October 2021: DRE staff will meet with CARES program staff to establish 2021–2022 program goals and ensure alignment of 2021–2022 (and beyond) evaluation activities. DRE staff will create and propose an index for strategic performance indicator, establish data-tracking and data-sharing protocols, and monitor implementation of planned activities.
- September 2021–February 2022: In collaboration with the CARES team, DRE staff will prepare for and administer the TELL, family, and Central Office surveys. DRE staff will provide preliminary data snapshots to the CARES team, as requested or as circumstances permit.
- February–April 2022: DRE staff will analyze results of the TELL, family, and Central Office surveys and analyze feedback to help program staff understand the implementation and outcomes of the CARES program and the newly launched assessment process across campuses. DRE staff in

collaboration with the CARES team will prepare questions to be administered in the Multi-Program Survey.

- April–July 2022: DRE staff will analyze year-4 CARES data in comparison with baseline and year-2 and -3 CARES data. DRE staff will prepare the 2021–2022 evaluation summary report for CARES. DRE staff will provide formative and summative results to the CARES team, based on data collected throughout the 2021–2022 school year, as necessary for board reporting. To support reporting related to district scorecard indicators, DRE staff will provide final data pertinent to CARES indicators on the district scorecard.

REQUIRED REPORTING

DRE staff will provide district- and campus-level measurement of implementation and impact work and other indicators of customer experience. DRE staff will provide district- and campus-level measurement of short-term outcomes (i.e., district and campus climate and culture). Summative measurement will be provided in the form of an annual report brief summarizing the program implementation and outputs in 2021–2022 and related outcomes.

SPECIAL PROJECTS

Time and circumstances permitting, the following activities will take place:

- DRE staff will draft a logic model illustrating components of the impact theory, including clear inputs, outputs, and outcomes (e.g., retention, satisfaction, and performance).
- DRE staff will analyze and adjust the original CARES program theory, if needed.
- DRE staff will implement the use of the QR code feedback surveys and collect and analyze related data.
- DRE staff will draft a service utilization plan for how students, families and staff members are introduced to, engage with, and complete the planned sequence of services/activities, as designed by the CARES program.

COLLEGE AND CAREER READINESS, 2021–2022

Program Managers: Creslond Fannin, EdD

Evaluation Supervisor: Paige DeBaylo, PhD

Evaluation Staff: Marlena Coco, PhD

PROGRAM DESCRIPTION

AISD expects all students will graduate ready for college, career, and life in a globally competitive economy and is committed to providing all students with quality college and career preparation. The programs described here contribute to fulfilling the commitments of preparing students to graduate on time and to perform at or above grade level in math and reading, and of developing and maintaining community partnerships that will support our students while at AISD and after high school graduation. DRE staff have developed evaluation plans for the 2021–2022 school year that address current programmatic needs but include flexibility for adjusting plans and timelines as reprioritization of needs occur over the course of this school year.

In this effort, the district has created a portfolio of college and career readiness support services, programs, and initiatives focused on helping all students succeed. Several comprehensive programs are instrumental in achieving this goal: Early College High School (ECHS), Pathways in Technology Early College High School (P-TECH), Texas Science, Technology, Engineering, and Mathematics Academies (T-STEM), CTE, and Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP).

ECHS are innovative high schools that provide students with an opportunity to earn a high school diploma and 60 college credit hours, which lead to an associate degree. These high schools provide dual credit at no cost to students, offer rigorous instruction and accelerated courses, and provide academic and social support services for students. DRE staff will examine outcomes for ECHS participants, and details are described separately in this document.

P-TECH will also be implemented at several ECHS campuses. Starting as early as 9th grade, these models deliver a 6-year, career-focused program that combines high school and college coursework with real-world work experience. Students will gain work experience through job shadowing, internships, and apprenticeships in fields connected to their classroom studies. The partnership with Austin Community College (ACC), Seton Healthcare, Dell Technologies, and the Austin Board of Realtors will focus on preparing students for careers in technology, health care, and business. Students who successfully complete the 6-year program may graduate with a high school diploma, an associate degree, relevant industry certifications, and practical workplace experience. DRE staff will examine outcomes for P-TECH, and details are described separately in this document.

T-STEM is an open enrollment high school program that focuses on improving instruction and academic performance in science and mathematics-related subjects and on increasing the number of

23

students who enter STEM careers. T-STEM academies target at-risk and economically disadvantaged students, provide dual credit opportunities at no cost to students, and expose students to problem-solving in real-world contexts. In addition, these academies provide academic and social support services to help students succeed in high school and improve college readiness. Lastly, T-STEM academies align with regional workforce needs and guide students into high-demand, high wage careers. DRE staff will examine outcomes for T-STEM participants, and details are described separately in this document.

CTE programs prepare all students for high-demand, high-skill, high-wage careers. All AISD students may enroll in CTE courses aligned with industry standards that focus on academic, professional and technical skills, leadership development, work experience, and postsecondary credentials. CTE programming will focus on increasing program alignment with industry standards, developing quality of instruction, and ensuring access and equity for all AISD students. DRE staff will examine outcomes for CTE students, and details are described separately in this document.

GEAR UP is a federally funded program encouraging low-income, at-risk students to have high educational expectations, stay in school, and complete the required courses to enter college. Across 7 years, GEAR UP Austin aims to serve a cohort of students across 11 economically disadvantaged middle schools and seven of the high schools in their feeder pattern . GEAR UP Austin consists of four major program components: academic intervention, enhanced counseling and advising, professional development opportunities, and family engagement. DRE staff will examine outcomes for GEAR UP students, and details are described separately in this document.

All AISD high schools provide courses, support services, and programs to support student college and career readiness development. AISD high school students may enroll in dual credit courses, advanced placement (AP) courses, and international baccalaureate (IB) coursework. AISD college and career advisory staff assist students with their preparation for college admissions assessments (e.g., Texas Success Initiative [TSI], ACT, and SAT tests) and provide students with support in their completion of college applications (e.g., Apply Texas) and financial aid applications (e.g., the Free Application for Federal Student Aid (FAFSA)). DRE staff will summarize district and campus outcomes related to course participation, assessment outcomes, college and financial aid application completion, and postsecondary enrollment and persistence, as reported by the NSC.

AISD partners with the Austin Chamber of Commerce, ACC, and other Central Texas school districts to implement the Direct-to-College Achievement Plan (DTC70) committed to enrolling 70% of graduating seniors directly in higher education in the fall after graduation. In this work, district staff participate in regional efforts to prepare students for college (e.g., sending targeted text messages and hosting Financial Aid Saturday events) and to ensure student data are readily available to counselors and program staff for counseling and advisement purposes. District staff also provide support to AISD graduates in the summer after high school graduation to ensure those who planned to enroll in a postsecondary institution after

graduation complete all of the administrative steps to do so. To support students not planning to enroll in college in the fall, district staff also host a Career and Job Fair in the summer after graduation. DRE will make data related to DTC70 available on our website and will complete the annual upload of High School Exit Survey data to OneLogos to support the Summer Melt program.

PURPOSE OF EVALUATION

DRE will provide evaluation support for the Office of School Leadership to ensure all AISD students have access to quality education that enables them to achieve their potential and graduate ready for college, career, and life.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- to improve high school students' preparation for college, career, and life
- to examine whether the programs within the college and career readiness portfolio have assisted students to become enrolled in a postsecondary institution, profitably employed, or both
- to determine whether the gaps between student groups enrolling in postsecondary institutions have been reduced
- to provide program-effectiveness information to district decision makers and program managers that will inform decision-making about program implementation and improvement

EVALUATION QUESTIONS

The program evaluation will focus on these major questions:

1. Did the College and Career Readiness Program implement structures and employ strategies to meet articulated performance goals?
2. Did the College and Career Readiness Program meet expected outcomes or goals?
3. How well did the College and Career Readiness Program outcomes align with the district's vision and goals?

FISCAL CONSIDERATIONS

In the evaluation process, program resources and funding contributions will be determined and implications may be examined. The evaluation of this program is supported with a locally funded 0.5 FTE allocated for evaluation staffing.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect a variety of quantitative and qualitative data, summarize student outcomes annually, and report on trends across time, when applicable. Student academic information collected from district data systems may include student demographic data; high school enrollment and attendance data; discipline data; State of Texas Assessments of Academic Readiness (STAAR) / end-of-course (EOC) data, if assessment data are available; advanced course enrollment and earned credit data (e.g. AP and dual credit); certification data; college readiness assessment data (e.g., SAT, ACT, and TSI); and grade level promotion and graduation data. Program participation indicators (e.g., ECHS, PTECH, T-STEM, Summer Melt), student internship and job shadowing data, and mentoring data may be collected from program implementation records. FAFSA completion data and college application data will be provided through the Texas Higher Education Coordinating Board's Apply Texas Administrative and Counselors' Reporting Suite. Postsecondary enrollment data will be obtained from the NSC for AISD graduates. Student attitudinal data will be collected in the AISD High School Exit Survey, AISD Student Climate Survey, and individual program surveys administered to participants.

DATA ANALYSES

Data analyses and reporting for the ECHS, P-TECH, and T-STEM programs will be guided by the TEA blueprint for each of these programs. To determine outcomes related to ECHS, P-TECH, and T-STEM programs and to isolate the influences of other programs, DRE staff will use a mixed-methods approach. Staff will include student comparison groups in the quantitative data analyses to separate the program effects on outcomes of interest, including academic growth. Staff will analyze quantitative data (e.g., dual credit course completion, test scores, and survey results) using descriptive statistics (e.g., numbers and percentages). Staff will use inferential statistics (e.g., tests of statistical significance) to make judgments of the probability that an observed difference between groups is one that happened as a result of the program, rather than by chance. Staff will triangulate, or cross-examine, results from all analyses to determine the consistency of results and provide a more detailed and balanced picture of the programs.

DRE staff also will summarize and report student outcomes on measures of successful college and career preparation, enrollment in postsecondary institutions, and workforce outcomes. Short reports or dashboards will be posted on the DRE website that describe students' academic outcomes on AP, SAT, and ACT assessments; overall college readiness of students measured by ACT, SAT, and TSI; financial aid and college application completion; advanced course completion (e.g., AP, IB, and dual credit); postsecondary enrollment and persistence; and workforce participation.

TIME LINE

Specific timelines for each of the initiatives are presented in the respective program evaluation plans. Evaluation activities and the timing of evaluation activities are subject to change as program needs change. Ongoing College and Career Readiness evaluation support includes:

- assist with board presentations and board requests related to college and career readiness
- develop a theory of change for programs in college and career readiness
- draft an expansion of the postsecondary enrollment dashboard to include more variables of interest
- conduct the High School Exit Survey and upload data to OneLogos

REQUIRED REPORTING AND DELIVERABLES

DRE staff will communicate program evaluation outcomes in a series of report briefs, data dashboards, and other deliverables. Refer to the evaluation plans describing CTE, GEAR UP, and ECHS, P-TECH, and T-STEM for details. Other reports/dashboards relevant to ACT, SAT, TSI, and dual credit data may also be produced.

PROGRAM SUPPORT

DRE staff will provide ongoing support to program administrators and assistance with data collection methodology, and as possible, will perform ad hoc requests for information and or data.

SPECIAL PROJECTS

No special projects are planned at this time.

Coordination of External Research and Evaluation in AISD, 2021–2022

Evaluation Supervisor: Cinda Christian, PhD

Evaluation Staff: Jay Brown, PhD; Crystal Wang, PhD

Program Description

External research is any research or evaluation conducted within AISD by persons outside AISD. External researchers include university faculty and students, professional researchers and firms, federal and state agencies, community groups and service providers, and even AISD employees for whom the work is not in the regular course of their duties (e.g., special projects, graduate studies). AISD receives numerous requests from external parties to conduct research or evaluation for general education research, theses and dissertations, program evaluations, and partners' grant compliance reporting. These requests may include any combination of the following: surveys; interviews; focus groups; observations of students, teachers, administrators, and other district staff members; and data sets from central records. A formal application and data collection process facilitates research and evaluation conducted by parties external to AISD and allows DRE staff to monitor these projects. The process includes established guidelines that (a) provide customer service and centralized information to those interested in conducting research or evaluation in the district, (b) protect staff and students from unnecessary or overly burdensome data collection, (c) ensure compliance with current laws concerning privacy and research, and (d) contribute to the quality of research conducted in AISD. Proposal forms and instructions, information regarding the external research process, the external research policy, important dates, a process flow chart, and criteria by which proposals are judged are posted on the AISD web page (http://www.austinisd.org/dre/research).

The procedures for submitting proposals for research or evaluation are as follows. External researchers submit electronic proposals to DRE, along with a processing fee. The DRE external research coordinator intakes applications and ensures they are complete; that they use appropriate methods, data, and logistics; and that they are aligned with local, state, and federal policies. The coordinator then works with content and area experts in the district to review the proposal, based on the following criteria: time and resources; value to the campuses, the district, and the field of education; relationship to the strategic plan, district improvement plan, or other key initiatives; level of data extraction; design of the study; and accompanying documents. Proposals that receive favorable feedback for implementation from reviewers typically have high value to AISD, use small and easily accessed samples, and use little or no class time to collect data. The coordinator offers review comments and receives any application edits required for approval.

A research proposal is approved at the district level by DRE. Protocol also requires researchers to gain permission from principals at each site of participation. Research projects have an official approval number and letter from DRE. Researchers are given a Principal Recruitment and Agreement to Participate (PRAP) form for principals to sign showing campus-level approval; these forms are returned to DRE. Researchers are required to

follow all district and school guidelines for outside visitors. External researchers are also required to follow all terms and conditions set forth in the assurances to AISD agreed upon when they submitted the application.

Once projects are approved, DRE drafts and processes data-sharing agreements and fulfills external requests for data from AISD databases. DRE staff take 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 (FERPA, 20 U.S.C. § 1232g; 34 CFR Part 99). Under most circumstances, the coordinator bills external researchers for programming time. Findings from completed research are collected by the coordinator, who disseminates the results to district leaders and campuses likely to benefit from knowledge of the research findings.

Due to pandemic contexts, DRE staff have created a research continuity plan for continuing as well as new research. The plan was originally developed in April 2020 and has been modified with additional protocols and supports to help maintain research connections during this trying time. Information is posted on the website specific to new applicants, approved researchers, AISD-approved community partners, employees, and those interested in future projects. As the pandemic context shifts, updates for researchers are posted to the website, as available. The continuity plan allows campuses flexibility to return to normal working conditions while also providing opportunities for those interested in conducting research within AISD. These changes are temporary, work within the bounds of normal application review and approval processes, and can be lifted when the district is ready. DRE staff plan for the full host of external research and evaluation opportunities to return in time.

For 2021–2022, in-person data collection (e.g., surveys, interviews, focus groups, observations) is limited due to the continuing pandemic. All researchers have been asked to limit in-person contact, think about virtual collection, and prioritize extant data (i.e., centralized data requests for student, staff, and/or campus data) when possible. New research approval is based on formal review procedures as well as several concepts added due to limited capacity. These include (a) the level to which the study has planned for changing educational landscapes (e.g., online documents, virtual data collection), (b) alignment with short- and long-term district priorities, and (c) immediate benefit to sites and participants. Both new and previously approved researchers are asked to provide information about ways to mitigate COVID-19 risk as part of their logistics. Researchers working in school contexts are also asked to comply with all district policies for entrance, including health and safety protocols. New researchers provide these details in their application or review, while previously approved projects are asked to update project information using a standard change request form and process.

PURPOSE OF EVALUATION

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- to identify trends in external research proposals

- to ensure that research efforts are equitably distributed across subject areas, grade levels, campuses, and research methodologies
- to highlight any research projects that are particularly successful or beneficial to the district
- to note any persistent problems that may need to be addressed through modifications of the research application and review process
- to make recommendations about research priorities for the following school year

FISCAL CONSIDERATIONS

One FTE is funded for this program year.

SCOPE AND METHOD

DATA COLLECTION

Information concerning research projects will be compiled in an external research database. This database is updated upon the receipt of each new proposal and at each stage of review and processing. Information generated from the database includes (a) proposal status (i.e., intake, review, accepted, declined, withdrawn), (b) characteristics of applicants, (c) topic and details of projects, and (d) information about data requests and/or participant access. DRE staff have added the capacity to track changes requested by researchers after initial acceptance of a project, using a uniform change request form.

DATA ANALYSES

Data analysis procedures will include calculating the frequencies of the number of external research projects across types of applicants, topics, methodologies, and grade levels, and examining the percentage of proposals accepted. The coordinator will use these data to develop recommendations for the following school year.

TIME LINE

- Ongoing: DRE staff will provide ongoing support to external researchers (e.g., processing data-sharing agreements, data requests, project updates) throughout the school year, based on project time lines and data availability. DRE staff will also provide outreach, support, and alternative planning with researchers, based on the developed research continuity plan in place due to the pandemic.
- Ongoing: DRE staff will provide outreach and support to central office leaders, including conducting content reviews on research applications, disseminating final research reports, and planning for future research collaborations.
- June–August 2021: The coordinator will receive and process research applications for the 2021–2022 school year. For this year, applications will include new submissions as well as those put on hold due to the pandemic.

- October–December 2021: The coordinator will receive and process research applications. Applications for extant data requests in the spring of 2021–2022 will be reviewed.
- June–August 2022: The coordinator will receive and process research applications for the fall semester of the 2022–2023 school year.
- September 2022: The coordinator will analyze data from the external research database and complete the external research summary report for the 2021–2022 school year.

REQUIRED REPORTING

The coordinator will provide a written report to the director of DRE at the end of September 2022. The report will provide an overview of yearly activity, document areas of interest, and summarize the number and types of research projects conducted during the prior school year. The report will (a) discuss noteworthy trends in research topics, (b) highlight any research projects that were particularly successful or beneficial to the district, and (c) note any persistent problems that may need to be addressed through modifications to the research application and review process. The report will also describe continuity efforts, customer service outreach, and additional data efforts put in place. Information will be used to develop recommendations for the improvement of the external research review process and the development of research priorities for the following school year.

PROGRAM SUPPORT

Staff will offer assistance to those both internal and external to AISD, including vetting and reviewing grant opportunities, writing letters of support for grant submissions, participating in local research and networking opportunities, and coordinating with the Office of Innovation and Development to streamline partner agreements where evaluation is included. The coordinator will support AISD partnerships with local universities, wherein AISD employees are offered opportunities to enroll and earn higher education degrees and certificates. Programs include the AISD/Texas State University Cohort program for an MEd in educational leadership and the AISD/University of Texas at Austin (UT) intern partnership for the Texas Principal Leadership Academy (TPLA) MEd program. Coordination will include providing support for research opportunities in graduate classes as well as institutional evaluation. The coordinator will (a) review class or student external research plans conducted as part of classwork and (b) ensure research conducted during graduate classwork complies with privacy and data requirements.

DRE staff will offer workshops for graduate students and faculty at Texas State University, UT (e.g., College of Education, Department of Human Development and Family Sciences), and in other departments or universities, as requested. The objectives of these workshops will be (a) to offer students and faculty an overview of the research application process requirements so they can take them into consideration during the planning stages of their research and (b) to enhance the dialogue between the institutions (e.g., UT and AISD) to ensure that collaborative research projects are of high quality and of benefit to both the researchers and the district.

SPECIAL PROJECTS

   DRE staff coordinate with peers at UT to put on an annual Collaborative Research Forum. The purpose of the forum is to foster greater awareness of the work that university and school district researchers are conducting in prekindergarten through 12th-grade settings, share key findings, identify unanswered questions, and establish new collaborations. Due to the pandemic, it is unclear if the 2022 Collaborative Research Forum will take place or will occur in an altered or virtual format.

CREATIVE LEARNING INITIATIVE (CLI), 2021–2022

District Program Director: John Green-Otero, MEd

City-Wide Program Director: Brent Hasty, PhD

Evaluation Supervisor: Cinda Christian, PhD

Evaluation Staff: Helen Archuleta, PhD; Michelle Lucas, PhD

PROGRAM DESCRIPTION

The CLI is a city-wide collaboration between MINDPOP, the City of Austin, AISD, and more than 100 arts and cultural organizations dedicated to ensuring equitable access to creative learning and the arts for every student in Austin. The CLI model is grounded in research that shows that arts programs in and out of school have a powerful impact on both student cognition and youth development (Ruppert, 2006). Statewide research also identified a positive relationship between arts participation and academic achievement, attendance, graduation, and enrollment in higher education (Texas Cultural Trust, 2015). The same research revealed access to those arts courses was not equitably distributed across regions, across districts, or within schools, particularly in high-poverty areas. Initiatives such as CLI in Austin seek to ameliorate these inequities. Using the model of collective impact and fueled by national research, local leaders from across private and public sectors came together to address the disparities in access to the arts for young people within schools, across the district, and in neighborhoods throughout our city.

In 2011, MINDPOP partnered with the John F. Kennedy Center for the Performing Arts to help community leaders conduct an inventory of arts access, assess needs, develop common goals, design a strategic action plan, and commit to the shared measurement of our impact and continuous communication. The current CLI model, designed by MINDPOP through a community process, is comprehensive, providing support at the classroom level, the district level, and the community level to (a) create arts-rich schools; (b) create a community network to support and sustain the arts-rich life of every child; (c) develop leaders and systems to support and sustain quality creative learning for the development of the whole child; and (d) demonstrate measurable impacts on students, families, schools, and our community.

Examples of the support provided through the systemic approach of the CLI model include:

- policy recommendations at the board level
- curriculum development support at the district level
- campus planning support for principals and teacher ambassadors
- professional development opportunities for teachers, including campus-wide training and elective in-depth training on how, when, and why to use creative teaching strategies
- professional development opportunities for community arts partners and other community-based programs to increase pedagogical skills and align their programs with school needs

- development of campus capacity to address local needs in providing equitable arts and creative learning (e.g., campus planning, instructional leadership, program fidelity and alignment)

The robust program model represents best practices in instructional theory, systems change, and arts education. Campuses are involved in the CLI work collectively for 3 foundational years, during which they receive instructional support for every teacher and school leader. Each foundational year, teachers focus on integrating Creative Teaching strategies from a new art form into their teaching practices, while principals and teacher-leaders build capacity toward sustainability. Campuses that are not yet rolled into the program are called non-CLI schools and have access to some of the same district-wide supports and some open professional development opportunities. At each campus, regardless of CLI status, the initiative works to ensure equitable access to (a) fine arts learning, (b) Creative Teaching across the curriculum, and (c) community arts organizations and resources. In combination, these three pillars align efforts in schools and across the community to provide an arts-rich experience for every student in Austin.

PURPOSE OF EVALUATION

The primary purpose of the CLI evaluation is to monitor CLI program implementation activities, assess the effectiveness of CLI implementation activities in achieving the intermediate program goals, and explore the relationship between intermediate program goals and the desired outcomes.

EVALUATION OBJECTIVES

The proposed evaluation will examine the district's progress toward the following CLI program goals: (a) to create arts-rich schools for all students, (b) to create a community network to support and sustain arts richness, and (c) to develop leaders and systems that support and sustain quality creative learning. Toward the objective of informing community and district stakeholders as well as empowering CLI leadership, the evaluation has the following governing intentions:

- to track trends in implementation and goal achievement that reflect changes over time, whenever data consistency permits
- to consistently explore issues of equity in the analysis of implementation and goal achievement at the campus and student levels; we also strive to identify successful interventions or approaches, especially those achieved in the context of systemic disadvantages
- to describe the relationship between the program components and desirable outcomes (e.g., engagement and achievement); in addition, to describing what works, we strive to understand for whom it works and in which ways by disaggregating by relevant groups
- to make the findings accessible to a variety of stakeholder needs, we strive to make the reporting not only accurate but also timely, relevant, clear, and visually engaging

EVALUATION QUESTIONS

The program evaluation of 2021–2022 will focus on the following major questions:

1. Creative Teaching
   a. How many and what manner of Creative Teaching workshops were taken by teachers in 2021–2022? How did teachers perceive the workshops offered?
   b. How did teachers use Creative Teaching in the classroom in 2020–2021?
   c. What instructional support provided by the district, campus or CLI did teachers use, or want, for Creative Teaching in 2021–2022?
   d. How did Creative Teaching ambassadors, also known as teacher leaders, collaborate with coaches and share their knowledge and expertise with teachers at their campus?
2. How many and what manner of community arts partnerships did schools participate in during 2021–2022?
3. Student Outcomes
   a. Overall, how much arts access did students have at each campus in the district in 2021–2022?
   b. How was arts access distributed by school level, CLI status, Title I status, emerging bilingual, special education, and vertical team?
   c. Did students' STAAR assessment scores relate to their teachers' self-reported Creative Teaching implementation quality?

FISCAL CONSIDERATIONS

As appropriate, the outcomes of programs and services will be examined in relation to their allocations and expenditures. Evaluation services for CLI are locally funded. Two partially funded (0.75 FTE and 0.25 FTE) research analysts in the DRE are assigned for this program year.

SCOPE AND METHOD

DATA COLLECTION

Data collection regarding professional development activities will happen on an ongoing basis, as delivered, throughout the school year. Data collection for the Arts Access Inventory will take place in the spring, and the scoring rubric will be updated to reflect recent program changes. Teachers will be surveyed about their Creative Teaching strategy use in the spring. Teachers acting as leaders (i.e., campus ambassadors) for Creative Teaching will be identified, and their methods of sharing knowledge with other teachers will be documented.

DATA ANALYSES

Descriptive statistics will be used to summarize Creative Learning Professional Development Workshop Survey responses across all CLI program participants. Additionally, descriptive statistics will be provided for the Arts

Access Inventory data, including identification of district and campus level strengths and weaknesses. Correlational analyses will be used to assess whether the arts access rubric relates to school-level demographics and characteristics. A thematic analysis of teacher ambassadors' practices on their campuses will be done. Students' sequential fine arts participation will be analyzed, using the statistical analyses of correlation and regression. Students' STAAR assessment scores will be analyzed in relation to teachers' self-reported Creative Teaching implementation quality, using the statistical analyses of regression of potentially multilevel modelling. All student outcome analyses will include contextual variables of interest, including school level, CLI status, Title I status, emergent bilingual status, special education, and vertical team.

TIME LINE

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

- July–September 2021: DRE staff will create surveys and dashboards to monitor the full variety of professional development options offered. As needed, DRE staff will provide live (as possible) or periodic updates to the dashboards. DRE and program staff will develop a strategy to identify teacher ambassadors in Creative Teaching.

- October–December 2021: Campus profiles, based on the Arts Access Inventory, will be drafted, and the structure of the profiles will be refined with program managers for summer distribution. DRE and program staff will update teacher survey items for spring distribution regarding Creative Teaching use and instructional support received. A plan for how to best assess teacher ambassadors' methods of networking and knowledge sharing on campuses will be made. After the fall TX PEIMS snapshot is released, DRE staff will update the interactive report, showing student and teacher demographics for program managers to use for planning, reporting, and grant seeking.

- January–March 2022: DRE staff will continue to administer the Professional Development Workshop Survey to those who completed professional development activities and update the associated interactive dashboard. Teacher ambassadors in Creative Teaching will be contacted for data collection. In preparation for the spring collection of the Arts Access Inventory and resulting campus profiles, DRE will build an Art Inventory spreadsheet including indicators that are calculated from existing data, such as the secondary fine arts participation. DRE staff will finalize the new elementary and secondary campus profile templates. The Arts Access Inventory will be built to self-score and feed into the new campus profiles.

- April–May 2022: DRE staff will support the collection (i.e., following up with campus leaders to gain accurate and timely data) of the Arts Access Inventory data from every school. DRE staff will administer the Creative Teaching Survey to instructional staff at the end of the year. Data will be delivered to the

appropriate program leaders to inform ongoing improvement. Data collected on teacher ambassadors will be analyzed to understand how knowledge sharing of Creative Teaching happens on campuses.

- June–July 2022: DRE staff will summarize elementary and secondary Arts Access Inventory data and publish a summary report on arts access across the district. A report on teacher ambassadors' knowledge sharing of Creative Teaching will be written, and recommendations for best practices will be made. Detailed implementation data, students' sequential arts participation, and students' STAAR outcomes will be reviewed for trends and published in the late summer.

REQUIRED REPORTING

In the fall of 2021, schools will complete the Arts Access Inventory, and campus profiles showing descriptive data will be shared. Throughout the school year, evaluators will deliver and maintain several interactive reports through Qualtrics Vocalize (workshop feedback, demographics, Creative Teaching Survey results, visual and performing arts participation and campus profiles of arts access). In the summer of 2022, scored profiles will be published for every school, and a district-wide summary will be published. Teacher ambassadors' practices related to Creative Teaching knowledge sharing on their campuses will be summarized, and recommendations for best practices will be made. Lastly, detailed implementation data, students' sequential arts participation, and students' STAAR outcomes will be reviewed for trends and published in the late summer.

SPECIAL PROJECTS

Opportunity and time permitting, the following special projects may take place:

- DRE staff will create a Qualtrics dashboard of requests for support.
- DRE staff will work with program staff to develop a pilot model for Creative Learning Initiative Demonstration Campuses and classrooms and will document and describe the end states and processes required to achieve demonstration site status.
- DRE staff will pilot the Creative Teaching App to assess its usability function and perceptions by teachers at pilot campuses and grade levels.
- DRE staff will track the immersion of dance in PE, visual art, and music curriculum (e.g., campuses involved, staff perceptions)

CREDIT RECOVERY PROGRAMS, 2021–2022

Program Manager: Dr. Gloria Williams

Supervisor: Paige DeBaylo, PhD

Evaluation Staff: Jenny Leung, MA; Dana Minney, MS

PROGRAM DESCRIPTION

AISD offers two special programs to meet the learning needs of middle and high school students across the district, many of whom may be at risk for dropping out of school. These programs aim to help students with course credit recovery, 9-week course grade repair, and/or attendance recovery. The programs primarily follow two models, serving students within and outside of the school day. Instruction may be online or teacher led, and students progress at their own pace, with targeted time lines.

Diversified Education through Leadership, Technology, and Academics (DELTA) is an academic program available to students enrolled in all AISD comprehensive high schools, Garza Independence High School, and other alternative learning centers or schools serving AISD students. The goal of the DELTA Program is to provide individualized, self-paced online instruction that will help students earn academic credits and graduate from high school. The DELTA Program is offered during the school day, within a scheduled class where most students work at their own pace online to complete course curriculum meeting the TEKS requirements for courses they previously failed or need to take. Students often access course curriculum through the Odysseyware learning platform, and students typically enroll in DELTA throughout the school year.

AISD's Twilight Evening School Program serves both high school and middle school students outside of traditional school day hours. Similar to the DELTA Program, Twilight provides students with credit recovery opportunities, but it also provides opportunities to repair grade and recover attendance. Twilight students use online curricula that meet the TEKS requirements, and credits are offered through the Blend and Odysseyware platforms. Twilight also offers a limited number of teacher-taught courses using AISD curricula. While all students enrolled in the Twilight Program meet standard requirements, the Twilight Program may be implemented differently across AISD campuses. Schools may elect to offer the program on weeknights or weekends, for varying periods of time.

The Twilight and DELTA programs contribute to fulfilling the district's commitment to preparing students to graduate on time. In addition, these programs support the district's goal to create an effective, agile, and responsive organization with a commitment to generate, leverage, and use strategically all resources.

PURPOSE OF EVALUATION

DRE staff will provide evaluation support to program staff to ensure all AISD students have access to quality education that enables them to achieve their potential and graduate ready for college, career, and life in a globally competitive economy.

EVALUATION OBJECTIVES

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

EVALUATION QUESTIONS

1. What were the demographic and academic characteristics of the students who participated in the DELTA and Twilight programs?
2. What were the reasons for which students enrolled in the DELTA and Twilight programs?
3. How many students enrolled in the DELTA and/or Twilight programs?
4. How many times during the school year did students enrolled in DELTA or Twilight earn credit, repair a grade, or recover attendance? How many credits were earned of those that were attempted by students who participated in DELTA and Twilight programs? How many grades were repaired or credits recovered in math and reading courses?
5. Which courses or subjects were most frequently enrolled in for credit recovery?
6. How long did students typically take to complete their DELTA or Twilight courses? How many attempts through a year did students make to repair a grade or recover a credit?
7. What proportion of students enrolled in DELTA or Twilight were promoted or graduated?
8. What were students' and staff's perceptions of the DELTA and/or Twilight programs?
9. Which courses or subject areas were most frequently enrolled in for credit recovery?

FISCAL CONSIDERATIONS

In the evaluation process, total program cost and funding sources will be identified, and implications may be examined. The evaluation of this program is supported with a locally funded 0.25 FTE allocated for evaluation staffing.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collaborate with program staff to develop and update best practices for collecting and recording program data. In addition, DRE staff will collect qualitative and quantitative data pertaining to attendance, course completion, credits obtained, and graduation. District information systems (e.g., eCST and TEAMS) will provide student demographic, attendance, and graduation data for program participants. DRE staff will administer surveys to collect information regarding their experiences with the

program. Lastly, DRE staff will provide assistance to staff in the Office of Innovation and Development with grant applications, as needed.

DATA ANALYSES

DRE staff will use a mixed-methods approach to provide the evaluation information pertaining to the DELTA and Twilight programs. They will analyze quantitative data (e.g., course enrollment and completion, attendance, and graduation) using descriptive (e.g., numbers and percentages) statistics. Academic outcomes will be further explored by disaggregating data by race/ethnicity, gender, economic disadvantage status, and special education status. DRE staff will analyze perceptual data to identify important details, themes, and patterns.

TIME LINE

DRE and credit recovery program staff will meet regularly to discuss program implementation, development, and evaluation plans. Activities and timelines are subject to change as Credit Recovery programming adjusts to meet participants' needs throughout the year.

- August–November 2021: DRE staff will work with program managers, campus staff, and MIS staff to maintain a tracking system for the DELTA and Twilight program data. DRE staff will collaborate with staff from the Department of Student Support Services to update program exit surveys for DELTA and Twilight students. DRE will provide pertinent DELTA and Twilight program data to program staff, as needed.

- December 2021–January 2022: DRE staff will analyze graduation and promotion data for prior year DELTA and Twilight students.

- January 2022: DRE staff will summarize graduation and promotion outcomes for students who graduated in Spring 2021.

- February–May 2022: DRE staff will update and finalize year-end surveys. DRE staff will coordinate with DELTA and Twilight staff to administer the surveys to participants.

- May–June 2022: DRE staff will draft a report outline, meet with program administrators, and begin data analysis to summarize program outcomes.

- July–August 2022: DRE staff will complete their analysis and reporting.

- September–October 2022: DRE and program staff will review the report draft. DRE staff will publish the report on the DRE website.

PROGRAM SUPPORT

DRE staff will provide ongoing support to program administrators, assist with the data collection methodology, and respond to ad hoc requests for information/data.

SPECIAL PROJECTS

Time permitting, DRE staff will conduct interviews or focus groups with a sample of instructors to collect additional information regarding their experience with the program.

DISTRICT-WIDE SURVEYS OF STUDENTS, FAMILIES, AND STAFF, 2021–2022

Evaluation Supervisors: Cinda Christian, PhD; Chelsea Cornelius, PhD; Paige Debaylo, PhD
Evaluation Staff: Marlena Coco, PhD; Cason Fayles, MA; Paige Debaylo, PhD; Jenny Leung, MA

PROGRAM DESCRIPTION

DRE staff develop, administer, and report about district-wide surveys of students, parents, and staff. These surveys include the annual AISD Student Climate Survey, AISD Family Survey, TELL Survey, AISD High School Exit Survey, AISD Student Substance Use and School Safety Survey (done on alternating years), AISD Central Office Work Environment Survey (done on alternating years), and the Employee Coordinated Survey (ECS). Results from these surveys inform district staff regarding perceptions of the school environment and customer service on each campus, help district staff examine the work environment of central office departments, and help district staff gain campus staff's feedback on programs and services. Results from these surveys are used to monitor the district's treatment of staff and stakeholders as well as the district's annual score card, strategic plan, and improvement plan. Results from some family and student survey items are used to support other grant program evaluations and help provide school-level data for campus improvement plans.

PURPOSE OF EVALUATION

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- to identify factors associated with positive school and work climate in AISD, for use in campus and district improvement planning
- to gather students', staff's, parents', and guardians' opinions and information; to support the evaluation of programs; to provide data for the annual district score card and the campus and district improvement plans; and to help meet state reporting requirements
- to obtain information about various programs and policies of interest
- to track students' perceptions of self-reported school climate to inform and assist with the evaluation of culturally responsive tiered systems of support
- to inform and assist with district- and campus-level substance use and violence prevention and intervention planning
- to track high school seniors' perspectives, attitudes, and experiences on high school campuses to inform district- and campus-level high school and postsecondary enrollment planning

EVALUATION QUESTIONS

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

1. Did school and/or central office climate change over time?
2. Did students' ratings of school climate differ based on student characteristics (i.e., gender, race, ethnicity, emerging bilingual status [also known as English learner], economically disadvantaged status, and students identified as needing special education services)?
3. Which climate factors were most related to student achievement and teacher retention?
4. How did exiting senior students rate and describe their high school experiences, and to what extent were their responses related to postsecondary outcomes?
5. How did parents and guardians describe their experiences with and perceptions of their child's campus?

FISCAL CONSIDERATIONS

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

SCOPE AND METHOD

DATA COLLECTION

The AISD TELL Survey will be administered in January via an online survey. Principal-appointed campus contact persons will help coordinate the online survey. Surveys remain completely confidential, with only campus name and major job classification as identifying information used for reporting.

The AISD Family Survey will be administered online in English, Spanish, and Vietnamese during the early spring. Campus and district communications will ensure parents and guardians of all AISD students are made aware of the survey. For example, parents will be sent an email with a link to the surveys. Principal-appointed campus contact persons will coordinate survey communication at the campus level.

The Student Climate Survey will be distributed and administered electronically in early spring to all students in grades 3 through 11. School administrators and designated campus contacts will be responsible for determining the timing and process of survey administration.

The AISD Central Office Work Environment Survey is administered in the spring of alternating school years to all non-campus staff. Respondents are asked to provide feedback about the leadership and work environment in their major division (e.g., Academics and SEL, Business Operations, Human Capital, Technology Learning and Systems) and in their immediate work group. This survey will be conducted in 2021–2022.

The Student Substance Use and School Safety Survey is administered anonymously online in alternating school years, during March and April, to all middle school and high school students. Results from the Student Substance Use and School Safety Survey provide self-report data about students' knowledge, attitudes, and behavior related to substance use and abuse, and about students' perceptions of safety on campuses. This survey will be conducted in 2021–2022.

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

The Multi-Program Survey is used to gather feedback from staff on various AISD programs and initiatives for use in improving services.

DATA ANALYSES

Results of the district-wide surveys will be summarized using basic descriptive statistics. Reports will be prepared of the survey data at the campus and district levels and will include average item responses and percentages of respondents selecting various response options. Year-to-year changes in survey results may be reported. In addition, DRE staff will examine effect-size calculations, where possible, to identify meaningful longitudinal changes in student survey results. DRE staff will use survey data from some instruments to identify thematic subscales comprising items from multiple instruments. The ECS results will be returned to the requesting evaluator or program manager.

TIME LINE

- August–September 2021: DRE staff will request campus survey contacts be identified by principals.
- September–October 2021: DRE staff will begin revising all surveys and identify any items in need of revision and then will submit all suggested changes to key program managers and to district leaders for approval. DRE staff may distribute ECS notifications by email for selected programs. Staff will determine the need for the fall ECS. If needed, DRE staff will begin preparing items for the fall ECS. DRE staff will determine staff sampling for the ECS.
- October–November 2021: DRE staff will determine the AISD Family Survey project time line and will finalize and obtain translations of the survey from the district's translation office staff by November. Staff will determine the process to optimize communication about the AISD Family Survey to parents and guardians by using the support of district and campus personnel. DRE staff will translate any revisions to the TELL Survey and Student Climate Survey and will prepare paper forms, if requested, and will modify the online surveys, as necessary. DRE staff will send reminder emails about the ECS to nonrespondents.
- December 2021: DRE staff will prepare and distribute contact packets for the TELL Survey to campus contacts for distribution in January and obtain estimated participation counts for the

Student Climate Survey and AISD Family Survey. DRE staff will summarize results for the fall administration of the ECS.

- January 2022: DRE staff will email a personalized link to the online TELL Survey to staff. DRE staff will email campus contacts about the Student Climate Survey, and survey administration will begin. Campus staff will receive notification about the AISD Family Survey, and emails will be sent to parents and guardians to provide a link to the online survey. DRE staff will collaborate with AISD communications staff to ensure that announcements and a link to the online Family Survey are posted on the AISD website.

- February 2022: DRE staff will analyze TELL Survey data. DRE staff will finalize High School Exit Survey items and inform high school staff about the process for survey administration. The Student Substance Use and School Safety Survey will be updated, and a preview of the survey and an opportunity to opt out students from the survey will be emailed to the primary contacts of middle and high school students. Staff will finalize and administer the Central Office Work Environment Survey. Staff also will begin preparing items for the spring administration of the ECS.

- March 2022: DRE staff will analyze data for the TELL Survey, complete administration of the Student Climate Survey at all campuses, and begin administration of the Student Substance Use and School Safety Survey. The TELL Survey reports will be available online after the responses are collected. DRE staff will determine staff sampling for the spring ECS.

- April 2022: DRE staff will complete administration of the High School Exit Survey and the Student Substance Use and School Safety Survey. Weekly High School Exit Survey response statistics may be sent to principals and campus survey facilitators. Final administration of the Family Survey will be completed, and analysis of the results will begin. DRE staff will distribute ECS notifications by email.

- May–June 2022: DRE staff will continue administering the High School Exit Survey and sending weekly High School Exit Survey response statistics to principals and campus survey facilitators. After data cleaning and analysis, DRE staff will publish results of the AISD Student Climate Survey online. AISD Family Survey results will be summarized and campus reports will be prepared for posting online in June. In addition, all survey results required for the district and campus improvement plans, the strategic plan, and the district scorecard will be submitted to staff in the AISD Department of Campus and District Accountability. DRE staff will send reminder emails about the ECS to nonrespondents. After the ECS is closed, DRE staff will analyze and distribute the summarized results to program managers.

- June–August 2022: DRE staff will post the Student Substance Use and School Safety Survey results online. DRE staff may do additional analyses and reports documenting differences in Student Climate Survey ratings, based on students' demographics.

REQUIRED REPORTING

DRE staff will provide campus and district reports for each of the surveys. Survey data will be provided for the following required monitoring reports or data submissions: the strategic plan scorecard, *Annual Report to the Public,* and the superintendent's evaluation. All district and campus survey reports will be posted on AISD's external website. DRE staff also will use survey data for the evaluation of multiple district- and campus-level programs.

SPECIAL PROJECTS

DRE staff will assist with the administration and reporting of the biannual Cultural Proficiency Inclusiveness Survey of staff.

ECHS, P-TECH, & T-STEM, 2021–2022

Program Managers: Creslond Fannin, Ed.D.

Evaluation Supervisor: Paige DeBaylo, PhD

Evaluation Staff: Marlena Coco, PhD

PROGRAM DESCRIPTION

ECHS are innovative high schools that provide students with an opportunity to earn a high school diploma and 60 college credit hours, which lead to an associate degree. These high schools provide dual credit at no cost to students, offer rigorous instruction and accelerated courses, and provide academic and social support services for students. DRE staff will examine outcomes for ECHS participants, and details of this work are outlined in this evaluation plan.

P-TECH will also be implemented at several ECHS campuses. Starting as early as 9th grade, these models deliver a 6-year, career-focused program that combines high school and college coursework with real-world work experience. Students will gain work experience through job shadowing, internships, and apprenticeships in fields connected to their classroom studies. The partnership with ACC, Seton Healthcare, Dell Technologies, and the Austin Board of Realtors will focus on preparing students for careers in technology, health care, and business. Students who successfully complete the 6-year program may graduate with a high school diploma, an associate degree, relevant industry certifications, and practical workplace experience. DRE staff will examine outcomes for P-TECH, and details of this work are outlined in this evaluation plan.

T-STEM is an open enrollment high school program that focuses on improving instruction and academic performance in science and mathematics-related subjects and on increasing the number of students who enter STEM careers. T-STEM academies target at-risk and economically disadvantaged students, provide dual credit opportunities at no cost to students, and expose students to problem-solving in real-world contexts. In addition, these academies provide academic and social support services to help students succeed in high school and improve college readiness. Lastly, T-STEM academies align with regional workforce needs and guides students into high-demand, high wage career. DRE staff will examine outcomes for T-STEM participants, and details of this work are outlined in this evaluation.

PURPOSE OF EVALUATION

EVALUATION OBJECTIVES

- to examine whether ECHS, P-TECH, and/or T-STEM have assisted students to become enrolled in a postsecondary institution, profitably employed, or both

- to provide program effectiveness information to district decision makers and program managers that will inform decision-making about program implementation and improvement
- to determine whether ECHS, P-TECH, and T-STEM programs are recruiting and serving students who are under-represented in postsecondary and STEM careers, and or at risk.
- to refine data collection, data tracking, and data storage as these relate to participation in the ECHS, P-TECH, and T-STEM programs

EVALUATION QUESTIONS

1. How were ECHS, PTECH, and T-STEM programs implemented throughout the school year?
2. What were the academic and postsecondary outcomes for students who participated in district college and career readiness programs?
3. What were the academic outcomes for ECHS, PTECH, and T-STEM participants?
4. What college preparation steps did ECHS, PTECH, and T-STEM participants complete?
5. Did the ECHS, PTECH, and T-STEM programs meet TEA's goals (as stated in each programs' blueprint)?
6. What were the postsecondary outcomes of former ECHS students?
7. Were ECHS, PTECH, and T-STEM participants satisfied with the program, and did they believe the program was effective?

FISCAL CONSIDERATIONS

In the evaluation process, program resources and funding contributions will be determined and implications may be examined. The evaluation of this program is supported locally.

SCOPE AND METHOD

DATA COLLECTION

Program participation indicator (e.g., ECHS, PTECH, T-STEM, Summer Melt) data may be collected from program implementation records. DRE will work with MIS to have program participation indicators for students in these programs available to view and query in a district data management system. Other district data management systems will be used to collect variables of interest for reporting purposes.

DATA ANALYSES

Data analyses and reporting for the ECHS, P-TECH, and T-STEM programs will be guided by the TEA blueprint for each of these programs. To determine outcomes related to the ECHS, P-TECH, and T-STEM programs and to isolate the influences of other programs, DRE staff will use a mixed-methods approach. Staff will include student comparison groups in the quantitative data analyses to separate the program effects on outcomes of interest, including academic growth. Staff will analyze quantitative data (e.g., dual

credit course completion, test scores, and survey results) using descriptive statistics (e.g., numbers and percentages). Staff will use inferential statistics (e.g., tests of statistical significance) to make judgments of the probability that an observed difference between groups is one that happened as a result of the program, rather than by chance. Staff will triangulate, or cross-examine, results from all analyses to determine the consistency of results and provide a more detailed and balanced picture of the programs.

TIME LINE

Evaluation activities and the timing of evaluation activities are subject to change as program needs change.

- Ongoing: DRE staff will complete information requests and attend program support meetings, as needed.
- September–December 2021: DRE staff will work with MIS to streamline data tracking for the ECHS, P-TECH, and T-STEM programs to ensure accurate data on program participants are collected.
- December–May 2022: DRE staff will confirm ECHS, PTECH, and T-STEM participant information and select a matched comparison group for program outcomes analyses. DRE staff will prepare data pulls for analysis of program outcomes.
- June 2022: DRE staff will analyze ECHS, P-TECH, and T-STEM outcomes data.
- July–August 2022: DRE staff will summarize ECHS, P-TECH, and T-STEM program outcomes and generate program evaluation reports to publish on the DRE website and to use as compliance reports for submission to TEA.

REQUIRED REPORTING AND DELIVERABLES

DRE staff will work with program staff to determine compliance reporting needs and timelines for the ECHS, P-TECH, and T-STEM programs and assist with compliance reports for submission to the TEA. Program evaluation reports describing program implementation, successes, and challenges will be published for the ECHS, P-TECH, and T-STEM programs.

PROGRAM SUPPORT

DRE staff will work with district College and Career Readiness staff and leadership to create a theory of change to illustrate the change process and expected outcomes for the district's portfolio of college and career readiness services, programs, and initiatives. DRE staff also may collaborate with district College and Career Readiness staff and ECHS leadership to create logic models for the district's ECHS, P-TECH, and T-STEM programs to be used for program planning, implementation, and evaluation purposes. The logic models will depict relationships between the objectives, resources, activities, outputs, and outcomes of a program.

DRE staff will support the implementation and evaluation of the Summer Melt Project, a summer transition program designed to improve the rate at which college-intending graduates from AISD and other participating districts transition into postsecondary education in the fall after high school graduation. DRE support activities may include data pulls, uploads and downloads, validation, and review.

SPECIAL PROJECTS

No special projects are planned at this time.

ELECTRONIC CHILD STUDY TEAM (eCST) DATA CONNECTION PROJECT, 2021–2022

Project Manager: Vidya Lakshminarayanan

Supervisor: Cinda Christian, PhD

Evaluation Staff: Jay Brown, PhD

PROGRAM DESCRIPTION

The eCST Data Connection Project consists of a cross-functional team of AISD personnel from the Office of Innovation and Development, the Department of Social Emotional Learning and Multi-Tiered Systems of Support, the Department of Information Management Support Services, and DRE, in conjunction with representatives from partner organization the Michael and Susan Dell Foundation. This team came together with the purpose of aligning and integrating existing AISD systems and processes of data collection and sharing to allow web-based access for both district staff and community service providers to view service and outcome information of students. This alignment both provides a single source for information through the district's tool (i.e., the eCST) and reduces the current duplication of processes for service providers and the district. The Data Connection Project emphasizes efficiencies between current protocols across entities.

Participation in the Data Connection Project is required for all partners and has grown as the district expands, from providing data to generating reports and dashboard information. Currently, AISD partners complete and update their partnership agreements through AISD's Youth Service Mapping (YSM). Of AISD's approximately 150 external partners, 81 are currently registered for access to the eCST partner portal.

PURPOSE OF EVALUATION

EVALUATION OBJECTIVES

- to support the ongoing development of the eCST interface for both internal AISD users and partners
- to help the programming team understand how users interface with the information being provided
- to assess the usability of eCST

EVALUATION QUESTIONS

1. Were targeted audiences able to access the information they needed in the eCST platform?
2. What parts of the eCST platform worked well for users?
3. What improvements or enhancements did users need in the eCST platform?

FISCAL CONSIDERATIONS

DRE is using 0.25 FTEs provided through a grant from the Michael and Susan Dell Foundation to support ongoing growth and integration for this project. DRE provides a match for this donation with an additional 0.25 FTE support for the project. Funds are set to expire in December 2023.

SCOPE AND METHOD

DATA COLLECTION

A survey will be administered to eCST users in the spring. The survey will target both internal users at the pilot campuses (i.e., all AISD high schools and all campuses in the Northeast vertical team), as well as our external partners who are registered for eCST.

DATA ANALYSES

A dashboard will be created from the survey data and shared with eCST developers and funders.

TIME LINE

- Ongoing: DRE staff will provide support to AISD team members as well as external personnel and contractors working on the project. Support will inform design and process implementation associated with the Data Connection Project. For example, DRE staff will provide consultation regarding finalization of legal agreements between parties (e.g., memorandums of understanding, data-sharing agreements, and consent documents) and regarding data elements and system functionality.

- January–February 2022: DRE staff will identify key questions for the user survey. All users will be identified for survey administration.
- March–April 2022: DRE staff will administer the survey and develop the dashboard.
- June 2022: DRE staff will deliver the final dashboard to program administrators and programmers.

PROGRAM SUPPORT

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

SPECIAL PROJECTS

No special projects are planned at this time.

EDUCATION INNOVATION RESEARCH (EIR) GRANT, 2021–2022

Program Staff: Sarah Johnson, MEd

Evaluation Supervisor: Chelsea Cornelius, PhD

Evaluation Staff: Cason Fayles, MA

PROGRAM DESCRIPTION

The primary goal of the 5-year project is to guide and support the implementation of culturally responsive restorative practices (CRRP) at ten participating schools. To reach this goal, seven restorative practices associates (RPAs) will support educators and school leaders to create a sustainable school-wide CRRP culture that values identity safety; inclusion; and the cultivation of trusting, caring relationships. DRE staff will assess progress toward this goal through analyses of student- and campus-level academic and behavioral outcomes and changes in teachers' and administrators' practices.

The project will leverage existing annual AISD student, staff, and parent surveys that measure perceptions of campus culture and the acquisition of CRRP-related competencies. All surveys have high reliability estimates. The project will also leverage other data sources, such as student attendance, standardized test scores, discipline rates, and staff professional learning feedback.

PURPOSE OF EVALUATION

The EIR evaluation has two primary purposes: (a) to provide CRRP leaders with information for program planning and improvement and (b) to monitor the impact and effectiveness of CRRP. To that end, DRE staff will support the EIR project team in implementing CRRP. For example, DRE staff will collect survey data, evaluate data to assess progress toward interim and longer-term goals, and interpret the efficacy of CRRP. DRE staff will also support the larger external evaluation of the grant, conducted by American Institutes for Research (AIR), and supporting qualitative research conducted by UT.

EVALUATION OBJECTIVES

The proposed evaluation will examine the impact of CRRP at the student and campus levels. Toward this end, the evaluation objectives include the following:

- to facilitate conversations between the EIR project team, AIR, and UT on the development and implementation of the grant
- to provide the EIR project team with formative feedback regarding development and implementation
- to attend CRRP events and professional learning opportunities
- to provide the EIR project team, AIR, and UT with timely data that are responsive to their needs

- to facilitate data discussions between CRRP leaders, RPAs, and campus core teams

EVALUATION QUESTIONS

In the 2021–2022 school year, the EIR evaluation will focus on the following major questions:

1. How did results from student school-related and academic measures (e.g., attendance, discipline, STAAR) from EIR schools compare with those of students from other similar schools not participating in EIR?

2. How did results from campus-based surveys (e.g., Student Climate Survey, TELL, Parent Survey) from EIR schools compare with those of similar schools not participating in EIR?

FISCAL CONSIDERATIONS

As appropriate, the outcomes of programs and services will be examined in relation to their allocations and expenditures. Evaluation services for EIR are grant funded by the United States Department of Education. One 0.5 FTE staff person in DRE is funded for this grant period.

SCOPE AND METHOD

DATA COLLECTION

Survey data include but are not limited to the AISD Student Climate Survey, TELL Staff Climate Survey, the Multiprogram Survey, and AISD Family Survey. Additionally, student attendance, academic performance on the STAAR, discipline, elementary school personal development skills report card ratings, and staff professional learning feedback may be analyzed. DRE staff will continue to work with AIR/UT and will attend meetings as needed.

DATA ANALYSES

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

TIME LINE

- July–August 2021: The EIR grant coordinator will review and approve the evaluation plan. DRE staff will work with the EIR grant coordinator to finalize the data collection processes for RPAs.
- September–October 2021: DRE staff will support the EIR grant coordinator with required reporting to the United States Department of Education. DRE staff will support the grant coordinator with ongoing data collection and formative feedback.

- November–December 2021: DRE staff will support the grant coordinator with ongoing data collection and formative feedback. DRE staff will help facilitate RPA audits of campus support requests.

- January–March 2022: DRE staff will administer the student, staff, and parent surveys. DRE staff will support data collection for the EIR symposium.

- March–April 2022: DRE staff will clean the student, staff, and parent survey data.

- May–June 2022: DRE staff will collect, clean, and analyze the annual student data (attendance, STAAR, discipline, student climate survey), parent survey data, Staff Climate Survey data, and staff professional learning feedback. DRE staff will facilitate RPA audits of campus support requests.

- July–August 2022: DRE staff will complete analyses and summary reports on student, parent, and staff data and shared these with the EIR project team and AIR/UT researchers.

REQUIRED REPORTING

DRE staff will assist the EIR project team with data needed for district reporting and for EIR grant reports.

SPECIAL PROJECTS

DRE staff will meet with staff from AIR and the United States Department of Education, as necessary, to facilitate national evaluation efforts. On an as-needed basis, DRE staff may participate in presentations and other dissemination events.

EVERY STUDENT SUCCEEDS ACT (ESSA), 2020–2021

Grant Manager: Mary Thomas, EdD

Evaluation Supervisors: Cinda Christian, PhD; Michelle Lucas, PhD; Holly Williams, PhD

PROGRAM DESCRIPTION

ESSA is the nation's federal funding for education programs supporting schools, enacted in 2015 (https://www.ed.gov/essa). ESSA represents the reauthorization of the 1965 Elementary and Secondary Education Act and consists of several entitlement grants, including but not limited to the following, for which AISD receives a total allocation of more than $27 million in the current school year and that DRE staff will provide support for compliance reporting:

- Title I, Part A, Improving the Academic Achievement of the Disadvantaged
- Title I, Part D, for Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk
- Title II, Part A, Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III, Part A, Language Instruction for English Learner Students
- Title III, Part A, Immigrant Students
- Title IV, Part A, Student Support and Academic Enrichment

PURPOSE OF EVALUATION

DRE staff will provide support by assisting staff in the Department of State and Federal Accountability with the completion of TEA-required compliance reports for each of these grants.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- to provide data for required annual reporting to the TEA
- to provide information to district decision makers for improving programs and to inform district and campus improvement plans

SCOPE AND METHOD

DATA COLLECTION AND ANALYSIS

DRE staff will collect and summarize a variety of data annually to assist with TEA compliance reports and to inform district decision makers. District data sources used in this evaluation work may include students, staff, parents, and financial records.

TIME LINE

- Ongoing: DRE staff will attend meetings, as needed, during the school year.

- August–September 2021: DRE staff will coordinate with the Department of State and Federal Accountability regarding processes for data collection from private nonprofit schools and facilities for delinquent youth regarding information on their participation in ESSA Title grants.

- April–June 2022: DRE staff will gather private nonprofit grant participation information from the Department of State and Federal Accountability and meet with AISD program managers who received Title IV funding to determine spending categories and to collect program documentation. DRE staff will prepare results for state reporting. Staff will obtain final compliance report drafts from TEA.

- June–August 2022: DRE staff will obtain information from staff in the AISD Department of State and Federal Accountability on grant allocation and expenditure amounts and determine what activities and services are being funded with such grant monies. DRE staff will summarize data (e.g., data from surveys and data from district databases) for each of the ESSA Title grants. DRE staff will assist with the completion of TEA-required compliance reports.

SPECIAL PROJECTS

No special projects are currently planned.

FAMILY ENGAGEMENT, 2021–2022

Program Director: Leonor Vargas, LMSW

Evaluation Supervisor: Paige DeBaylo, PhD

Evaluation Staff: Dana Minney, MS

PROGRAM DESCRIPTION

With the support of a $1.29 million grant from the City of Austin, the Parent Engagement Support Office (PESO), within AISD's Department of Student Enrollment and Advocacy, allocates funds to approximately 52 Title I schools to help fund 50% of the parent support specialist (PSS) position as well as support family engagement district wide. The responsibilities of the PSS are to (a) develop positive relationships with parents and families, (b) empower parents to become active participants in the education of their child, and (c) support and connect students and their families to resources that aid their learning and improve their well-being.

The PSS position helps ensure compliance with federal Title I, Part A, parent involvement regulatory guidelines and aligns with AISD's core belief to create vibrant relationships for successful students and schools. This department shall have short- and medium-range goals, which are necessary to achieve long-term goals. Specific objectives include enhancing registration protocols, improving our understanding of AISD families through continuous engagement, with reference to Mapps' Dual Capacity-Building Framework for Family-School Partnerships.

PURPOSE OF EVALUATION

The primary purpose of this evaluation is to support PESO with analysis of performance measures and reporting of results, as stated in the 2021 City of Austin PSS grant. PESO program family engagement goals are to improve enrollment, retention, and customer service so all staff receive training on how to consistently demonstrate empathy toward families, students, staff, and community members. Working in tandem with enrollment staff, DRE staff's evaluation efforts will provide support on reaching the above-mentioned goals by providing formative data on the implementation and impact of PSS activities, with an eye to constantly improving the efficacy of the program.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- to assist in the collection, analysis, and reporting of data necessary for grant compliance
- to provide formative feedback for program staff
- to use school year 2020–2021 formative data to standardize and improve data collection methods and program implementation documenting process (e.g., logic model, eCST updates),

- to understand the degree of alignment between district priorities and PESO Family Engagement Program goals, activities, and data collection methods

EVALUATION QUESTIONS

Program evaluation support will focus on the following questions:

1. Did the PSS program reach its quarterly targets?

    a. What was the total number of unduplicated clients served each quarter? What were the demographics of these clients (i.e., ethnicity and race, gender, ZIP code, economic disadvantage status)?

    b. What was the total number of parent education events each quarter (e.g., parent workshops)?

    c. What percentage of individuals completed an education program (e.g., Maestra en Casa program) and reported improved knowledge?

    d. Were parent education events implemented as planned?

2. What, if any, modifications were made to data collection or implementation of program activities, due to unexpected circumstances or in response to stakeholder feedback?

    a. What did the PSS activities (e.g., providing services, parent training) consist of when delivered in a particular setting? How much variation existed between campuses with respect to how they adhered to the recommended delivery of services and/or trainings?

    b. Were data collection methods and activity tracking consistent across settings? If so, what changes were made to improve fidelity of service delivery and progress monitoring methods?

3. How did PSS program theory, design, and implementation align with AISD policies, resources, and activities? What were the expected outcomes of AISD activities to support family engagement? How did the resources and activities of the program contribute to the outcomes of the program?

    a. Did PSS practices and policies align with PSS program theory, goals, and desired outcomes? Were program activities and outcomes aligned with program goals?

    b. Were PSS activities aligned with the program logic model?

    c. Were data collection methods aligned with activities prescribed in the logic model?

    d. How did AISD departments, campuses, and PSS programs support family engagement?

    e. What were the AISD policies and guidelines for family outreach?

FISCAL CONSIDERATIONS

Evaluation services provided by DRE staff are grant funded by the City of Austin and will constitute one 0.5 FTE.

SCOPE AND METHOD

DATA COLLECTION

District information systems will provide demographic data to describe students whose families are served by a PSS. Additionally, DRE staff will collect survey data from parents pertaining to the program's target outcomes and will obtain program-specific data from relevant program staff, when appropriate.

DATA ANALYSES

DRE staff will prepare descriptive statistics quarterly, as required for grant reporting purposes. DRE staff also may prepare summary reports of PSS activity for each school for program staff to monitor data quality. DRE staff will assist PESO staff and schools' PSSs, with summaries of parent survey needs.

TIME LINE

- July 2021: DRE staff will analyze and summarize data necessary for the City of Austin's quarterly report. DRE staff will meet with PESO staff to assist in the development of the program's evaluation plan for school year 2021–2022.
- August–September 2021: DRE staff will analyze all PSS activity from 2020–2021 and publish a brief narrative report summarizing the outputs of the PSS program in that school year. DRE staff will present at the PSS professional development meeting to update staff about data entry protocol and grant requirements for 2021–2022. DRE staff will create a survey for department heads to gauge interest in collaboration with PESO in preparation for the Family Empowerment Conference, and will provide results of this survey. DRE staff also may assist with the grant application (e.g., program statement, determine new performance measures and targets) for the 2022 City of Austin PSS grant proposal and will provide any data needed.
- October–November 2021: DRE staff will analyze and summarize data necessary for the City of Austin's quarterly report. DRE staff will work in collaboration with PESO to create a logic model and generate ideas for analyses of the program's impact, as related to the dual capacity-building framework.
- December 2021: DRE staff will assist PESO staff in collecting evidence of proper service documentation and data analysis for the City of Austin end-of-year audit.
- January–March 2022: DRE staff will analyze and summarize data necessary for the City of Austin's fourth quarterly report for 2021. Additionally, DRE staff will analyze and summarize results from any relevant items on district-wide surveys.
- April–June 2022: DRE staff will work with program staff to share the logic model and get feedback from stakeholders.

- July 2021: DRE staff will analyze and summarize data necessary for the City of Austin's quarterly report.

REQUIRED REPORTING

DRE and PESO will submit reports on performance measures to the City of Austin on a quarterly basis. DRE also will write a brief narrative report summarizing the annual activities of the PSSs.

PROGRAM SUPPORT

Throughout the school year, DRE staff will meet with program staff and respond to additional data and information requests to support data-informed strategic planning and implementation. Ad hoc requests typically require data pulls, analysis, and reporting within a short time period. The evaluation supervisor or DRE director will review such requests; approval will depend on the scope of requested work and projects in progress at the time of the request.

SPECIAL PROJECTS

As time and resources allow, DRE staff may work with PESO staff to align with the evaluation of other family engagement efforts in the district.

GEAR UP Austin, 2021–2022

Program Director: Corazon Aguilar, MSML

Evaluation Supervisor: Paige DeBaylo, PhD

Evaluation Staff: Crystal Wang, PhD

Program Description

GEAR UP Austin is a federally funded program encouraging low-income, at-risk students to have high educational expectations, stay in school, and complete the required courses to enter college. GEAR UP Austin aims to serve a cohort of students across 11 economically disadvantaged middle schools and seven of the high schools in their feeder pattern. In 2021–2022, the program's fifth year of federal funding, the program will continue providing intensive support services relevant to college preparation for the GEAR UP cohort in 10th grade. GEAR UP Austin consists of four major program components: academic intervention, enhanced counseling and advising, professional development opportunities, and family engagement.

GEAR UP Austin seeks to ensure all students graduate from high school and are prepared for and succeed in postsecondary education. More specifically, GEAR UP Austin aims to achieve the following eight goals:

1. to expand instruction and increase academic opportunities in mathematics, science, and language arts to enable students to complete college level courses, without need for remediation
2. to provide access to and enable success in high-quality advanced academic programs in order to reduce the need for course or subject remediation in college
3. to provide professional development opportunities for GEAR UP Austin personnel to assure strong, student-led, and personalized instruction in project schools
4. to provide a network of strong student support services, including those that improve noncognitive skills and behaviors and encourage on-time promotion and academic preparation
5. to ensure on-time high school completion and straight-to-college enrollment
6. to ensure first-year college retention
7. to provide postsecondary information, including college fit, readiness level, and additional opportunities
8. to build, expand, and leverage community partnerships

Purpose of Evaluation

The primary purpose of the evaluation is to assess the effectiveness of GEAR UP Austin in achieving the program goals. The program is expected to provide services to students for college preparation.

Therefore, DRE staff will evaluate the program by describing program implementation, students' participation in GEAR UP Austin, and related student academic and college preparation outcomes.

EVALUATION OBJECTIVES

Evaluation objectives include the following:

- to comply with federal law requiring annual compliance and evaluation reports
- to provide information about program effectiveness necessary to support decisions about program implementation and improvement

EVALUATION QUESTIONS

The program evaluation will focus on the following major questions:

1. Did GEAR UP provide personalized, rigorous academic preparation that would reduce the need for remediation at the postsecondary level?
   a. What program services were developed, implemented, and/or enhanced?
   b. What were the outcomes and impacts for GEAR UP participants?
2. Did GEAR UP provide personalized college and career advising to improve awareness of postsecondary opportunities and increase rates of enrollment?
   a. What program services were developed, implemented, and/or enhanced?
   b. What were the outcomes and impacts for GEAR UP participants?
3. Did GEAR UP provide ongoing professional development opportunities that supported students' learning?
   a. What program services were developed, implemented, and/or enhanced?
   b. What were the outcomes and impacts for GEAR UP participants?
4. Did GEAR UP engage family and community members as partners in high student achievement?
   a. What program services were developed, implemented, and/or enhanced?
   b. What were the outcomes and impacts for GEAR UP participants?

FISCAL CONSIDERATIONS

As appropriate, the outcomes of programs and services will be examined in relation to their allocations and expenditures. Evaluation services for GEAR UP Austin are grant funded. One partially funded (0.75 FTE) research analyst in the DRE is funded for this program year.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect both qualitative and quantitative data to determine the effectiveness of the project's service implementation and outcomes for its participants. District information systems will provide students' demographic data, attendance data, discipline data, course enrollment, course grades, and testing information (e.g., STAAR, TSI, PSAT, SAT, and ACT). District information systems also will provide data pertaining to academic support, enhanced guidance and counseling, and parent involvement services provided by GEAR UP Austin and related participant contact hours. GEAR UP project budget records, participation sign-in sheets, and AISD information systems will provide information related to professional development participation. District surveys (e.g., Student Climate Survey, Staff Climate Survey, and Family Survey) and GEAR UP program-specific surveys will provide information to assess students' college and career preparation and expectations for postsecondary education, as well as administrators' and teachers' perceptions of the quality of support they receive from GEAR UP Austin staff. The GEAR UP Austin Family Survey will gauge parents' knowledge of the program and their experiences in the program for their child. The GEAR UP Austin Student Survey will be used to analyze students' experiences for each student group. GEAR UP Austin cohort students, teachers, administrators, and counselors will participate in focus-group discussions to provide in-depth information regarding implementation of the project's services and perceived participant outcomes. Additional documentation describing the GEAR UP Austin project will be collected and may include observational field notes and meeting/activity agendas.

DATA ANALYSES

DRE staff will use a mixed-methods approach to provide the evaluation information pertaining to GEAR UP Austin. They will analyze quantitative data (e.g., course enrollment, service participation) using descriptive (e.g., numbers and percentages) and inferential statistics. They will analyze qualitative data (e.g., open-ended survey responses, focus-group responses) using content analysis techniques to identify important details, themes, and patterns. Also, the evaluation will use a matched comparison group to generate evidence of the program's effectiveness.

TIME LINE

- Ongoing: DRE staff will participate in ongoing, regularly scheduled meetings with program staff for the purposes of evaluation collaboration and provision of continuous feedback. DRE staff will document evidence of ongoing program activities that reflect the value of academic achievement and college in communications (e.g., blogs, newsletters, meetings). DRE staff will monitor and summarize program services (e.g., tutoring, mentoring, counseling, and family engagement) and related outcomes every 9 weeks for program implementation purposes. DRE staff will track GEAR UP students' TSI results every 9 weeks for program implementation purposes.

- August 2021: DRE staff will work with program staff to finalize the annual work plan and make updates to the logic model, as necessary. DRE staff will document and summarize evidence of GEAR UP Austin cohort students' participation in summer enrichment program. DRE staff will document and summarize evidence of GEAR UP Austin teachers' participation in professional development activities in August.

- September 2021: DRE staff will revise questions for focus groups with GEAR UP Austin cohort students.

- October 2021: DRE staff will conduct focus groups with GEAR UP Austin cohort students at Akins, LBJ, Travis, and Eastside Memorial High Schools to identify student needs for GEAR UP Austin implementation.

- November 2021: DRE staff will analyze focus group data, draft the report brief, and present it to the program staff. DRE staff will set up queries prepared for the *Annual Performance Report,* due to the Department of Education April 15, 2022, which will cover the program academic year of August 1, 2020, to July 31, 2021.

- December 2021: DRE staff will work with program staff to revise the GEAR UP Austin/AVID student and family surveys.

- January 2022: DRE staff will administer the GEAR UP Austin/AVID Family Survey. DRE staff will provide the list of GEAR UP Austin cohort students and the GEAR UP Austin/AVID Student Survey link to the GEAR UP facilitators/AVID coordinators who will administer the GEAR UP Austin/AVID Student Survey at each participating campus. DRE staff will perform work for ongoing development of the *Annual Performance Report.*

- February 2022: DRE staff will analyze results from GEAR UP Austin/AVID student and family surveys, create dashboards/a qualtrics report, and present these to program staff. DRE staff will complete the *Annual Performance Report*.

- March 2022: DRE staff will work with program staff to revise GEAR UP-related questions incorporated into the AISD End-of-Year Multi-Program Survey, as necessary.

- April 2022: DRE staff will revise questions for GEAR UP campus focus groups with GEAR UP Austin teachers, administrators, and counselors. DRE staff will conduct GEAR UP campus focus groups with GEAR UP Austin teachers, administrators, and counselors regarding best practices for GEAR UP Austin implementation at Crockett, Navarro, and Northeast High Schools.

- May 2022: DRE staff will analyze focus group data, draft the report brief, and present it to the program staff. DRE staff will analyze GEAR UP and non-GEAR UP students' college

aspiration results from the district Student Climate Survey, create dashboards, and present

these to the program staff.

- June 2022: DRE staff will analyze results for the GEAR UP-related questions from the AISD
  End-of-Year Multi-Program Survey. DRE staff will prepare analyses of program
  implementation records and student outcomes that will be included in the final annual
  program evaluation report.

- July 2022: DRE staff will write the final annual program evaluation report. DRE staff will
  present the final annual program evaluation report to program staff for review and publish
  the report online.

REQUIRED REPORTING

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

LEADERSHIP DEVELOPMENT AND SUPPORT, 2021–2022

Evaluation Director: Angel Wilson

Evaluation Supervisor: Paige DeBaylo, PhD

Evaluation Staff: Jenny Leung, MA; Dana Minney, MS

PROGRAM DESCRIPTION

The purpose of the Department of Leadership Development and Support, to create a sustainable and scalable leadership pipeline of outstanding urban school leaders, is a vital component of AISD. The AISD Office of Human Capital is committed to creating a rigorous leadership pipeline that focuses on seeking, finding, preparing, and keeping a diverse group of equity-focused, effective novice principals and assistant principals (APs). The following are major focus areas of leadership development for the 2021–2022 school year.

- Leadership Foundation Programs: Partnerships with Texas State University and UT offering opportunities for current teacher leaders to earn advanced degrees or get placed in a residency at an AISD school to further prepare them for a leadership role in AISD

- Assistant Principal Preparation Program (AP3): Program designed for teachers that focuses on providing specific AISD content and preparing cohort members for campus leadership in an urban setting

- Principal Preparation Program (P3): Program aimed at preparing selected APs for principalship in AISD by attending sessions with district leadership to increase their knowledge of AISD initiatives and understand the significance of their role in creating an effective, agile, and responsive organization

- AP and Principal Hiring Processes: Multiple-hurdle hiring processes that involve candidates participating in an online HireVue interview and an assessment center in the hopes of being added to the highly qualified list and considered for AISD AP or principal roles

- New Assistant Principal Induction and Support Program: Supports in place for new Aps, such as an induction program at the beginning of school year to prepare for their leadership on an AISD campus and ongoing support throughout the year in blended formats and learning series

- New Principal Induction and Support Program: Supports in place for all principals new to AISD or new to principalship, such as the 2-day institute in the summer to help prepare them to start the year on their campus as principal and ongoing support through the novice principal coaching program

PURPOSE OF EVALUATION

As the district continues to build its leadership pipeline in 2021–2022, DRE staff will support development and planning efforts for its evaluation in 2020–2021 and beyond. The main purposes of the 2021–2022 evaluation are to continue examining the implementation work of the department, with a focus on examining and streamlining the processes involved in the new AP and principal hiring processes as well as analyzing the effectiveness of the programs preparing applicants for campus administrator roles.

EVALUATION OBJECTIVES

The evaluation objectives for leadership development and support in 2021–2022 are:

- to continue monitoring the HireVue and assessment center hiring processes as methods for equitably selecting a diverse group of equity-focused, effective novice leaders
- to focus on implementation practices that could create a highly qualified list of principal and AP applicants who are a strong match with our schools, staff, and students
- to examine the effectiveness of the preparation and leadership foundation programs (i.e., AP3, P3, Texas State, UT) in terms of selection into AP3 and P3, performance in the hiring process, selection of members for an interview for an assistant principalship or principalship, and ultimate selection into a new campus administrator role
- To assist with survey development and administration for various surveys (e.g., surveys used in AP3, P3, or other AP or principal institutes) to understand more about knowledge gained in these programs and institutes
- to assist with the UT residency grant by administering surveys to residents periodically, as outlined in the grant and as needed
- to update the leadership development theory of change and logic model, as needed, to reflect possible additions of new work or goals (e.g., incorporation of leadership development work with central administration leaders)

EVALUATION QUESTIONS

The following questions will guide the evaluation of the department in the 2021–2022 school year:

Analyses of AP and principal HireVue and assessment center data

1. How did different demographic groups progress through the application, screening, and hiring process (inclusive of both the HireVue and assessment center processes)?
    a. What was the demographic makeup of applicants applying for AP and principal positions?
    b. For each demographic group, what was the rate of passing the HireVue screening for AP and principal candidates?
    c. For each demographic group, what was the rate of passing the assessment center for AP and principal candidates?

      d.   Was there statistical evidence of adverse impact?

2. How were different demographic groups selected for hire off the AP and principal highly qualified lists?

      a.   What was the race/ethnicity of those being hired?

      b.   What was the gender of those being hired?

<u>Assessment of the effectiveness of the specialized programs</u>

3. How did participants completing a preparation or leadership foundation program (i.e., AP3, P3, Texas State, UT) perform in the hiring process?

      a.   What percent passed the HireVue and passed the assessment center, by program?

      b.   How did the passing rates of program participants compare with rates of other, non-program applicants, by individual program?

4. What were the selection rates of those in programs?

      a.   What percent of program participants were hired as an AP, and how did the percentage compare with that of other candidates hired as APs?

5. How were participants selected for AP3 and P3?

6. How rigorous was the training provided in AP3 and P3?

7. What were AP3 and P3 participants' perceptions of their training in these preparation programs?

FISCAL CONSIDERATIONS

Funding for the evaluation of the Leadership Development and Support Department is provided locally. In the evaluation process, total program cost and funding sources will be identified, and implications may be examined.

SCOPE AND METHOD

DATA COLLECTION

DRE will collect a variety of data and information to support development and planning efforts for program implementation and evaluation. DRE staff will collect data related to the assessment centers, HireVue process, perceptions of the AP3 and P3 programs, and leadership foundation program.

DATA ANALYSES

DRE staff will use a multiple-methods approach to analyze data collected in support of Leadership Development and Support. Passthrough rates will be calculated for AP and principal hiring process participants, and adverse impact analyses will be conducted. Descriptive analyses will be calculated regarding HireVue and assessment center participation, perceptions of the AP3 and P3 programs; additional analyses will be conducted, as needed, to analyze survey results.

Support activities are ongoing, based on support needs and data availability. The time line is also subject to change as research and evaluation needs change throughout the 2021–2022 school year.

- July–September 2021: DRE staff will complete the 2020–2021 hiring processes analyses report and meet with program staff to align report recommendations, the 2020–2021 evaluation plan, and the 2021–2022 leadership development goals.

- October–December 2021: DRE staff will develop an Excel or Google sheet template inclusive of all variables of interest for HireVue, the assessment center, and other relevant data archiving. DRE staff will deliver the template to the Leadership Development team for use. DRE staff will assist with the development of new items for HireVue. DRE staff will assist with survey development for AP3, P3, and the UT residency program and survey administration, as needed. DRE staff will also evaluate selection criteria and training materials for AP3 and P3. DRE staff will assist with the cycle 5 UT residency program grant application, as needed.

- January–June 2021: DRE staff will calculate formative data analyses regarding Spring 2022 AP and principal HireVue and assessment center information. If needed, DRE staff will update the theory of change and logic model for the Leadership Development team. DRE staff will assist with survey development for AP3, P3, and the UT residency program and survey administration, as needed. DRE staff will also evaluate training materials and success criteria for the AP3 and P3 programs.

- July 2021: DRE staff will run analyses on those hired from the highly qualified lists. DRE staff will complete data analyses regarding Spring 2022 AP and principal HireVue and assessment center information. DRE staff will prepare a brief summary report and begin 2022–2023 evaluation planning.

REQUIRED REPORTING AND DELIVERABLES

DRE staff will report directly to the program staff on each data collection/analysis activity (e.g., participation and passthrough rates) as they become available. DRE staff will provide a brief summary report highlighting 2021–2022 analyses and other findings and recommendations for 2022–2023 and beyond.

PROGRAM SUPPORT

DRE staff will meet with program staff and other personnel, as needed, to discuss support and other needs. This may include participating in planning meetings and providing timely responses to ad hoc requests.

SPECIAL PROJECTS

Time permitting; DRE staff may assist with analyzing the Campus Administrator Performance Review (CAPR) scores of those hired from the highly qualified list, in comparison with scores of those hired

into an AP or principal role prior to the use of the highly qualified list, to determine if the performance of those hired as a result of the assessment center hiring process was higher than that of those hired using previous hiring processes.

MULTILINGUAL EDUCATION PROGRAMS, 2021–2022

Evaluation Director: David Kauffman EdD

Supervisor: Cinda Christian, PhD

Evaluation Staff: Michelle Lucas, PhD; Helen Archuleta, PhD

PROGRAM DESCRIPTION

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

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 emergent bilinguals have access to bilingual (i.e., dual language [DL] or transitional late exit) and ESL programs in AISD. Bilingual education is a program of instruction in the native language and English, offered in prekindergarten (pre-K) through 5th grade (or 6th grade on elementary campuses with a 6th grade) and provided to students in any language classification for which 20 or more emergent bilinguals are enrolled in the same grade level. In some cases, this may not be possible, and school districts must submit a bilingual exception to the TEA for approval. AISD offers the following programs:

- DL is a type of bilingual program with a highly prescribed method of core content instruction in English and a second language (e.g., Spanish, Mandarin, Vietnamese) that emphasizes both bilingualism and biculturalism, with at least 50% of the instruction in the students' primary language. DL is the preferred model for bilingual education in AISD. DL is implemented in pre-K through grade 5 at most elementary schools, in grades 6 through 8 at 13 middle schools, and in grades 9 through 12 at four high schools. In AISD, elementary one-way DL classrooms are intended to serve primarily native Spanish speakers, and elementary two-way classrooms serve both native English speakers and native Spanish, Vietnamese, or Mandarin speakers. At secondary schools, DL students enroll in one Spanish language arts course and one content class taught in Spanish per year. In future years, additional schools may add a secondary DL program. In the DL program, students who meet English language proficiency requirements may be reclassified as English proficient (EP) but remain in the DL program.

- Transitional late exit is a program of instruction in the native language (e.g., Spanish) and English, offered in pre-K through 6th grade (at elementary schools with 6th grade, otherwise up to 5th grade). Transitional late exit is a model where conditions do not support DL development. Rather, literacy and core content skills initially are developed in the home language, although English is taught daily across the core content areas, and the amount of

English increases gradually across grade levels. Students may be eligible to exit the program no earlier than 6 years or later than 7 years after they enroll in school.

- ESL is a program of specialized instruction in English only, provided to elementary school students for whom bilingual instruction in their native language is not available in the district and to all secondary emergent bilinguals. In the ESL program, students are identified as English learners through English instruction and are taught in an English-immersion learning environment. The goal of ESL is for students to attain full proficiency in English in order to participate equitably in school. In pre-K through grade 8, instruction in English should be commensurate with the students' levels of English proficiency and academic achievement. The ESL program targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Core content instruction is provided using two models:
  - o Content-based ESL provides students with English instruction with linguistic support and accommodations from an ESL-certified teacher in the core content areas (English language arts and reading, mathematics, science, and social studies).
  - o Pull-out ESL provides students with English instruction with linguistic support and accommodations but only requires the English language arts teacher to be ESL certified.

AISD continues to receive federal ESSA (2015) Title III, Part A, funds to support emergent bilingual programming. The grant provides funds to school districts through TEA to assist in the teaching of English to emergent bilinguals at all grade levels so these students can successfully learn English and meet the challenging academic standards required of all students. The district may use these supplemental funds to (a) support specialized student instruction; (b) provide professional development opportunities to staff; (c) acquire instructional supplies and materials; (d) provide community and family coordination and outreach for emergent bilinguals, immigrant students, and their families; and (e) support other relevant programmatic efforts. According to the TEA, the estimated total Title III, Part A, planning amount for 2021–2022 is $2,172,182 for the support of English learners and $689,487 for immigrant students. For more information on ESSA, see http://www.ed.gov/essa?src=rn.

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

The district's board policy (EHBE Local) includes program monitoring of the following:

- classroom observation data
- teachers' and administrators' participation in professional learning activities

- students' performance on state and district assessments, interpreted appropriately based on research in DL education and the development of emergent bilinguals; and
- students' language development in the partner language and in English, and
- family engagement

DRE staff will work with Multilingual Education Team (MET) staff to develop measures aligned with these program-monitoring elements.

PURPOSE OF EVALUATION

The Multilingual Education Program evaluation will provide both formative and summative information to district decision makers to monitor programs and to support the program improvement process. In addition to monitoring basic-level implementation factors, such as the populations served and number of campuses participating for all bilingual/ESL programs, this year's formative evaluation will include a deeper dive into DL implementation efforts across the school district, including student, teacher, and administrative levels. The summative evaluation will cover all emergent bilingual students' academic outcomes in relation to program participation, in order to explore the relationship between intermediate program goals and desired outcomes. Because the district uses Title III, Part A, funds and local funds to provide professional development opportunities for staff, acquire instructional materials, and provide parent and community outreach, DRE staff will summarize those efforts.

EVALUATION OBJECTIVES

The proposed evaluation will examine the district's progress toward the following program goals: (a) implement bilingual/ESL programs with fidelity, (b) provide effective instruction aligned for all emergent bilingual students, and (c) achieve high academic outcomes for emergent bilingual students.

The following objectives guide our evaluation, to provide community and district stakeholders as well as district leadership with a holistic understanding of program efficacy:

- to describe program implementation, participation, and outcomes to assist program staff in making ongoing implementation and improvement decisions
- to provide the data necessary to complete federal and state reports

EVALUATION QUESTIONS

The program evaluation of 2021–2022 will focus on the following major questions:

1. To what extent did the district achieve its 2021–2022 program goals regarding implementation?

2. How many students were enrolled in each bilingual/ESL program, including summer programs? What were enrollment rates, by grade level, campus, race/ethnicity, economic disadvantage, home language, years in the United States, and emergent bilingual status?

3. How many teachers were certified for each bilingual/ESL program within each campus? How many teachers participated in required core professional learning activities and additional training and coaching? How did teachers in each program perceive the training and support they received, during the school year and for summer school?

4. What knowledge and skills did surrounding bilingual/ESL campus administrators have? What was administrative participation like in bilingual/ESL professional learning?

5. What factors influenced students' enrollment in the DL Program?

6. What did teachers' implementation of the elements of DL look like in the classrooms?

7. How did teachers and students perceive the DL program?

8. How do campuses differ in DL implementation?

9. To what extent did MET achieve its 2021–2022 program goals regarding students' academic outcomes?

10. How did students in each bilingual/ESL program perform on state-required assessments (STAMP, TELPAS, STAAR, EOC) and AP exams? What were the promotion, drop-out, graduation, and Seal of Biliteracy rates for students in each bilingual/ESL education program?

11. How were student-level characteristics related student outcomes (i.e., years in U.S. schools, monitored/former emergent bilingual status)?

12. Was the level of DL implementation at each campus or teacher level related to DL student outcomes?

FISCAL CONSIDERATIONS

As funding information is available, DRE staff will summarize all program funding contributions for Title III as part of the required TEA compliance report. The evaluation of bilingual/ESL programs is supported with local district funds. As appropriate, in the evaluation process, total program cost and funding sources will be identified, and implications may be examined.

SCOPE AND METHOD

DATA COLLECTION

Emergent bilinguals' demographic, program participation, language acquisition, and achievement data will be accessed through the district's information systems. DRE staff will assist MET staff in monitoring the development of a DL implementation rubric. Bilingual/ESL teachers' professional development activity data, feedback, and certifications will be collected from HCP, the district's human capital platform, from program staff and from administered surveys. If time and resources allow, DRE and program staff will survey

campus administrators (i.e., principals and specialists), asking about bilingual/ESL programs and resources for students and staff. Staff surveys and classroom observations will also contribute to the measurement of staff's perceptions about program implementation and fidelity. A staff survey will be used to examine staff's impressions of the emergent bilingual elementary summer school program, and student surveys will be administered to understand students' perceptions of summer programs for newcomers and DL entering middle school students. If resources allow, DL parents and students will be surveyed with MET staff enrollment procedures to understand reasons for enrolling or opting out of the DL program. DRE staff will work with MET staff to gather and summarize program descriptions and financial expenditures for local and state reporting.

DATA ANALYSES

Staff will use descriptive statistics to summarize the characteristics of AISD emergent bilinguals and students in bilingual/ESL programs who are not emergent bilinguals. Staff will use summary statistics to document the annual academic achievement of AISD emergent bilinguals and their progress toward becoming proficient in English. Staff will use summary statistics to describe enrollment rates in bilingual/ESL programs. Staff also will summarize data concerning the participation of bilingual/ESL teachers, administrators, and other staff in professional development opportunities sponsored by the MET. DRE staff will work with MET staff to develop an observation tool to assess DL classroom implementation. Staff will analyze results from staff, student, and family surveys, and staff will publish evaluation reports as well as provide brief reports and data dashboards for internal purposes.

TIME LINE

- July–August 2021: Evaluation planning will begin for the next school year. DRE staff will summarize evaluation data from prior year professional learning sessions offered by MET and include this information in reports. Summer teaching staff will have the opportunity to provide feedback on the emergent bilingual pre-K/KG, the middle school newcomer, and the DL summer bridge programs. DRE staff will analyze student eligibility and participation for these programs, and students will be surveyed about the DL summer bridge program. DRE staff will work with program staff to develop and administer surveys for administrators and teachers who completed MET foundation training courses online. DRE staff will gather and summarize 2020–2021 financial expenditures to be submitted as part of TEA's annual *ESSA Consolidated Compliance Report for Title III*, due in September.

- September–October 2021: Piloting of the DL classroom implementation observation tool will begin. DRE staff will produce multiple research briefs for the previous school year, including demographic summaries of all bilingual/ESL students served, parent denials, and recently exited (i.e., monitored) students and their performance results (academic assessments, English and Spanish proficiency, graduation, and dropout rates), as well as program use of

bilingual and Title III funds. DRE staff will conduct separate analyses of the demographic breakdown and academic performance for students in the DL program and summarize findings for program staff. DRE staff will begin to gather information on DL campus implementation differences (e.g., length of time, number of courses, and grade levels) and create a rubric to score DL campuses on their implementation level. Students and parents will share their intentions and reasons for enrolling or choosing not to enroll in the DL program for the 2021–2022 school year. DRE staff will gather information on teachers' completed professional development activities within each bilingual/ESL program, by campus.

- November–December 2021: The DL classroom implementation observation tool will continue to be developed, and efforts will be made to achieve interrater reliability on the tool. DRE staff will begin to analyze observations made and categorize findings into levels of implementation. DRE staff will record the number of campus specialists trained for the DL program, as well as logged consultations. DRE staff will gather information on DL professional learning communities as well as DL administrators' participation in training and coaching. DL teachers will assess how well they feel they were able to implement the DL program throughout the fall.

- January–February 2022: MET staff will visit any remaining DL classrooms to assess implementation, using the new observation tool. DRE staff will gather information on teachers' completed professional development activities within each bilingual/ESL program at each campus.

- March–April 2022: DL students will have the opportunity to share their perceptions of the program. Teachers in all bilingual/ESL programs will have the opportunity to share the extent to which they feel they received adequate support, resources, and training to implement their respective programs. DL teachers will assess how well they feel they were able to implement the DL program throughout the spring.

- May–June 2022: DRE staff will gather information on teachers' completed professional development activities within each bilingual/ESL program at each campus. Campuses will also be asked to report additional training/coaching received by teachers, specialists, and administrators of the DL program. DRE staff will record the number of campus specialists trained for the DL program, as well as logged consultations. DRE staff will gather information on DL professional learning communities as well as DL administrators' participation in training and coaching.

- July–August 2022: Evaluation planning will begin for the next school year. DRE staff will summarize evaluation data from professional learning sessions offered by the MET during the

school year and include this information in reports. Summer teaching staff will have the opportunity to provide feedback on the emergent bilingual pre-K/KG, the middle school newcomer, and the DL summer bridge programs. DRE staff will analyze students' eligibility for and participation in these programs, and students will be surveyed about the DL summer bridge program. DRE staff will work with program staff to develop and administer surveys for administrators and teachers who completed the MET foundation training courses online. DRE staff will gather and summarize 2021–2022 financial expenditures, to be submitted as part of TEA's annual *ESSA Consolidated Compliance Report for Title III*, due in September.

- September–October 2022: DRE staff will produce multiple research briefs for the school year, including demographic summaries of all bilingual/ESL students served, parent denials, and recently exited (i.e., monitored) students and their performance results (academic, English and Spanish proficiency, graduation, and dropout rates), as well as program use of bilingual and Title III funds. Special attention to academic performance analyses will be paid to the following student subgroups: newcomers, refugees, students in the DL program during the 2021–2022 school year, students who have ever been in the DL program (if data are available), and students who received the Seal of Biliteracy. Student performance in all bilingual/ESL programs will be examined, by level of program implementation, using available data collected throughout the school year. Students and parents will share their intentions and reasons for enrolling or choosing not to enroll in the DL program for the 2021–2022 school year. DRE staff will gather information on teacher certifications and completed professional development activities within each bilingual/ESL program, by campus.

REQUIRED REPORTING

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

PROGRAM SUPPORT

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

SPECIAL PROJECTS

All ad hoc requests and special projects will be reviewed and subject to approval by the DRE director. If resources and staff time are available, DRE staff will investigate the following, in order of priority:

- What courses, instructional supports, and other services are provided to newcomer emergent bilingual students and how effective are they?
    - International High School
    - other AISD schools
    - International Welcome Center

Professional Learning, 2021–2022

Program Director: David Reinhart, MEd

Evaluation Supervisor: Paige DeBaylo, PhD

Evaluation Staff: Jenny Leung, MA; Dana Minney, MS

Program Description

The purpose of the Professional Learning Department is to create, provide, and support the development of equity-focused, high-quality, and accessible professional learning opportunities that are aligned to the district's strategic plan and board priorities, for all AISD staff. Professional learning opportunities should foster a growth mindset and an urgency for change and should result in a meaningful change in practice. Professional learning opportunities should build staff capacity to deliver highly engaged adult and student learning that positively influences staff capacity and effectiveness, staff retention and satisfaction, and student outcome

The Professional Learning Department designs and facilitates the delivery of high-quality professional learning opportunities, as well as strategic implementation planning for departments and programs. It also serves as a resource to AISD leaders by providing expertise in designing and facilitating such opportunities. In 2021–2022, key focus areas for professional learning activities in AISD include:

- induction and new teacher support,
- professional learning opportunities for instructional coaches,
- mentoring and targeted mentoring supports and collaboration,
- professional learning opportunities that are cultural proficiency and inclusive,
- Student Teaching Program and National Board Program enhancements, and
- support for multi-age classrooms.

Purpose of Evaluation

The primary purpose of the 2021–2022 evaluation is to support various components of the induction and new teacher support focus area, National Board Certification Program, Student Teaching Program, and multi-age classrooms. Additionally, data support will be provided for UT's Supporting Thriving and Advancing Resiliency in Teaching (TX START) and Texas A&M's Aggie Teacher Education Residency Model (TAMU aggieTERM) grants.

Evaluation Objectives

The evaluation objectives in 2021–2022 are:

- to provide support for the induction and new teacher focus area
- to provide data support for the UT TX START and TAMU aggieTERM project

- to support the Student Teaching Program

- to support the National Board Certification Program

- to support multi-age classrooms

EVALUATION QUESTIONS

DRE staff will answer several key questions about various programs/focus areas supported by the Professional Learning Department.

Induction and new teacher support

1. How did teachers new to the district perceive the Teacher Induction Program (TIP) Welcome Week?
   a. Was the TIP Welcome Week successful in differentiating support, based on characteristics of new hires (e.g., prior teacher experience)?
2. What impacts did the TIP Welcome Week have on new hire classrooms?
3. How did facilitators perceive the TIP Welcome Week?

Student Teaching Program

1. What were the characteristics of cooperating teachers who hosted a student teacher in the classroom (e.g., number of years of teaching experience, gender)?
   a. Were there differences in teacher recommendations for hiring of their assigned student teachers?
   b. Did hiring recommendations differ based on partnering organization?
   c. Did hiring recommendations differ based on the characteristics of the cooperating teacher?
2. What were student teachers' experiences in the classroom?
   a. Did cooperating teachers provide a positive student teaching environment?
   b. How could the student teaching experience be enhanced for future cohorts?
3. What were cooperating teachers' experiences with student teachers?
   a. Were the student teachers prepared to provide instruction?
   b. Did student teachers' level of preparedness differ based on partnering organization?

National Board Certification

1. How did National Board Certified teachers benefit from the Teacher Incentive Allotment (TIA)?
2. What were the attrition and mobility rates of National Board Certified staff?
3. Did National Board Certification have an impact on students' learning?

Multi-age classroom

1.   What were the perceptions (either staff or student) of multi-age classrooms?

FISCAL CONSIDERATIONS

Funding for the evaluation of the Office of Human Capital's programs is provided locally. In the evaluation process, total program cost and funding sources will be identified, and implications may be examined.

SCOPE AND METHOD

DATA COLLECTION

DRE staff collect qualitative and quantitative data to support the program evaluation. District information systems will provide employees' demographic, professional development participation, appraisal data, survey data, and other data needed to examine performance and outcomes. DRE staff will work with program staff to gather data that are not available in district information systems.

DATA ANALYSES

DRE staff will use a multiple-methods approach to analyze data collected in support of the PL Department. DRE staff will collect and summarize data related to the induction and new teacher support focus area, National Board Certification Program, Student Teaching Program, and multi-age classrooms. Descriptive analyses and comparative analyses will be performed to examine data specific to the Professional Learning Department. Staff will analyze quantitative data (e.g., professional learning activity enrollment information) as well as qualitative data (e.g., open-ended responses from surveys) when necessary.

TIME LINE

Support activities are ongoing, based on support needs and data availability. Timelines may also shift as priorities of the Professional Learning Department change.

●   July–September 2021: DRE staff will meet with program staff to establish program goals and ensure the alignment of evaluation activities. DRE staff will review and assist in making changes to TIP Welcome Week surveys. DRE staff will administer the TIP Welcome Week surveys. DRE staff will review and assist in making changes to the Student Teaching Program surveys. DRE staff will provide data requested for the UT TX START and TAMU aggieTERM project.

●   October–December 2021: DRE staff will create a dashboard to display the results from the TIP Welcome Week surveys. DRE staff will analyze results and prepare a report from the TIP

Welcome Week surveys. DRE will administer the Student Teacher Survey and Cooperating Teacher Survey to the fall cohort.

- January–March 2022: DRE staff will create a dashboard to display the results from the Student Teaching Program surveys. DRE staff will administer the Student Teacher Survey and Cooperating Teacher Survey for the spring cohort. DRE staff will meet with program staff to discuss evaluation needs for the National Board Certification program and multi-age classrooms.

- April–June 2022: DRE staff will update the Student Teaching Program surveys dashboard with results from the spring cohort. DRE staff will analyze results of the Student Teaching Program surveys and prepare a report. DRE staff will work on evaluation projects related to the National Board Certification Program and multi-age classrooms, as needed.

REQUIRED REPORTING AND DELIVERABLES

The Professional Learning Department team will receive access to the TIP Welcome Week survey dashboard and a report summarizing TIP survey results. The Student Teaching Program lead will receive access to the survey dashboard and a report summarizing survey results. DRE staff will provide data files with information requested for the UT TX START and TAMU aggieTERM project. DRE staff will prepare other program specific reports, as needed. DRE staff will also respond to ad hoc data requests from Professional Learning Department staff on an as-needed basis.

PROGRAM SUPPORT

DRE staff will meet with Professional Learning Department staff, as needed, to discuss support, present findings, and respond to any ad hoc requests.

SPECIAL PROJECTS

Time permitting, DRE will provide data and evaluation support for the mentoring and targeted mentoring and collaboration focus area, onboarding process, and additional support for multi-age classrooms, as needed.

PROFESSIONAL PATHWAYS FOR TEACHERS (PPFT) SUPPORT, 2021–2022

Program Directors: Amie Ortiz, MEd

Evaluation Supervisor: Paige DeBaylo, PhD

Evaluation Staff: Jenny Leung, MA; Dana Minney, MS

PROGRAM DESCRIPTION

PPfT was developed through a collaboration between AISD, Education Austin, and American Federation of Teachers to design a human capital system that blends appraisal, compensation, leadership pathways, and professional development activities. PPfT Appraisal was piloted in AISD in 2014–2015 and 2015–2016. PPfT Appraisal was implemented district wide in AISD in 2016–2017, and PPfT Compensation was implemented district wide in 2020–2021.

PPfT Appraisal promotes professional growth for all teachers; encourages more frequent, timely and formative feedback; and incorporates multiple indicators of success, including measures of student growth. PPfT Appraisal measures instructional practice, professional growth and responsibilities, and student growth. More specifically, the appraisal system is designed to (a) foster open and collaborative campus cultures that focus on instructional growth, supportive and contextual feedback, and the development of individual and school-wide practices that more effectively improve student learning; (b) incorporate multiple measures of teacher effectiveness including in- and out-of-classroom indicators, student learning growth, and teacher self-reflection; and (c) offer professional development opportunities that link to evaluation results.

PPfT Compensation is an alternative to a steps-and-lanes compensation system. It is a system that compensates professional growth and classroom expertise. PPfT Compensation is base building, adding permanent pay increases to a teacher's base salary, using a cumulative point system in which teachers earn points each year from four possible elements: current year of service, appraisal, professional development units, and leadership pathways. To provide recruitment and retention support, more points are awarded for equivalent appraisal performance at high-needs schools (i.e., enhanced compensation). In PPfT Compensation, enhanced compensation campuses are defined as the top 25% of campuses at the elementary, middle, and high school levels with the highest instructional services index (ISI), which takes into account the percentage of economically disadvantaged students, percentage of students served in bilingual/ESL programs, and the percentage of students served in special education programs. Campuses that are rated as an F in state accountability and are not in the top 25% are also considered.

PURPOSE OF EVALUATION

To document the program changes over time, describe the progress of the program toward meeting key goals, and determine whether PPfT demonstrated evidence of accomplishing its primary objectives, several indicators of success will be examined. DRE staff will answer key questions about the

implementation, outcomes, and efficacy of PPfT elements. DRE staff will prepare an annual summary report to support decision-making and other formative reports, as requested.

EVALUATION OBJECTIVES

Research and evaluation objectives include the following:

- to collect and analyze 2020–2021 implementation and outcome data from PPfT
- to assist in preparing and presenting PPfT implementation and outcome data at the annual PPfT board meeting, as requested
- to refine a survey for staff appraised under PPfT to assess perceptions of PPfT experiences and processes
- to calculate annual ISI
- to assist and participate in PPfT oversight committee meetings, as needed
- to pull assessment and other student data (e.g., demographic data, student-teacher linkages) for SAS EVAAS reporting
- to assist in data pulls regarding the TIA application and preparation
- to explore alignment between PPfT appraisals, CAPR appraisals, and principal supervisor appraisals

EVALUATION QUESTIONS

The program evaluation will focus on the following questions:

PPfT implementation

1. How many teachers were appraised under PPfT Appraisal in 2020–2021?
2. How many teachers participated in PPfT PL opportunities in 2020–2021?
3. How many teachers were on enhanced compensation campuses in 2020–2021?
4. What was the average salary increase for teachers due to PPfT compensation in 2020–2021?

PPfT outcomes

1. How many teachers were retained between 2020–2021 and 2021–2022?
   a. Did retention differ by compensation earned? by participation in professional learning opportunities? By campus type?
2. What was the relationship between appraisal outcomes and staff/student outcomes?
   a. What was the association of the final rating with retention? staff climate? student academic performance?
3. What was the relationship between participation in compensation and staff/student outcomes?

      a.   What was the association of compensation points with retention? staff climate? student academic performance?

4.   Did staff/student outcomes differ by participation in professional learning opportunities?

      a.   What was the difference in outcomes by participation in professional learning opportunities (leadership pathways and professional development units) for retention? staff climate? student academic performance?

<u>ISI</u>

1.   How did campus designations as enhanced compensation change between 2021–2022 and 2022–2023?

<u>Appraisal system alignment</u>

1.   How were teacher appraisals, campus administrator appraisals, and principal supervisor appraisals related?

      a.   Were teacher appraisal scores correlated with campus administrator appraisal scores?

      b.   Were campus administrator appraisal scores correlated with principal supervisor appraisal scores?

FISCAL CONSIDERATIONS

Funding for the evaluation of PPfT is provided locally. In the evaluation process, program resources and funding contributions will be determined, and implications may be examined.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will use existing district human resources data to address the evaluation questions, data support needs, and ad hoc requests. Data collection will include the use of surveys, such as the Teaching, Empowering, Leading, and Learning (TELL) Survey. Other data procedures may include extraction of student-teacher rosters necessary for SAS EVAAS, collection of district STAAR, SAT, ACT, and PSAT scores, in addition to appraisal scoring and data.

DATA ANALYSES

Descriptive and comparative analyses will be performed to examine distributions of teacher appraisal data, teacher compensation data, and teacher retention data, and how these data relate to variables of interest.

TIME LINE

Support activities are ongoing, based on support needs and data availability. Evaluation activities and timing of evaluation activities are subject to change as program needs change.

- August–October 2021: DRE staff will meet with PPfT program staff to establish program goals and ensure the alignment of 2021–2022 evaluation activities. DRE staff will complete the 2020–2021 PPfT summary report. DRE staff will provide needed ACT, SAT, PSAT, and STAAR data to SAS EVAAS for school-wide value-added computations. DRE staff will attend PPfT oversight committee and TIA meetings, as needed.

- November–January 2022: DRE staff will prepare for and administer the AISD TELL Survey. DRE staff will analyze preliminary 2021–2022 PPfT data to determine if the new rubric is allowing for more variability in teacher appraisal ratings. DRE staff will assist in preparing for the annual board presentation, if needed. DRE staff will attend PPfT oversight committee and TIA meetings, as needed.

- February–June 2021: DRE staff will calculate the ISI and work with program staff to determine the list of 2022–2023 enhanced compensation campuses. DRE staff will analyze results of the TELL Survey. DRE staff will work with program staff to refine the PPfT Perceptions Survey to prepare for a Fall 2023 launch. DRE staff will analyze data related to the alignment between PPfT, CAPR, and principal supervisor appraisals, as data are available. DRE staff will attend PPfT oversight committee and TIA meetings, as needed.

- June–August 2020: DRE will prepare a 2021–2022 evaluation summary report for PPfT and begin preparation for 2022–2023 evaluation planning. DRE staff will begin preparing to provide data to SAS EVAAS.

REQUIRED REPORTING AND DELIVERABLES

DRE staff will produce the following reports and deliverables for the 2021–2022 evaluation:

- PPfT summary report
- PPfT enhanced compensation campus list
- Updated PPfT Perceptions Survey

DRE staff will also respond to ad hoc PPfT data requests from PPfT program staff on an as-needed basis.

PROGRAM SUPPORT

DRE staff will meet with PPfT program staff on an ad hoc basis.

SPECIAL PROJECTS

As time permits, exploration of dropout rates and characteristics of those who drop out of leadership pathways may be conducted.

SOCIAL EMOTIONAL WELLNESS AND SYSTEMS OF SUPPORT, 2021–2022

Program Staff: Jane Ross, PhD; Statia Paschel; Krystal Colhoff; Twyla Williams, EdD; Teri Wood, PhD; Joan Lege-Krebs; Audrey Brandl, MPAff
Evaluation Supervisor: Chelsea Cornelius, PhD
Evaluation Staff: Cason Fayles, MA

PROGRAM DESCRIPTION

In Spring 2021, AISD's central office departments underwent significant reorganization. One result was the integration of three departments into an overarching area of the district, known as Social Emotional Wellness and Systems of Support (SEWSS). The SEWSS area includes the following departments: Multi-Tiered Systems of Support (MTSS); Social and Emotional Learning (SEL) and Cultural Proficiency and Inclusiveness (CP&I); and Counseling, Crisis, and Mental Health. The 2021–2022 evaluation of AISD's SEWSS will focus on projects and initiatives within these departments that are funded by the St. David's Foundation and the U.S. Department of Justice (DOJ).

The district's MTSS follows the positive behavioral intervention and supports (PBIS) three-tiered framework and provides a continuum of academic, behavioral, social, and emotional supports to improve education for all students. Tier 1 systems and practices establish a foundation of regular, proactive supports for all students, while Tier 2 and Tier 3 systems and practices support students who do not exhibit situationally appropriate engagement as well as students identified as needing intensive, individualized support. When a student exhibits behaviors that could have a negative impact on long-term success, a campus-based child study team (CST) meets to problem solve and coordinate services to address the whole child through an integrated response. Members of CSTs may include campus staff (e.g., principals, teachers, PSSs) as well as district-level staff (e.g., MTSS coaches, licensed mental health professionals) and third-party service providers (e.g., Communities in Schools). CSTs often review and discuss student-level service data in eCST when coordinating services and creating students' intervention plans.

The newly integrated Department of SEL and CP&I aims to inspire reflection and inquiry, and to cocreate opportunities and transformative environments for restorative, respectful, equitable, inclusive, actionable and sustainable, and culturally and linguistically responsive social and emotional learning practices throughout AISD. The department provides professional learning opportunities for campus staff and central office staff to build their capacity to consider the diverse needs of students, families, colleagues, and the community. In addition to co-constructing SEL and CP&I curriculum with campus-based SEL facilitators, SEL and CP&I specialists support campuses with developing goals and action plans to address inequities, amplify student agency, and improve campus climate and culture.

To complement the above efforts, the trust-based relational intervention (TBRI) brain development coordinator is leading an effort to prevent school violence through (a) TBRI practitioner training for select AISD staff, (b) TBRI training and coaching for teaching and support staff on all AISD campuses, and (c) education sessions for students aimed at increasing awareness of mental health resources. These activities will strengthen campuses' capacity to respond to mental health challenges, reduce incidence of school violence, and improve school climate. Furthermore, in collaboration with the Department of Counseling, Crisis, and Mental Health, the TBRI brain development coordinator developed brain science learning modules to support relationship building and student support at AISD middle schools.

PURPOSE OF EVALUATION

The purpose of this evaluation is to measure the implementation and effectiveness of a subset of grant-funded supports offered through AISD's SEWSS. DRE's evaluation of the St. David's Foundation grant and the DOJ TBRI grant will complement the work of a multi-year, human-centered redesign process, supported by the NoVo Foundation, aimed at redesigning the various systems of support in AISD to create an overarching framework for a contemporary, evidence-based model that supports students' social and emotional health.

EVALUATION OBJECTIVES

The evaluation objectives include but are not limited to the following:

- to identify processes and practices that optimize the MTSS framework through improved coordination and alignment of services for campus staff, students, and families

- to provide information about the effectiveness of these services to district leaders to help them make decisions about program implementation and improvement

EVALUATION QUESTIONS

The 2021–2022 evaluation of AISD's SEWSS will focus on the following questions:

1. What were staff's and students' perceptions of homeroom activities cocreated by SEL and CP&I specialists?

2. Did the district meet its targets with respect to the Student Equity Council?

3. How do students and staff perceive student agency, and do perceptions differ by student demographics, staff demographics, or campus demographics?

4. What were the outcomes of secondary schools that participated in the seed model program?

5. How did the MTSS Department implement culturally responsive PBIS?

6. What were some essential components identified for high school CSTs, and what practices can be recommended?

7. What lessons can be learned from eCST usage data that can inform campus-based and district-level staff in their provision of support to students?

8. What were the impacts of TBRI trainings and awareness campaigns on school climate, mental health supports, and incidence of school violence?

9. What impact did brain science learning modules have on AISD middle school teachers' sense of efficacy?

Evaluation questions may be adapted to address changes in program staff's priorities.

FISCAL CONSIDERATIONS

The 2-year, $2 million St. David's Foundation grant provides 1.5 FTE for evaluation of the advancement of culturally responsive systems of support. The 3-year, $500,000 DOJ STOP School Violence Mental Health Training grant provides 0.25 FTE for evaluation of TBRI in AISD.

SCOPE AND METHOD

DATA COLLECTION

DRE staff will collect quantitative and qualitative data to fulfill the evaluation objectives. Survey data will include responses from the district-wide Student Climate Survey, TELL Survey, Family Survey, and Multi-Program Survey. Additional surveys may be developed as data collection tools to document program implementation. AISD students' and staff's demographic information as well as data on student services, attendance, discipline, and academic achievement may be accessed through the district's information systems. DRE staff will work with program staff to obtain program-specific records, such as campus-based SMARTIE goals and common-area observation data. DRE staff will conduct focus groups, interviews, and additional surveys with staff at schools implementing initiatives of interest.

DATA ANALYSES

DRE staff will use a mixed-methods approach to provide evaluative information to program staff. DRE staff will analyze quantitative data (e.g., survey results, discipline rates) using descriptive statistics. Additional analyses (e.g., correlation, effect size calculations) may be conducted to discern the presence and strength of relationships between variables of interest. DRE staff will analyze qualitative data to identify important details and themes within open-ended responses. DRE staff will integrate results from all analyses to provide a more detailed and balanced evaluation of AISD's SEWSS.

TIME LINE

Support to program staff is ongoing, based on needs and availability. The following timeline is subject to change:

- July–August 2021: DRE staff will meet with program staff to discuss planned programmatic

activities and evaluation support for the 2021–2022 school year. DRE staff will gather and summarize data necessary for grant reports (i.e., St. David's Foundation, DOJ). DRE staff will develop a survey to capture feedback from staff about professional learning opportunities provided by MTSS coaches. DRE will publish an interactive dashboard to display the results of the MTSS Professional Learning Feedback Survey.

- September 2021: DRE staff will continue to meet with program staff to identify planned activities and evaluation support. DRE will develop example SMARTIE goals for campuses to use as part of their campus improvement plans and/or seed model program application. DRE will summarize all service tracking records entered into eCST by MTSS coaches and SEL and CP&I specialists in 2020–2021. DRE will review these data with the respective department directors. DRE staff will analyze data from the 2020–2021 Multi-Program Survey and compare staff's perceptions of student agency with students' perceptions of agency, as measured by the 2020–2021 Student Climate Survey. DRE will work with MTSS coaches to begin identifying characteristics of high school CSTs, including CSTs' documentation of student interventions in eCST. DRE staff will reconvene the SEL and CP&I *Campus Planning Guide* committee to establish roles, responsibilities, and cadence of meetings for the school year. The TBRI Practitioner Cohort Planning Survey will be administered. DRE staff will compile and share TBRI Practitioner Cohort Planning Survey results with TBRI leaders.

- October 2021: DRE staff will support the 2021–2022 cohort of SEL seed model schools with the development and refinement of measurable goals for deepening SEL and CP&I implementation. DRE staff will draft a report on staff's and students' perceptions of student agency. DRE staff will support the coordinator of Student Agency and Engagement with development of campus-based student coalitions as part of the district-wide Student Equity Council. DRE staff will work with MTSS staff to create a data collection tool for PBIS common-area observation. DRE staff will survey middle school teachers' sense of efficacy as part of the brain science learning modules.

- November–December 2021: DRE staff will summarize staff's and students' feedback from the first 9 weeks of curriculum and activities created by the SEL and CP&I specialists. DRE staff will continue to support the coordinator of Student Agency and Engagement with development of campus-based student coalitions as part of the district-wide Student Equity Council. DRE staff will publish a report on staff's and students' perceptions of student agency. DRE staff will analyze data from the 2020–2021 Student Climate Survey and refine items, if necessary. DRE staff will cofacilitate collaborative learning sessions with campus staff to

identify recommended practices for high school CSTs and solicit feedback on eCST features.

- January–February 2022: DRE staff will gather and summarize data necessary for the St. David's Foundation and DOJ TBRI grant reports. DRE staff will coordinate the administration of the 2021–2022 Student Climate Survey. DRE staff will continue to cofacilitate collaborative learning sessions with campus staff to identify recommended practices for high school CSTs and solicit feedback on eCST features. DRE staff will work with program staff to develop program-specific logic models and draft a high-level theory of change for SEWSS. DRE will work with SEWSS leadership to draft an evaluation plan for the upcoming school year.

- March–April 2022: With support from the CST specialist, DRE will observe select campuses' CST data review processes. DRE staff will analyze results from the 2021–2022 Student Climate Survey and publish an interactive dashboard to display results. DRE staff will work with program staff to develop questions for the Multi-Program Survey. DRE staff will review program-specific logic models with SEWSS leadership and finalize a high-level theory of change for SEWSS.

- May–June 2022: DRE staff will collect and analyze data from secondary schools that participated in the seed model program. DRE staff will administer the Multi-Program Survey. DRE staff will survey middle school teachers' sense of efficacy to assess impact of the brain science learning modules.

- July 2022: DRE staff will gather and summarize data necessary for the St. David's Foundation and DOJ TBRI grant reports.

REQUIRED REPORTING

In addition to the aforementioned reports, DRE staff will assist program staff with data analysis for district reports, as needed.

SPECIAL PROJECTS

No special projects are planned at this time.

SUMMARY OF DISTRICT-WIDE ADVANCED PLACEMENT (AP), SAT, AND ACT TEST RESULTS, 2021–2022

Evaluation Supervisor: Paige Debaylo, PhD

PROGRAM DESCRIPTION

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

The summary of test results is aligned with the district's strategic plan. Core Belief One states all students will graduate college, career, and life ready. Core Belief Two states staff will create an effective, agile, and responsive organization. The program described here contributes to fulfilling the commitments to generate, leverage, and use strategically all resources, and to prepare students to graduate on time and to perform at or above grade level in math and reading.

PURPOSE OF EVALUATION

EVALUATION OBJECTIVES

Evaluation objectives include the following:

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

EVALUATION QUESTIONS

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

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

FISCAL CONSIDERATIONS

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

Scope and Method

Data Collection

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

Data Analyses

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

Time Line

- September–October 2021: The district's System-wide Testing Department will obtain AP, SAT, and ACT exam data from the College Board and ACT. The data will be uploaded into the district's student information system. DRE staff will analyze the data, develop a report, and publish the information on the DRE website.

Required Reporting

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

Special Projects

No special projects are planned in 2021–2022.

Virtual Learning Program, 2021–2022

Program Directors: Joshua Jeon

Evaluation Supervisor: Paige DeBaylo, PhD

Program Description

This virtual learning program is a temporary option available for students in kindergarten through 6th grade (for students younger than 12 years old) during the Fall 2021 semester in response to the COVID-19 pandemic. Students enrolled in the virtual learning program engage in virtual learning via the BLEND platform and receive direct virtual teacher-led instruction. Virtual learning is scheduled to close at the end of the Fall 2021 semester. Staff members teaching in the virtual learning program are teaching virtually from their assigned work location, while students are learning virtually from home.

Purpose of Evaluation

The purpose of the evaluation is to understand the impact of the virtual school program on AISD students who attend virtually and to gather formative and summative evaluation information to help district decision makers plan and improve future programs, as/if needed.

Evaluation Questions

1. How academically successful were students during the fall virtual learning program, as defined by indicators such as report card performance, course grades, course completion, and EOC test results?
2. How academically successful were virtual students after their participation in the 2021 program, either in Spring 2022 or Fall 2022?
3. How did students and staff participating in the virtual learning program perceive their campus climate and culture, as measured by the AISD Student Climate Survey and AISD TELL Survey?

Scope and Method

Data Collection

The program evaluator will collect quantitative data pertaining to attendance, student report card performance, course completion, course credits obtained, EOC test performance, and enrollment in the next school year. District information systems (e.g., Frontline) will provide students' enrollment, demographic, and attendance data for the summer program participants.

Data Analyses

The program evaluator will analyze quantitative data (e.g., course enrollment and completion, attendance, and graduation) using descriptive statistics (e.g., numbers and percentages). Students'

academic outcomes will be further explored by disaggregating data by race/ethnicity, gender, economic disadvantage status, English learner status, and special education status. All results will be summarized and reported in the aggregate by program to the program manager.

TIME LINE

Support activities are ongoing, based on support needs and data availability. Evaluation activities and timing of evaluation activities are subject to change as program needs change.

- Fall 2021: The program evaluator will attend program meetings as needed and gather preliminary program information, including program purpose, preliminary list of students, preliminary list of teachers, and estimated program budget allocations. The virtual program evaluation plan will be finalized and approved by the program manager. The program evaluator will access district student data systems for gathering student's program participation data.

- Spring 2022: The program evaluator will gather data on students participating in the Fall 2021 program to determine students' enrollment counts and any available academic data. The program evaluator will finalize student data from the Fall 2021 program and review this with the program manager. A preliminary draft of a fall virtual program evaluation report will be written. The program evaluator will update and finalize the final virtual program evaluation report and submit it to the program manager for review. The program evaluator will ensure Climate Survey data can be disaggregated by participation in the virtual learning program for comparison with non-virtual program students and staff.

REQUIRED REPORTING AND DELIVERABLES

DRE staff will produce a Fall 2021 virtual program summary report. DRE staff will also respond to ad hoc data requests from program staff on an as-needed basis.

SPECIAL PROJECTS

If the virtual program is extended into Spring 2022, DRE will continue the evaluation of the program and shift reporting timelines. If time permits, DRE staff will examine the Fall 2022 promotion rates of students who participated in the Fall 2021 virtual learning program.

REFERENCES

Ruppert, S. S. (2006). *Critical evidence: How the arts benefit student achievement*. National Assembly of the
State Arts Agencies. https://files.eric.ed.gov/fulltext/ED529766.pdf

Texas Cultural Trust. (2015). *The art of ensuring a bright future for Texas.* Texas Cultural Trust.